

can do ディスクリプタの特徴

(CEFR Chapter3-3.4)

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can do ディスクリプタとは

- (illustrative) descriptors: (例示的) 能力「記述文」
→ 「～ができる (can do)」形式で記述されている

A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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- 「共通参照レベル」で紹介された表はディスクリプタをまとめたもの

Table 1. Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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Table 2. Common Reference Levels: self-assessment grid

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak 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 area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech 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.
	Reading	I can understand familiar names, words 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.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

can do ディスクリプタとは

- ディスクリプタは3つの高次カテゴリーに言及している
 - **Communicative activities** (コミュニケーション活動)
 - **Strategies** (方略)
 - **Communicative language competences** (コミュニケーション言語能力)

can do ディスクリプタの特徴(1/2)

- 制定には習熟度の定義分野で活動する複数団体の経験を利用
- 3フェーズ (theoretical work, analysis of existing scale, practical workshop) の連携で開発
- 「共通参照レベル」の枠組みに合致
e.g. A1(Breakthrough)...
- 効果的な記述文になるよう検証
cf. Appendix A (右図参照)

Table A1. Assessment: positive and negative criteria

Positive	Negative
<ul style="list-style-type: none">• has a repertoire of basic language and strategies which enables him or her to deal with predictable everyday situations. (Eurocentres Level 3: certificate)• basic repertoire of language and strategies sufficient for most everyday needs, but generally requiring compromise of the message and searching for words. (Eurocentres Level 3: assessor grid)	<ul style="list-style-type: none">• has a narrow language repertoire, demanding constant rephrasing and searching for words. (ESU Level 3)• limited language proficiency causes frequent breakdowns and misunderstandings in non-routine situations. (Finnish Level 2)• communication breaks down as language constraints interfere with message. (ESU Level 3)
<ul style="list-style-type: none">• vocabulary centres on areas such as basic objects, places, and most common kinship terms. (ACTFL Novice)	<ul style="list-style-type: none">• has only a limited vocabulary. (Dutch Level 1)• limited range of words and expressions hinders communication of thoughts and ideas. (Gothenburg U)

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can do ディスクリプタの特徴(2/2)

- 多様な教師、教育機関から評価されている
- 多様な学習者に適用でき、現実的な目標設定が可能
- ‘objectively calibrated’（著者の意見だけに基づいているわけではない）
- 活用や応用が容易

まとめ

- can doディスクリプタは「指導の場における外国語学習」というコンテキストで尺度化された能力記述文（とその枠組み）
→完全で包括的とは言えないが、2つの性質は保たれている
 - is flexible（柔軟である）
 - is coherent（明瞭で筋が通っている）