



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

Danielle Hunter, Adriana Ortiz

This session is divided into two separate parts. In the first part, Danielle Hunter will provide a brief overview of the action-oriented approach (AoA), the methodological perspective of the *Common European Framework of Reference for Languages* (CEFR) (Council of Europe, 2001; 2020). She will explore the theoretical underpinnings of the AoA, rooted in Complexity Theory (Piccardo & North, 2019), and will highlight its core principles. Next, she will spotlight an innovative website developed by the CEFR Eastern Region Working Group, a consortium of 13 school boards in Ontario, Canada. This website, which has been accessed in 50 countries last year, features a collection of bilingual (French/English) action-oriented scenarios designed to support educators in implementing the AoA. Organized into dynamic scenario webs (Hunter, forthcoming), these open education resources are aligned to both the CEFR and the provincial curriculum. A selection of scenarios from the website will be explored, including those that were developed to supplement school textbooks, and to support content and language integrated learning.

In the second part, Adriana Ortiz will present her doctoral research, which explores how the AoA fosters self-assessment and reflection among language learners. Drawing from scenarios developed as part of the LINC/DIRE project, her research examines how AoA principles empower learners to enhance their use of learning strategies while cultivating greater language awareness and a plurilingual identity. By incorporating reflective practices, her work highlights practical pathways for learners to take ownership of their learning, develop agency, and navigate multilingual environments. This presentation will focus on the dynamic interplay between learners' autonomy, strategic competence, and their evolving identities within the language classroom.

Bios

Danielle Hunter is a language policy expert specializing in the *Common European Framework of Reference for Languages* (CEFR). She has taught French as a Second/Additional Language (FSL) in the K-12 education system in Ontario, Canada for 22 years. Before pursuing her PhD in Language and Literacies on a full-time basis at the University of Toronto/OISE, Danielle was seconded twice as the district consultant for the FSL, Classical and International Languages, and Positive School Climates. Danielle has authored multiple pedagogical resources on the CEFR and the action-oriented approach and regularly provides training and coaching in these areas. Danielle was part of the provincial writing team for the revised FSL Ontario Curriculum, and is an accredited *Diplôme d'études en langue française* (DELFP) examiner/scorer.

Adriana Ortiz is a PhD candidate in the Languages and Literacies Education program at OISE – University of Toronto. Her doctoral research focuses on how self-assessment and reflection, rooted in the Action-Oriented Approach, serve as strategic tools for fostering learner autonomy, plurilingual identity, and language awareness. She holds an MA in Hispanic Literatures and Cultures from the same university and has extensive experience teaching literature and languages at the secondary and higher education levels. Adriana is particularly passionate about curriculum design, innovative language pedagogies, and teacher education.