SAMPLE SCENARIO TEMPLATE

SCENARIO:	DOMAINS:	CEFR LEVEL:		
DESCRIPTORS (ACTIVITIES— THE WHAT): Production, Reception, Interaction, Mediation		DESCRIPTORS (COMPETENCES – THE HOW): Linguistic, Socio-linguistic, Pragmatic		
DESCRIPTORS (PLURILINGUAL AND PLURICULTURAL)				
TASK:				
LINK TO CURRICULUM USED IN YOUR INSTITUTION (IF APPLICABLE):				

Note: General Competences (i.e., declarative knowledge, skills and know-how, existential competence, and ability to learn) are always combined with language competences (i.e., linguistic, sociolinguistic, and pragmatic) to complete a task. Although there are not descriptor scales for general competences, they are an important component of language proficiency.

SUBTASKS:				
DESCRIPTION OF SUBTASKS			VITIES:	LANGUAGE COMPETENCES:
Subtasks build the competences needed to	complete the task	Production		Linguistic
		Reception		Socio-linguistic
		Interaction		Pragmatic
		Mediation		
ASSESSMENT				
FOR	OF		AS	

Modified from: Hunter, D., Cousineau, D., Collins, G. and Hook, G. (2019). *Action-oriented Approach Handbook*. Ottawa: Canadian Association of Second Language Teachers.

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