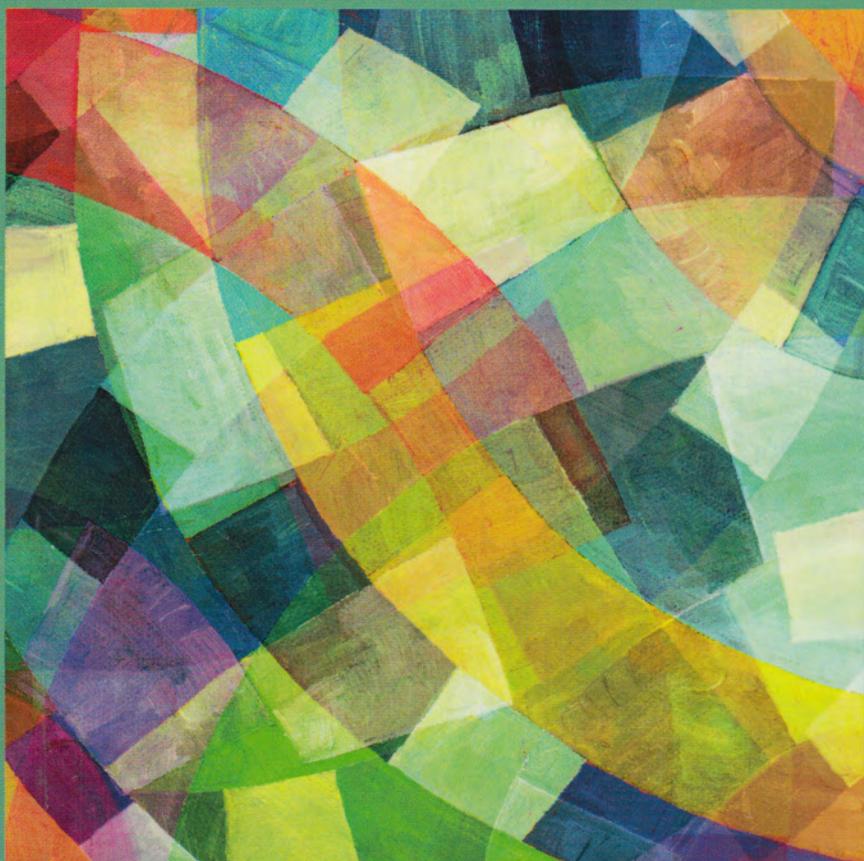


# The Action-oriented Approach

A Dynamic Vision of  
Language Education



Enrica Piccardo  
and Brian North

new  
perspectives  
on  
language  
and  
education

# Contents

Tables and Figures	vii
1 The Emergence of a New Vision	1
1.1 From Practice to Theory to Practice	1
1.2 The Evolving Landscape of Language Education: From Communication to Action	9
1.3 Laying the Foundations for Methodological Innovation	13
2 The Notion of Competence: An Overview	26
2.1 Competence: Evolution of an Elusive Notion	27
2.2 Competence in Linguistics and Applied Linguistics	28
2.3 Competence in the World of Education and Work	35
2.4 Competences in the CEFR and in the AoA	46
3 Towards an Action-oriented Approach: Theoretical Underpinnings	57
3.1 In Search of a Theory of Language Education: The First Steps	57
3.2 From Mental Gym to Habit Formation: The Enduring Impact of Behaviourism	58
3.3 The Cognitive Perspective	60
3.4 Language as Meaning Potential	63
3.5 Language as Communication	67
3.6 Language as Socialisation: Sociocultural/ Socio-constructivist Theories	73
3.7 Expanding the Field: Emotions, Plurilingualism and Creativity	78
3.8 Beyond Language Education: Other Theories	84
3.9 Affordances, Ecological Models and Complexity Theory	96
4 Preparing the 'AoA: Developments in Language Teaching Methodology	111
4.1 Evolution of Methodologies: From a Pendulum to a River	112
4.2 From Methods to Approaches and Beyond	122

5	The Common European Framework of Reference and its Companion Volume: A Paradigm Shift	149
5.1	The CEFR as a Policy Document	149
5.2	The Innovation Potential of the CEFR in Language Education: From the CEFR to the CEFR Companion Volume	163
5.3	The AoA: A Paradigm Change in Methodology	188
6	Towards a Dynamic Vision of Language Education: Plurality and Creativity	195
6.1	Change, Unbalance and Creativity	195
6.2	A New Vision of Culture	200
6.3	Plurilingualism	212
6.4	Mediation: From a Static View of Language to a Dynamic View of (Co)-Construction of Meaning	230
6.5	Mediation, Plurilingualism/Pluriculturalism and Inclusive Education for All	239
7	The Action-oriented Approach	244
7.1	The AoA: An All Embracing Perspective	244
7.2	From Theory to Practice: Working with a Scenario	263
8	Conclusion	275
	Appendix 1: LINCDIRE Action-oriented Scenario Template	284
	Appendix 2: CASLT Scenario Template	290
	Appendix 3: Eequals Scenario Template	292
	References	295
	Index	333