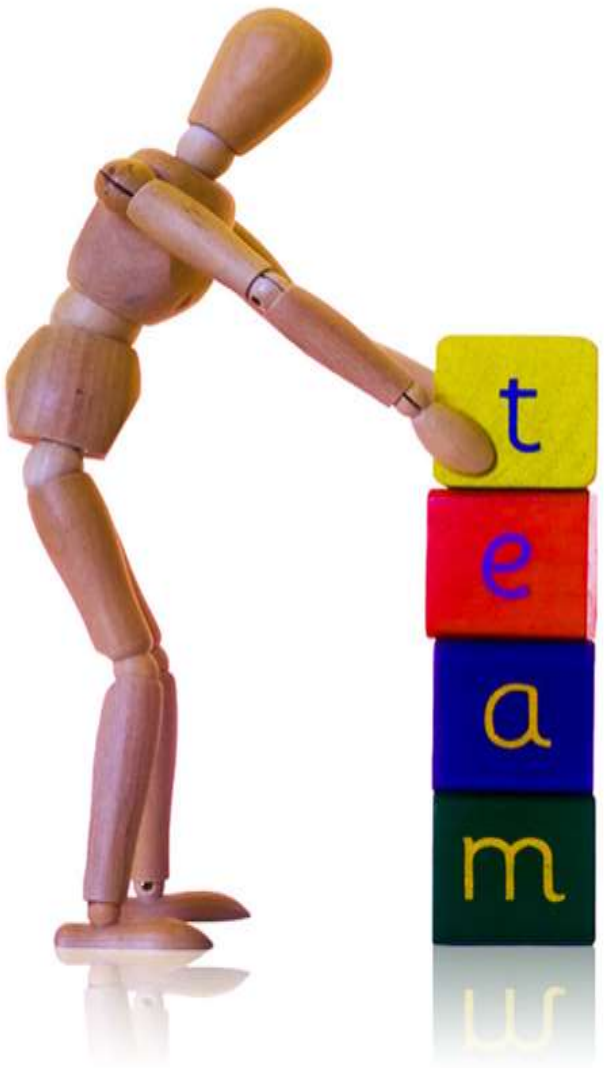
CEFRに見る文法知識とコミュニケーションの一体化



言語知識（単語・文法・発音）

＋

社会言語能力

＋

実際的運用能力

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Part One

CEFRでの文法の位置づけと内容

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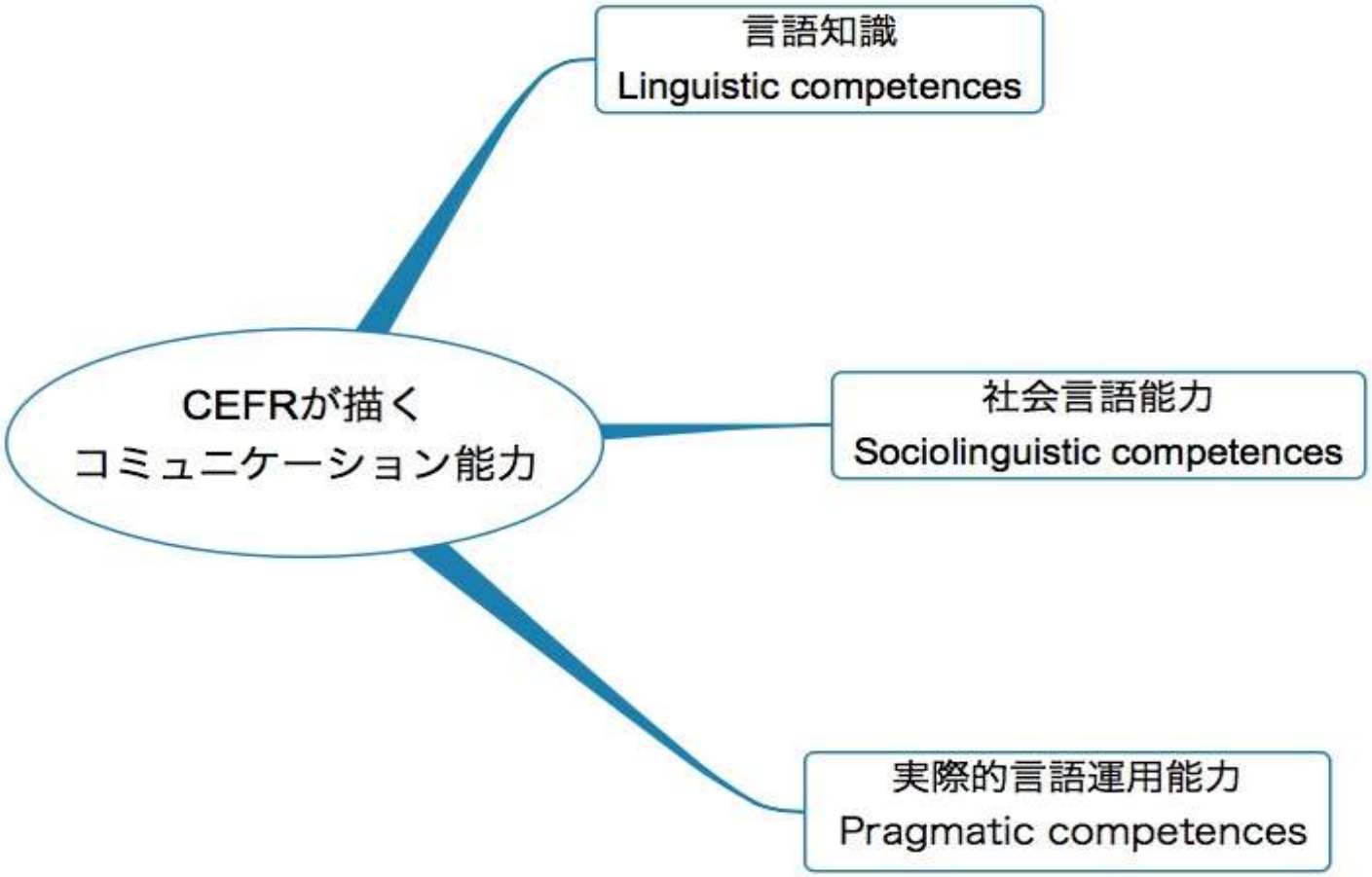
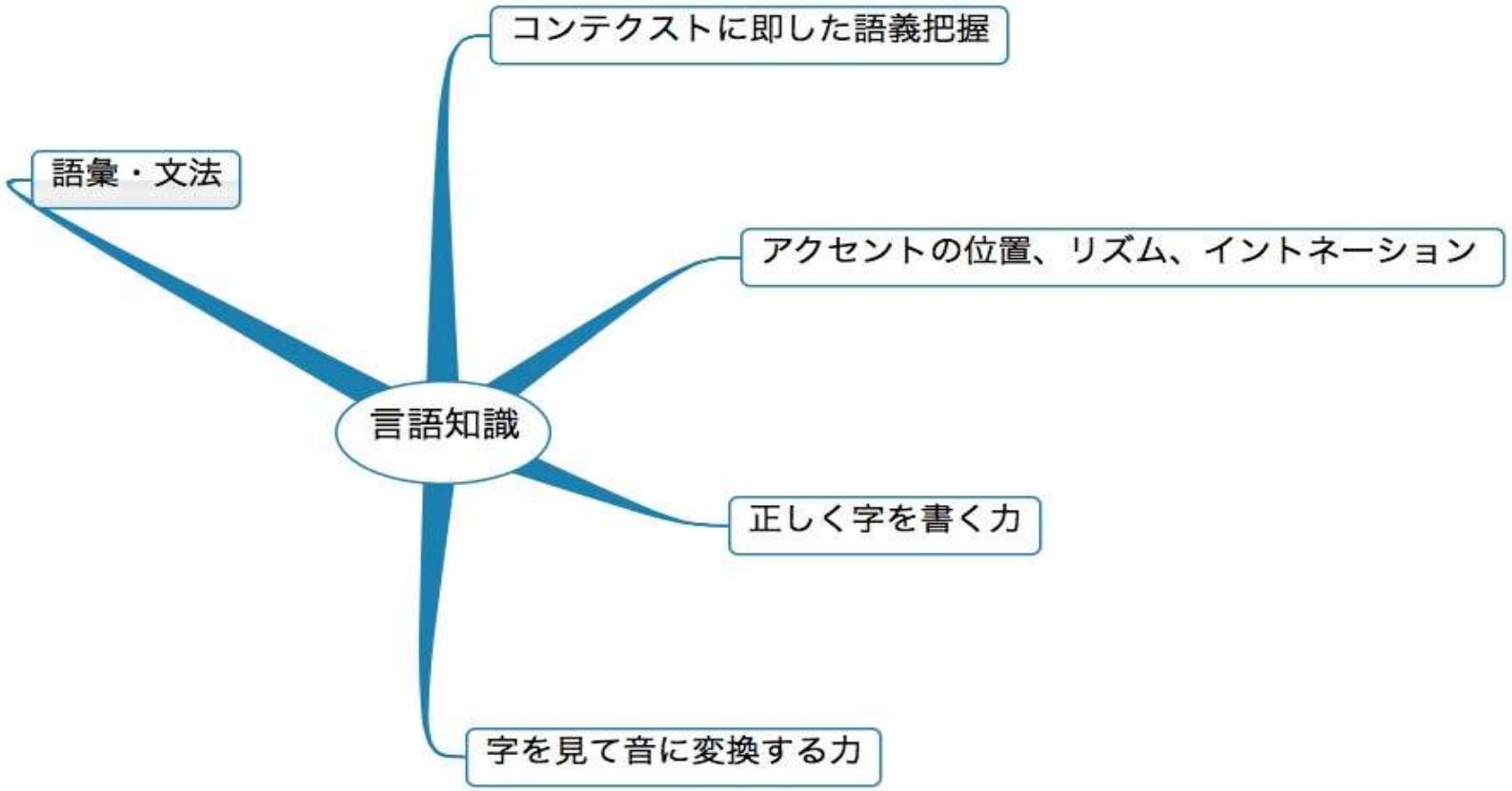
CEFRのコミュニケーション・モデル　全体像



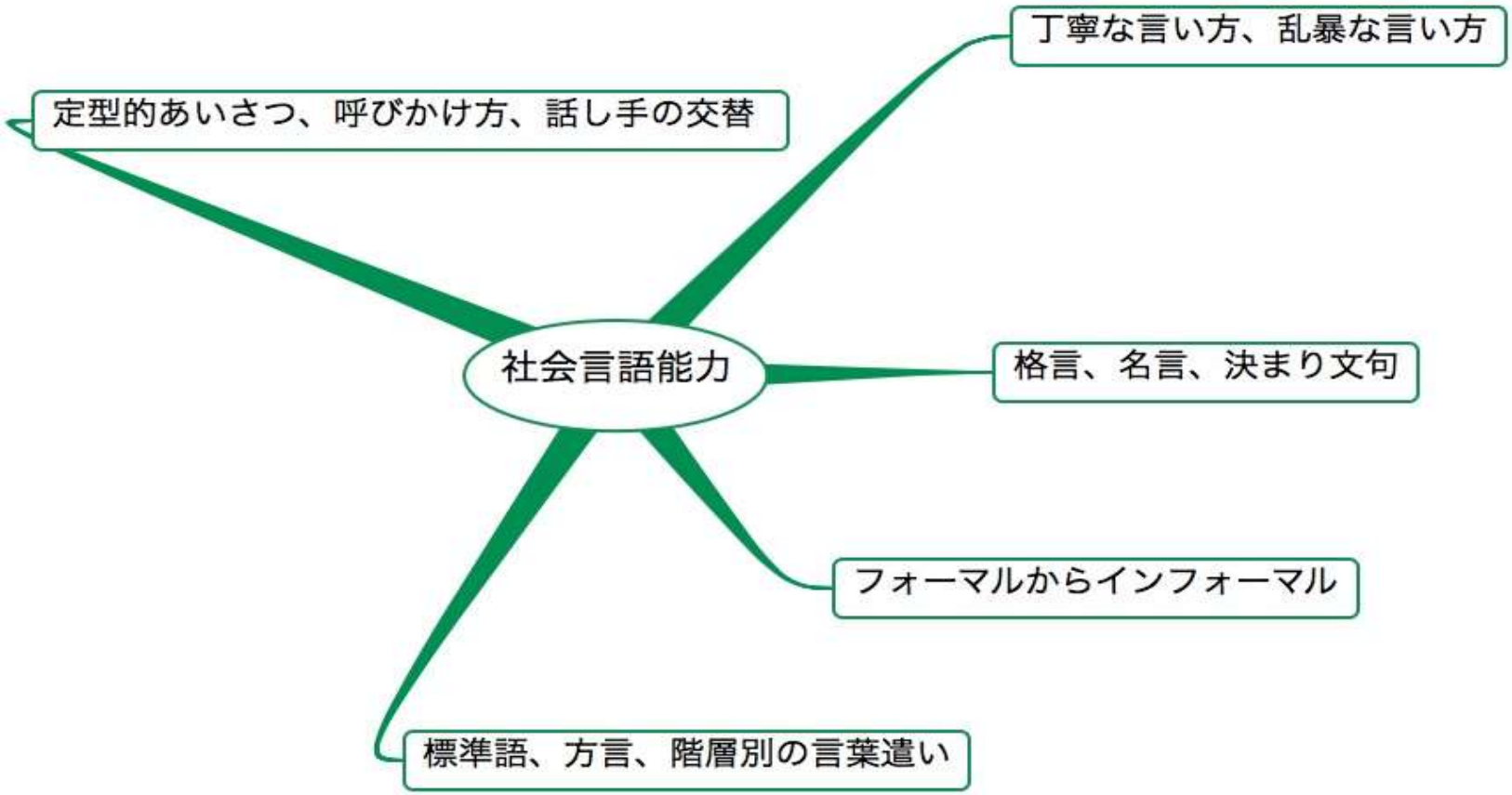
CEFRモデル　言語知識（含、文法）



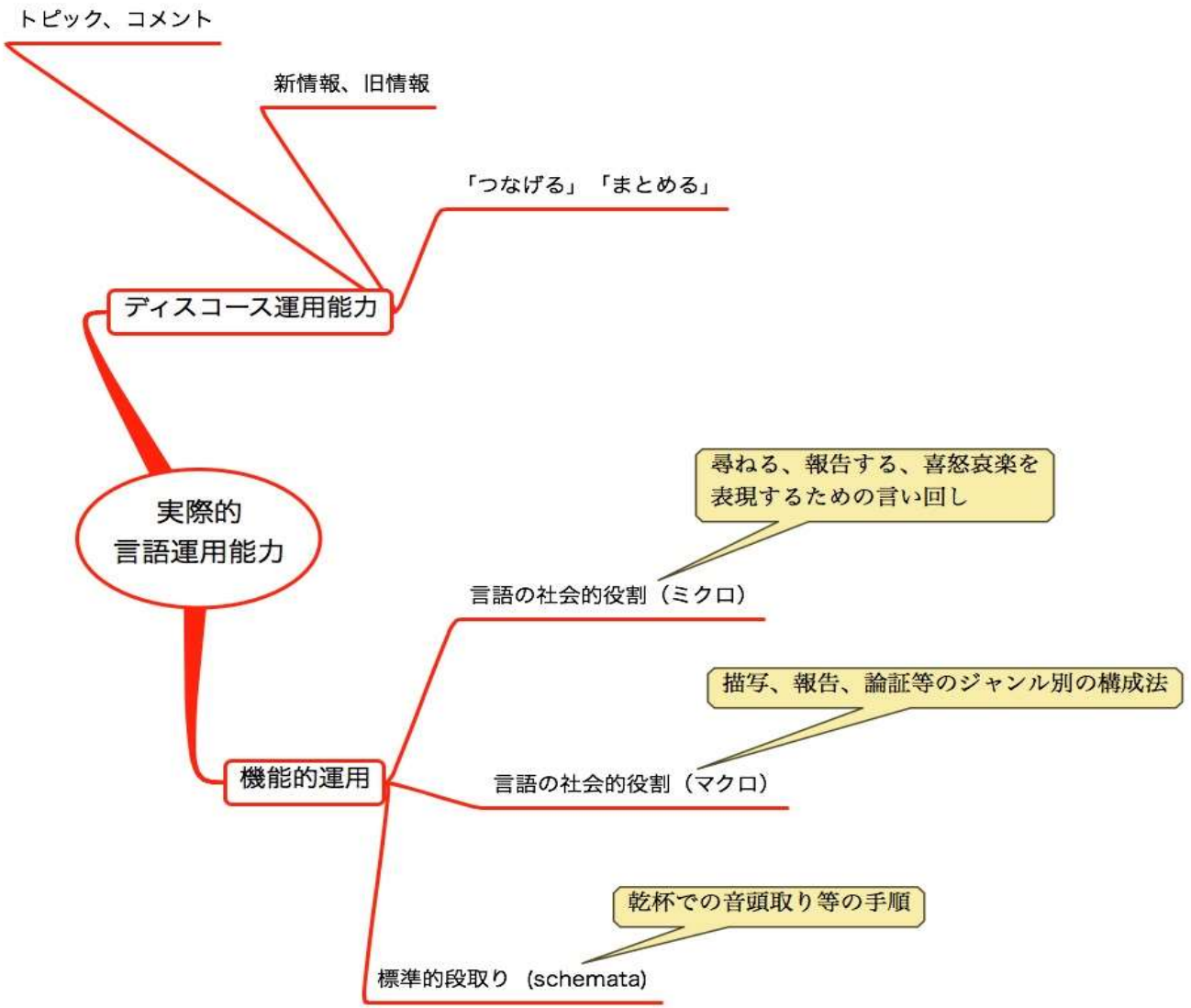
CEFRのコミュニケーションモデル　その3

	GRAMMATICAL ACCURACY
C2	*Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).*
C1	*Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.*
B2	*Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.*
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B1	*Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.*
	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.

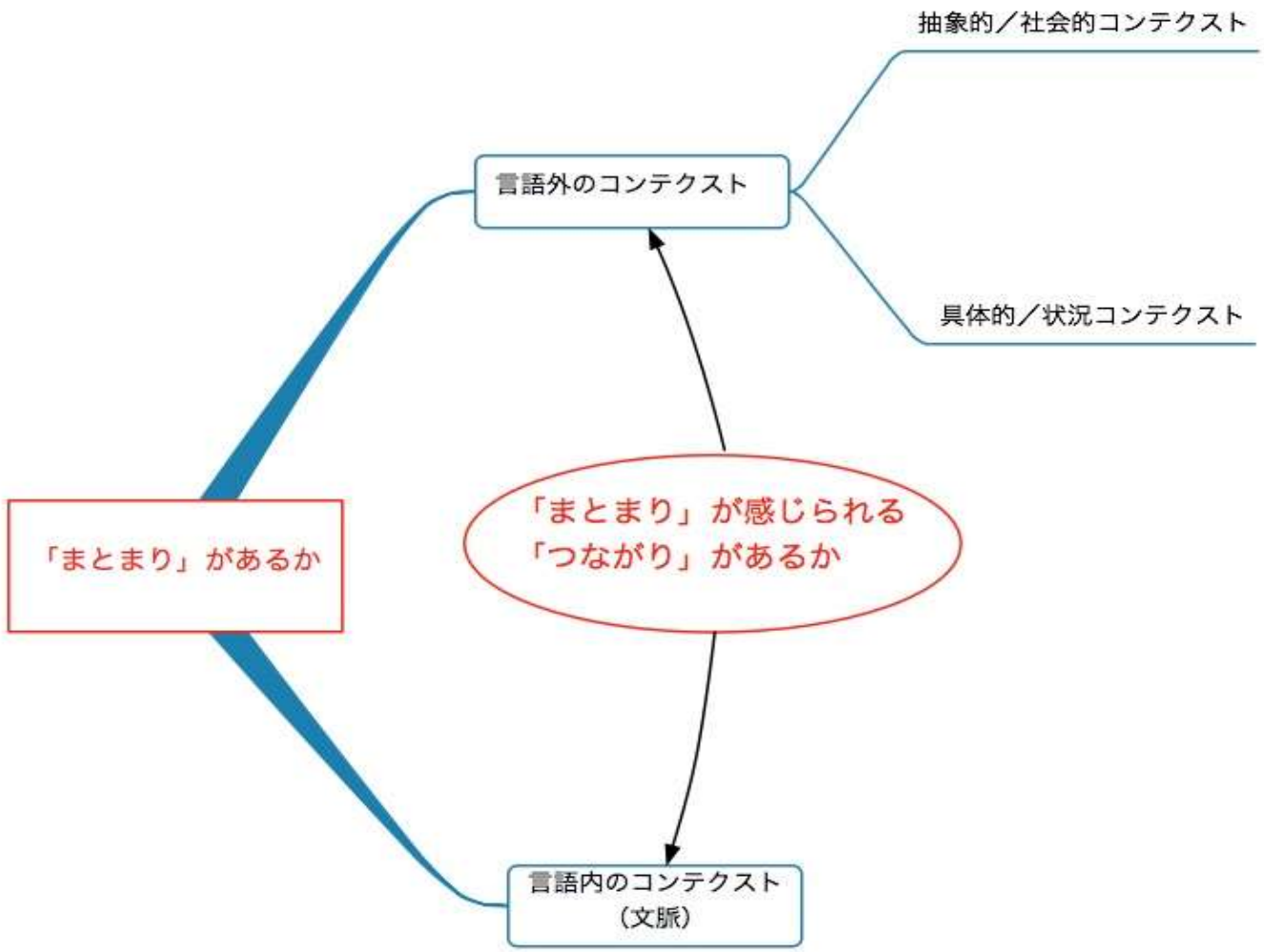
CEFRモデル　社会言語能力（コンテクスト）



CEFRモデル　実際的運用能力



コンテクストの再確認　その1



コンテクストの再確認　その２

successful communication: knowing how, **when**, and **why**, to say what to **whom**

—Standards for Foreign Language Learning in the 21st Century

コンテクストの再確認　その３

There are few grammar choices...that are completely context-free. E.g.

- determiner-noun agreement
- use of gerunds after prepositions
- reflexive pronominalizations within the clause
- some-any suppletion in the environment of negation

—Marianne Celce-Murcia & Elite Olshtain (2000). *Discourse and Context in Language Teaching.* CUP

Part Two

CEFRモデルの系譜

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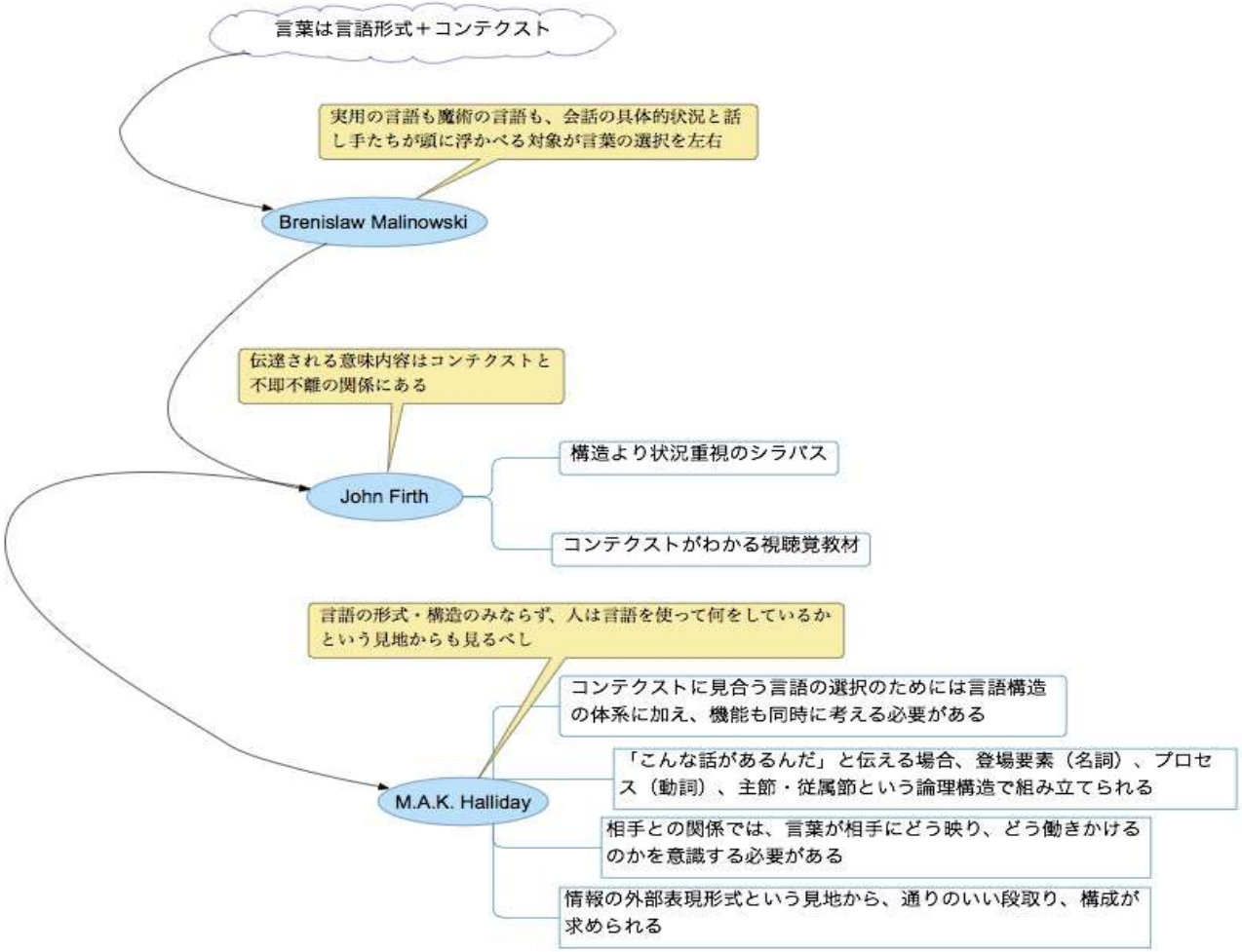
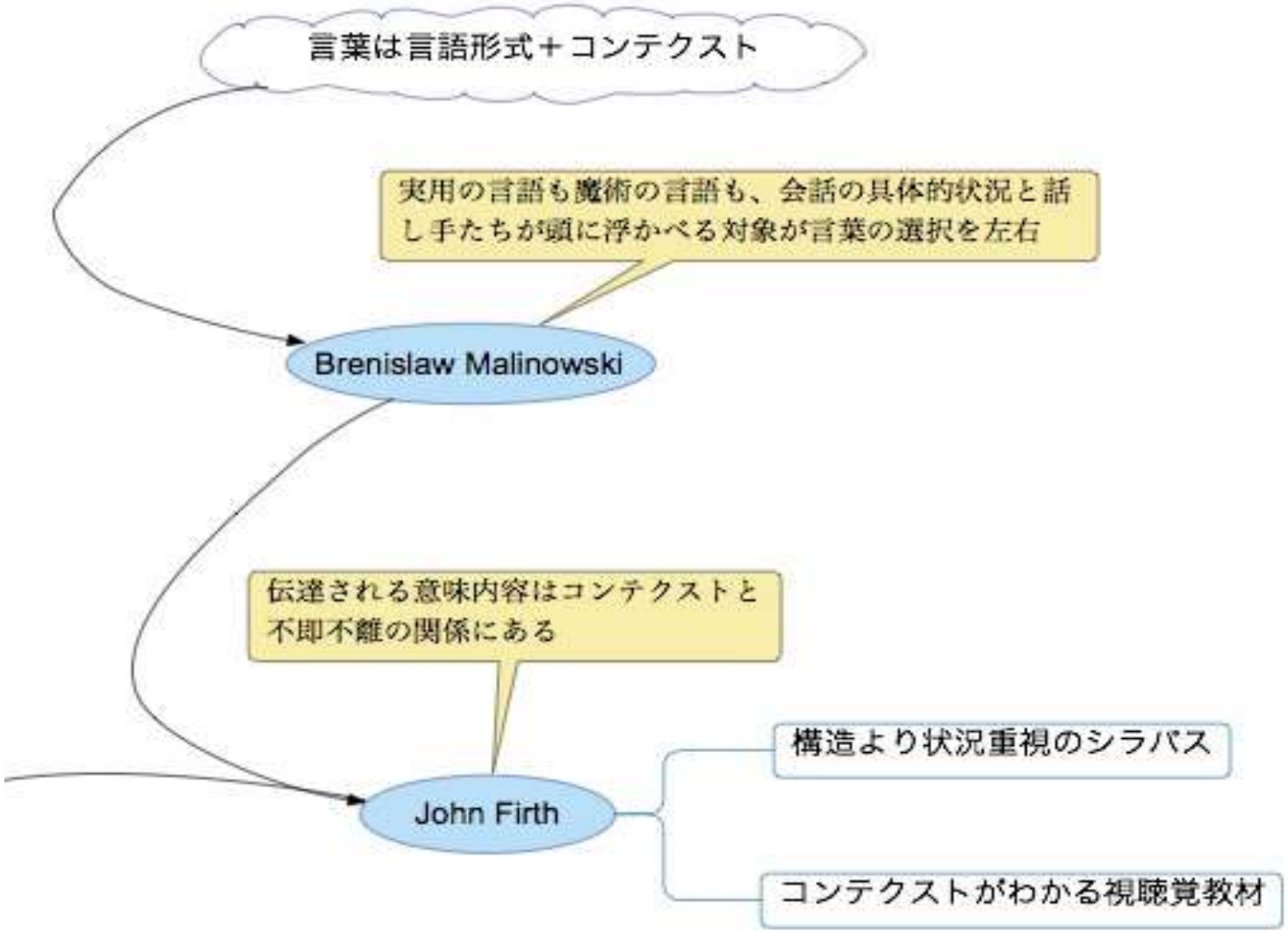
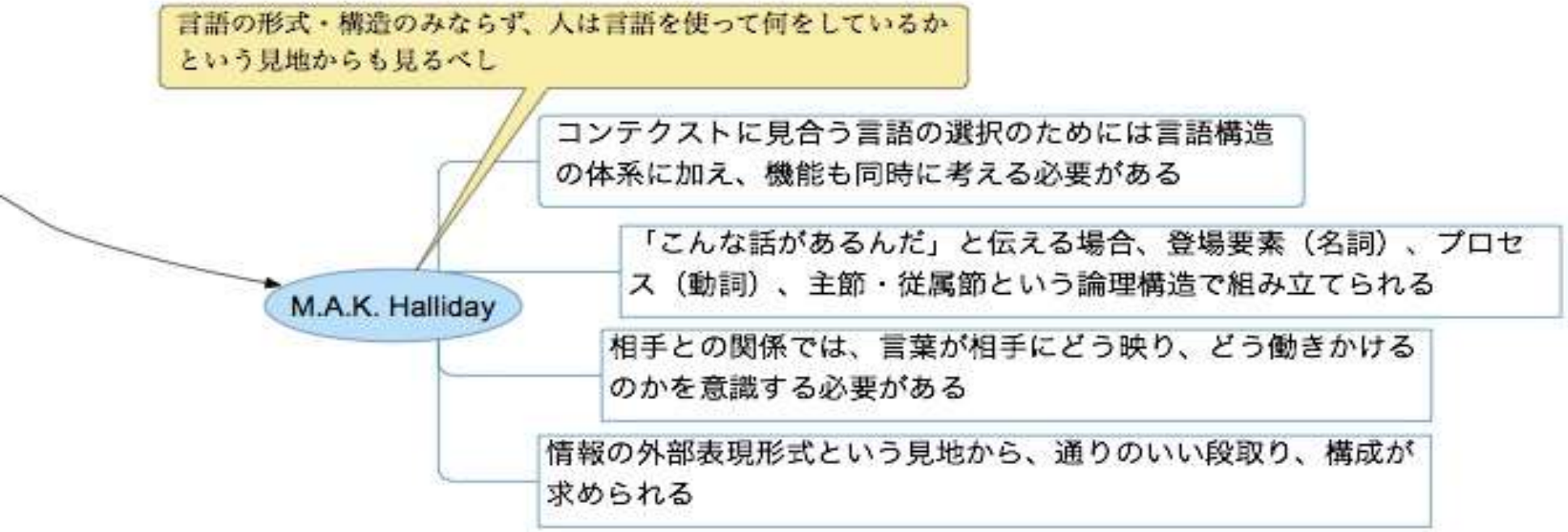
コンテクスト重視派


言葉は言語形式＋コンテクスト
実用の言語も魔術の言語も、会話の具体的状況と話し手たちが頭に浮かべる対象が言葉の選択を左右
Brenislaw Malinowski
伝達される意味内容はコンテクストと不即不離の関係にある
John Firth
構造より状況重視のシラバス
コンテクストがわかる視聴覚教材
言語の形式・構造のみならず、人は言語を使って何をしているかという見地からも見るべし
M.A.K. Halliday
コンテクストに見合う言語の選択のためには言語構造の体系に加え、機能も同時に考える必要がある
「こんな話があるんだ」と伝える場合、登場要素（名詞）、プロセス（動詞）、主節・従属節という論理構造で組み立てられる
相手との関係では、言葉が相手にどう映り、どう働きかけるのかを意識する必要がある
情報の外部表現形式という見地から、通りのいい段取り、構成が求められる

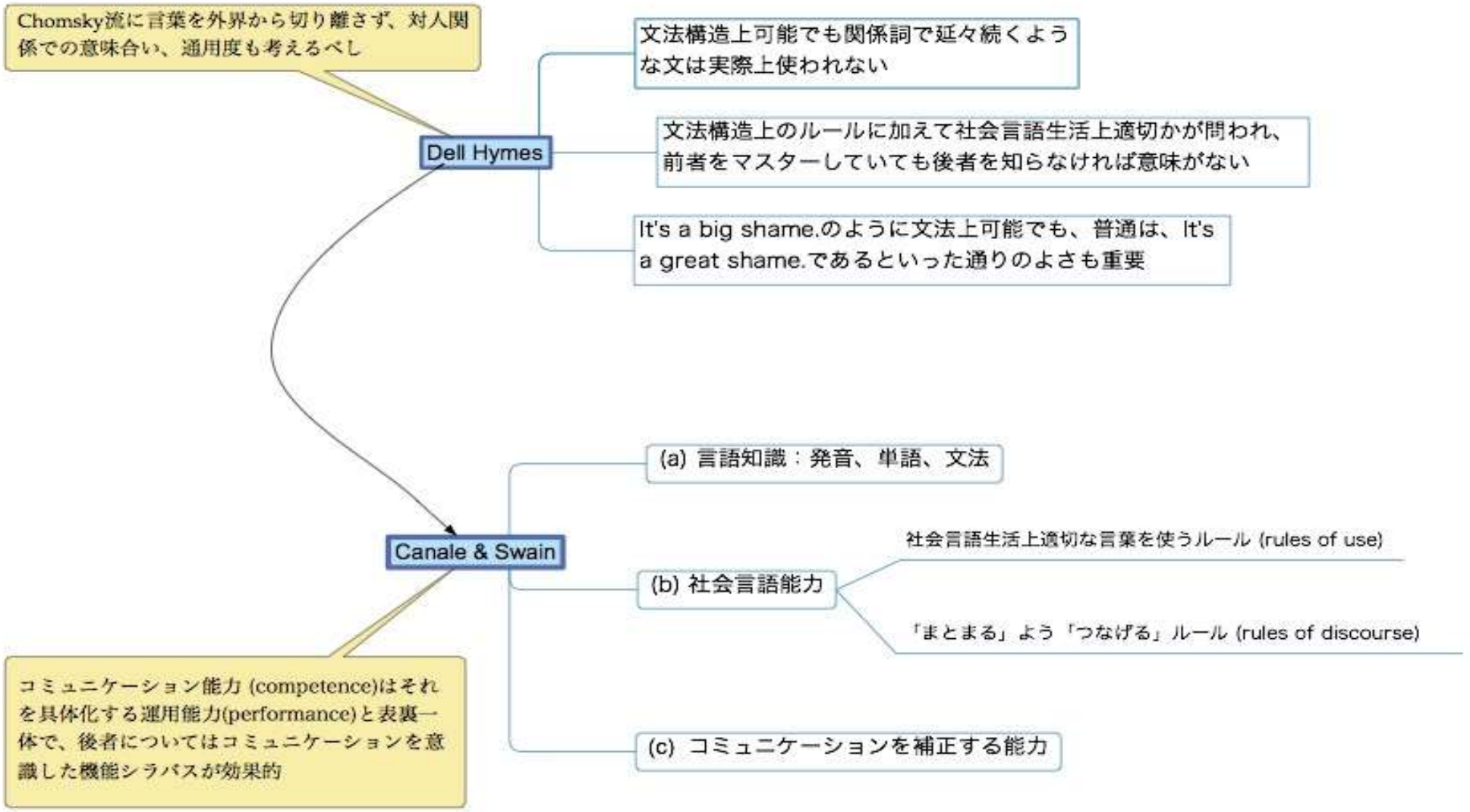
コンテクスト重視派　Malinowski, Firth



コンテクスト重視派　Halliday

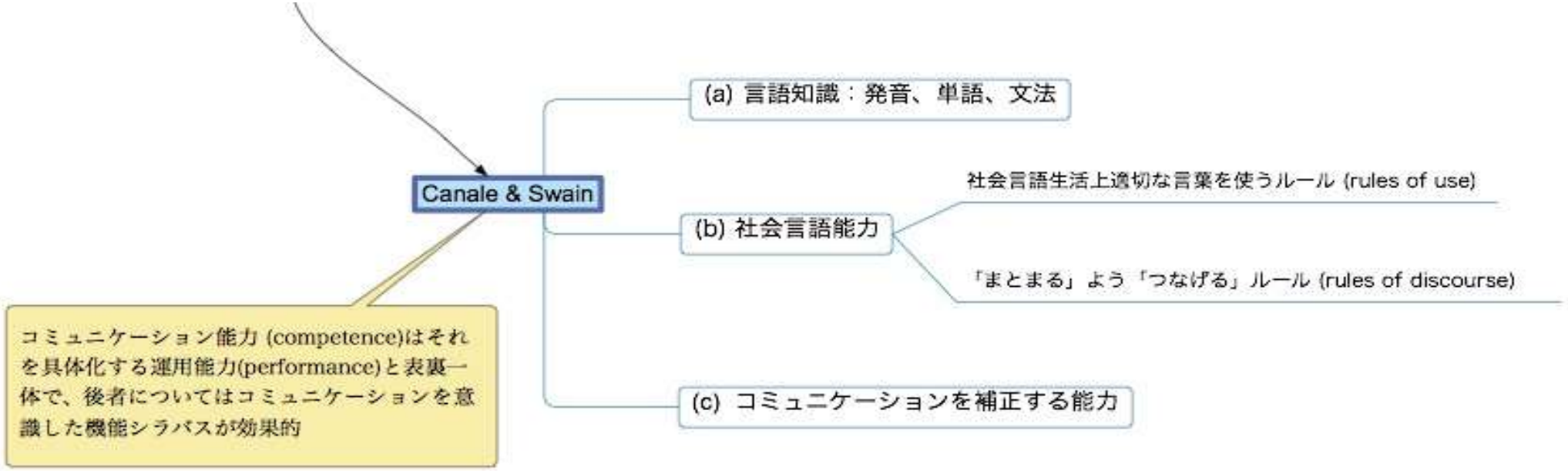


コミュニケーション能力派



コミュニケーション重視派　Hymes

コミュニケーション重視派 Canale & Swain



General notions for Waystage including recommended exponents

1 Existential

1.1 *existence, non-existence*
There is …
Is there …?
There's no …
There isn't any …
to make (as in: She 'made a ˌnew ˌdress.); **to become**

1.2 *presence, absence*
(not) here, away, (not) there

1.3 *availability, non-availability*
to have (got)
There is …
Is there …?
There's no …
There isn't any …

ready (as in: 'When will it be ˌready?)

1.4 *occurrence, non-occurrence*
to happen

2 Spatial

2.1 *location*
the following adverbs: **here, there, nowhere ❽, everywhere, somewhere, (not) anywhere, where?; inside, outside**
(in) the east/north/south/west
to have been to (as in: He has ·been to ˈParis.)
this, that, these, those
east (as in: He 'went ˌeast.), **north, south, west**
the following prepositions: **across ❽, down ❽, from, into, past, through, to, up ❽**
the following verbs: **to bring, to carry ❽, to follow, to pull ❽, to push ❽, to put, to send, to take** (as in: I'll 'take it to your ˌroom.), **to turn** (as in: 'Turn ·left at the ˌriver.)

2.6 *origin*
from (as in: We ·came from ˌLondon.)

2.7 *arrangement*
after (as in: 'B comes ·after ˌA.), **before** (as in: 'A ·comes

3 Daily life

The learners can describe their daily routines, at home and at work; obtain/ understand similar information from others; exchange views on these matters.

3.1 **at home**
to get up
to have breakfast, etc.
breakfast
lunch
dinner
supper
coffee
tea
to make
'Shall I make ˌtea?
to wash up
to clean
'Who ·cleans the ˌwindows?
to go shopping
to go to school
to go to work
to come home
to go to bed

3.2 **at work** (See also 1.10.)
to work
working hours
holiday(s)
to be free
We are 'free on ˌSaturdays.
colleague
to earn
tax(es)

4 Free time, entertainment

The learners can say when they are free and what they do in their spa time, particularly with reference to hobbies and interests, public entertainment, sports and reading; obtain/understand similar information from others; exchange views on these matters; make use of entertainment facilities.

4.1 **leisure**
to be free
I'm 'free ·after ˌsix.
holiday(s)
to go out

4.2 **hobbies and interests**

4.3 **entertainment**
radio
to listen to (the radio)
television
to watch (TV)
programme
news

Waystageという試み

Language functions for *Waystage* with recommended exponents

1 Imparting and seeking factual information

1.1 identifying (defining)
(with pointing gesture) **this (one), that (one), these, those**
me, you, him, her, us, them
the, this, that, these, those,
(+N) + *be* + NP
'This is the ˌbedroom.
I, you, he, she, it, we, they + *be* + NP
'He is the ˌowner of the ·restaurant.

1.2 reporting (describing and narrating)
declarative sentences
The 'train has ˌleft.
NP + say, think + complement clause
He ·says the 'shop is ˌshut.

1.3 correcting
As 1.1 and 1.2, with contrastive stress
ˈThis is the ·bedroom.
The ·train ˈhas ·left.
(correcting a positive statement)
No (+ tag)
ˇNo.
'No it ˇisn't.
negative sentences
Va·letta 'isn't in ˇItaly.
(correcting a negative statement)
Yes (+ tag)
ˇYes.
'Yes you ˇdid.

1.4 asking
a for confirmation
interrogative sentences
'Did you ˌsee him?
declarative sentences with high-rising intonation
You ˈsaw him? ❽
short questions
ˌAre you? ❽
b for information
wh questions
(time) ˌ**when?**
(place) ˌ**where?**
(manner) ˌ**how?**

Part Three

文法運用能力／教育を再考する

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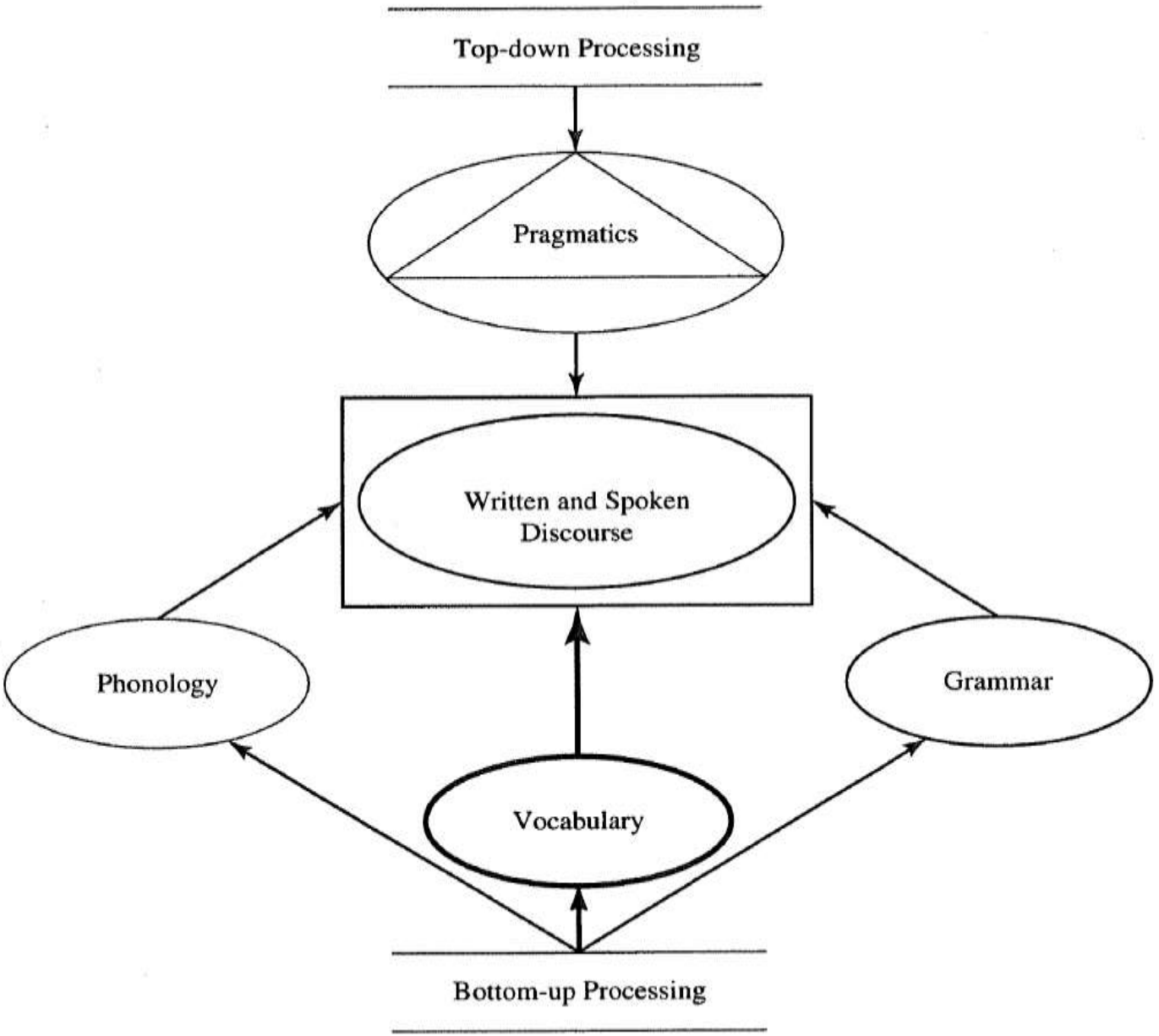
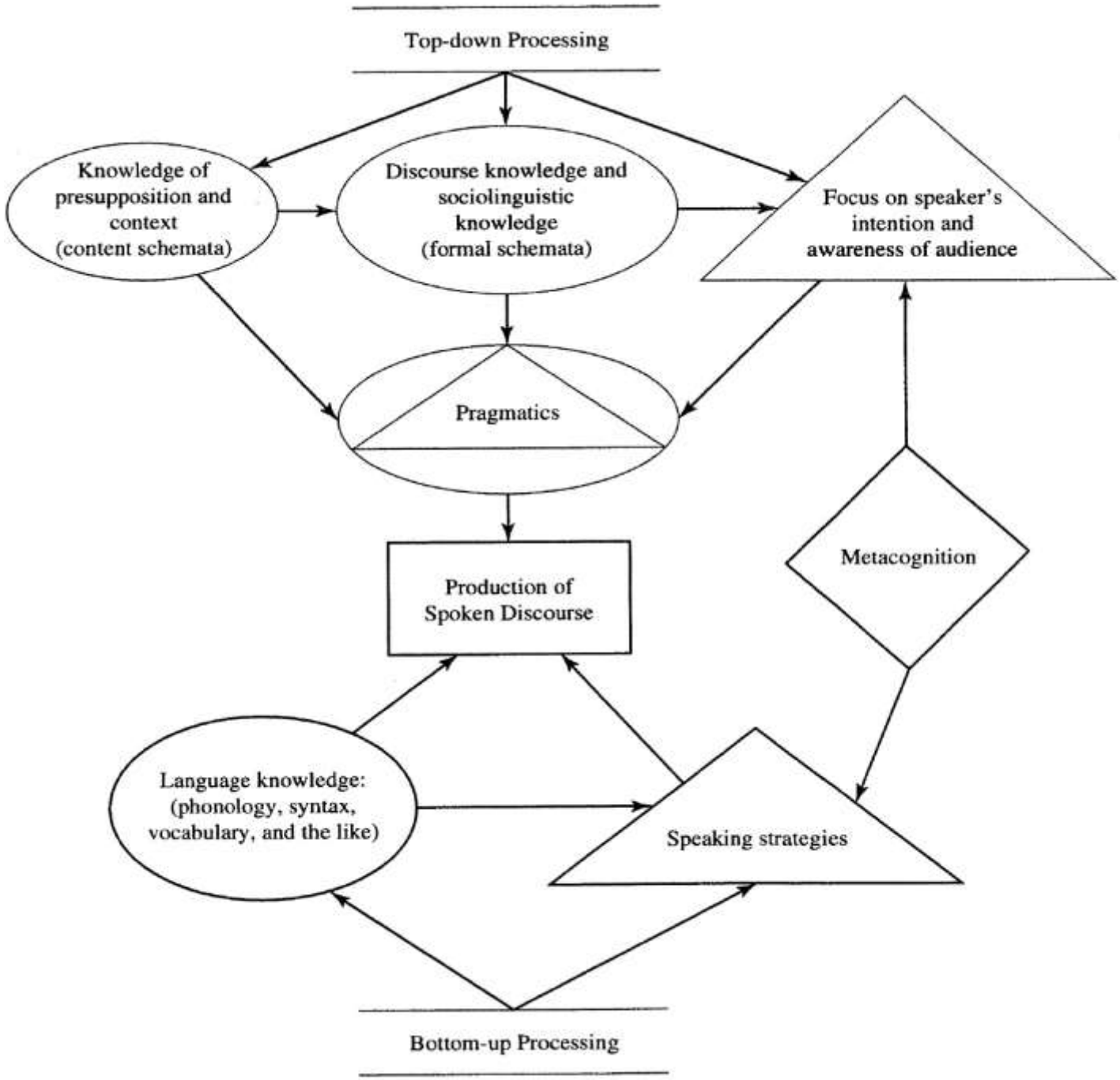
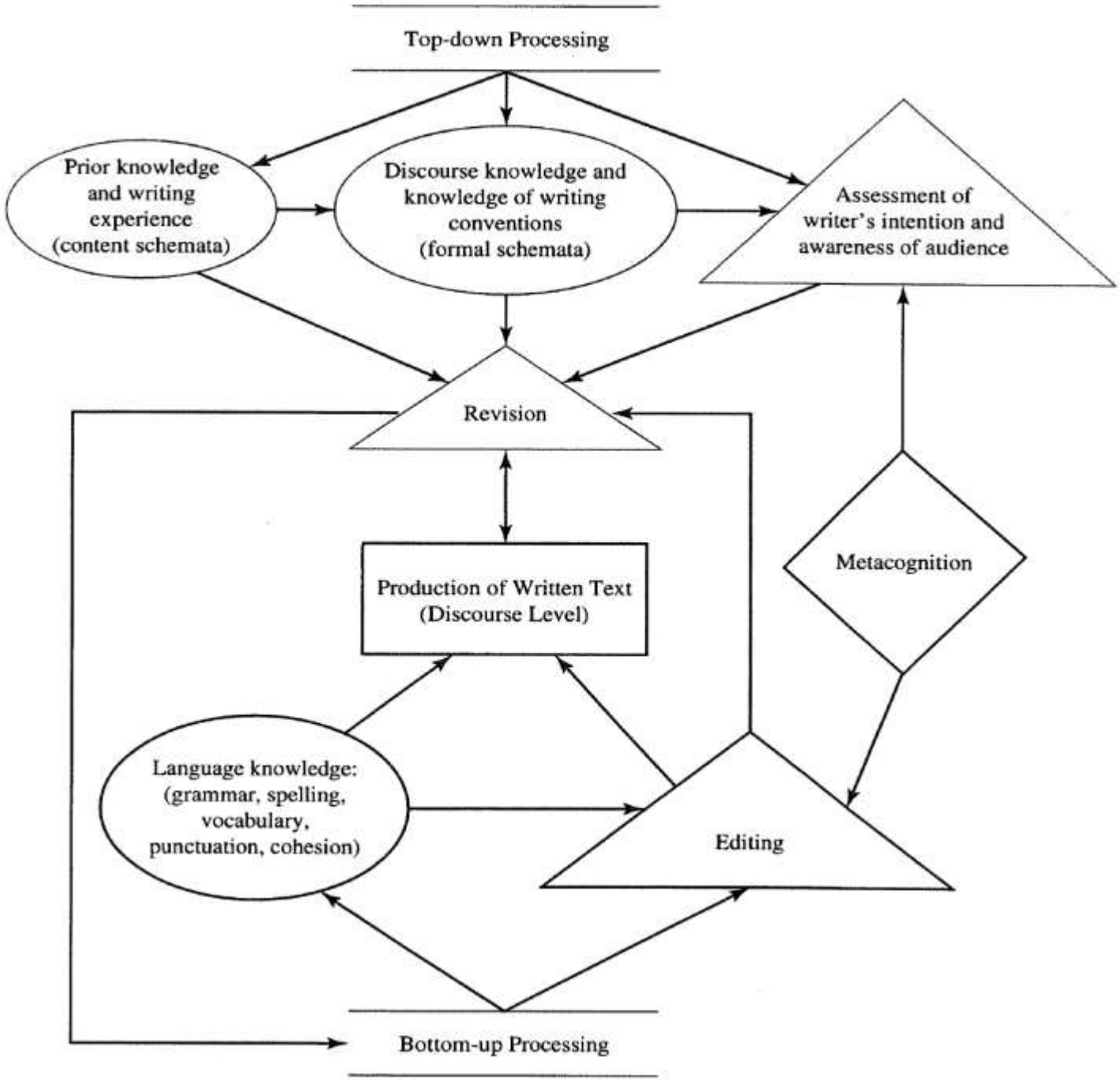
Celce-Murcia & Olshtain モデル



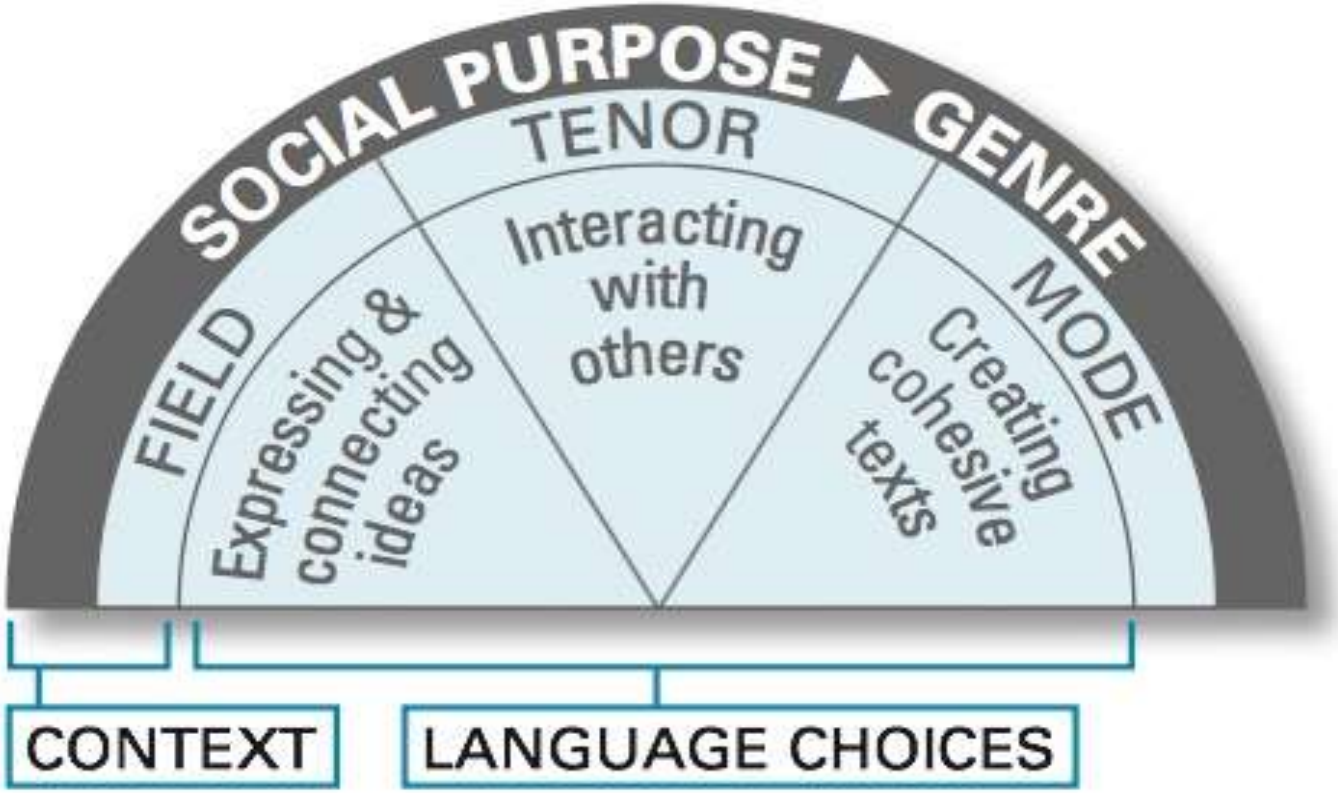

Top-down Processing
Knowledge of presupposition and context (content schemata)
Discourse knowledge and sociolinguistic knowledge (formal schemata)
Focus on speaker's intention and awareness of audience
Pragmatics
Production of Spoken Discourse
Metacognition
Language knowledge: (phonology, syntax, vocabulary, and the like)
Speaking strategies
Bottom-up Processing


Top-down Processing
Prior knowledge and writing experience (content schemata)
Discourse knowledge and knowledge of writing conventions (formal schemata)
Assessment of writer's intention and awareness of audience
Revision
Production of Written Text (Discourse Level)
Metacognition
Language knowledge: (grammar, spelling, vocabulary, punctuation, cohesion)
Editing
Bottom-up Processing

CEFR再考

- **5.2 Communicative Competence**
  - **5.2.1 Linguistic competences**
    - 5.2.1.1 Lexical competence
    - 5.2.1.2 Grammatical competence
    - 5.2.1.3 Semantic competence
    - 5.2.1.4 Phonological competence
    - 5.2.1.5 Orthographic competence
    - 5.2.1.6 Orthopeic competence
  - **5.2.2 Sociolinguistic competences**
    - 5.2.2.1 Linguistic markers of social relations
    - 5.5.2.2 Politeness conventions
    - 5.2.2.3 Expressions of folk wisdom
    - 5.2.2.4 Register differences
    - 5.2.2.5 Dialect and accent
  - **5.2.3 Pragmatic competences**
    - 5.2.3.1 Discourse competence
      - Topic/Focus
      - Given/New
      - Cohesion and coherence
      - Text type
    - 5.2.3.2 Functional competence
      - Microfunctions
        - Imparting and seeking factual information
        - Expressing and finding out attitudes
        - Suasion
        - Socializing
        - Structuring discourse
        - communication repair
      - Macrofunctions
        - Description
        - Narration
        - Exposition
        - Instruction
        - Argumentation
        - Interaction schemata

応用を考えた文法　Derewianka モデル



Do u fancy film either 2nite or 2moro? Call me.

CONTENTS

PREFACE iii

ACKNOWLEDGEMENTS iv

1 INTRODUCTION 1

What is grammar? 1

Why learn about grammar? 1

A multi-purpose grammar 1

A functional perspective 3

Texts in context 5

Language and learning 7

Terminology 8

Links to the *Australian Curriculum: English* 8

Considerations for teaching grammar 8

Levels of language 10

2 LANGUAGE FOR EXPRESSING IDEAS 13

What is happening? 15

Looking at meaning: Different kinds of Processes 15

- Action verbs
- Saying verbs
- Sensing verbs
- Relating verbs
- Existing verbs

Looking at form: The verb group 26

- The simple present tense
- The simple past tense
- Other aspects of time
- Other auxiliaries
- Multi-verb groups
- Negatives

Who (or what) is taking part? 37

Looking at meaning: Different kinds of Participants 37

- The participants in our world
- Participant roles

Looking at form: The noun group 41

- Who? What? (Thing)
- Which one/s? (Pointers)
- How many? (Quantifiers)
- What's it like? (Describers)
- What type? (Classifiers)
- Tell me more (Qualifiers)

Looking at form: Pronouns 60

- Personal pronouns
- Possessive pronouns

Looking at form: The adjective group 63

Looking at form: Clause as Participant 64

What are the details surrounding the activity? 66

Looking at meaning: Different kinds of Circumstances 66

Looking at form: The grammar of Circumstances 69

- Adverbs as Circumstances
- Adverb groups as Circumstances
- Prepositional phrases as Circumstances
- Noun groups as Circumstances

Representing experience: Monitoring student learning 74

Representing experience: Analysed text 79

3 CONNECTING IDEAS 85

Looking at meaning: Making connections 85

- Structuring coherent sentences

Looking at form: Combining items 87

- Words and phrases
- Sentences
- Quoting and reporting
- Other types of clauses

Combining clauses: Monitoring student learning 102

Connecting ideas: Analysed text 104

4 LANGUAGE FOR INTERACTING WITH OTHERS 109

Patterns of interaction 110

Looking at meaning: Resources for interaction 111

- Statements
- Questions
- Commands
- Offers
- Indirect ways of interacting

Looking at form: The structure of statements, questions and commands 114

- The structure of statements
- The structure of questions
- The structure of commands
- Negative statements, questions and commands
- Exclamations

Involvement 117

Speech role pronouns 117

Terms of address 118

'In group' and 'out group' 119

Expressing attitudes 119

Expressing feelings 121

Evaluating the qualities of things 122

Judging human behaviour 123

Adjusting strength and focus 125

Force 125

Focus 127

Opening up spaces 127
Attribution 128
Intertextuality 130
Modality 131
- Tempering statements
- Tempering commands
- The role of modality

Contracting the interaction space 135
Aligning with the listener/reader 135
Countering 135
Negatives 136
Interacting with others: Monitoring student learning 136
Interacting with others: Analysed texts 139

5 CREATING COHESIVE TEXTS 143
Organising the flow of information 143
Text level organisation 143
Paragraph level organisation 144
Sentence level organisation 145
Shifting the focus by using the passive 150
Cohesion 150
Referring words 150
Text connectives 153
Deletions and substitutions 154
Word associations 155
- Repetition
- Synonyms
- Antonyms
- Collocation
- Word patterns
- Word chains

Features of mature written texts 160
Density 160
Nominalisation 161
Abstraction 162
Creating cohesive texts: Monitoring student learning 164
Creating cohesive texts: Analysed text 166

6 REVISITING THE FUNCTIONS OF LANGUAGE 169
1 Language for expressing ideas 170
2 Language for connecting ideas 172
3 Language for interacting with others 173
4 Language for creating cohesive and coherent texts 175
Epilogue: The language of literary texts 176
Achieving social purposes 176
Representing experience: Creating story worlds 178
Processes 180
Circumstances 181
Participants 181
Connecting clauses 182
Interacting with others: The interpersonal charge 186
Expressing attitudes 189
- Revealing emotions
- Judging behaviour
- Appreciating things
- Adjusting strength
- Quantifying
- Focusing
- Boosting the strength
- Lowering the strength

Opening up and contracting the interaction 191
- Opening up the interaction: Modality
- Closing down the interaction: Negatives

Creating cohesive texts: Developing texture 191
Reference 194
Ellipsis 194
Text connectives 194
Word patterns 194
- Things that are similar (synonyms)
- Things that are opposite (antonyms)
- Part-whole patterns
- Class-subclass patterns
- Repetition

References 198
Further Reading 199

『即戦力がつく英文法』への応用

B 異なる立場をどの程度受け入れるかの間口調整

① 間口を広げる（許容量大）

i 助動詞を使う

Adding soy sauce **may** not do much in this case. It **may** even be worse. Chances are that it **may** ruin the overall flavor of the dish.

（この場合、醤油を加えてもさほど変わらないかもしれない。場合によってはもっと悪いことになりうる。料理全体の風味を台無しにしてしまう可能性もある）

ii 問いかける

Ever wondered **how much** tuna we consume in one year? About one-third of world consumption.

（1 年でどのくらいの量のマグロを消費していると思いますか？　世界の消費量の 1／3 です）

iii 第 3 者の見解を積極的に報告する

Some culinary experts claim/suggest that fresh basil is no match for dried basil. Admittedly dried basil works, but fresh basil offers the most punch when it comes to the intensity of flavor.

（1 部の料理専門家は、乾燥バジルとは比べものにならないくらい生バジルの方がいいとしている。もちろん、乾燥バジルでも用が足りるが、香りの強さで言えば、生バジルが格段にいい）

『即戦力がつく英文法』への応用

② 間口を狭める（許容量小）

ⅰ No, Not を入れる

Controlling tuna fishing **won't** reduce illegal fishing. To reduce, or better yet, stop illegal fishing, we need to take into account the driving force behind such activities—economic profit. Profit is what drives illegal fishing. The answer, therefore, is to raise the fines to make violation unprofitable.

（マグロ漁を規制したところで、違法漁業を減らすことにはならない。違法漁業を減らし、あるいはより望ましいことに、それを防止するためには、こうした行為の背後にある要因、すなわち経済的利益を考慮する必要がある。利益こそが違法漁業の背後にあるわけで、そうとすれば、答えは、経済的に引き合わない水準にまで罰金を引き上げることだ）

ⅱ 否定をにおわす副詞を使う

Amazingly, some people argue that tuna stocks are sufficient to support existing fishery. The fact is that, contrary to such arguments, research after research shows that tuna stocks are experiencing further decline.

（驚くべきことだが、一部の人は、マグロの個体数は既存マグロ漁の現状を維持するのに十分だと主張している。事実はこうだ。このような主張を真っ向から否定する形で、次々発表される研究報告は、マグロの個体数が一段と減少していることを示している）

Amazingly がなければ、淡々と一定の事実を指摘するだけですが、これを入れることで「驚くことにそんな輩もいる」というニュアンスが出るので、暗にそういう人たちに対する批判的な姿勢を示すことができます。

ⅲ 否定をにおわす接続表現を使う

Tuna breeding does help. It, **however**, only supplies a very, very small fraction of overall demand. （なるほどマグロの養殖は助けにはなっている。しかし、供給量は、需要の全体から見ると、微々たるものだ）

まとめ

- CEFR が説く Action-Oriented Approach は、目的合理的な行為としての言語活動を想定
- 目的合理的であるためにはコンテクストが必要
- 言語の使用を「ユーザーによる、コンテクストに見合う目的合理的行為」と位置づける以上、ユーザーを起点に文法を捉え直し、どういう選択肢があるかを教え、学ぶべきではないか

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