Language Learning Through Action-Oriented Scenarios

The updated version of the language policy document *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment - Companion volume* (Council of Europe, 2020) includes several significant changes, such as the enrichment of "can do" descriptors, the inclusion of a new scale for online interaction, and elaboration on the notions of mediation and plurilingualism, among others. Most importantly, the language education framework marks a methodological paradigm shift to the action-oriented approach and positions it as the most viable approach for learning languages (Piccardo & North, 2019). Grounded in both sociocultural and socio-constructivist theories, the action-oriented approach views language learning as a set of collaborative and purposeful action-oriented learning activities or scenarios (North et al., 2022). This learning context involves both linguistic and non-linguistic goals; language learners are expected to produce some authentic learning artifacts (Piccardo & North, 2019). This type of learning is better suited to prepare learners for real-world language use as it allows to organize learning tasks in a more realistic way. Notably, the action-oriented approach is seen as more advanced than the communicative approach (Piccardo et al., 2019) and is predicted to influence language education for a long time to come. Therefore, in my talk I intend to shed light on this language-learning approach as well as to offer a set of elements for devising and implementing action-oriented scenarios in practice. I will also share examples of scenarios that were practically tested in the context of higher education with the aim to provide learners with a more meaningful context of learning by doing. In addition, considering the sudden emergence and public availability of various AI-powered tools (e.g., chatbots powered by large language models) that have arguably enabled new ways to diversify and facilitate processes of foreign language learning, this talk will also include some ideas to embrace AI in action-oriented scenarios as an inevitable element of modern language learning that can contribute to the development of AI literacy in university students.

References:

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume.* Strasbourg: Council of Europe Publishing.

North, B., Piccardo, E., Goodier, T., Fasoglio, D., Margonis, R., & Rüschoff, B. (2022). *Enriching 21st century language education: The CEFR companion volume, examples from practice.* Strasbourg: Council of Europe.

Piccardo, E. & North, B. (2019). *The action-oriented approach: a dynamic vision of language education*. Bristol: Multilingual Matters.

Piccardo, E., North, B. & T. Goodier. (2019). Broadening the scope of language education: Mediation, plurilingualism, and collaborative learning: the CEFR Companion Volume. *Journal of e-Learning and Knowledge Society, 15*(1), 17-36.