Social-action-based textbook design in ELT

Ahmet Acar

Dokuz Eylül University Department of English Language Teaching

Dr. Ahmet Acar is working as a Dr. Lecturer at Dokuz Eylül University, Department of English Language Teaching, in İzmir, Turkey. His research interests are English as an international language pedagogy, the action-oriented approach, curriculum development, distance learning and virtual reality in English teaching.

Abstract

The action-oriented approach as introduced by the Common European Framework of Reference for Languages (CEFR) has begun to occupy an important place in the curriculum development process in the English language teaching (ELT) field in the EU countries as well as other countries like Turkey. However, how the unit of an ELT textbook should be designed in accordance with the action-oriented approach is a topic that has not been dealt with in the ELT field. This study aims to compensate for this gap by introducing ELT textbook design shaped by the action-oriented approach (social-action-based learning). Since the goal of the action-oriented approach is to train social actors (as specified by the CEFR) rather than just training successful communicators in English, English textbooks prepared in accordance with the action-oriented approach should also be designed to train learners as social actors rather than mere communicators. For this purpose, I argue that the unit of an English textbook should be organized around a unit of social action rather than a unit of theme, grammar, function, notion or even task, which are not considered as the objectives of the unit but just a means at the service of social action.

Introduction

In this article, following Puren (2020), the term action-oriented approach is referred to as social-action-based learning (SABL) to indicate the departure from both the communicative approach in general and a development in it, which is task-based language teaching (TBLT), both of which also indicate an action but the action referred to is the communicative action (speech action or speech acts). Social-action-based learning (SABL), however, focuses on the social action, "which is acting with the others" (Puren, 2004, p. 20), in which communicative action (speech act) is just a means, not a goal. In Acar (2019), I outlined how the action-oriented approach, which is renamed as social-action-based learning in this article, displays the rupture from the communicative approach as well as task-based language teaching (TBLT). In this article, I intend to show how this rupture is displayed in ELT textbook design by proposing social-action-based textbook design, which is different from a communicative textbook design.

After the Threshold Level document, the Council of Europe introduced two new documents: CEFR (2001) and its companion volume (CEFRCV, 2018), which changed the goal of language teaching from that of training successful communicators (the goal of the Threshold Level document) to that of training social actors (hence social-action-based learning). The two

documents also introduced "a new social reference situation - the multilingual and multicultural society - and two new reference actions, namely, not only communicating with visiting foreigners, but (1) living and (2) working over the long term with people partly or entirely of different languages and cultures" (Puren, 2014a, p. 3), both of which differ from those of the Threshold Level document (touristic visit situations and speech acts, respectively). Because of this new reference situation, CEFR (2001) and its companion volume (CEFRCV, 2018) dwell on linguistic diversification, plurilingual and pluricultural competence (CEFR, 2001, chapter 8), and mediation as a new mode of communication along with reception, production, and interaction. Thus, the European learners of a foreign language are no longer to be prepared for short term contact situations as in touristic visits but in multilingual and multicultural societies of Europe, they are expected to develop skills to be able to live harmoniously with foreigners and act effectively with them in a foreign language.

Though CEFR (2001) and its companion volume (2018) do not state it explicitly, Puren (2004, 2014a, 2020) argues that these developments indicate a shift of paradigm, a shift from the communication paradigm to social action paradigm, more particularly, from the communicative approach to social-action-based learning (Puren 2020), which is referred to as the action-oriented approach in CEFR (2001) and its companion volume (CEFRCV, 2018). Language curricula, in such an orientation, will no longer aim to enable learners to move across countries and be involved in short term contacts with the users of the target language but rather aim to enable Europeans to live together harmoniously with foreigners in their multilingual and multicultural societies and work effectively with them by using the target language in their home or target culture, in short, to enable them to be social actors. Not only ELT curricula but also ELT textbooks should also be designed in such a way as to serve this goal and the aim of this article is to show how ELT textbooks should be designed to train social actors rather than merely training successful communicators.

Social-action-based learning (SABL)

In CEFR (2001) and its companion volume (CEFRCV, 2018), the Council of Europe introduced two new objectives: The ability to live together harmoniously (and hence multilingual and multicultural society introduced in CEFR, 2001 and CEFRCV, 2018) and act together effectively (and hence the action-oriented approach in these two documents) in a foreign language in a multilingual and multicultural society. Thus, the goal of language teaching changed from training successful communicators to training social actors (social agents) as introduced in the action-oriented approach in CEFR (2001) as follows :

> The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning (p. 9).

Different from the Threshold Level document, the reference action in the CEFR (2001) and its companion volume (2018) is the social action (acting with the others) rather than speech action (speaking with and acting on the other), in other words, the acts of a social actor are social actions, and speech acts (functions) are meaningful only in relation to the social actions of these social actors. This leads to a view of communication as a means at the end of social action but not a goal as in the Threshold Level document. The reference situation in the CEFR (2001) and its companion volume (2018), on the other hand, is the multilingual and multicultural society rather than short term contact situations as in a touristic trip (Threshold Level document). CEFR (2001) stresses this situation in its 'notes for the user' section as follows :

> Chapter 8 discusses the principles of curriculum design involving the differentiation of language learning objectives, especially in the context of building an individual's plurilingual and pluricultural competence in order to deal with the communicative challenges posed by living in a multilingual and multicultural Europe.

This necessitates a paradigm shift in language teaching: a shift from the communication paradigm to the social-action paradigm as Puren (2004) indicates as follows:

> The European didactics that will emerge in the 2000s will have to move away from the communicative approach-as well as the task-based language learning-, moving in particular from the concept of interaction (which is talking with and acting on the other) to the concept of co-action (which is an act with others), and from the concept of interculturality (mainly referring to the phenomenon of contact between different cultures and individuals) to that of co-culturality (developing a common culture by and for collective action) (p. 20).

The communicative approach and one of the strong versions of it, that is, task-based language teaching, would not suffice to realize this transition with their tools like simulated communicative activities and tasks (especially communicative tasks) since their reference objective is the ability of the learners to communicate effectively with foreigners, an objective of the Threshold Level document. For textbook design, to realize the transition from the communication paradigm in which the ultimate goal is to train successful communicators in the classroom (communication with each other) to the social-action paradigm in which the ultimate goal is to train social actors who can not only live together with foreigners harmoniously but also work together effectively with them in the target language in and/or outside the classroom (acting with each other where communication is a means), Puren (2009, 2014a, 2019b) proposes the use of mini-projects as different from simulated communicative activities or tasks. These mini-projects should be the main action units in textbooks prepared in accordance with social-action-based learning (SABL).

How speech acts (the reference action) of the Threshold Level document are put at the service of social-action can be examplified in the realization of social action "Organize a party for new acquaintances to make friends" as introduced by Puren (2014c) in table 1 as follows:

Table 1. The different levels of action

ACTIVITY(IES)	LEVEL(S)
1. Organize a party for new acquaintances to make friends.	social action
2. Seek advice on the internet, and select the most appropriate for your situation and objectives.	language activity then cognitive operation
3. List, prioritize and chronologically classify in your agenda the tasks to be done.	cognitive operations
4. Write a collective invitation email.	Language activity and task (language)
5. Send the collective invitation email from your computer.	Task (non-linguistic)
6. Greet each guest upon arrival.	Act of speech (greeting) or language task
7. Speak up to thank the guests, introduce yourself.	Speaking acts (thanking, introducing oneself) or language task
8. Tell them about your first months in the city.	Act of speech (tell) + language activity (continuous oral expression) language task + language task
9. Inform them of the objectives of your invitation.	Act of speech (inform) + (probably also) language task
10. Wish them a good evening.	Act of speech (wish)
11. Suggest that everyone come to the buffet.	Act of speech (propose)
12. Ask someone to introduce you to someone else.	Act of speech (request) introducing another act of speech (present)
13. Exchange business cards.	Task (language or non-language)
14. Ask a newcomer to introduce himself or herself.	Act of speech (ask)
15. Put two people in contact with each other.	Language task
16. Translate an exchange from French into English and vice versa to help two guests get to know each other.	Language activity (mediation)
17. Greet and thank the guests who take their leave.	Speech acts (greeting, thanking)
18. Write an email to a friend to tell him/her about the evening and suggest that he/she send the same type of invitation.	- Language activity (written expression), with the objectives of two acts of speech (telling, suggesting). + Language task

In table 1, it is seen that speech acts along with language activities, cognitive operations, and tasks (both language and non-language) are seen as tools at the service of carrying out the social action (project). Thus, communication is not an objective in itself but at the service of social action. Table 1 also illustrates the methodological integrator function of the project, which Puren (1998, 2002, 2006, 2020) calls complex didactics or plurimethodological framework as the most suitable methodology to train social actors within the framework of the social-action-based learning.

In this social action (project), which cannot be carried out in one or two class hours, the characteristics of the social action are also different from the characteristics of the communicative action. Puren (2020, p. 26) names these characteristics as the repetitive (contrary to the inchoative), the durative (contrary to the punctual), the imperfective (contrary to the perfective) and the collective (contrary to the individual) as shown in table 2.

Table 2. Genetic analysis of the social-action-based learning (SABL)

	GENETIC ANALYSIS OF THE SOCIAL-ACTION-BASED LEARNING	
Genes of the CA	Genes of the SABL	**Most of the social work we do...**
the inchoative	**the repetitive**	... are repeated more or less identically throughout the day, week, month or even year;
the punctual	**the durative**	...have a certain duration, or at least are part of the duration;
the perfective	**the imperfective**	... do not end completely (they are always subject to being resumed and/or extended later) ;
the individual	**the collective**	... are carried out collectively, or in relation to others, or at least taking into account the actions of others.

The social actors (the students) who are involved in this project carry out the social action (and communication as a means to achieve it) by involving in a series of tasks successively (the repetitive) in a long time (the durative) without ending it instantly in one class hour (the imperfective) and in a collective manner (the collective). This is actually how social actions are carried out in a multilingual and multicultural society when social actors live together and act together in a foreign language. If we consider the class society (with all the students in that class working together for a long term project: learning a foreign language) as a real society (and hence social actors rather than learners), there is no reason for the textbook to involve only simulated communicative actions (role-plays and dialogues) and to prepare the learners for the short term contact situations as in the Threshold Level document.

It is also important to note that some task-based methodologists (e.g. Willis, 1996; Willis and Willis, 2007) view projects as just a type of task along with other tasks such as listing, ordering and sorting and comparing, etc. as seen in table 3 from Willis and Willis (2007, p. 108):

Table 3. The task generator: a taxonomy of task types
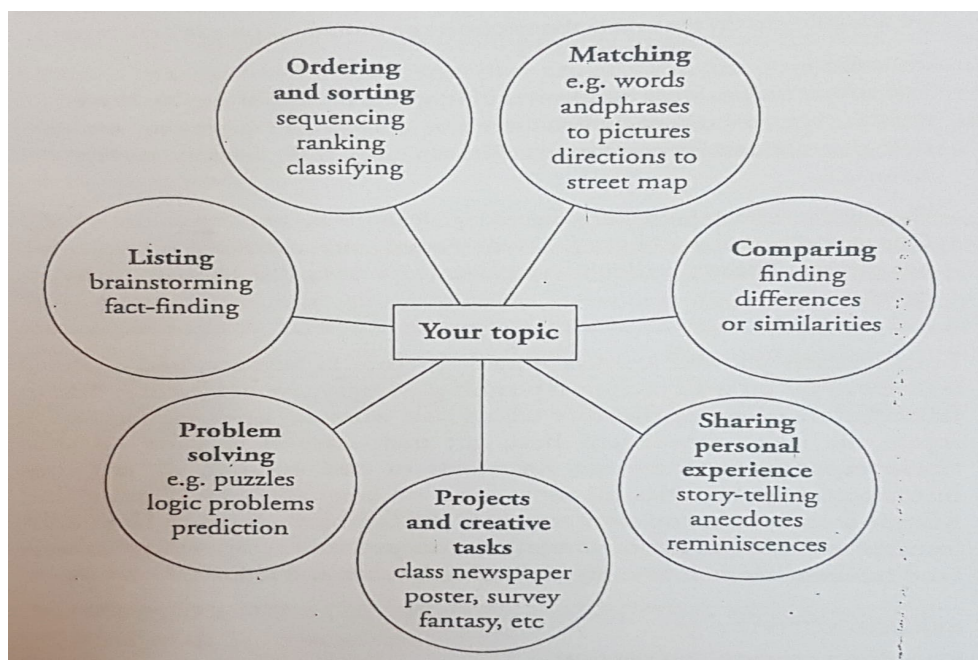
Thus, for them, comparing two pictures to find the differences or similarities is in the same typology along with social actions (projects); however, comparing two pictures as a task classification in its own right is not a social action while a project is a social action. By introducing project as a task type, task-based methodologists display a view of the project as a means of communication rather than viewing communication as a means of social action (project), which shows that they either ignore or confuse two distinct paradigms: communication paradigm (training successful communicators) and social action paradigm (training social actors). This is displayed in Willis' (1996) definition of task outlined as "Tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p. 23). The communication paradigm that is reflected in other characterizations of tasks is also evident in the statements of other task-based methodologists. Ellis (2003), for example, states that "a task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to develop L2 proficiency through communicating" (p. 9). Similarly, Estaire and Zanon (1994) argue that "The last task in the unit, the final task, is a communication task which marks the highest point of communication in the unit" (p. 15). Even Nunan's (1989) title for his book 'Designing Tasks for the Communicative Classroom' indicates that tasks are tools within the communication paradigm rather than social action paradigm. Indeed, task-based learning is not viewed as a distinct and separate approach from the communicative approach but rather as one of the strong forms of the communicative approach as Ellis (2003) states that "task-based language teaching constitutes a strong version of CLT" (p. 30).

By classifying a project (which is a complex action) as a type of task, task-based methodologists also either ignore or confuse two distinct reference objectives: reference objective of the communicative approach (the ability to communicative effectively in a foreign

language in the home or target culture) and reference objectives of both CEFR (2001) and its companion volume (CEFRCV, 2018) (the ability to live together harmoniously and act together effectively in a foreign language in a multilingual and multicultural society). Thus, the reference situations underlying the two opposing camps, namely, short term contact situations as in the Threshold Level and the multilingual and multicultural societies as indicated in CEFR (2001) and CEFRCV (2018) are also ignored or confused when task-based methodologists classify the project as a task type. Puren's (2020, p. 2) analysis of the current objectives of language and cultural education in a plurilingual and pluricultural society illustrates the point clearly as shown in table 4.

Table 4. Current objectives of language and cultural education in a plurilingual and pluricultural society

Current objectives of language and cultural education in a plurilingual and pluricultural society
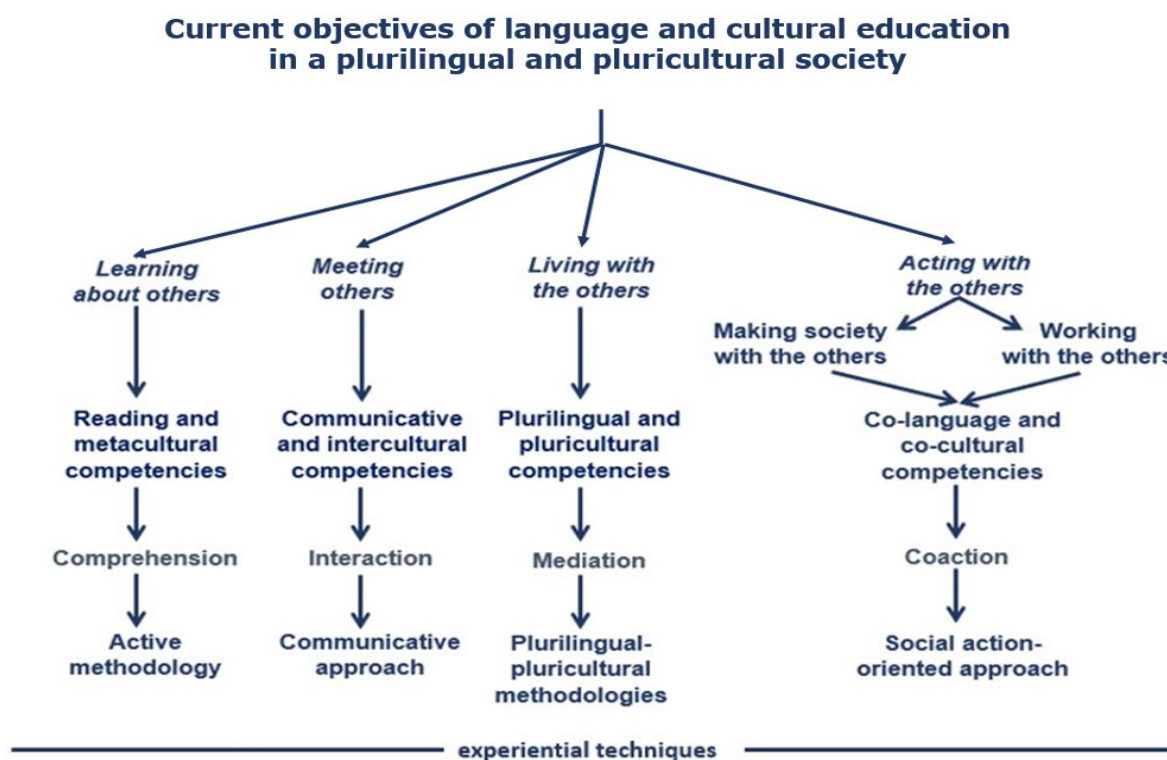
As seen in table 4, the reference act of the communication paradigm is 'meeting others', in which communicators are involved in 'interaction', which is 'talking with and acting on the other', while the reference act of the social-action-based learning is "acting with others" (Puren, 2004, p. 20), in which social actors will be involved in co-action, which is acting together to make society and working together. By introducing a project as a task type, Willis and Willis (2007), and other task-based methodologists, consciously or unconsciously, move from the paradigm of communication (training successful communicators) to the paradigm of social action (training social actors). According to Nunn (2020), tasks can be integrated as a sub-component of a project-based learning. It is more difficult to conceptualize a project as a kind of extension of a task.

In social-action-based learning, as well as social-action-based textbook design, the previous methodologies are not ignored or dispensed with but rather all are put at the service of social action, in the words, the social actors (the students) who carry out projects or mini-projects in and/or outside the classroom utilize all the tools (various types of tasks including non-language tasks, texts, functions, notions, and even translation) at the service of social-action as seen in the project "organize a party for new acquaintances to make friends" as shown in table 1. In this respect, a project (or a mini-project), unlike its use and function in task-based learning, serves as a methodological integrator, which Puren (2020) calls plurimethodology. Thus, plurimethodology forms the methodological side of social-action-based learning as well as social-action-based textbook design, unlike task-based learning, which rejects all the previous methodologies and views itself as the unique and most appropriate methodological option. Nunn's 'method-in-use' concept as a holistic learning framework also portrays project based learning "not as an end in itself or as a 'new method' with which to replace 'dated or old methods'" but as a pluri-methodological framework for social learning (2020, p.61).

There are many more intricate points to be noted in the use of the project in task-based learning and its use in social-action-based learning, the treatment of which is outside of the scope of this paper but to note a few: In task-based learning, many of the famous task-based methodologists (e.g. Ellis, 2003; Willis, 1996; Willis and Willis 2007; Nunan, 2004) claim that all the tasks are language tasks and there is no place for non-language tasks but in social-action-based learning tasks are not only language tasks as noted also by CEFR (2001):

> The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning (p. 9).

Thus, CEFR acknowledges that actions are not only language actions and that the language actions have meaning only in relation to the social actions. While task-based methodologists view the project as a type of task, most of them refuse non-language tasks, which are necessarily used as a tool at the service of social action or project (e.g. send the collective invitation email from your computer) as in Puren's (2014c) example of "organize a party for new acquaintances to make friends" as shown in table 1.

A project in social-action-based learning also covers activities other than language and non-language tasks. Translation, for example, has no place in task-based learning, however, CEFRCV (2018) gives a large treatment of mediation as a new mode of communication along with production, reception, and interaction. The project "organize a party for new acquaintances to make friends", for example, embodies mediation (translate an exchange from French into English and vice versa to help two guests get to know each other) as a tool along with other activities and tasks. Interestingly, Widdowson's (1978) (a communicative methodologist) following argument in favor of the usefulness of translation, as Puren (2020) brings into attention, is often ignored or censored by task-based methodologists:

What we are aiming to do is to make the learner conceive of the foreign language in the same way as he conceives of his own language and to use it in the same way as communicative activity. This being so, it would seem reasonable to draw upon the learner's knowledge of how his own language is used to communicate. That is to say, it would seem reasonable to make use of translation (p. 159).

By introducing the project as a task type along with other task types such as listing, ordering and sorting and comparing, etc., task-based methodologists confuse two distinct paradigms: the communication paradigm, in which the reference objective is the ability to communicate effectively in the home or the target culture, on the one hand, and the social action paradigm, in which the reference objective is the ability to live together harmoniously and to act effectively in a multilingual and multicultural society on the other hand. Communication, in the second paradigm, is not a goal but just a means, which means tasks can take place in the design of a project as Nunn (2020) also demonstrates.

Social-action-based textbook design

A social-action-based textbook model is not guided by tasks (communication paradigm) but by mini-projects (social action paradigm). Even if mini-projects are prepared by the textbook writers and put at the end of the textbook units beforehand, they still reflect the characteristics of projects, which the students choose and design themselves (with the help of the teacher). They should, for example, allow a certain level of autonomy, collectivity, information management, the collective final product or final decision, and collective self evaluation by the students and/or an evaluation by the teacher and/or even public evaluation.

Social-action-based textbook unit design differs from a communicative unit design since it is a unit of social action rather than a unit of communication. Thus, such a model will be guided by social action, and the so-called final task, which takes place at the end of the unit, will not be a communicative task but a mini-project. Since social-action-based learning places high importance on the autonomy of the social actors, at the end of the unit there will not be a single mini-project but at least two mini-projects which are the variants of the same social action to allow the students to choose one or both of the proposed mini-projects at the end of the unit. Such a social-action-based textbook model is reflected coherently by the French textbook *Version Originale 4 - B2 (Paris: Éditions Maison des Langues)*, in which one of the proposed mini-projects at the end of each unit is real since the preference is the real action in social-action-based learning. The other variant of the mini-project is fictional (playful, aesthetic, imaginative). In the seventh unit of *Version Originale 4*, for example, the title of the unit is 'Be able to say it', which every citizen of a democratic society needs in order to defend their rights. To train the learners in this social action, at the end of the unit two mini-projects are proposed: We will write an open letter and/or make a petition. The whole unit (unit seven) provides the students with the necessary linguistic resources (functions, notions, grammatical items, lexis, and phonology) and cultural resources (the Ombudsman of the Republic in France and Amnesty International, the class representative that the students in French secondary education must elect at the beginning of the semester). Methodological resources in the unit (various tasks, grammatical exercises, cognitive operations, and various language activities in different modes of communication: reception, production, interaction, and mediation) are the necessary means

of helping students acquire the necessary linguistic and cultural resources. The evaluation of any mini-project is carried out through collective self-evaluation by the students and/or an evaluation by the teacher and/or even public evaluation. Thus a social-action-based textbook model will follow the design as shown in table 5.

Table 5. Social-action-based textbook design

1.Social action e.g. Be able to say it (social action of protest)
2. Two mini-projects which are variants of the same social action (at the end of the unit) (e.g. We will make an online petition to make our views known and/or we will write an open letter to express our outrage.)
3. Linguistic and cultural resources (linguistic & cultural content): a) linguistic resources to be provided in the unit (functions, notions, grammatical items, lexis, and phonology.) b) cultural resources
4. Methodological resources (methodological content): various tasks (language and/or non-language), grammatical exercises, cognitive operations, and various language activities in different modes of communication: reception, production, interaction, and mediation.
5. Evaluation: The evaluation of the mini-projects is carried out through collective self-evaluation by the students and/or an evaluation by the teacher and/or even public evaluation.

In *Version Originale 4*, which reflects the social-action-based textbook design, the social actors (learners) are required to make an online petition and/or write an open letter to the mayor of Paris to protest against the announcement that the Eiffel Tower will be demolished since its maintenance is too expensive for the city's finances. The design of the two mini-projects at the end of unit seven of *Version Originale 4* is as follows:

Unit 7. 'Be able to say it'

Mini-project 1: We will make an online petition to make our views known.

A. In groups, choose a cause that you feel currently deserves your collective commitment.

B. Share your ideas and decide together on the theme of the petition and the size of its text (it should not exceed 150 words).

C. Each group writes their text according to the tone they want to give it (humor, anger...).

D. The whole class chooses one of the texts, making some changes if necessary.

E. You can present your collective petition in your school or city. You can also upload it on a specialized website.

Mini-project 2: We will write an open letter to express our outrage.

A. Read the April 1 brief published in a French newspaper. What is the reason for the decision of the mayor of Paris?

B. Make a list of people who would be affected by the disappearance of the Eiffel Tower.

C. In groups, choose a few examples from this list and look for the arguments that could be put forward by the people concerned.

The souvenir seller will no longer be able to settle down under the Eiffel Tower. He will be forced to move elsewhere or else he will find himself unemployed.

D. Each group writes the text of the open letter to the Mayor and presents it to the class that decides which one will finally be sent.

The linguistic resources (functions, notions, grammatical items, lexis, and phonology) and cultural resources, which will equip the students with the necessary knowledge to be able to carry out the mini-projects, will provide the social actors (students) with the linguistic and cultural content of the unit. Methodological resources in the unit (various tasks 'both language and/or non-language', grammatical exercises, cognitive operations, and various language activities in different modes of communication: reception, production, interaction, and mediation), on the other hand, will equip the social actors with the necessary skills to be able to carry out the mini-projects.

The two actions are two variants of the same social action (to protest in a democratic manner) and one of the actions is real: We will make an online petition to make our views known; the other action fictional: We will write an open letter to express our outrage. The two social actions are also in line with training of social actors in a democratic society since the proposed social actions are those that any democratic society would train its citizens for: Using their right to protest in a democratic manner. The two mini-projects also carry out the characteristics of mini-projects rather than communicative tasks: They have a design stage in which collectivity, information management and a certain degree of student autonomy are emphasized. These criteria are highly important in the design of the mini-projects since the training of social actors requires them to act autonomously and collectively and manage information in their mini-society (the classroom) if they are to act as such in their external societies. In the design of the mini-projects, there are also subtasks which lead to the final productions with a collective decision or action as well as a collective self-evaluation of the final production.

Thus, the distinctive characteristics of a social-action-textbook design are that there must be at least two mini-projects, which are variants of the same social action. The actions should be chosen in such a way that any democratic society would allow its citizens to carry out in their outside societies. The mini-projects should be designed to allow a certain level of autonomy, collectivity, information management, the collective final product or final decision, and collective self evaluation by the students or an evaluation by the teacher or even public evaluation. The most important characteristic of the social-action-based learning is that there is a preference for real social action rather than simulated communicative action as in the case of the communicative approach. Thus, in the social-action-based textbook model, one of the proposed mini-projects must be real if real social actors will be trained for real social actions in their outside societies.

Conclusion

The early Threshold Level document, the Threshold Level in a European unit/credit system for modern language learning by adults, with its reference objective (the ability to communicate in a foreign language), reference action (speech action) and the reference situation (short term contact situations) contributed to the development of the communicative approach (Acar 2019). Thus, English textbooks prepared according to this approach reflect the genes of the communicative approach, which can be observed in the Threshold Level document: the inchoative, the perfective, the punctual, and the individual (Puren 2020).

CEFR (2001) and its companion volume (CEFRCV, 2018) introduced a new goal for language teaching: the training of a social actor as well as a new social reference situation: a multilingual and multicultural society. Thus, social actors will not only communicate with each other but also live together harmoniously and act together effectively in a foreign language in their home or target culture. The new reference objective, reference action, and reference situation imply a change of paradigm: from the communication paradigm to the social action paradigm, whose genes are different from the communication paradigm: the repetitive, the durative, the imperfective, the collective. This shift of paradigm should also be reflected in the textbook design which will train social actors rather than just successful communicators. Thus, the unit of an English textbook should be organized around a unit of social action rather than a unit of theme, grammar, function, notion, or task, all of which are not considered as the objectives of the unit but just a means at the service of social action.

Puren (2004, 2009, 2014a, 2014b, 2017, 2019a, 2019b, 2020) proposes two options to train social actors: educational projects that the students choose and design themselves autonomously (with the help and under the guidance of the teacher) and mini-projects which are chosen and designed by the curriculum developers and textbook writers and hence used as the main action units in both language curricula and textbooks prepared in accordance with social-action-based learning (SABL).

In the social-action-based textbook unit design, which will be guided by social action, the so-called final task, which takes place at the end of the unit, will not be a communicative task but a mini-project. To emphasize autonomy, at least two mini-projects which are variants of the same social action should be presented to the students at the end of the unit. The design

of the mini-projects, on the other hand, should reflect a certain level of autonomy, collectivity, information management, the collective final product or final decision, and collective self evaluation by the students or an evaluation by the teacher or even public evaluation. The most important characteristic of social-action-based learning is that there is a preference for real social action rather than simulated communicative action as in the case of the communicative approach. The whole unit, then, prepares the social actors to be able to carry out these two social actions by providing them with the necessary linguistic resources, cultural resources and methodological resources. Thus, the social-action-based textbook design indicates a transition from the communication unit to the social-action unit, from viewing learners as communicators to social actors, from viewing the classroom as an artificial environment to viewing it as a real mini-society.

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