

# CEFR WEBINAR SERIES 2021

## DEVELOPING AN ACTION-ORIENTED PATHWAY IN THE CLASSROOM

Webinar #3  
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Presenter  
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[www.coe.int/lang-cefr](http://www.coe.int/lang-cefr) | Handouts

# ACTIVITY A – EXPLORING EXAMPLES OF ACTION-ORIENTED TASKS (GROUP WORK)

## INSTRUCTIONS

- Please share your name and your geographic location with your group.
- Together, choose one of the example tasks below to explore.
- Select a person from the group who will record the group’s ideas on Padlet.
- With your group, discuss the following questions:
  - Which of the elements from the “Guidelines for Creating an Action-oriented Task” (found in the blue box below) can you identify in the example?
  - What do you like about the example?
  - What modifications would you make to the example?
- Post your group’s answers on the Padlet.
- If there is time remaining, repeat the instructions above using a different task.

### GUIDELINES FOR CREATING AN ACTION-ORIENTED TASK

- 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

Piccardo, E., and Hunter, D. (2021, March 9). *Bringing the new CEFR Companion Volume to Life in the Classroom* [Google Slides]. CASLT

## ACTION-ORIENTED TASK 1

### Scenario: French Studies Community Information Night (B1)

Every year, schools across the District host French Studies information nights for families to learn more about the French program and how to register their child. This year, our principal has asked our class to co-plan and co-present the event, keeping in mind that our community is very linguistically and culturally diverse, with many different languages spoken at home. Usually, there are 50 families who attend the one-hour event in the school library.

As a class, we will work together to:

- Plan the presentation
- Research the advantages of learning French as a Second Language, including the advantages of learning French as an English Language Learner (e.g., newcomer)
- Create multilingual digital posters and communications to promote the event (based on the languages spoken in our school community)
- Deliver the presentation (bilingual in English and French)
- Recruit students to act as an intermediary for parents the day of the presentation

Piccardo, E., and Hunter, D. (2021, March 9). *Bringing the new CEFR Companion Volume to Life in the Classroom* [Google Slides]. CASLT.

Relevant descriptors from the CEFR Companion Volume		
Reading for information and argument (Reception)	B1	Can understand straightforward, factual texts on subjects relating to their interests or studies.
Addressing Audiences (Production)	B1	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
Translating a written text in speech or sign (Mediating a Text)	B1	Can provide oral translation (into Language B) of texts (written in Language A) containing information and arguments on subjects within their fields of professional, academic and personal interest, provided they are written in uncomplicated, standard language.
Facilitating collaborative interaction with peers (Mediating Concepts)	B1	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
Acting as an intermediary in informal situations (Mediating Communication)	B2	Can communicate (in Language B) the sense of what is said in a welcome address, anecdote or presentation in their field (given in Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided the presenter stops frequently in order to allow time for them to do so.

## ACTION-ORIENTED TASK 2

### Scenario: Proposing a name change for a school (B1)

For decades, the local school has been a source of pride and the heart of your community. Built in 1867, generations of families have attended the historic building, named after an important local politician. Recently, the past actions of that politician have been called into question. It is alleged that the local politician held discriminatory views and engaged in inappropriate behaviour. There has been a push to change the name of the school. Soon, you will have the chance to present your position at the school board meeting. You will only have 8 minutes to present your argument using a slideshow. Representatives of the school board will ask you questions.

To prepare for your presentation:

- Research other communities that experienced a similar situation
- Review the protocol for a school board meeting
- Speak to other community members to gather their perspective
- Share your idea at a school-level meeting to convince more people to support your position (e.g., student council meeting, parent committee meeting)

At the meeting:

- Present your argument to convince the school board representatives. Remember that it is a formal meeting
- Answer questions

Hunter, D., Cousineau, D., Collins, G., and Hook, G. (2020). *Action-oriented Approach: Handbook*. Ottawa: Canadian Association of Second Language Teachers.

Relevant descriptors from the CEFR Companion Volume		
Overall spoken production (Production)	B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
Sustained monologue: putting a case (Production)	B1	Can explain whether or not they approve of what someone has done and give reasons to justify this opinion.
Information exchange (Interaction)	B1	Can find out and pass on straightforward factual information.
Facilitating communication in delicate situations and disagreements (Mediating Communication)	B1	Can demonstrate their understanding of the key issues in a disagreement on a topic familiar to them and make simple requests for confirmation and/or clarification.

## ACTION-ORIENTED TASK 3

### Scenario: Creating a community cookbook (A2, A2+, B1)

Some parents in your community have complained that their children are too picky with their food. They're looking for interesting and tasty recipes to try out and have asked your class for help compiling a new community cookbook. You and your classmates have decided to contribute recipes from different cultures and countries around the world. For this task, each student will create one entry in the cookbook based on their family's favourite recipe. When the cookbook is completed, you will put it all together and bring a copy home to your family.

Piccardo, E., Germain-Rutherford, A., Lawrence, G., Corbiere, A., Guse, A., Payre-Ficout, C., Johns, A., Sieweke, N., Townend, N. and Corbiere, M. (2018). LINCDIRE - Linguistic and Cultural Diversity Reinvented. <https://lite.lincdireproject.org/all-scenarios-2/>

Relevant descriptors from the CEFR Companion Volume		
Overall written production (Production)	A2	Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.) (Interaction)	A2	Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.
Relaying specific information in speech or sign (Mediating a text)	A2	Can relay (in Language B) in a simple way a series of short, simple instructions, provided the original (in Language A) is clearly and slowly articulated.

## ACTION-ORIENTED TASK 4

### Scenario: Let's go to the movies (A2, A2+)

You want to go to the movies with a few friends after school on Friday but you're having trouble agreeing on the details. Talk to your friends to decide when and where you are going to meet for dinner, what movie you are going to see, and what time it ends. Don't forget to give directions on how to get from the restaurant to the theatre. You have to be home by 10:00 p.m.

Meet with your friends and discuss/finalize all the necessary arrangements for the evening. Use a map to give directions on how to get to the theatre. Send an e-mail to your cousin to invite him/her to join you and your friends for dinner and the movie, and explain why it would be a great movie to see.

Piccardo, E., Germain-Rutherford, A., Lawrence, G., Corbiere, A., Guse, A., Payre-Ficout, C., Johns, A., Sieweke, N., Townend, N. and Corbiere, M. (2018). LINCDIRE - Linguistic and Cultural Diversity Reinvented. <https://lite.lincdireproject.org/all-scenarios-2/>

Relevant descriptors from the CEFR Companion Volume		
Informal discussion (with friends) (Interaction)	A2+	Can discuss what to do in the evening or at the weekend.
Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.) (Interaction)	A2+	Can discuss what to do next, making and responding to suggestions, and asking for and giving directions.
Correspondence (Interaction)	A2	Can compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).

## ACTION-ORIENTED TASK 5

### Scenario: Eating out in Durham (A2)

Find a restaurant in Durham and take a friend there for dinner. Look at the menu and order your meal from the server. You both want a drink, a starter, a main course and a desert. Unfortunately, you only have \$30 each. Don't forget about taxes and a tip! The server will ask you these questions:

- How are you today?
- Are you ready to order?
- What can I get for you?

After your meal, ask the server for the bill and make sure that the total cost is less than \$60.00 for you and your friend.

#### Oral Interaction Task

Order dinner at a restaurant on a limited budget.

#### Writing Task

Send an email to another friend to tell him/her about your meal. Describe the restaurant and the service and suggest that one day you eat there together.

Hunter, D., and Collins, G. (2016). *Exploring the Region of Durham Through Task-based Learning: Living in English, Discovering Durham*. <https://www.dce.ca/en/student-services/community-resources.aspx#Synergies-Settlement-Integration-and-Language-Learning>

Relevant descriptors from the CEFR Companion Volume		
Obtaining goods and services (Interaction)	A2	Can order a meal.
Reading for orientation (Reception)	A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
Correspondence (Interaction)	A2	Can compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).
Grammatical accuracy (Linguistic competence)	A2	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.

## ACTION-ORIENTED TASK 6

### Scenario: Getting health care in Durham (A2)

You are new to Canada and want health care. You received your Health Card and want to find a family doctor. Research how Health Care Connect can help you. Call Health Care Connect to speak to an agent and share your personal information. The Health Care Connect agent will also talk to you about:

- Your medical history
- Your family's medical history

#### Oral Interaction Task

Speak with the Health Care Connect agent and give your personal information. Discuss your health care needs and the needs of your family.

#### Writing Task

Your friend, who is also a newcomer, wants to know how to apply for an Ontario Health Insurance Plan (OHIP) card and how to find a family doctor. Write an e-mail and explain the procedure. Share the conversation you had with the Health Care Connect agent to help your friend feel more comfortable about calling.

Hunter, D., and Collins, G. (2016). *Exploring the Region of Durham Through Task-based Learning: Living in English, Discovering Durham*. <https://www.dce.ca/en/student-services/community-resources.aspx#Synergies-Settlement-Integration-and-Language-Learning>

Relevant descriptors from the CEFR Companion Volume		
Obtaining goods and services (Interaction)	A2	Can ask for and provide everyday goods and services.
Correspondence (Interaction)	A2	Can compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).
General linguistic range (Linguistic competence)	A2	Can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information).



## ACTION-ORIENTED TASK 7

### Scenario: Opening a bank account

You and your friend are interested in opening bank accounts. Search the internet and/or consult the promotional material to compare the different offers at the bank. Compare the interest rates, fees, number of transactions permitted, and other relevant information for the different bank accounts. Share your findings with your friend. Meet with a bank teller to confirm your findings and to set up an account. Inquire about using automated bank machines.

Modified from: FIDE. (n.d.). *Ressources didactiques : Scénarios*. <https://fide-info.ch/fr/ressources-didactiques/scenarios>

Relevant descriptors from the CEFR Companion Volume		
Reading for orientation (Reception)	B1+	Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.
Informal discussion (with friends) (Interaction)	B1+	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
Formal discussion (meetings) (Interaction)	B1	Can take part in routine formal discussion of familiar subjects which is clearly articulated in the standard form of the language or a familiar variety and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

## ACTION-ORIENTED TASK 8

### Scenario: Changing the school start time (B2)

As your alarm wakes you up yet again from another deep sleep to get ready for school, you think how wonderful it would be if school started later. You remember hearing strong arguments supporting a later school start time and think it might be worthwhile to make a formal request to the school principal.

#### Preparation

- Work through the Student Planning Sheet.
- Research supporting arguments for having a later school start time.
- Develop a minimum of three strong arguments with supporting details in favour of a later start to school.
- Share your arguments with a friend to practise before speaking to the principal. Consider any suggestions your friend may have to make your arguments more convincing.

*Don't forget to consult your Student Planning Sheet and your rubric before speaking to the school principal.*

#### Performance/Product

- Present your arguments (with supporting details) for a later school start time to the principal. Remember to consider how to begin and end formal conversation. Be prepared to respond to his/her questions and challenges to your arguments.
- Write a formal letter to your school superintendent to request a later start to school.

#### Reflection

- Complete the Student Reflection Sheet.

Modified from: Collins, G. and Hunter, D. (2014). *The CEFR in Action: Scenarios for an Action-oriented Classroom, Levels B1 & B2*. Toronto: RK Publishing.

Relevant descriptors from the CEFR Companion Volume		
Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.) (Interaction)	B2	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
Reading for information and argument (Reception)	B2	Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.
Correspondence (Interaction)	B2	Can use formality and conventions appropriate to the context when writing personal and professional letters and e-mails.
Thematic development (Pragmatic competence)	B2	Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.

### Some websites offering examples of tasks/scenarios:

Durham District School Board, *Synergies: Settlement, Integration and Language Learning*

<https://www.dce.ca/en/student-services/community-resources.aspx#Synergies-Settlement-Integration-and-Language-Learning> (English, French)

LINCDIRE - Linguistic and Cultural Diversity Reinvented.

<https://lite.lincdireproject.org/all-scenarios-2/> (English)

FIDE Switzerland

<https://fide-info.ch/fr/ressources-didactiques/scenarios> (French, Italian, Dutch)

British Council – EAQUALS. Core inventory for General English, 2<sup>nd</sup> Edition, 2015

<https://www.teachingenglish.org.uk/sites/teacheng/files/pub-british-council-eaquals-core-inventoryv2.pdf>

(English)

## ACTIVITY B – SKETCHING AN ACTION-ORIENTED TASK (GROUP WORK)

### INSTRUCTIONS

- Please share your name and your geographic location with your group.
- Select a person from the group who will record the group's work on Padlet.
- With your group, sketch out an action-oriented task for the B1 level.
- Begin by selecting the domain: personal, public, occupational, education.
- Consult the following documents to help with the assignment:
  - Guidelines for Creating an Action-oriented Task (found in the blue box below)
  - CEFR Companion Volume, Self-Assessment Grid, B1 (sent via email as a separate attachment)
- Post the sketch of your action-oriented task on Padlet

#### GUIDELINES FOR CREATING AN ACTION-ORIENTED TASK

- 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)
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