



**SPEAKER**

**SERIES**

**2025**

**Action-oriented  
Scenarios: Inspiring  
pedagogical  
innovation, reflection,  
and self-assessment in  
the classroom**

Danielle Hunter

Adriana Ortiz



**7 FEBRUARY, 2025**

# Session Overview

## Part 1



**Danielle Hunter**  
University of Toronto

- Introduction to the AoA
- Practical tool: Scenario Webs (CEFR Eastern Region Working Group, 2023)

## Part 2



**Adriana Ortiz**  
University of Toronto

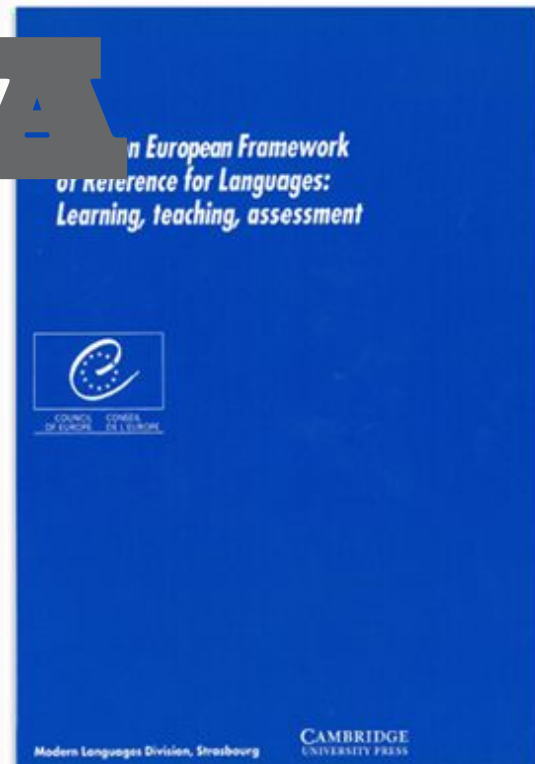
- Doctoral research: How the AoA fosters self-assessment and reflection among language learners

# Introduction to the Action-oriented Approach (AoA)



# Development of the

## AoA



(Council of Europe, 2001)

- Term first appeared in CEFR (2001)
- Chapter 2: “Approach adopted”
- AoA is only mentioned a few times in the CEFR (2001)
  - Presented but not elaborated, similar to plurilingualism, mediation in the CEFR (2001)
- CEFR is a tool for reflection for stakeholders in language education
- Grounded in decades of research

“

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.

”  
(Council of Europe, 2001, p.9)

# Development of the AoA



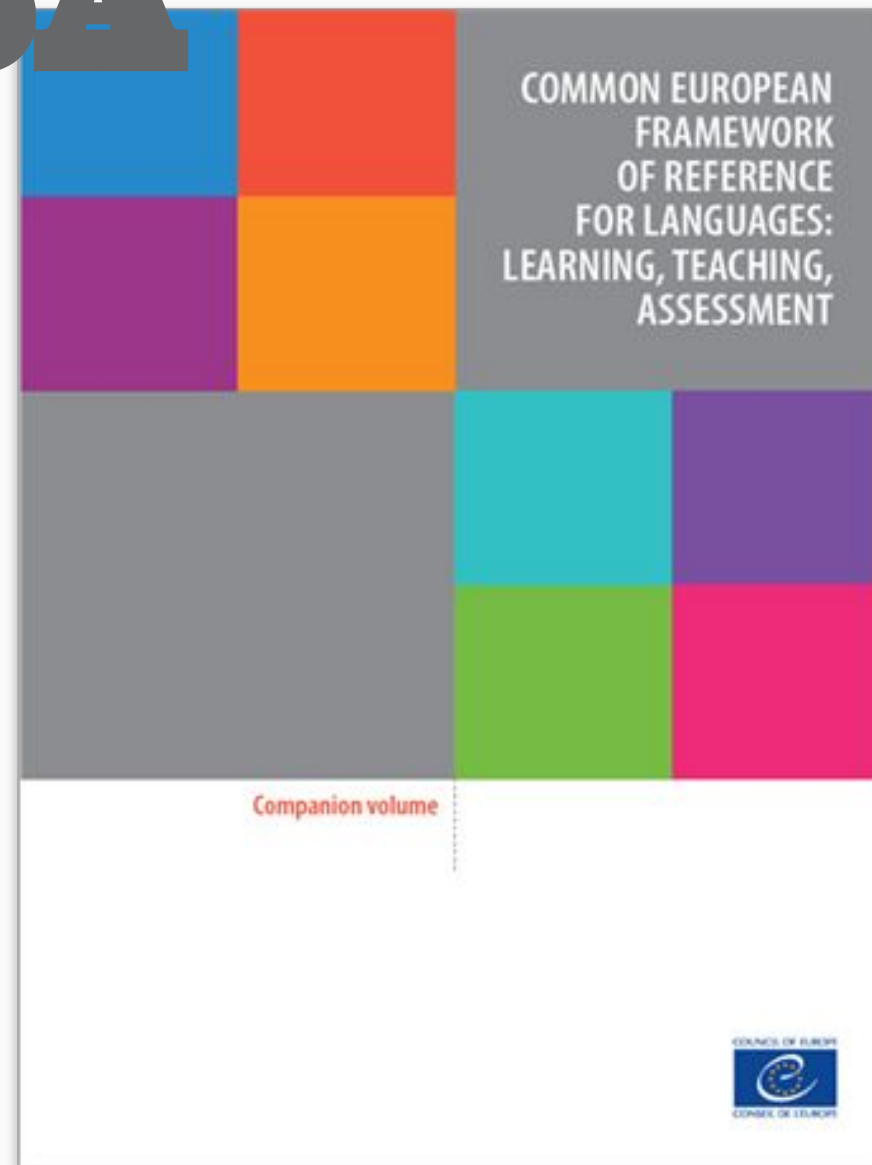
(Council of Europe, 2001)



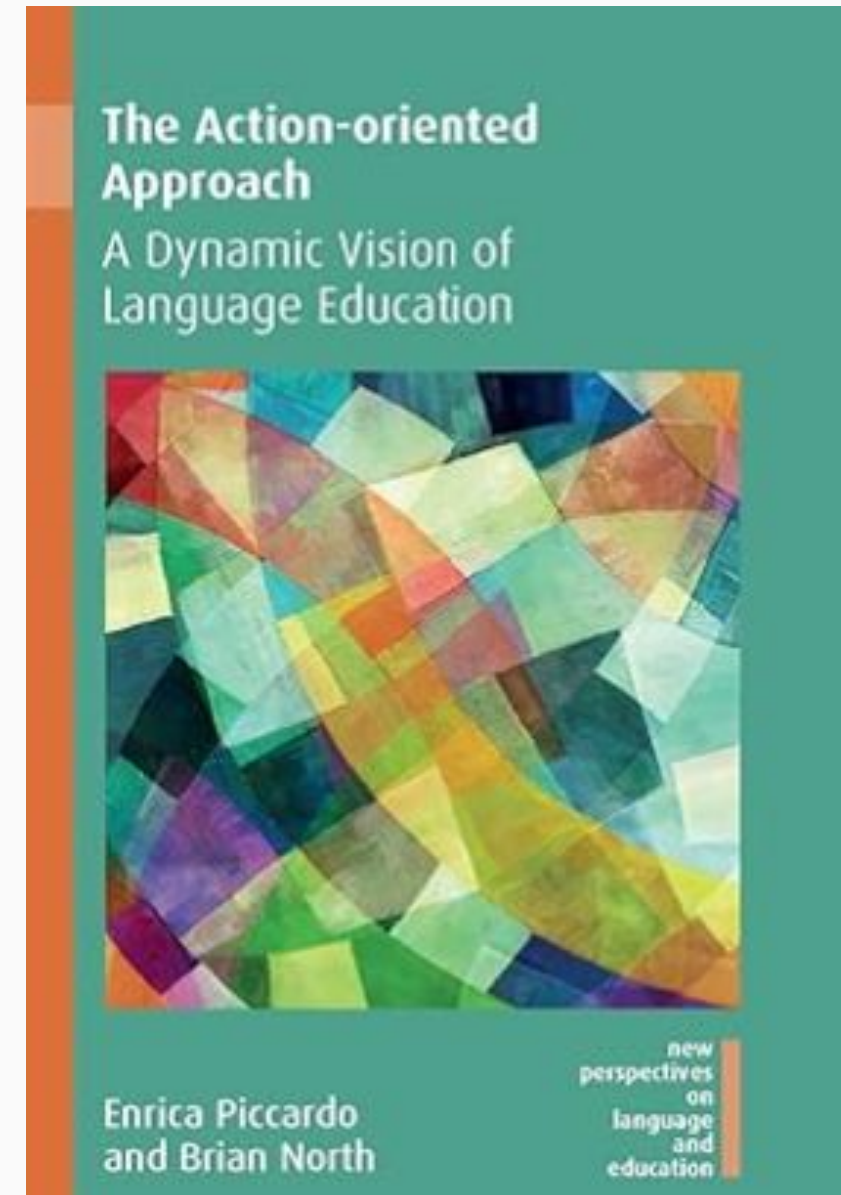
Image of seed to tree inspired by Piccardo & North (2019)

- Teacher agency
  - method to post-method
- Complex dynamic systems theory (Larsen-Freeman, 2019; 2020; Verspoor, 2017)
  - Interconnected systems (e.g., academics, teachers)
- Dismantling the “ivory tower” (Rose, 2019, p.895)
  - Bi-directional flow

# Development of the AoA



(Council of Europe, 2020)



(Piccardo & North, 2019)

# Unpacking the AoA

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(Council of Europe, 2001, p.9)

# User/Learner as a Social Agent

intentionally make things happen by one's own actions.

(Bandura, 2001, p. 2)



# Action-oriented Tasks

## Key Elements

- ✓ Learners are 'social agents' in an authentic social context
- ✓ Action is purposeful with real-life application
- ✓ There is a clearly communicated goal to be accomplished that results in a product or outcome
- ✓ Learners process authentic, real-life texts and experiences
- ✓ There are conditions and constraints (e.g., that promote critical and creative thinking)
- ✓ Learners work collaboratively, helping the progress of others
- ✓ Learners draw upon their existing and newly developed competences
- ✓ Learners make choices and think and act strategically

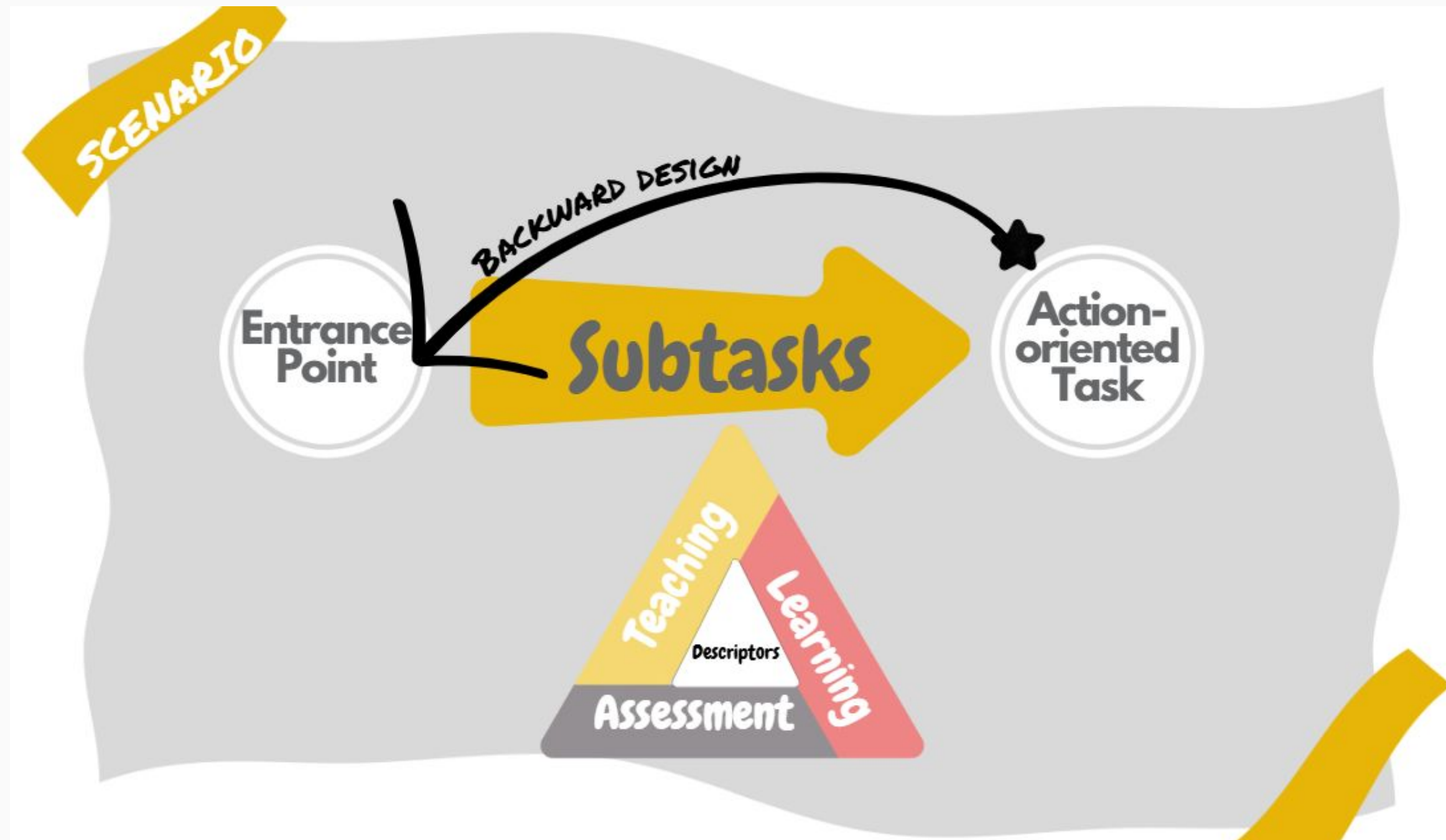


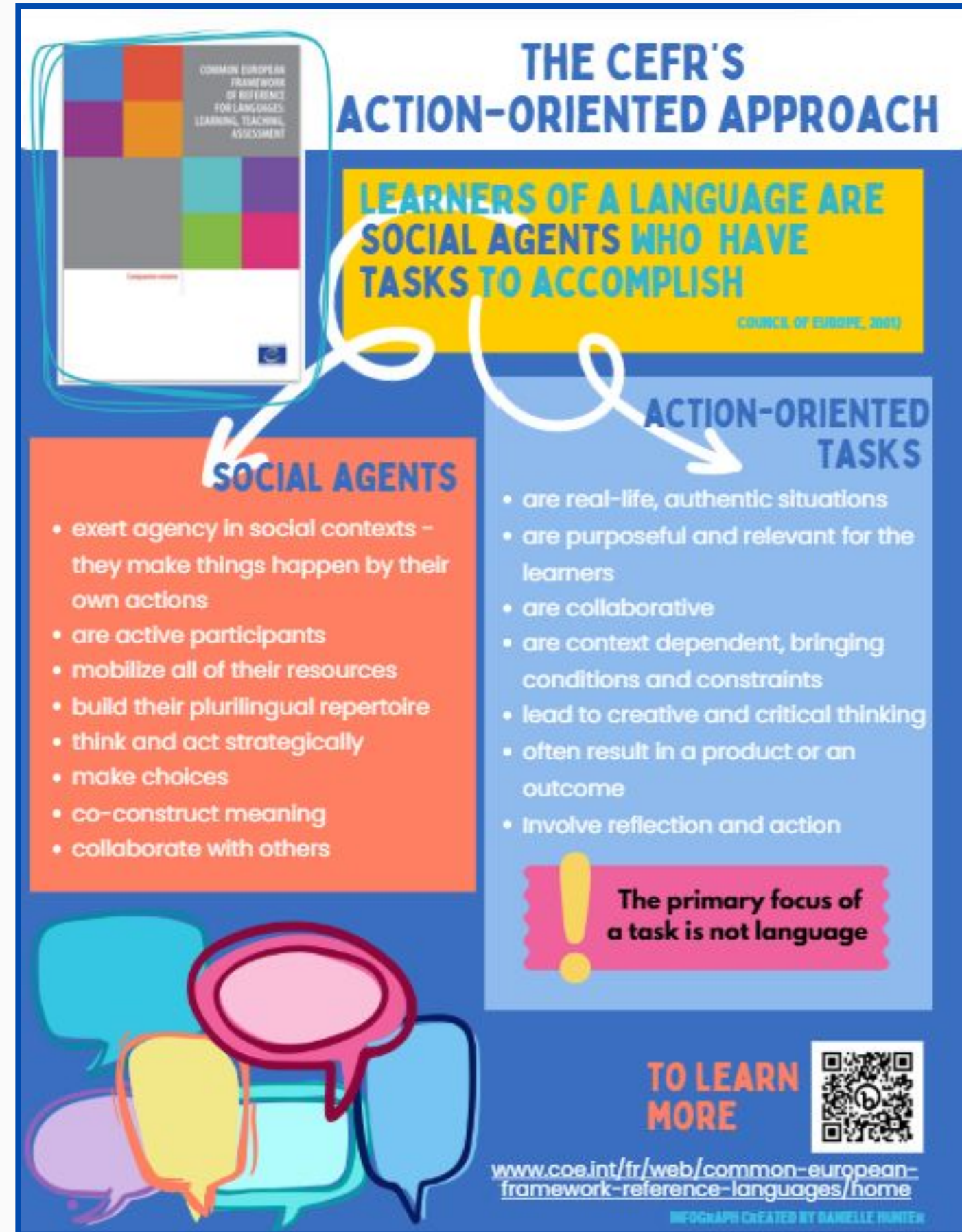
Modified from: Hunter, D., Cousineau, D., Collins, G., & Hook, G. (2019)

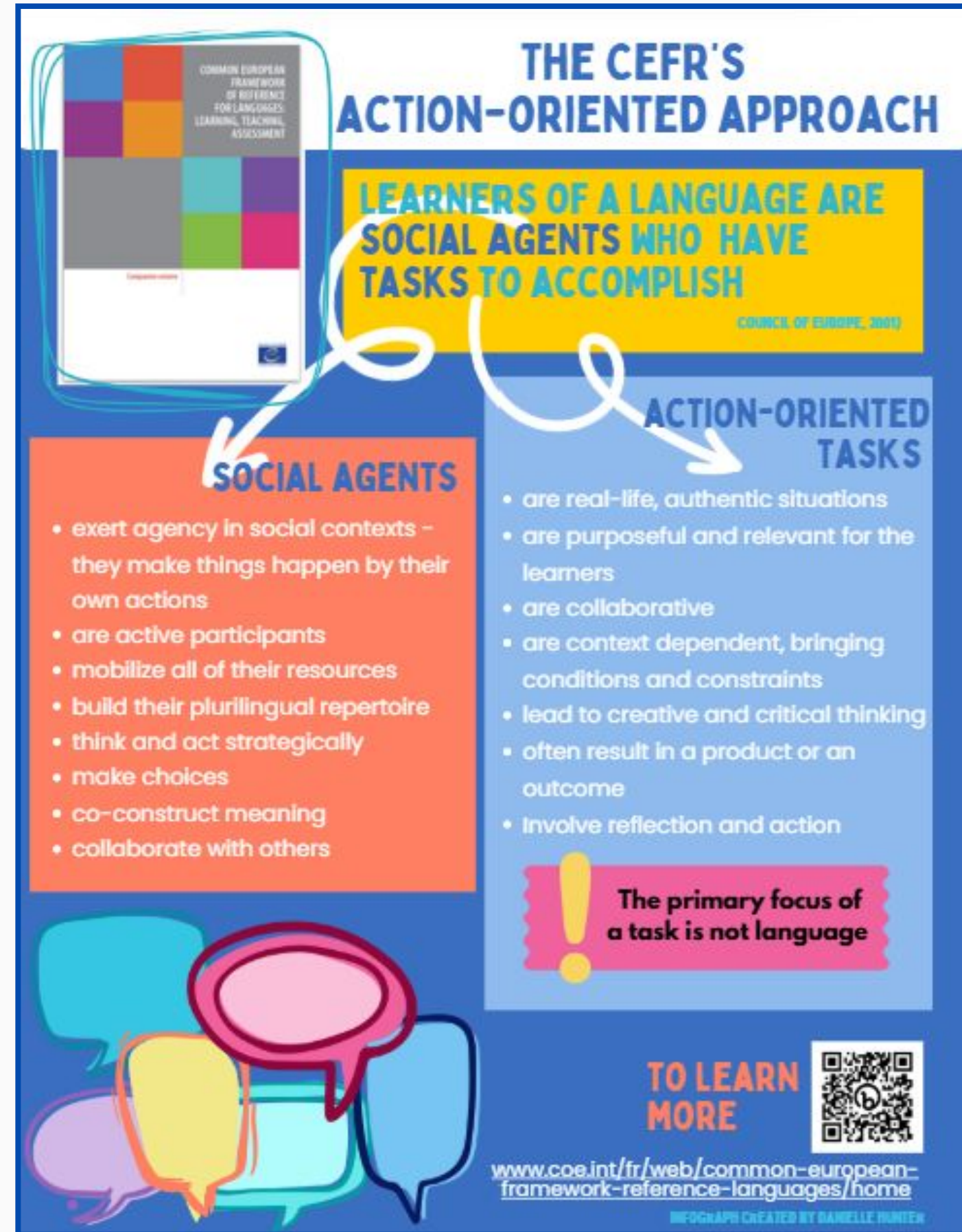
# Planning an Action-oriented Pathway

## Scenarios

Tasks are critical in the AoA as it is the task that provides the **purpose for action**, and also **frames the learning** that takes place within the **scenario** (learning module) so that the learner can successfully accomplish the task at hand.







# Action-oriented Tasks

## A closer look

### Communicative

#### ative

Create a poster to teach the class about your favourite animal and their habitat. Be ready to talk about your poster during our classroom gallery walk.

### Action-oriented

#### nted

Your class is planning a fundraiser to combat the destruction of animal habitats. Together, explore animals whose habitats are threatened. Determine which animal you would like to protect, and begin brainstorming your fundraising efforts.

Inspired by: Sánchez Cuadrado, A. (2021). Claves para operativizar la enseñanza de la mediación lingüística en el aula de español como lengua extranjera o segunda lengua. En C. Arrieta Castillo (ed.), *Discurso, comunicación y gestión del aula de ELE* (pp. 113-142). enClave-ELE.

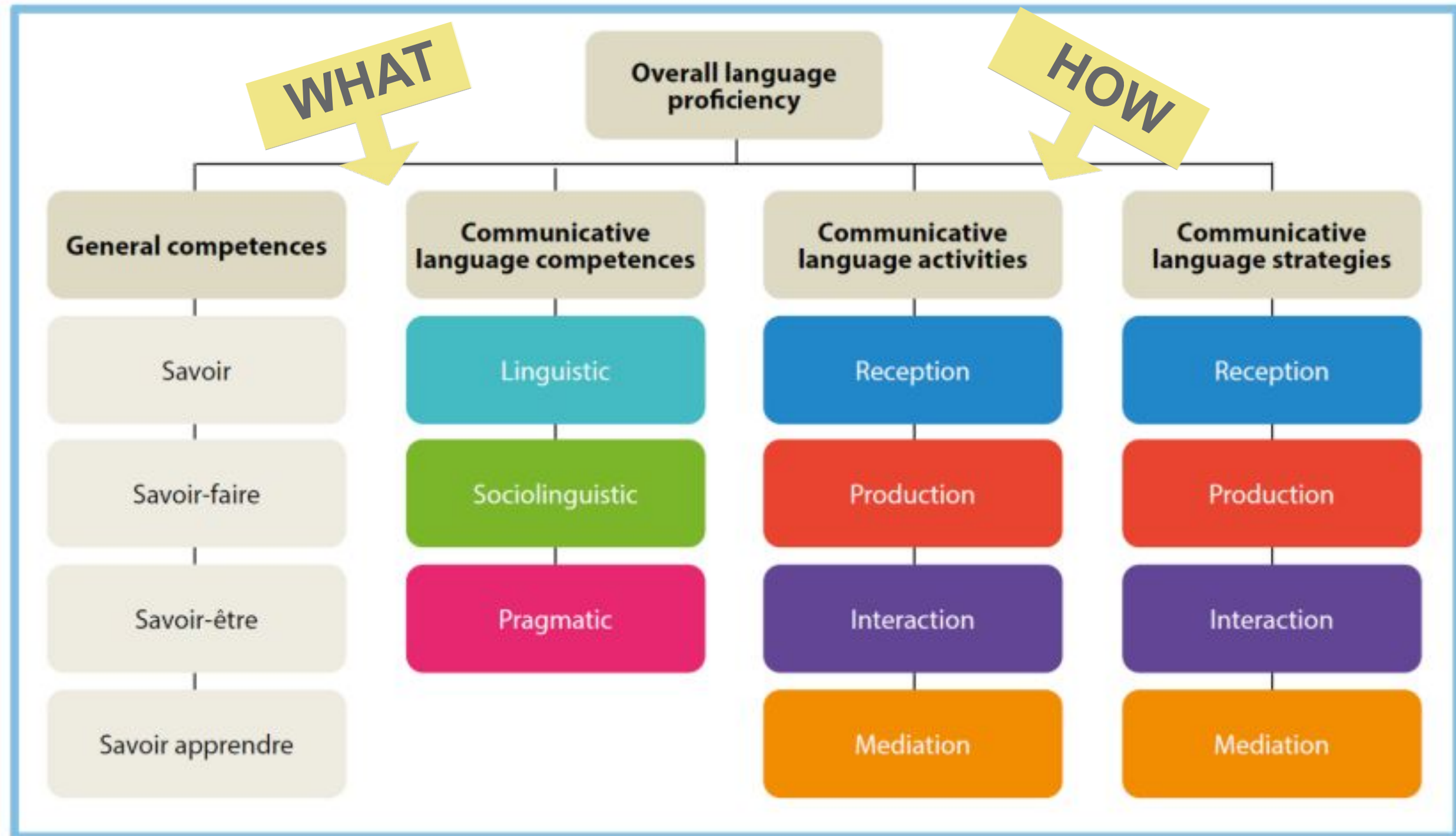


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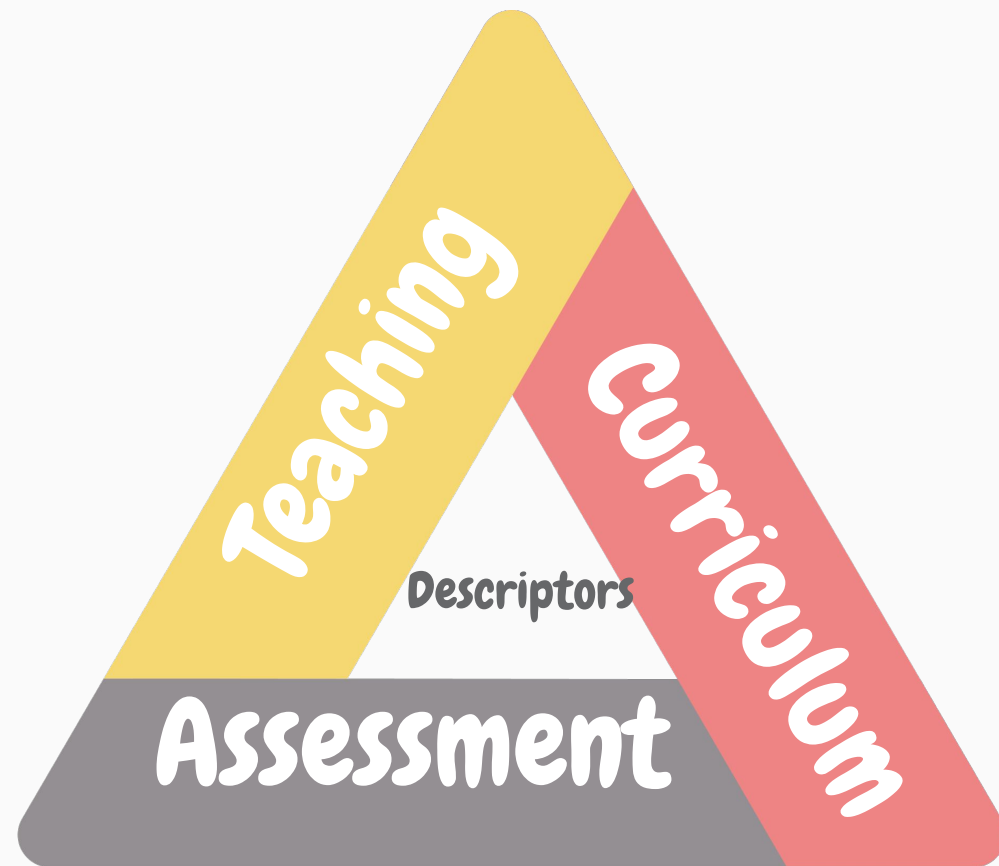
# The AoA brings the CEFR's Descriptive Scheme to life



Council of Europe, 2020, p.32

# CEFR Descriptors

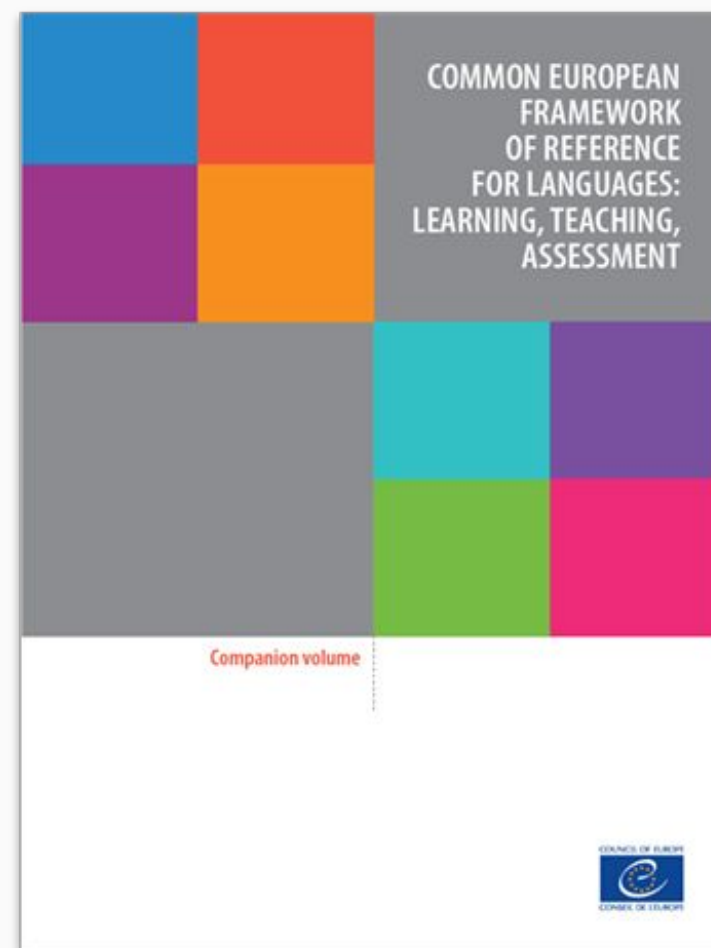
## Constructive Alignment



Obtaining goods and services	
C2	No descriptors available; see C1
C1	Can negotiate complex or sensitive transactions in public, professional or academic life.
B2	<p>Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, or blame regarding an accident.</p> <p>Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession they are prepared to make.</p> <p>Can state requirements and ask detailed questions regarding more complex services, e.g. rental agreements.</p> <p>Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p>
B1	<p>Can deal with most transactions likely to arise while travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow-up questions as necessary.</p> <p>Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking a passenger where to get off for an unfamiliar destination.</p>
A2	<p>Can deal with common aspects of everyday living such as travel, lodging, eating and shopping.</p> <p>Can interact in predictable everyday situations (e.g. post office, station, shop), using a wide range of simple expressions.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p> <p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport (e.g. buses, trains, taxis), ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices or banks.</p> <p>Can give and receive information about quantities, numbers, prices, etc.</p> <p>Can make simple purchases by stating what is wanted and asking the price.</p> <p>Can order a meal.</p> <p>Can point out when something is wrong (e.g. "The food is cold" or "There is no light in my room").</p> <p>Can ask (face-to-face) for a medical appointment and understand the reply. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.</p>
A1	<p>Can ask people for things and give people things.</p> <p>Can ask for food and drink using basic expressions.</p> <p>Can handle numbers, quantities, cost and time.</p>
Pre-A1	Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.

(Council of Europe, 2020, p.78)

# CEFR Website



(Council of Europe, 2020)

The CEFR online :

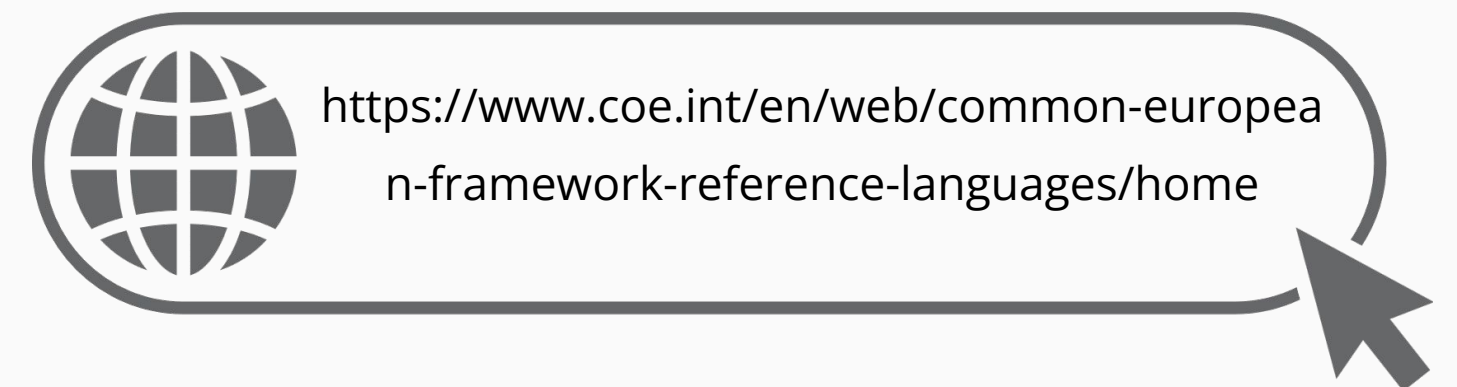
**NEW**

 **A Guide to Action-oriented, Plurilingual and Intercultural Education**

**CEFR - Companion volume (2020)**

**CEFR Descriptors (Searchable)**

**CEFR (2001)**



# **Practical Examples of the**

## **AOA:**

### The CEFR Eastern Region Scenario Web Project



# CEFR Eastern Region Working Group

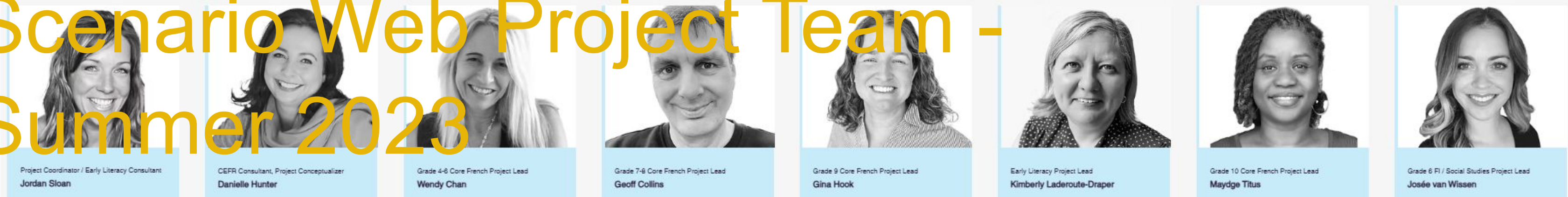
## Some Context

- Project from Ontario, Canada
  - In Canada, education is a provincial responsibility (same curricula for the entire province)
  - In 2010, the Council of Ministers of Education, Canada recommended the use of the CEFR across the country for second/additional language education
  - In Ontario, French as a Second Language (FSL) is mandatory
    - Core French (Grades 3-9)
    - Extended French
    - French Immersion
  - Grade 12 learners in FSL have option of challenging the *Diplôme d'études en langue française* (DELFP)
  - Ontario is divided into CEFR regional groups who receive funds every



# CEFR Eastern Region Working Group

## Scenario Web Project Team - Summer 2023



The CEFR Eastern Region Working Group consists of thirteen school boards from Eastern Ontario:

- Algonquin and Lakeshore Catholic District School Board
- Catholic District School Board of Eastern Ontario
- Durham Catholic District School Board
- Durham District School Board
- Hastings and Prince Edward District School Board
- Kawartha Pine Ridge District School Board
- Limestone District School Board
- Ottawa Catholic School Board
- Ottawa Carleton District School Board
- Peterborough Victoria Northumberland and Clarington Catholic District School Board
- Renfrew County Catholic District School Board
- Renfrew County District School Board
- Upper Canada District School Board

### Additional Content Contributors

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Nadine Gagnon-Neal, Ottawa Carleton DSB  
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#### Grade 7-8 Core French

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Zoe Fairbairn-Parent, Ottawa Catholic SB  
Gisele Paquette - Upper Canada DSB  
Sue Raddon - Limestone DSB

#### Grade 9 Core French

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Jeanne d'Arc Byaje- Ottawa Catholic SB (Retired)  
Marie-Eve Giguère - Durham DSB  
Erin Naylor - Peterborough Victoria Northumberland and  
Clarington Catholic DSB  
Brendan Sheridan - Peterborough Victoria Northumberland  
and Clarington Catholic DSB

#### Grade 10 Core French

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Chantal Seguin - Upper Canada DSB  
Andrea Bennett - Ottawa Carleton DSB

# CEFR Eastern Region Working Group

## Project Goals

### Project Goals:

- Address implementation challenges
  - Scaffolding
- Theory/practice
- Offer ready-to-use/modify scenarios (Task and subtasks)
- Guidance:
  - to enrich commonly used textbooks
  - for CLIL (French Immersion)
  - for destreaming in Grade 9 Core French

Grade / Program	CEFR Level	AO Scenario
Grade 4 Core French	A1	Welcoming a New Student to the Class (Best used in conjunction with Pearson's <i>Échos Pro 1</i> )
Grade 5 Core French	A1	Planning a Fun Afternoon at School (Best used in conjunction with Pearson's <i>Échos Pro 2</i> )
Grade 6 Core French	A1	A Contest to Win Concert Tickets (Best used in conjunction with Pearson's <i>Échos Pro 3</i> )
Grade 6 French Immersion / Social Studies	A2	Les expériences virtuelles - Commemorer la Journée internationale dédiée à la mémoire des l'Holocauste, et apprécier les contributions de la communauté juive au Canada
Grade 7 Core French	A1	La journée de la santé (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 1</i> )
Grade 8 Core French	A1/A2	Les clubs parascolaires (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 2</i> )
Grade 9 Core French (FSF 1D)	A2	Organiser une soirée à Montréal
Grade 10 Core French (FSF 2D)	A2	Organiser une sortie (Best used in conjunction with Pearson's <i>Jusqu'au bout</i> )

# CEFR Eastern Region Working Group

## Project Design - Scenario Webs\*



\* "Scenario webs" are a conceptualization by Danielle Hunter as part of her PhD thesis, with the guidance and supervision of Dr. Enrica Piccardo

# CEFR Eastern Region Working Group

## Teacher Planning Sheet

**ACTION-ORIENTED TASK WORKSHEET**

CEFR EASTERN ONTARIO

<b>Scenario:</b>	
<b>Program:</b>	<b>Grade Level:</b>
<b>Module:</b>	<b>CEFR Level:</b>
<b>Checklist:</b> <input type="checkbox"/> Learners are "social agents" in an authentic collaborative social context <input type="checkbox"/> Action is purposeful with real-world applications <input type="checkbox"/> There is a clearly communicated goal to be accomplished that results in a product or outcome <input type="checkbox"/> Learning is supported by authentic, real-life texts and experiences <input type="checkbox"/> There are conditions and constraints that promote critical and creative thinking <input type="checkbox"/> Learners draw upon their existing and newly developed competences <input type="checkbox"/> Learners make choices and think and act strategically	<b>Additional Elements:</b> <input type="checkbox"/> Human Rights <input type="checkbox"/> Equity <input type="checkbox"/> Diversity <input type="checkbox"/> Inclusion <input type="checkbox"/> Universal Design for Learning <input type="checkbox"/> Plurilingualism (Competences) <input type="checkbox"/> Pluriculturalism (Competences)
<b>Action-Oriented Task:</b>	
<b>Learning Outcomes/Overall Expectations:</b>	

CEFR Eastern Ontario, 2023

**Communicative Language Activities/Strategies (WHAT?)**  
*Reception, Production, Interaction, Mediation*

CEFR Descriptors	Student-friendly "I can" Statements
<b>Reception:</b> (add in name of activity, strategy or competence; add in name of scale)	
<b>Production:</b> (add in name of activity, strategy or competence; add in name of scale)	
<b>Interaction:</b> (add in name of activity, strategy or competence; add in name of scale)	
<b>Mediation:</b> (add in name of activity, strategy or competence; add in name of scale)	

**Communicative Language Competences (HOW?)**  
*Linguistic, Socio-linguistic, Pragmatic*

CEFR Descriptors	Student-friendly "I can" Statements
<b>Linguistic:</b> (add in name of activity, strategy or competence; add in name of scale)	
<b>Pragmatic:</b> (add in name of activity, strategy or competence; add in name of scale)	
<b>Socio-linguistic:</b> (add in name of activity, strategy or competence; add in name of scale)	

CEFR Eastern Ontario, 2023

**Plurilingual and Pluricultural Competence**  
*Building on pluricultural repertoire, Plurilingual comprehension, Building on plurilingual repertoire*  
Please see [p.123 of the CEFR \(2020\)](#) for descriptors to use as part of overall learning/teaching to incorporate the learner's full plurilingual repertoire.

CEFR Descriptors	Student-friendly "I can" Statements
(Building on pluricultural repertoire)	
(Plurilingual comprehension)	
(Building on plurilingual repertoire)	

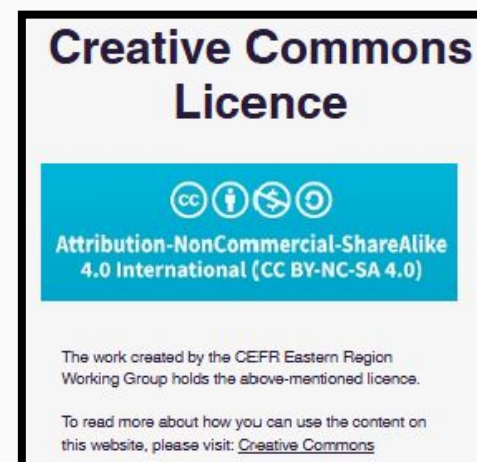
Template modified from: Hunter, D., Cousineau, D., Collins, G., & Hoak, G. (2019). *Action-oriented Approach Handbook*. Canadian Association of Second Language Teachers.

CEFR Eastern Ontario, 2023

# CEFR Eastern Region

## Working Group

### Subtask Groupings



#### SUB-TASKS RELATED TO: Navigating public transit



Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	"I can" / "Je peux" Statements for Sub-task (these connect to the "I can statements" on the teacher planning sheet for the AO Task)	Communicative Language Activities/Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/Pluriculturalism	Possible Assessment for Sub-task
Navigating public transit systems; vocabulary; directions	<a href="#">TV5 Monde vocabulary list and exercises</a>  <a href="#">Teacher Instructions</a>	<b>I can navigate the public transit system.</b> / Je peux naviguer dans le réseau de transport en commun.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic  <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Planning a trip on the Montréal public transit system  (Small group activity)	<a href="#">Un Itinéraire à Montréal - Google Slide</a>  <a href="#">Un Itinéraire à Montréal - Student Copy</a>  <a href="#">Un Itinéraire à Montréal - Teacher Instructions</a>	<b>I can navigate the public transit system.</b> / Je peux naviguer dans le réseau de transport en commun.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic  <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

CEFR Eastern Ontario, 2023

# CEFR Eastern Region Working Group

## Website Exploration




# CEFR Eastern Region Working Group

## Successes and Next Steps

- The website has been accessed in over 50 countries
- 8000+ site sessions since August 2023
- Collaboration with Camerise (York University) to expand the webs
- 2025 writing team to build more content
- Integration into PhD (added focus of ELT)

# Thank you!

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