

LINCDIRE Action-oriented Scenario Template

LINCDIRE Modèle de Scénario orienté vers l'Action

SECTION 1

Note that the term Scenario refers to the action-oriented story/context whilst the term Task refers to the culminating task of the scenario.

SECTION 1

Notez que le terme scénario fait référence à l'histoire/contexte orienté vers l'action, tandis que le terme tâche fait référence à la tâche culminante du scénario.

Part 1: Scenario Description

Partie 1: Description du Scénario

1) Title: Wanna be my buddy?

Titre: Tu veux être mon pote?

2) Overview:

Vue d'ensemble:

Two new students from different countries have just immigrated to Canada and will be joining your class. Your teacher has asked you to be a volunteer to be their buddy, that is, you will help the new students be familiar with the new school by welcoming the students, showing them around, being their guide and offering to help. The new students will arrive in a couple of weeks and because they don't know much English/French yet, it would be nice if you could also learn a few words in the new students' languages so they can feel more welcome.

Deux nouveaux étudiants de différents pays vont arriver en Italie du Canada pour un échange linguistique et ils rejoindront votre classe. Votre professeur vous a demandé d'être bénévole pour être leur copain, c'est-à-dire que vous aiderez les nouveaux élèves à se familiariser avec la nouvelle école en les accueillant, en les montrant, en étant leur guide et en leur offrant de l'aide. Les nouveaux étudiants ne parlent que l'anglais / français, ce serait bien si vous pouviez également apprendre quelques mots dans les langues des nouveaux étudiants afin qu'ils puissent se sentir plus les bienvenus. Avant l'arrivée de vos nouveaux amis, vous créerez des bandes dessinées pour présenter l'école et aussi vos profs.

3) Target learners (age range): primary school learners

Apprenants cibles (tranche d'âge) : secondary school, class 1 F

4) Languages

Langues

- Main target language: English/French

Langue cible principale: Anglais/Français

- **Other language(s) involved:** any languages students choose to learn more about (e.g. language in the community/country)

Autre(s) langue(s) concernée(s): toutes les langues que les étudiants choisissent d'apprendre (ex: la langue dans la communauté/le pays)

5) CEFR Level: A1/A2

QCER Niveau: A1/A2

6) Main learning goal(s) (by the end of the scenario, students will be able to...):

Principaux Objectifs d'Apprentissage (à la fin du scénario, les étudiants pourront):

- introduce themselves to a peer (name, age, where they live, likes and dislikes)

Présentez-vous à un pair (nom, âge, où ils vivent, ce qu'ils aiment et n'aiment pas)

- welcome new students and give a short, guided tour around a familiar location (a school)

Accueillez les nouveaux étudiants et faites une courte visite guidée d'un endroit familier (une école)

7) Communicative language activities expressed through Can Do statements (i.e., the "What"):

les activités linguistiques communicatives exprimées par le biais peuvent faire des énoncés (c'est-à-dire le Quoi):

- Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time (A1_AR01)

Peut comprendre dans les grandes lignes des informations très simples expliquées dans une situation prévisible comme une visite guidée, à condition que le discours soit très lent et clair et qu'il y ait de longues pauses de temps en temps (A1_AR01)

- Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography), provided speech is clearly and slowly articulated (A2_AR01)

Peut comprendre des phrases et des expressions liées aux domaines les plus prioritaires (par exemple, des informations personnelles et familiales très basiques, les achats, la géographie locale), à condition que le discours soit articulé clairement et lentement (A2_AR01)

- Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (A1_OI08)

Peut poser et répondre à des questions simples, initier et répondre à des déclarations simples dans des domaines de besoin immédiat ou sur des sujets très familiers (A1_OI08)

8) Communicative competences expressed through Can Do statements (i.e., the "How"):

Compétences communicatives exprimées à travers les énoncés Can Do (c'est-à-dire le « Comment »):

Linguistic (grammar/vocabulary/phonology)

Linguistique (grammaire/vocabulaire/phonologie)

- Can use a very basic range of simple expressions about personal details and needs of a concrete type (A1_LN01)

Peut utiliser une gamme très basique d'expressions simples sur des détails personnels et des besoins concrets (A1_LN01)

- Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire (A1_LN03)

Montre seulement un contrôle limité de quelques structures grammaticales simples et modèles de phrases dans un répertoire appris (A1_LN03)

Pragmatic and sociolinguistic (functional/discourse, register/contextual appropriacy)

Pragmatique et sociolinguistique (fonctionnel/discours, registre/appropriation contextuelle)

- Can link words or groups of words with very basic linear connectors like 'and' or 'then' (A1_PR01)

• Peut lier des mots ou des groupes de mots avec des connecteurs linéaires très basiques comme 'et' ou 'alors' (A1_PR01)

- Can communicate basic information about personal details and needs of a concrete type in a simple way (A1_PR02)

Peut communiquer des informations de base sur des détails personnels et des besoins concrets de manière simple (A1_PR02)

- Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication (A1_PR03)

Peut gérer des énoncés très courts, isolés, principalement préemballés, avec beaucoup de pauses pour rechercher des expressions, articuler des mots moins familiers et réparer la communication (A1_PR03)

Sociocultural (proximity convention, directness/indirectness)

Socioculturel (convention de proximité, direct/indirect)

- Can use the simplest everyday polite forms of greetings, farewells and introductions (A1_SC01)

Peut utiliser les formules de salutation, d'adieu et de présentation les plus simples de tous les jours (A1_SC01)

9) Plurilingual/Pluricultural dimension:

9) Dimension plurilingue/pluriculturelle :

Can recognize internationalisms and words common to different languages (e.g. Haus/hus/house) to deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary (A1_PL01)

Peut reconnaître des internationalismes et des mots communs à différentes langues (ex. Haus/hus/house) pour en déduire ce que les gens essaient de lui dire directement, à condition de parler très lentement et clairement, avec répétition si nécessaire (A1_PL01)

- Can use a very limited repertoire in different languages to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor (A1_PL02)

Peut utiliser un répertoire très limité dans différentes langues pour effectuer une transaction très simple, concrète et quotidienne avec un interlocuteur collaboratif (A1_PL02)

10)Mediation:

10) Médiation :

- Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly (A1_MM01)

Peut faciliter un échange interculturel en montrant l'accueil et l'intérêt avec des mots simples et des signaux non verbaux, en invitant les autres à parler et en indiquant s'il comprend lorsqu'on s'adresse directement à lui (A1_MM01)

11) Language learning strategies:

Stratégies d'apprentissage des langues :

- Can find useful resources online

Peut trouver des ressources utiles en ligne

Can organize learning by making notes on notebook

Peut organiser l'apprentissage en prenant des notes sur un cahier

12) Prior knowledge required:

12) Connaissances préalables requises :

This task requires that students already have basic English knowledge about places (e.g., washroom, classroom, playground), greetings (Hello.../It's nice to meet you) and basic description (This is a classroom/This is a place for you to study)

Cette tâche nécessite que les élèves aient déjà des connaissances de base en anglais sur les lieux (par exemple, les toilettes, la salle de classe, la cour de récréation), les salutations (Bonjour.../C'est un plaisir de vous rencontrer) et la description de base (Ceci est une salle de classe/Ceci est un endroit pour étudier)

13) Time for scenario completion (steps + culminating task):

Preparatory Steps:

Step 1 (Plurilingual Poster): 2 hours

Step 2 (Getting to know each other): 1 hour

Step 3 (Let's go on a tour around the school): 1 hour

Step 4 (Staying in touch after school): 1 hour

Culminating Task (Wanna be my buddy?): 1 hour

Temps de réalisation du scénario (étapes + tâche culminante) :

Preparatory Steps:

Étapes préparatoires :

Étape 1 (Affiche Plurilingue) : 2 heures

Étape 2 (Faire connaissance) : 1 heure

Étape 3 (Allons faire le tour de l'école) : 1 heure

Étape 4 (Rester en contact après l'école) : 1 heure

Tâche culminante (tu veux être mon pote ?) : 1 heure

Total time: 6 hours

Durée totale : 6 heures

14) Resources:

14) Ressources :

- computer/tablet/phone with access to the Internet & online dictionaries
- large cardboards
- crayons/markers

- ordinateur/tablette/téléphone avec accès à Internet et dictionnaires en ligne

- grands cartons

- crayons/marqueurs

15) Potential Stumbling Blocks:

15) Pierres d'achoppement potentielles :

(if appropriate, list particular issues you anticipate might arise and give a tip on one way to resolve them)

(le cas échéant, listez les problèmes particuliers que vous anticipez et donnez un conseil sur une façon de les résoudre)

NB: a selection of the can-do indicated at points 7); 8); 9); and 10) should form the basis for compiling the appropriate Observation checklist for the culminating task (part 4: Observation Checklist). You may find helpful to refer to the sample provided later in this document in the instructions section (Section 2).

NB : une sélection des can-do indiqués aux points 7) ; 8); 9); et 10) devrait constituer la base de la compilation de la liste de contrôle d'observation appropriée pour la tâche culminante (partie 4 : liste de contrôle d'observation). Vous trouverez peut-être utile de vous référer à l'exemple fourni plus loin dans ce document dans la section des instructions (Section 2).

Part 2: Scenario Development*

Partie 2 : Élaboration de scénarios*

*This tool is meant to explain the development of the different phases of the scenario: it will include notes on how to proceed, types of activities, who does what, reference to specific resources used at a specific moment.

The column on the left helps you to break down the scenario development into manageable teaching/learning chunks, therefore you may choose to enter either the # of each step or, if you feel it more useful, to indicate the time units you are usually working with (e.g. 70'....)

*Cet outil est destiné à expliquer le développement des différentes phases du scénario : il comprendra des notes sur la façon de procéder, les types d'activités, qui fait quoi, la référence à des ressources spécifiques utilisées à un moment précis.

La colonne de gauche vous aide à décomposer le développement du scénario en blocs d'enseignement/apprentissage gérables, vous pouvez donc choisir d'entrer soit le # de chaque étape ou, si vous le jugez plus utile, d'indiquer les unités de temps que vous travaillez habituellement avec (ex. 70'....)

Step	What happens	Resources (if any)
Étape	Ce qui se produit	Ressources (le cas échéant)
1	Plurilingual Welcome Poster • Orient students to the task by asking students to imagine how they would feel if they were coming to a new country and to a new school. Ask students why it's important to make the new students feel welcome and brainstorm some ways they can welcome the new students • If students don't suggest making a welcome poster, suggest that it would be a great idea if students created posters in many languages to welcome the new students. • Elicit prior knowledge by asking students what kinds of expressions they would like to use on their poster and make a list on the board. • Ask students to do some research and find out how to say these messages in the new students' language. * These plurilingual posters can be later displayed around the school	A computer/tablet with Access to bilingual online Dictionaries; large Cardboards; crayons
2	Getting to know each other • Ask students to use the computer to research some expressions in the language of the students they will welcome. These include greetings and expressions to introduce themselves to the new students. • Once students have collected possible expressions, each student should write a possible dialogue on their notebook and rehearse with a peer. Tell students that when the new students arrive, they can use this dialogue to greet them. This dialogue should include: name, age, where they live, and what they like to do during recess • Inform students that to prepare for their real encounter with the student, they will perform the same dialogue in English/French (or target language) so that they can teach the new students how to introduce themselves in the target language.	White board; computer With access to online Bilingual dictionaries; Students' notebooks
2	Let's go on a tour around the school • Inform students that they will be taking the new students on a tour around the school to show the new students the most important places in the school.	White board; computer With access to online

- Ask students what they think the most important places are, and make a list of these on the board (e.g., washroom, lockers, playground, basketball court, principal's office, bus stop). Bilingual dictionaries;
- Asks students to learn how to say these words in the new students' language. Practice this dialogue with a peer. E.g. "This is the bus stop/*mawqif bas*) Students' notebooks

3 Staying in touch after class

White board;
computer With

- Elicit some expressions students can use to ask the new students if they have whatsapp, a phone number, or an email so you can communicate with them outside school in case they have any questions. access to online Bilingual dictionaries;
- Create a list of these expressions on the board (e.g., what's your phone number?/What's your email?/What's your whatsapp number?/What is your Facebook username?). Students' notebooks
- Instruct students to do some research online to find out how to say these expressions/numbers in the student's language.
- Ask students to create a possible dialogue and practice with a peer.

5 Wanna be my buddy?

- ~~Tell students that welcome day has finally arrived! Students will be working in pairs (or small groups) to perform the role play. Students will:~~

Les étudiants entreront en contact, avant l'échange, par le biais de bandes dessinées manga qu'ils s'enverront. De cette façon, ils présenteront certains aspects de l'école et certains de leurs camarades de classe sous forme de mini-histoire.

- ~~Welcome the new students with the poster and perform the dialogue with personal information (name, where they live, phone number, etc.) and asks them if they want to be their buddies~~

Les expressions utilisées dans la bande dessinée seront simples et auront tendance à faire en sorte que de nouveaux amis les apprennent facilement à travers des images.

Comme les images de la bande dessinée seront créées avec une plate-forme, des voyelles courtes seront insérées pour formaliser les phrases nécessaires.

- ~~Take the new students on a tour around the school and show them places around (washroom, classrooms, labs, principal's office, etc.)~~
- ~~Ask the students if they want to stay in touch after class~~

* ~~Each pair can role play in front of the class and then teach the other students about the expressions they learned in other languages. The~~

~~teacher can also draw students' attention to similarities and differences in the languages.~~

Part 3: Observation Checklist (to be used for the culminating task) (for teachers)

By the end of this task _____:
name of student

Communicative language activities	by themselves	with help	not yet
Can understand in outline very simple information being explained in a predictable situation like a guided tour , provided that speech is very slow and clear and that there are long pauses from time to time (A1_AR01)	•	•	•
Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography), provided speech is clearly and slowly articulated (A2_AR01)	•	•	•
Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (A1_OI08)	•	•	•
• Communicative competences	• by themselves	• with help	• not yet
Can use a very basic range of simple expressions about personal details and needs of a concrete type (A1_LN01)	•	•	•
Can link words or groups of words with very basic linear connectors like 'and' or 'then' (A1_PR01)	•	•	•
Can use the simplest everyday polite forms of greetings, farewells and introductions (A1_SC01)	•	•	•
Plurilingual and pluricultural competences	by themselves	with help	not yet
Can recognize internationalisms and words common to different languages (e.g. Haus/hus/house) to deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary (A1_PL01)	•	•	•
Can use a very limited repertoire in different languages to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor (A1_PL02)	•	•	•
Ability to learn	by themselves	with help	not yet
• Can find useful resources online	•	•	•
• Can organize learning by making notes on notebook	•	•	•
Mediation	by themselves	with help	not yet

Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly (A1_MM01)

• • •

Use the CEFR-related bank of descriptors to customize the rubric according to the outcomes/enabling competencies established for your task. You can adapt the original descriptors to fit the task better

Part 4: Language Learning Self-Assessment Checklist (for students)

Scenario: ... Moi et mon école[provide the title]

These are the things I will be able to do by the end of this scenario (the teacher will insert the descriptors, they may want to tweak/simplify their formulation to make them more transparent for students, and more age appropriate too):

What I can do in the language I am learning	by myself	with help	not yet
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I can understand a person who speaks slowly and clearly to me about simple everyday things.

I can understand simple phrases about people (e.g. basic details, family shopping, jobs), if the speaker speaks clearly and slowly.

I can ask and answer simple questions.

Quality of the language I use	by myself	with help	not yet
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I can use some simple words to talk about myself and things that I need.

I can use words like 'and' or 'then'.

I can use simple words to be polite when I meet people.

I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
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- I can use words that look and/or sound similar to help me understand what someone is saying or a short written message.
- I can recognize different ways of using numbers, telling time and measuring distance.

My ability to learn	by myself	with help	not yet
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I can find useful resources on the internet.

I can organize my learning by making notes in a notebook.

I can reflect on the best way to learn.

My space for free reflection

SECTION 2

Guidelines to use this template to design your scenario

Quick reference chart

#	Name of Document	Focus/Purpose	Hyperlink
1	CEFR Descriptors Catalogue	provides selected descriptors for the template	https://docs.google.com/document/d/17FwxCpQrkM1g47t4PJ6M4Ya782FIwHNcGCvbpXtWm24/edit
2	CEFR Companion Volume	is the original document and provides the entire descriptors where the selected descriptors are based	https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
3	Language Learning Strategies	provides examples of learning strategies	https://docs.google.com/document/d/1IrsO0WAW8J1brdk0lQxkK17nAbY2zljKwepFsuspL5k/edit
4	Assessment Rubric	provides rubrics for assigning grades	https://docs.google.com/document/d/0B3ZYygjUFUx4UUZLTHYzbDZHd28/edit

While designing your scenario, the best way to proceed is to use a backwards design. This helps you, by starting from the end objectives and, envisioning the culminating task, to develop a coherent scenario in all its components.

Here are some guiding questions you may find useful while working at part 1 of section 1. The questions are meant to help your reflection, not to be answered in written form, however, you may jot down notes if you wish.

Who is the target audience? Who are my learners?

- a. What is the target language level?
. Think of where your students are and where this scenario could take them (in terms of communicative, plurilingual, pluri/intercultural competencies)
- a. What is the context and cultural/plurilingual background of these learners?
- b. Considering the context of your learners, what type of scenario (and real-life culminating task) would support their needs within the curriculum?
- c. What are the expected learning outcomes (goals) of this scenario?
- d. What are some potential stumbling blocks that you might encounter?

Now that you have drafted your scenario, select relevant CAN DO descriptors of communicative activities. The “CEFR Descriptors Catalogue” is provided to help you select the relevant descriptors (alternatively you can refer directly to the CEFR Companion Volume descriptors). Having a series of descriptors will help you make explicit the main actions that learners will be able to perform by the end of the scenario while doing the culminating task. You may wish/need to slightly adapt the descriptors to meet specific aspects of your scenario (e.g. specifying the type of text or type of situation).

Now that you have your list of communicative activities (the “What”), you will need to identify the different competences that come into play (the “How”). *How are students going to do what they are expected to do? Which competences (linguistic, pragmatic/sociolinguistic, sociocultural, plurilingual/pluricultural) do they need to perform the action? And, in turn, which competences can they develop by performing the action?* Use the CEFR Companion Volume descriptors and The “Guide for Completion of Descriptors” to help you.

Other dimensions are involved across the scenario, such as Mediation (especially in group work) and Ability to Learn. *In what ways will students help themselves and others understand and produce oral and written texts linked to the scenario? How do students reflect on their learning process and build on their strengths?* Descriptors for Mediation are available in the CEFR Companion Volume extended set. Examples of Learning Strategies are available in the document Language Learning Strategies.

Once you have finalized Part 1, you will be ready to create your lesson plans for the different steps (Part 2: Scenario Development). Remember that these steps will prepare the students to accomplish the culminating task at the end of the scenario.

The only thing that remains is creating your assessment tools. There are two parts to this: an Observation Checklist to be used by the teacher, and the Self-Assessment Checklist to be used by students. The empty templates are organized around the same categories that you have used in Part 1 # 8, 9, 10 and 11, plus the Language Learning Strategies category. Remember that descriptors used in the Self-Assessment Checklist need to be in plain language, so that learners can more easily understand. This will imply some rewording of the descriptors. Examples for each of these two checklists are provided below to help you in this process.

For purposes of assigning grades, you can use the Assessment Rubric (see separate document provided). This rubric is mainly meant to be used for summative assessment purposes; however you may also decide to use it as part of the formative assessment to give students a sense of the areas they need to strengthen.

Sample Observation Checklist (suitable for Part 3)

By the end of this task _____:

name of student

Communicative language activities	by themselves	with help	not yet
• Can explain to other people what they like and don't like.	•	•	•
• Can give a rehearsed simple presentation on a familiar subject	•	•	•
• Can answer straightforward follow up questions if they can ask for repetition and/or with some help with the formulation of their reply	•	•	•
• Can write short, simple notes and messages to satisfy matters of immediate need	•	•	•
• Communicative competences	• by themselves	• with help	• not yet
Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	•	•	•
Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.	•	•	•
Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.	•	•	•
Plurilingual and pluricultural competences	by themselves	with help	not yet
• Can establish links between languages and cultures	•	•	•

- Is willing to observe and ask questions about other cultural settings

Ability to learn	by themselves	with help	not yet
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- | | | | |
|--|---|---|---|
| • Can reflect on learning processes in order to make them more effective | • | • | • |
| • Can organize learning in an autonomous way | • | • | • |

Mediation	by themselves	with help	not yet
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- | | | | |
|---|---|---|---|
| • Can help along the progress of the work by inviting others to join in, to contribute with their feedback, and say what they think | • | • | • |
| • Can give feedback on and follow up statements and help the development of a discussion | • | • | • |

Use the CEFR-related bank of descriptors to customize the rubric according to the outcomes/enabling competencies established for your task. You can adapt the original descriptors to fit the task better.

Example of Language Learning Self-Assessment Checklist (suitable for Part 4)

Scenario: ~~At the Supermarket~~ A la cantine

These are the things I will be able to do by the end of “~~At the Supermarket Task~~”: A la cantine

What I can do in the language I am learning	by myself	with help	not yet
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- | | | | |
|---|--|--|--|
| • I can explain to other people what vegetables/fruits I like or don't like | | | |
|---|--|--|--|

I can practice and present a dialogue ~~at the supermarket~~ A la cantine

~~I can ask for repetition if I don't understand the dialogue at the supermarket~~

Quality of the language I use	by myself	with help	not yet
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I can say words and phrases that refer to food

- | | | | |
|---|--|--|--|
| • I can use words and phrases to shop at the supermarket | | | |
|---|--|--|--|

I can write a short and simple ~~shopping~~ list with food items

I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
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- | | | | |
|--|--|--|--|
| • ^{PL} I can make links between names of food in different languages | | | |
| • ^{PCL} I can see that something is similar and something is different in different grocery shopping cultures | | | |

My ability to learn	by myself	with help	not yet
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- I can reflect on the way I learn and what works best for me
- I can organize my learning
- I can find useful resources

I can use different resources



My space for free reflection