Core Inventory から学ぶ CEFR descriptor から授業レッスンへの移行

投野由紀夫

Scenario: concept

Scinario

- "Scenarios are not a new concept in theoretical and applied linguistics, or language teaching/learning, but the word is used in many different senses. There are several points that most uses of the term in our context have in common."

Point 1:
Scinario is a mental framework

- Firstly a scenario suggests a mental framework, a concept for how the thing in question is "done" in the relevant target language.

- Language users and language learners have scripts and schemata for scenarios they are familiar with.

Point 2:
Scenario focuses on real world language use

- Secondly, there is a strong association with real world language use rather than exercises or pedagogic tasks, a sense that a scenario provides a meaningful context for simulated yet realistic language use by the learner.

- In a real-world derived scenario, simulations replace mere role-plays as we move from fictional personalities in artificial situations to real people acting as themselves in real contexts.

Scenarios integrate different aspects of competence in real language use.

- Finally and fundamentally a scenario suggests a holistic setting that encourages the integration of different aspects of competence in real(istic) language use.

- Properly conceived scenarios automatically create an appropriate background to support learning and teaching where the main consideration is that of authenticity of situations, tasks, activities, texts and language data.

CEFR-based scenarios

- CEFR-based scenarios are frames that in the context of a set of defined real world variables (*domain, context, tasks, types of language activity and texts involved*) integrate holistically:

  ☐ "Can-Do" descriptors (as objectives);

  ☐ quality criteria (for evaluation);

  ☐ aspects of competence, from strategic, through pragmatic to linguistic (as enabling objectives).

Scenario: template

SCENARIO: BUSINESS MEETING

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Occupational	Organisation: Multinational corporation Location: Office Persons: Colleagues	Attending meeting Contributing opinion on other proposal Making own proposal	Listening as member of live audience Spoken Production Spoken Interaction	Sustained monologue PowerPoint presentation Formal discussion

- Impleme
- Scenarios off
  teachers and
  learners a wa
  keeping in m
  the macro vis
  successful re
  communicatio
  the micro focus on
  specific practice
  points.

LEVEL	B2		COMPETENCES		
CAN-...	Follow the discussion on matters related to his... understand in detail the points given promin...		...EGIC	Intervene appropriat... ...variety of expressions to do so. Follow up what... ...lating contribution to those of others. ...phrases and alternative expressions. ...takes.	
	...phasize the ...tion of the ...y of the sce... ...the real wo... ...es and *text*...				
	...n express himself...oid crass errors of formulation.		Functional	Expressing abstract ideas Giving precise information Speculating Developing an argument Justification	
COHERENCE	...an use a variety of linking words efficiently to mark clearly the relationships between ideas.		Discourse	Formal Speech Markers Complex sentences Addition, sequence and contrast (although; in spite of; despite; on the one hand...) Summarising	
FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.		LINGUISTIC	Grammatical	Modals of deduction in the past All passive forms All conditionals Collocation of intensifiers Wide range of (complex) NPs
RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.			Lexical	Work-related collocations Extended phrasal verbs
				Phonological	Intonation patterns

* Taken verbatim from the CEFR. Portfolio or school's adapted descriptors might be used.

Overview: Angeles Ortega. Implementation: Howard Smith

Template Page 1

- Fixed format:
  - Overview
  - Implementation
- Scenarios offer teachers and learners a way of keeping in mind both the macro vision of successful real communication and the micro focus on specific practice points.

SCENARIO: BUSINESS MEETING

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Occupational	Organisation: Multinational corporation Location: Office Persons: Colleagues	Attending meeting Contributing opinion on other proposal Making own proposal	Listening as member of live audience Spoken Production Spoken Interaction	Sustained monologue PowerPoint presentation Formal discussion

LEVEL	B2
CAN-DOS*	Follow the discussion on matters related to his/her field, and understand in detail the points given prominence by the speaker. Contribute, account for and sustain his/her opinion, evaluate alternative proposals, and make and respond to hypotheses. Give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest. Develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.

CRITERIA*	
APPROPRIATENESS	Can express himself / herself appropriately in situations and avoid crass errors of formulation.
COHERENCE	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

COMPETENCES	
STRATEGIC	Intervene appropriately, using a variety of expressions to do so. Follow up what people say, relating contribution to those of others. Overcome gaps in vocabulary with paraphrases and alternative expressions. Monitor speech to correct slips and mistakes.

The left hand column of page one of the scenarios then lists CEFR-based descriptors relevant to them: first "Can-Do" descriptors for communicative language activities (derived from CEFR Chapter 4) and then descriptors for aspects of quality (derived from CEFR Chapter 5), the latter being combined into a convenient number of criteria. The examples all show published CEFR descriptors, but these might very well be the adapted, simplified versions found in the checklists for the EAQUALS/ALTE European Language Portfolio (ELP) and in school curricula elaborated from CEFR/ELP descriptors.

LINGU...		All conditionals Collocation of intensifiers Wide range of (complex) NPs
	Lexical	Work-related collocations Extended phrasal verbs
	Phonological	Intonation patterns

* Taken verbatim from the CEFR. Portfolio or school's adapted descriptors might be used.

Overview: Angeles Ortega. Implementation: Howard Smith

Template Page 1

- Fixed format:
  - Overview
  - Implementation
- Scenarios offer teachers and learners a way keeping in mind the macro vision successful real communication the micro focus specific practice points.

SCENARIO: BUSINESS MEETING

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Occupational	Organisation: Multinational corporation Location: Office Persons: Colleagues	Attending meeting Contributing opinion on other proposal Making own proposal	Listening as member of live audience Spoken Production Spoken Interaction	Sustained monologue PowerPoint presentation Formal discussion

LEVEL	B2
CAN-DOS*	Follow the discussion on matters related to his/her field, and understand in detail the points given prominence by the speaker.
	patterns and expressions, there are few noticeably long pauses.
RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

COMPETENCES		
STRATEGIC	Intervene appropriately, using a variety of expressions to do so. Follow up what people say, relating contribution to those of others. Overcome gaps in vocabulary with paraphrases and alternative expressions. Monitor speech to correct slips and mistakes.	
PRAGMATIC	Functional	Expressing abstract ideas Giving precise information Speculating Developing an argument Justification
	Discourse	Formal Speech Markers Complex sentences Addition, sequence and contrast (although; in spite of; despite; on the one hand...) Summarising
LINGUISTIC	Grammatical	Modals of deduction in the past All passive forms All conditionals Collocation of intensifiers Wide range of (complex) NPs
	Lexical	Work-related collocations Extended phrasal verbs
	Phonological	Intonation patterns

The right hand side of page one lists aspects of competences. CEFR-based descriptors for strategies provided in the EAQUALS descriptor bank and reproduced in the appendices may be useful as a starting point, but there may well be other strategies relevant to the scenario in question. Underneath strategic competences come pragmatic (functional and discourse) and linguistic (grammatical, lexical and phonological/orthographic). Again a CEFR-based scenario developer may find the Core Inventory useful as a starting point in identifying appropriate entries here.

* Taken verbatim from the CEFR. Portfolio or school's adapted descriptors might be used.

Overview: Angeles Ortega. Implementation: Howard Smith

Template Page 2

- Implementation
- Scenarios are a tool for defining, teaching and/or assessing the competences needed to perform real world tasks.
- They are not necessarily an extended communicative activity in the classroom, which one works towards or back from as for example in the many variations of a task-based approach.
- The tasks listed at the top (after domain and context) are real life tasks, not pedagogic tasks and so they may not take place in the classroom at all.
- It is desirable, however, that for the sake of more effective learning real life tasks and pedagogic tasks be as closely related as possible.

SCENARIO IMPLEMENTATION

	Competence(s)	Learning context	Activity	Materials
Engage	Formal speech markers. Intervene appropriately, using a variety of expressions to do so. Follow up what people say, relating contribution to those of others.	Classroom – whole class /group discussion	Watch TV business reality show discussion – discuss which contestant they find more persuasive – analyse language to identify features marking formal discussion, relating contribution and persuasion.	Recorded/online episode of reality show.
	Grammar: conditionals Speculating Developing an argument Justifying	Classroom – group/whole class	Play online 'Tycoon'-style game collaboratively either groups with individual PCs or projected onto board – discussing strategy between 'turns'.	Online/downloaded 'Tycoon' game. (Data-projector/IWB)
	Lexis: work/business related collocations Phonology: Intonation Discourse: Intervention/reaction language	Home/self-study	Web-quest – Note lexis and collocation; listen to business news/transcribe and learn a short stretch of speech	Webquest directing learners to sites including business training sites and business news radio.
	Discourse markers	Classroom - groups	'Just a minute' style discussion/game – learners assigned discourse markers and try to include them unobtrusively into rapid discussion on a variety of topics.	Discourse markers on cards.
Study	Passive forms	Home	Grammar activity – practise form and function of passive	Grammar activity
	Passive forms Business/work related lexis	Classroom - pairs	Business news article, rewritten with all passives made active – learners reconstruct original text. Discuss reasons for opting for passive over active form.	Article (rewritten)
	If clauses/conditionals Speculating Justifying	Classroom	Language analysis followed by micro-discussions of possible consequences of various business decisions	Situation>decision cards – invented or based on real business scenarios.
	Extended phrasal verbs	Home/Self study	Exercise introducing and practising phrasal verbs in a business context	Exercise/dictionary
	Discourse markers Formal speech markers	Home ➝ Classroom	Listen to business news and note language features in context – peer teach	Radio/internet connection
	Intonation Giving opinion persuasively	Classroom	Text from business press – mark ideas for opinion and fact. Guided discovery – tonality/tonicity Mark up text with tone units/tonic stresses and practise reading aloud.	Text (opinion piece) from business press.
Activate	Intonation Giving precise information Being persuasive Developing an argument Responding to contributions	Home ➝ Classroom	Devil's advocacy: Mini-presentations – learners write mini-presentation at home advocating an point of view – Deliver presentation using PowerPoint and answer questions.	Laptop/desktop computer and data-projector Presentation software
	All	Groups (classroom)	Meeting simulation, either completely imaginary or 'pseudo-real' (e.g. meeting to make suggestions re: college's social programme or canteen)	Role cards (if appropriate) Agenda Computer/projector
	All	Real world	Participate in a real meeting (either in learners' own working environment or e.g. a 'college council') and report back. Report could take the form of a further presentation or a formal written report.	(report could take the form of a further presentation or a formal written report

Possible activities brainstormed into a familiar lesson-planning model – in this case Jeremy Harmer's Engage – Study- Activate (See Harmer How to Teach English Longman 1998). This model chosen in part due to its resemblance to the CEFR general competences: *savoir être, savoir, savoir faire* (pp. 11-12, 101-130) Though any model familiar to teachers could be used, e.g. ARC (Scrivener Learning Teaching Macmillan 1994); PPP; Jane Willis' TBL framework (Willis A Framework for Task Based Learning Longman 1996) Stages can then be fitted into normal lesson planning.

SCENARIO: ON HOLIDAY   A1

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Personal Public	Places: airports, hotels, shops, restaurants, public transport, entertainment People: officials, hotel/shop & other personnel, other travellers/holidaymakers	Getting information to book a trip Travelling Contracting and using services (e.g. hire & pick up car; check in at hotel) Finding your way Socializing	Listening to announcements & instructions Reading instructions/for information & orientation Spoken Production Spoken Interaction Written Production	Sustained monologue: description Transactions, conversations Forms, postcards Notices, instructions, brochures

LEVEL	A1
CAN-DOS*	Can understand questions and instructions addressed carefully and slowly to him/her, and follow short, simple directions. Can understand numbers, prices and times. Can ask for and give personal information (address, telephone number, nationality, age, family, and hobbies). Can handle numbers, quantities, cost and time. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

CRITERIA*	
Interaction	Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
Coherence	Can link words or groups of words with very basic linear connectors like "and" or "then".
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.

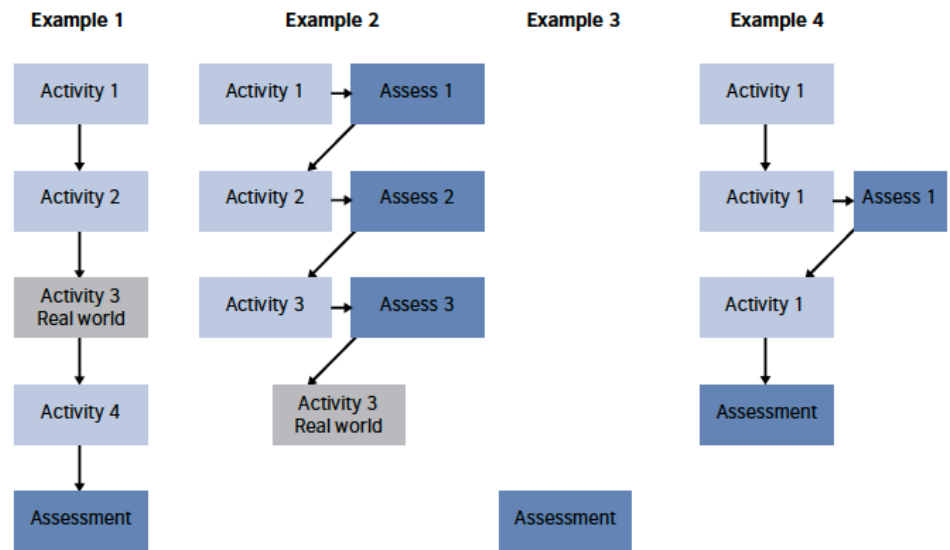| COMPETENCES		
STRATEGIC		Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word
PRAGMATIC	Functional	Understanding and using numbers Understanding and using prices Greetings Giving personal information Understanding simple directions and instructions
	Discourse	Connecting words (and, but, because)
LINGUISTIC	Grammatical	Simple verb forms Questions Present simple I'd like Prepositions and prepositional phrases
	Lexical	Nationalities and countries Personal information Things in the town, shops and shopping

This is a sequence of assessed tasks related to a sequence of tasks associated with being on holiday. The precise order of activities is left to the teacher or learner.   Susan Sheehan

EXPONENT	COMPETENCE	ACTIVITY	ASSESSMENT
There are 500 people in our village How much does the room cost? 45 Euros per night	Understanding & using numbers Understanding & using prices	Teacher presentation and controlled practice using appropriate course book or other available materials	Sequence of short role plays
Hi John, how are you today? My name is Carlos I am from the north of China I live in Beirut	Greetings Giving personal information	Teacher presentation and controlled practice using appropriate course book or other available materials. This can be developed into a mingle activity.	Group mingle can be an assessed activity
The hotel is on the left Go to the end of the street and turn right Where is the supermarket? It's straight ahead	Understanding simple directions and instructions Prepositions and prepositional phrases	Teacher presentation using appropriate visual materials. Students complete an information gap activity or a real world mystery tour.	Students complete a map activity in pairs
She lives in Switzerland and goes skiing a lot I don't like Indian food but I like Chinese	Connecting words (and, but, because)	Using short texts teacher asks students to notice the connecting words and the role they play in the text. For homework students complete a text with the necessary connecting words.	Students write a postcard and teacher assesses how the connecting words are used
Are you French? No I'm not Is she from Egypt? What is your name? How much does it cost? Pedro is Spanish but he works in France She's married and has three children I am 26 years old, single and I work in a bank No I'm not tired France is a wonderful country I am a psychology student at the moment	Questions Nationalities and countries Personal information Simple verb forms Present simple	After appropriate presentation by teacher students engage in a mingling activity asking and answering personal questions and questions about nationalities and countries if it is a multi-national task or role play an international gathering.	Completing an immigration form/landing card/hotel check-in form Role plays of the following situations: picking a car up at the airport, checking in to a hotel, planning and booking a day trip
Where is the supermarket/train station? How much does this cost? Does this bus go to the town centre? I want to buy a phone I'd like a cup of coffee/I'd like to go home	Things in the town, shops and shopping Travel & services vocabulary I'd like	Teacher presentation using appropriate visual aids and course book materials. Students perform controlled practice in pairs.	Role play in a shop, obtaining travel services
	Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word	Teacher presentation and practice in small groups/pairs.	This assessment can be integrated in the role plays outlined above

How to sequence the activities

- The number of activities in different scenarios will vary considerably depending on the orientation of the scenario and the type of tasks it implies.

- The diagram illustrates some possible variants, very many others are possible.

- Assessment might be conducted in a single task at the end of the module, or in mini-tasks during the module.

- Peer and self-assessment might be employed as well as teacher assessment.

- There might in fact be no teaching module; the scenario may be used only as the starting point to design an assessment task.

The CEFR-based scenario concept offers a means to:

- Work top down from real world contexts to identify the competences needed to be successful in them, plus criteria to judge that success. Both the communicative language activities listed and the aspects of competence needed to be successful in them suggest classroom activities. These in turn suggest specific lessons or lesson sequences (=modules), with self-study and project tasks.

- Review existing classroom activities and resources in the light of the needs of real world activities, in a bottom-up process.

- Integrate practice activities and assessment tasks into a coherent module.

- Develop a tasks specification for a test, with the assessment procedure, assessment conditions, marking and grading procedures etc. specified on the second page.

- It is a very flexible yet unifying concept that facilitates top-down planning of objectives and bottom-up linking of enabling competences to real world needs.