Action-Oriented Approach Toolkit

Aligning Learning, Teaching, and Assessment

Canadian Association of Second Language Teachers (CASLT)

CASLT encourages excellence in second and additional language teaching and learning throughout Canada by creating opportunities for professional learning, by encouraging research, and by facilitating the sharing of information and the exchange of ideas among second language educators.

Action-Oriented Approach Toolkit: Aligning Learning, Teaching, and Assessment

This publication is a pre-publication version provided exclusively to the York Catholic District School Board for their CEFR Regional Symposium on May 30, 2024.

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Hunter, D., & Hook, G. (2024). *Action-oriented approach toolkit: Aligning learning, teaching, and assessment*. Canadian Association of Second Language Teachers.

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Introduction

Introduction

Since the Council of Europe released the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR) in 2001 and Vandergrift (2006) recommended that the Canadian government adopt the framework to increase functional bilingualism, the Canadian Association of Second Language Teachers (CASLT) has played an essential role in promoting the use of the CEFR across Canada. This has included publishing numerous resources on the CEFR, including the *Action-Oriented Approach Handbook* (Hunter et al., 2019).

In 2020, *The CEFR Companion Volume* (Council of Europe, 2020a), herein referred to as the CEFR 2020, was published. The CEFR 2020 updates and extends the original CEFR and expands upon key concepts mentioned but not elaborated upon in 2001, namely the action-oriented approach, mediation, and plurilingualism. With the release of the CEFR 2020 and the development of the CEFR from the grassroots level over the past 20 years, there is a need for updated resources to support language teachers in implementing the CEFR in the Canadian context. Building upon the success of past CASLT resources on the CEFR and as a complementary resource to the *Action-Oriented Approach Handbook* (Hunter et al., 2019), CASLT presents *The Action-Oriented Approach Toolkit: Aligning Learning, Teaching, and Assessment* (herein referred to as the AOA Toolkit).

The AOA Toolkit: Aligning Learning, Teaching, and Assessment

The AOA Toolkit unites theory and practice to help language teachers integrate the CEFR into their classrooms. This resource provides language teachers with an overview of the CEFR's key concepts (including the action-oriented approach [AOA]) and sample tasks for four CEFR levels — A1 and A2 (basic user) and B1 and B2 (independent user). These action-oriented tasks provide context for the learning scenario and outline what learners must accomplish by the end of the module. In essence, they provide a target for *where learners are going*.

Working with and listening to teachers and other stakeholders in second-language education from across the country and the world, it became apparent that there is a need to move beyond providing sample tasks to illustrate how to implement the CEFR in language classrooms. Teachers want examples of fully developed scenarios that provide the action-oriented task and a selection of classroom-ready, adaptable subtasks they can use to help learners develop the competencies needed. With this in mind, the AOA Toolkit offers a fully developed, ready-to-use/modify scenario at the A2 level. In addition, we included an extensive explanation of how this scenario was developed to clarify the alignment between learning, teaching, and assessment and the interdependence between these concepts.

While the tasks and scenarios in the AOA Toolkit are designed for FSL classrooms, they are also intended to inspire language teachers who teach in other second/additional language contexts. Since the CEFR is not language-specific, the descriptors used to create the practical content and the general overview of the CEFR apply to any second/additional language.

Organization of the AOA Toolkit

The AOA Toolkit is organized into the following parts:

Part 1

This section provides a general overview of the CEFR and the action-oriented approach, assessment, supporting diverse learning needs, and planning an action-oriented pathway. It is more theory-based and intended to provide the background knowledge needed to understand the practical application in Parts 2 and 3.

Part 2

This section provides examples of four action-oriented tasks:
- (A1) Adopting a Family Pet
- (A2) Hosting a Viewing Party (Francophone Music Event)
- (B1) A Trip of a Lifetime
- (B2) Launching a Book Club

The A2 task (Hosting a viewing party) is developed into a fully fleshed-out scenario consisting of the task and possible subtasks. This scenario is conceptualized through a "scenario web" (Hunter, 2024) design, with subtasks organized into logical groupings. Remember that the CEFR is flexible, open, and dynamic (Council of Europe, 2001). The scenario presented is not meant to be prescriptive, fixed, or linear. It is intended to inspire language teachers as they implement the CEFR and the action-oriented approach in their classrooms. The subtasks offer an initial assortment of possibilities to help learners achieve the task. They are not provided in a particular order nor intended to be exhaustive.

Part 3

In this section, the A2 scenario is dissected to offer language teachers insight into how the A2 task was developed, how the assessment tools were built, and how the subtasks were created and organized. There is also an extended discussion of the power of the CEFR descriptors and their role in aligning teaching, learning, and assessment.

The CEFR's Descriptive Scheme

The overall approach of the CEFR is summarized as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (Council of Europe, 2001, p. 32)

To help visualize the approach described above, the descriptive scheme is presented in the CEFR as a diagram (see Figure 1). It is worth noting the use of colours in the CEFR descriptive scheme. To make the CEFR more user-friendly, the communicative language competences and activities/strategies are assigned a colour. Throughout the CEFR 2020, the corresponding scales are identified by their colour. For example, "pragmatic competence" is coded in pink. The scales that organize the descriptors for "pragmatic competence" are also coded in pink throughout the publication.

Figure 1. Visualization of the CEFR's Descriptive Scheme
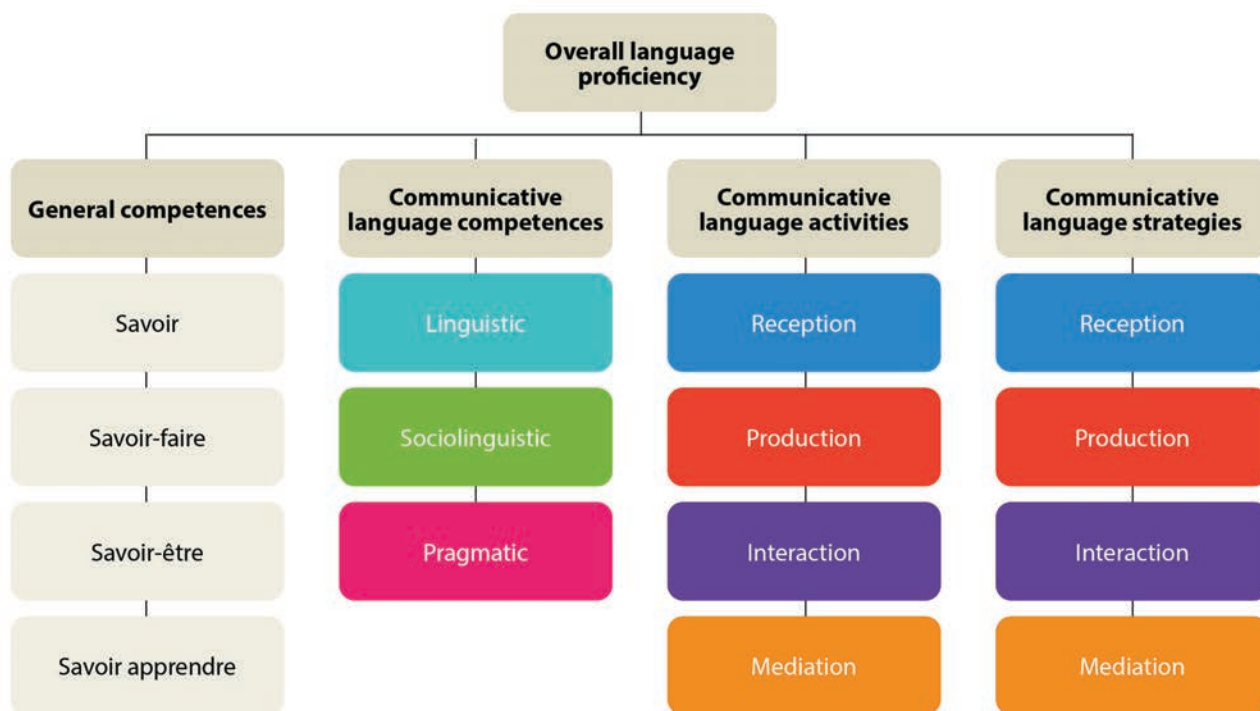
Note. From the CEFR 2020 (Council of Europe, 2020a, p. 32).

The action-oriented approach translates the CEFR's descriptive scheme into practice (Council of Europe, 2020a).

Main Function of Descriptors

The descriptors, which have been empirically validated in large-scale projects, help to align curriculum, teaching, and assessment. They bring transparency to language education and help clarify how users/learners progress through CEFR levels. Descriptors can be used for many purposes, such as in needs analysis, "signposting" of curriculum aims, module and lesson planning, informing learners about objectives, personal goal setting, documenting achievement, and self-assessment (Piccardo & North, 2019).

Learners also use descriptors. For example, descriptors help learners identify learning goals and monitor their progress.

The Council of Europe has recently added a functionality on the CEFR website that allows for descriptors to be searched and filtered in an Excel document. To access the document, visit the CEFR website[1] and click on "CEFR Descriptors (Searchable)" in the table on the right.

CEFR Self-Assessment Grid

The CEFR 2020 includes an updated self-assessment grid (see Table 2) that summarizes the CEFR descriptors for "communicative language activities" (reception, production, interaction, and mediation).

Table 2. CEFR Self-Assessment Grid

SELF-ASSESSMENT GRID (EXPANDED WITH ONLINE INTERACTION AND MEDIATION)

Reception	A1	A2	B1	B2	C1	C2
Oral comprehension	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak/sign slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard language on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended talk and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard language.	I can understand extended talk even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of oral language, whether live or broadcast, even when delivered at fast natural speed, provided I have some time to get familiar with the accent.
Reading comprehension	I can understand familiar names, words/signs and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material, such as advertisements, prospectuses, menus and timetables, and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written/signed language, including abstract, structurally or linguistically complex texts, such as manuals, specialised articles and literary works.

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1   Council of Europe. (n.d.) *Common European framework of reference for languages (CEFR).* https://www.coe.int/en/web/common-european-framework-reference-languages/home

Table 3. Inclusive Practices/Strategies With Concrete Examples for the A2 Scenario Presented in Part 2

Practices/Strategies	Examples From the A2 Scenario Presented in Part 2
Embracing flexible and dynamic pedagogy	The CEFR has brought a paradigm shift to language education, moving away from more traditional approaches to teaching. The A2 scenario is designed to be flexible. The proposed task can be easily modified to suit different contexts if needed. The subtasks are an offering of lessons — they are not prescribed or presented linearly. They are intentionally flexible, so teachers can use them (or not!) as they see fit. Teachers can easily add or remove subtasks as needed. This allows teachers to be responsive to the needs of the learners. It also makes space for teaching and learning to be dynamic, that is to say, constantly changing based on the conditions and the context.
Encouraging a growth mindset	The action-oriented approach promotes a proficiency perspective guided by the "can-do" descriptors (Council of Europe, 2020b). The focus is on what learners can and will achieve as they progress through a level. In this scenario, the "can-do" descriptors are referenced throughout. By working through a scenario, learners are given multiple opportunities to develop their competences through subtasks, which help build confidence and encourage a growth mindset.
Ensuring content is authentic	Learners are provided with texts from authentic sources, such as articles from France TV, news clips from TV5Monde, popular French songs from artists from around the world, and websites and TV programming from various music and awards events. They also access online shopping sites and flyers using real grocery and party stores (which can be from anywhere in the world) and create invitations with current web applications.
Fostering meaningful and relevant experiences	The task and subtasks are designed to offer the learner meaningful and relevant experiences. Social gatherings and appreciation of the arts are important aspects of the social world. In this task, learners collaborate to plan a social event where all the steps are anchored in real life (e.g., extending invitations, buying food, preparing party games). Together, they co-construct the artifacts needed for the event. The task also centres on music, a popular theme for learners (think about Manie Musicale!). To make the experience relevant for learners, they can select the music event of their choice. This task could be made even more open by having learners choose the type of event they want to celebrate (e.g., sports draft, film festival, Olympic sporting event). While not explicitly stated, the task proposed is shaped to allow the party to occur in the classroom. Scenarios can also be co-constructed with learners so they are more responsive to their needs and interests.
Co-constructing meaning among learners	Throughout the scenario, the co-construction of meaning occurs through interaction. Sometimes, this interaction is between the teacher and learner(s) (e.g., the teacher using the slideshow [see Appendix 2.9] to teach about creating tickets and extending invitations), and sometimes it will be more collaborative (e.g., determining the budget with the group, choosing prizes together). In both scenarios, there is an interaction and constant movement between the individual and social dimensions (Council of Europe, 2020b).

PART 2

This section of the AOA Toolkit provides practical applications of the action-oriented approach. Four sample tasks are provided at each of the following CEFR levels: A1, A2, B1, and B2. In addition to these sample tasks, the A2 task is fully fleshed out with subtask groupings, examples of subtasks, and multiple assessment tools. It is designed to show teachers what a full scenario can look like while being flexible enough to allow for choice and modifications. Teachers may choose to use some or all of the subtasks in each grouping and can modify or add subtasks and assessment tools as desired to meet the needs of their learners and the context in which they are teaching.

A1 — Sample Task: Adopting a Family Pet (Appendix 1)

You and your family are considering adopting a pet. You find an adorable pet online and can't wait to tell your family. Research more about the pet to ensure that it is a good fit for your family. Additionally, make a list of supplies you would need to purchase for the pet.

(View the task to read more.)

A2 — Sample Task*: Hosting a Viewing Party (Francophone Music Event) (Appendix 2)

You are an active member of your community's French club. When you hear that the club is interested in hosting a viewing party for an upcoming Francophone music event (e.g., The Félix Awards, Star Académie) at the local community centre, you are eager to join the planning committee.

The club will cover the cost of renting the community centre and expects 30 guests. Tickets will be sold to cover the costs of snacks, prizes, and decorations.

(View the task to read more.)

* The A2 sample task has been fully fleshed out below with subtasks and assessment tools. This provides teachers with concrete examples of subtask groupings and subtask options and how they connect to CEFR descriptors and success criteria on different assessment tools.

B1 — Sample Task: A Trip of a Lifetime (Appendix 3)

To celebrate your recent academic accomplishment, you and your friends decide to plan a trip of a lifetime. Considering your love of languages, you want to choose a destination where French is one of many languages spoken within the country. You are also eager to learn about the country's different regions and its rich culture.

(View the task to read more.)

B2 — Sample Task: Launching a Book Club (Appendix 4)

Your school is about to launch a long-awaited book club. As an executive member of the club, you want this book club to be a fun social event that continues throughout the year with as many members as possible. For the first book club meeting, the club executive (4–6 people) will prepare a pitch to the other book club members that includes a book suggestion by each executive member. At this meeting, the other club members will give their feedback on the pitches and vote to determine which book will be selected.

(View the task to read more.)

A2 — Full Scenario: Hosting a Viewing Party (Francophone Music Event)

See Part 1: Planning an action-oriented pathway; action-oriented scenarios to review this concept.

You are an active member of your community's French club. When you hear that the club is interested in hosting a viewing party for an upcoming Francophone music event (e.g., The Félix Awards[1], Star Académie[2]) at the local community centre, you are eager to join the planning committee.

The club will cover the cost of renting the community centre and expects 30 guests. Tickets will be sold to cover the costs of snacks, prizes, and decorations.

(View the task to read more.)

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1   Association québécoise de l'industrie du disque, du spectacle et de la vidéo. (1979–present). *Gala des prix Félix* [Awards show]. https://www.adisq.com/gala/

2   Dion, J.-P., & Clermont, B. (Executive Producers). (2003–2012, 2021–2022). *Star Académie* [TV series]. Productions J/Productions Déferlantes. https://www.qub.ca/tvaplus/tva/star-academie

PART 3

Action-Oriented Task: Action-oriented tasks are central to the CEFR's methodological message. It emphasizes that learning should enable learners to accomplish real-life tasks by drawing on their competences and activating strategies that are most suitable for the situation (Council of Europe, 2020). The task provides the purpose for action and frames the learning required so learners can accomplish the task.

Subtasks: Subtasks are scaffolded learning opportunities to support learners in developing and solidifying the competences and strategies needed to accomplish the task.

Scenario: A scenario is a comprehensive learning module encompassing the task and its associated subtasks. It spans multiple lessons during which learners work together in a collaborative environment, culminating in accomplishing the task.

Part 1 of this toolkit presents readers with an overview of the CEFR and the action-oriented approach, assessment, and strategies to support the diverse needs of learners. Part 2 provides sample action-oriented tasks for the A1, A2, B1, and B2 levels of the CEFR, and further expands the A2 task into a scenario (fleshed-out learning module) that encompasses both the task and classroom-ready possibilities for subtasks.

In this section, Part 3, the A2 scenario presented in Part 2 will be broken down to offer practical tips for language teachers to consider when building a scenario, and to highlight the alignment of learning, teaching, and assessment that occurs in an action-oriented approach. The intention here is to make a bridge between the theoretical content shared in Part 1 and the practical content shared in Part 2 in an explicit and transparent way to support language teachers in implementing an

action-oriented approach within their own practice.

A2 Scenario Web

A scenario web (Hunter, 2024) provides a visual representation of a given scenario, namely the task and the subtasks, which can be presented in groupings.

The A2 scenario of "hosting a viewing party" includes the task and connected subtasks (see Figure 9). These subtasks are categorized into four groupings organized around CEFR descriptors. Teachers may choose to use some or all of these subtasks and can do so in any order. Teachers may modify the subtasks to better suit their needs and/or add additional subtasks or groupings to the scenario, as needed, to best support learners.

Figure 9. A2 Sample Task Scenario Web

Note. Scenario web for the A2 task, inspired by Hunter (2024).

A2 Scenario: Hosting a Viewing Party (Oral Interaction)

Name:

Category	Criteria	Achievement Level/ Grade (e.g., Level 1–4, /10)	Comments
Reception (Oral Comprehension)	I can understand simple directions I can understand basic information such as dates, times, and numbers		
Interaction (Conversation)	I can participate in a short conversation I can ask everyday questions and understand answers I can make and respond to invitations, suggestions, and apologies		
Mediation	I can collaborate with others, ask what they think, make suggestions, and understand responses		
Linguistic Competence	I have sufficient vocabulary to communicate necessary information (vocabulary range) I can use simple grammar structures correctly so I am understood (grammatical accuracy)		
Phonological Control	I can pronounce words clearly enough to be understood		
Sociolinguistic Competence/Pluri	I can greet others politely I can make and appropriately respond to suggestions I can make and appropriately respond to invitations and apologies		
Pragmatic Competence	I can link words with simple connectors such as "and," "but," and "because" (coherence and cohesion) I can express myself with enough fluency to participate in a simple conversation (fluency)		
Content	I can contribute ideas to a group event planning session I can invite a friend to an event I can give basic, relevant information about an event		

Note. Written and oral interaction criteria for assessing the A2 scenario (see Appendices 2.3 and 2.4).

Figure 13. Subtask Plan for "Shopping for Party Decorations on a Budget"

Shopping for a Party (A2 Scenario: Hosting a Viewing Party)

Title of the scenario

Shopping for Party Decorations on a Budget

Learners will visit an online party store and purchase decorations and party favours for an end-of-year sports team party. They will work with a partner and decide together how to spend a $350 budget. They will then give [...] for their selections on the learner handout.

Description of subtask (same as on the grouping chart)

CEFR Descriptors Linked to the Action-Oriented Tasks (See the A2 Task Overview for full d[...]tors)

Communicative Language Activities	Communicative Language Competences
RECEPTION-RC-1	LINGUISTIC-VR
	LINGUISTIC-GA
PRODUCTION-WP	LINGUISTIC-OC
INTERACTION-OI-1	PRAGMATIC-CC
INTERACTION-OI-2	PRAGMATIC-FL
INTERACTION-WI	
MEDIATION-MC	

CEFR descriptors using coding from the Task Overview page

Curriculum Expectations

To be added by the teacher based on their context.

Teacher Instructions

Learners will work with a partner and visit an online party store like Chant-O-Fêtes Par[...] urchase decorations for an end-of-season sports party. They are given a $350 budget and a planning chart they will fill out, providing items, costs, and the reason each item is purchased. They will decide together how to spend their budget. The planning chart is included on the learner handout.

Teacher instructions with live links to lessons/activities

Examples of Strategies to Support Diverse Learning Needs

- Allow learners to use the website in a language of their choice when selecting items.
- Provide tools such as dictionaries, speech-to-text, and spell-checker when completing the [...] activities.
- Give a list of suggested items, if needed (e.g., plates, cups, cutlery, tablecloth [...]le decor[...] party hats).
- Allow the learners to choose a different event if they are not familiar with [...]d-of-seaso[...]
- Adjust the budget up or down as needed.
- Choose a different party store or allow learners to choose an online store if they are having difficulties navigating the suggested store website.

Examples to support diverse learning needs throughout the task

Note. This is an example of a subtask plan using the "Shopping for Party Decorations on a Budget" subtask from the A2 scenario (see Appendix 2.6).

Conclusion

The CEFR's publication in 2001 by the Council of Europe sparked a paradigm shift in the field of second/additional language education. More than twenty years later, there is added momentum stemming from the release of the updated version of the CEFR — *The CEFR Companion Volume* (CEFR 2020). In the Canadian context, over 10 years have passed since the CEFR was recommended for use in K–12 institutions nationwide. Since then, the CEFR has been pivotal in stimulating reflection and reform. With such an important update to the CEFR being published, along with the grassroots, bottom-up expansion of the action-oriented approach and its subsequent theorization by Piccardo and North (2019), the need for this toolkit was clear.

This toolkit takes a step-by-step approach, starting with an overview of the key concepts of the CEFR, which were broadened in the CEFR 2020. It then delves into the action-oriented approach, focusing on social agency and tasks. The descriptive scheme, which brings the action-oriented approach to life, is thoroughly examined, along with the CEFR levels and illustrative descriptors. Part 1 also provides an overview of assessment and supporting diverse learners through a CEFR lens.

Parts 2 and 3 of the toolkit provided a practical application of the theory presented in Part 1. Part 2 offered sample tasks at the A1, A2, B1, and B2 levels and the CEFR descriptors that inspired their development. Of the four tasks presented, one task (the A2 task) was fully fleshed out into a complete scenario composed of the task and a collection of subtasks designed to scaffold learning toward the successful completion of the task and various assessment tools. The aim was to model how a scenario can be built and highlight the vast amount of free online resources available to help shape subtasks. Building a scenario doesn't mean starting from scratch! Most often, it involves shuffling around materials that educators already have and sourcing quality, already created content to create a coherent scenario that is authentic, meaningful, and relevant for learners. Part 3 of this resource explained the thinking behind the A2 scenario to encourage reflection and to offer additional support for educators in understanding how to create action-oriented scenarios for their own learning environments.

Final Thoughts From the Authors

Educators are uniquely positioned to support learners on their language-learning journey. As you finish reading this resource, we hope you have gained a better understanding of the CEFR and the action-oriented approach. We also hope that the task examples and the A2 scenario helped build your confidence and spark your creativity so you feel empowered to build action-oriented pathways in your own classroom.

As a final thought, we want to highlight that the CEFR is a core document supporting the work of the Council of Europe. This organization is dedicated to protecting and promoting human rights, democracy, and the rule of law (Council of Europe, 2020b). As language educators, we are part of this mission. We are pivotal in the protection of linguistic and cultural diversity and the promotion of action-oriented, plurilingual, and intercultural education. Our work is instrumental in fostering inclusion and social cohesion and ensuring a quality education for all. As the CEFR descriptors remind us — We CAN DO this!

Additional Resources

To find out more about the CEFR and the AOA, explore the following resources:

- CEFR Eastern Region Working Group. (2023). *AO scenario webs.* https://huntdani2404.wixsite.com/cefr-eastern-region/projects-8
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment.* Cambridge University Press. https://rm.coe.int/1680459f97
- Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment – Companion volume.* Council of Europe Publishing. https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4
- Council of Europe. (n.d.). *Common European framework of reference for languages (CEFR).* https://www.coe.int/en/web/common-european-framework-reference-languages
- Durham District School Board. (2019). *Synergies - Settlement, integration and language learning.* Community resources. Durham Continuing Education. https://www.dce.ca/en/student-services/community-resources.aspx#Synergies-Settlement-Integration-and-Language-Learning
- Fide. (2021). *Scénarios.* https://fide-info.ch/fr/ressources-didactiques/scenarios
- Hunter, D., Cousineau, D., Collins, G., & Hook, G. (2019). *Action-oriented approach handbook.* Canadian Association of Second Language Teachers. https://www.caslt.org/en/product/aoa-handbook/
- LINCDIRE Project. (2020). *Available scenarios.* LITE. https://lite.lincdireproject.org/all-scenarios-2/
- Transforming FSL. (2014, September). *From communicative to action-oriented: Illuminating the approaches.* https://transformingfsl.ca/en/resources/from-communicative-to-action-oriented-illuminating-the-approaches/

Appendix 2.3: Evaluation Tool for Written Interaction Components

A2 Scenario: Hosting a Viewing Party (Written Interaction)

Name:

Category	Criteria	Achievement Level/ Grade (e.g., Level 1–4, /10)	Comments
Reception (Reading Comprehension)	I can understand simple texts containing basic vocabulary (awards prediction chart)		
Production (Written)	I can give my opinion on different topics using basic vocabulary (reasoning for awards predictions)		
Interaction (Written)	I can write simple messages to express a need (ticket creation and invitation) Salutation on the invitation Information about the viewing party Ticket with relevant information		
Mediation/Pluri	I can collaborate with others I can ask what somebody thinks of an idea I can make suggestions I can offer appropriate greetings, farewells, apologies, and thank yous		
Linguistic Competence	I have sufficient vocabulary to communicate necessary information (vocabulary range) I can spell simple words correctly (orthographic control) I can use simple grammar structures correctly so I am understood (grammatical accuracy)		
Sociolinguistic Competence	I can greet others politely in a written message I can make and appropriately respond to suggestions and apologies I can make and appropriately respond to invitations		
Pragmatic Competence	I can link words with simple connectors such as "and," "but," and "because" (coherence and cohesion)		
Content	I can create a ticket that includes relevant information, such as the time, date, event description, and price I can make an online invitation to a viewing party, including pertinent information such as the location, date, time, contest, and ticket prices		

Learner Handout: Shopping for Party Decorations on a Budget

You are so excited to be planning an end-of-season party for your sports team. There will be approximately 20 guests at the party, and you will serve pizza, soft drinks, and cake. Your coach asks you to place an online order at Chant-O-Fêtes Party[1] to get as many fun decorations and party favours as you can with your $350 budget. Don't forget the plates and other essentials for serving food and drinks.

Fill in the budgeting template, listing in French the items you purchased and the price you paid. Give a reason for why you chose each item. Indicate how much money was left in your budget once you purchased all the items.

Item Purchased	Reason for Choice	Cost Per Item	Quantity	Total Cost
e.g., 8" soccer ball dinner plates	Soccer-themed plates for the pizza	3.99	3	11.97
Total cost of items purchased				$
Amount remaining of initial budget				$

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1   Chant-O-Fêtes Party. (2024). https://chantofetes.com/

Using a Planning Template to Organize a Party

Learners will use a free downloadable planning template from Mondo Linguo to organize a party. Details they will consider include time, date, location, menu, entertainment, guest list, and dress code.	
CEFR Descriptors Linked to the Action-Oriented Tasks (See the A2 Task Overview for full descriptors)	
Communicative Language Activities	**Communicative Language Competences**
RECEPTION-RC-1	LINGUISTIC-VR
	LINGUISTIC-GA
PRODUCTION-WP	LINGUISTIC-PC
	LINGUISTIC-OC
INTERACTION-OI-1	
INTERACTION-OI-2	SOCIOLINGUISTIC-SA-2
INTERACTION-WI	
MEDIATION-MC	PRAGMATIC-CC
	PRAGMATIC-FL
Plurilingualism and Pluriculturalism	
PLURI	
Curriculum Expectations	
To be added by the teacher based on their context.	

Teacher Instructions
• Learners will fill out a planning template[1] for a party.
• This activity can be done individually, with a partner, or in small groups.
• It is also possible to plan it for a real event that has meaning for the learners.
• Learners will need to consider where to host the party, whom to invite, what to feed the guests, what music or other forms of entertainment to provide, what guests should wear, and more.
• It provides opportunities for oral interaction during the planning phases if done in groups.
Examples of Strategies to Support Diverse Learning Needs
• Review the different elements on the planning chart with learners before they begin filling it in.
• Provide learners with tools such as spell-checker, dictionaries, and speech-to-text.
• Allow learners to use other languages during the planning phase.
• Encourage learners to plan a party related to an event or celebration that is meaningful to them.

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1   Tiphanie. (2016, September 19). *J'organise une fête !* Mondo Linguo. https://fle.mondolinguo.com/jorganise-une-fete/

Part B: Planning and Creating an Online Invitation for the Awards Shows

Your group will now create an online invitation for guests interested in attending the awards show. The invitation must include the information in the planning chart below, including a way to RSVP to the show.

Date(s)	
Time(s)	
Location(s)	
Music genre(s) featured	
Some artists who will be playing or appearing at the show	
Major prizes that will be awarded	
Any other pertinent information you have gathered	
How guests will RSVP	

Slideshow: Hosting a Viewing Party (A2)

Appendix 2.10: Teacher Observation Tools (A2 Scenario: Hosting a Viewing Party)

Teacher Observation Tool (One Learner)

Learner-Friendly Can-Do Statements	Date							Comments
I can understand simple directions.								
I can understand basic information such as dates, times, and numbers.								
I can understand simple texts containing basic vocabulary (awards prediction chart).								
I can give my opinion on different topics using basic vocabulary (reasoning for awards predictions).								
I can ask everyday questions and understand answers.								
I can make and respond to invitations, suggestions, and apologies.								
I can write simple messages to express a need (ticket creation and invitation).								
I can collaborate with others, ask what they think, make suggestions, and understand responses.								
I have sufficient vocabulary to communicate necessary information.								
I can use sufficient grammar to be understood by others.								
I can pronounce words clearly enough to be understood.								
I can spell simple words correctly.								
I can greet others politely.								
I can make and appropriately respond to suggestions, invitations, and apologies.								
I can link words with simple connectors such as "and," "but," and "because."								
I can express myself with enough fluency to participate in a simple conversation.								
I can offer appropriate greetings, farewells, apologies, and thank yous.								

Considering the CEFR's longstanding presence in Canada and the release of the CEFR Companion volume (the updated version of the CEFR), how can educators build and expand their practice so that learners can benefit from this innovative vision of language education? The AOA Toolkit brings together theory and practice to support language educators in aligning learning, teaching, and assessment by providing an overview of the CEFR; sample action-oriented tasks for the A1, A2, B1, and B2 levels; a fully developed A2 scenario with a selection of ready to use/modifiable subtasks; and an extensive explanation walking educators through the development of a scenario.

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