

# Die Kompetenzmatrix – Instrument zur kompetenzorientierten Unterrichtsentwicklung

Den vorliegenden beispielhaften Kompetenzmatrices liegt der Gedanke eines *outcome*- und kompetenzorientierten themenbezogenen Englischunterrichts zugrunde.

„Lautete früher die Botschaft und der Auftrag vorwiegend inhaltsorientierter Lehrpläne an die Lehrkräfte: Orientieren Sie sich über den Lehrstoff (Inhalt) und leiten Sie daraus geeignete Unterrichtsziele ab – so lautet die Aufgabe für die Lehrkräfte nun: Vergewissern Sie sich über den Sinngehalt des Bildungsstandards (Lernziel Kompetenzerwerb) – und finden Sie dafür geeignete Inhalte und Lernwege.“

(Gerhard Ziener: Bildungsstandards in der Praxis. Seelze-Velber<sup>2</sup>2008, S.29)

Die Kompetenzmatrices sind in diesem Kontext als Orientierungshilfen gedacht, die den Zusammenhang zwischen kommunikativen Fertigkeiten und methodischen, lexikalischen sowie sprachstrukturellen Wissenskomponenten exemplarisch aufzeigen – und zwar bezogen auf spezifische Unterrichtsthemen (Inhalte) auf konkreten Niveaustufen.

Die Kompetenzmatrices orientieren sich an den Kompetenzbeschreibungen des GeR (**Spalte 1**), welche – jeweils bezogen auf das konkrete Unterrichtsthema – den verschiedenen „*communicative skills*“ zugeordnet werden (**Spalte 2**). Der Vollständigkeit halber wurden auch die Bereiche *Mediation* und *Intercultural Skills* aufgenommen, obwohl es in diesen Bereichen weder Deskriptoren noch Niveaustufen gibt.

In einem nächsten Schritt (**Spalte 3**) wird festgelegt, über welches kompetenzspezifische Methodenwissen, bezogen auf die verschiedenen Fertigkeiten in Spalte 2, die Schüler innerhalb einer geplanten Unterrichtseinheit verfügen sollten.

Die notwendigen themenspezifischen lexikalischen Erfordernisse werden in **Spalte 4** festgelegt. Erst in **Spalte 5** erfolgen Hinweise auf das erforderliche sprachstrukturelle Wissen, welches im Kontext eines kompetenzorientierten Unterrichts dienende Funktion hat.

Die Kombination aller genannten Aspekte sollte im Sinne der *Outcome*-Orientierung von Unterricht in eine konkrete praktische Anwendung des Gelernten münden (**Spalte 6**) bzw. in diese Anwendung integriert sein.

Für die praktische Arbeit bieten Kompetenzmatrices einen themenbezogenen Überblick (Kompetenzlandkarte) über die Vernetzung von Handlungs- und Wissensdimensionen und die sich daraus ergebenden Möglichkeiten kompetenzorientierten Unterrichtens. Dieser strukturierte Überblick bietet:

- eine standardbasierte Grundlage zur kritischen Lehrwerksarbeit (Angebot überprüfen und ggf. kompensatorische Maßnahmen ergreifen)
- eine standardbasierte Grundlage für unterrichtliche Schwerpunktsetzungen (fachschaftsinterne Absprachen, schulinterne Arbeitspläne)

Betrachtet man die folgenden Beispielmatrixen für A2 und B1, erkennt man die Progression (Kompetenzentwicklungen) von Fähigkeiten und Fertigkeiten.

Aus den in der Kompetenzlandkarte zu findenden Deskriptoren lassen sich in der Umkehrung dann Kriterien für die Bewertung von Schülerleistungen in den verschiedenen Kompetenzbereichen ableiten (siehe Beispiel *Criteria of Assessment* zu „Finding the Way A2“). So können fachkonferenzintern transparente Bewertungsstandards festgelegt werden.

## Thema/Kontext: Finding the way

## Niveaustufe des GeR: A 2

Competencies GeR	Supportive Knowledge		Methodological Knowledge	Lexical Knowledge	Linguistic Knowledge	Use of Knowledge
	Communicative Skills					
Kann konkrete, voraussagbare Informationen in einfachen Alltagstexten auffinden (z.B. Fahrpläne). Kann gebräuchliche Zeichen und Schilder an öffentlichen Orten wie Straßen, Bahnstationen verstehen (GeR S. 75).	<b>Reading</b>	Reads for detail by scanning or underlining in order to find specific information.	Understands times, numbers, directions, buildings, means of transport. Deduces meaning of words from context or decodes time sequences.	Understands information written in simple present and imperatives. Understands comparatives.	Understands timetables and instructions in order to plan a class trip to London/ an English speaking country.	→
Kann das Wesentliche von kurzen, klaren und einfachen Durchsagen und Mitteilungen erfassen. Kann einfache Erklärungen, wie man zu Fuß oder mit öffentlichen Verkehrsmitteln an einen bestimmten Ort gelangt, verstehen (GeR S. 73).	<b>Listening</b>	Listens for detail and specific information. Fills in tables and takes notes.	Understands times, numbers, directions, buildings, means of transport. Deduces meanings of words from context and gestures and decodes time sequences.	Understands information spoken in simple present and imperatives as well as prepositional phrases. Understands formulas of (polite) questions.	Understands oral instructions and announcements at a train station, airport or underground as part of a trip to London/ an English speaking country.	→
Kann kurze, einfache Notizen und Mitteilungen schreiben, die sich auf unmittelbare Bedürfnisse beziehen (GeR S. 87).	<b>Writing</b>	Gives information by taking notes or visualizing.	Displays a basic range of topic-related lexical items (e.g. times, numbers, directions, buildings, means of transport).	Uses simple present, modal auxiliaries, positive and negative imperatives. Masters simple structures and patterns (the omission of third person singular `s` may often occur).	Describes the way as part of an invitation and/or as part of travel arrangements.	→
Kann sehr einfach um Wiederholung bitten, wenn er/sie etwas nicht versteht (GeR S. 89). Kann nach dem Weg fragen und den Weg erklären und dabei auf eine Karte oder einen Plan Bezug nehmen (GeR S. 84).	<b>Speaking</b>	Asks again or asks for confirmation. Gives information by describing buildings and giving directions.	Understands times, numbers, directions, buildings, means of transport and uses polite formulas to address somebody (i.e. excuse me – sorry; sir – madam; may/can I help you, when/where do you...).	Uses basic sentence patterns to ask and give directions (e.g. simple present, imperatives, basic modals and auxiliaries, gap fillers, cohesive devices and connectors –first, second, third, prepositional phrases).	Addresses someone politely when asking the way as a German tourist in England/ an English speaking country.	→
Kann „sichere Inseln“ (vorgefertigte chunks) verwenden, um Unsicherheiten zu überbrücken und den Kommunikationsfluss zu erhalten. (GeR S. 90).	<b>Mediation</b>	Uses language switching in chunks. Simplifies. Uses nonverbal strategies like gestures and mime.	Understands times, numbers, directions, buildings, means of transport and addresses people adequately (e.g. excuse me – sorry; sir – madam).	Uses simple present and imperatives as well as modals and auxiliaries. Uses stress patterns.	Helps an English speaker in a German speaking world, e.g. helping a tourist in town or meeting young people in a youth hostel in Berlin.	→
Kann die Ausgangskultur und die fremde Kultur miteinander in Beziehung setzen und eine Reihe verschiedener Strategien für einen Kontakt mit Angehörigen anderer Kulturen verwenden (GeR S. 106).	<b>Intercultural Skills</b>	Uses non-verbal means of communication like gestures and mime.	Displays a basic range of topic-related lexical items to reach his/her communicative aims.	Understands and uses simple present and imperatives. Chooses simple different registers.	Offers help to a tourist in town by using English as lingua franca and reacts to intercultural differences. Addresses foreigners politely.	→

**Thema/Kontext:**

**Finding the way**

**Niveaustufe des GeR: B 1**

Competencies GeR	Supportive Knowledge Communicative Skills	Methodological Knowledge	Lexical knowledge	Linguistic knowledge	Use of Knowledge
Kann längere Texte nach gewünschten Informationen durchsuchen und in einfachen Alltagstexten wie Informationsbroschüren wichtige Informationen auffinden und verstehen, um eine bestimmte Aufgabe zu lösen. (GER, S. 75)	<b>Reading</b>	Reads for detail by scanning in order to find specific information. Underlines or infers meaning from the context. Uses comparison to select an option.	Understands complex times, numbers, directions, names of buildings, and means of transport correctly.	Understands information written in present, past and future. Understands the use of conditional clauses I and II and prepositional phrases. Understands (polite) questions and imperatives. →	Understands complex timetables and instructions and behaves accordingly.
Kann detaillierten Wegbeschreibungen folgen. (GER, S. 73)	<b>Listening</b>	Listens for detail and specific information. Decodes regional variants. Infers meaning from context in case of information gaps. Uses note taking.	Understands times, numbers, directions, names of buildings, means of transport, luggage items and their shapes and colours.	Understands information using present, past and future, conditional clauses I and II and prepositional phrases. Understands polite questions and imperatives. Infers meaning from context in case of information gaps. →	Understands complex or rudimentary oral instructions and announcements and copes with distractors (background noises, side conversations, regional variants) and behaves accordingly.
Kann eine Notiz notieren, wenn jemand nach Informationen fragt oder ein Problem erläutert. Kann Notizen mit einfachen, unmittelbar relevanten Informationen schreiben und das Wichtige darin verständlich machen. (GER, S. 87)	<b>Writing</b>	Understands or gives information by taking notes or visualizing. Compares travelling options and makes decisions.	Makes notes about times, numbers, directions, means of transport. Describes the way.	Uses present, past and future, modal auxiliaries, imperatives, cohesive devices and connectors. Masters more complex structures and patterns (the omission of third person singular 's' rarely occurs). →	Describes the way as part of an invitation and as part of complex travel arrangements with different options (means of transport, timeframes, luggage regulations). Gives recommendations. Addresses someone politely when asking the way. Gives several options, recommendations and/or advice.
Kann andere bitten zu erklären und genauer zu erläutern, was sie gerade gesagt haben. Kann auf ein Grundreperoire von Sprachmitteln und Strategien zurückgreifen und Teile einer Aussage wiederholen, um das gegenseitige Verstehen zu bekräftigen und zur Weiterführung eines Gedankens beizutragen. (GER, S. 89)	<b>Speaking</b>	Asks for reformulation or repetition or confirmation. Describes means of transport, costs, schedules, directions and buildings.	Asks for the way and gives directions. Can use polite formulas to address somebody (e.g. excuse me – sorry, sir – madam, may/can I help you?).	Uses more complex sentence pattern to ask and give directions (e.g. in present, past, and future, imperatives, gap fillers, stress patterns, modals, auxiliaries cohesive devices and connectors). Asks polite questions. →	Helps a speaker of English in a global surrounding.
Kann ein Nachschlagewerk heranziehen oder Menschen befragen, die sich auf dem betreffenden Gebiet auskennen. (GER, S. 90)	<b>Mediation</b>	Uses language switching in chunks or simplifying. Repeats or paraphrases answers for mediation.	Understands times, numbers, directions, buildings, means of transport and addresses people adequately.	Uses simple present and imperatives as well as modals, auxiliaries. Uses stress patterns. →	Offers help to a tourist in town. Uses English as lingua franca and reacts to intercultural differences. Addresses foreigners politely.
Kann als kultureller Mittler zwischen der eigenen und der fremden Kultur agieren und wirksam mit interkulturellen Missverständnissen und Konfliktsituationen umgehen. (GER, S. 106).	<b>Intercultural Skills</b>	Uses non-verbal means of communication like gestures or mime.	Displays a basic range of topic-related lexical items to reach his/her communicative aims.	Chooses different registers. →	

## Criteria of assessment for “Finding the way” (A2)

communicative skills	Criteria of assessment for “Finding the way” (A2)			
<p><b>Reading</b></p> <p><b>Task fulfilment</b></p> <ul style="list-style-type: none"> <li>- Understands familiar words and phrases, short paragraphs and the overall meaning (gist) of the written input. (= <b>skimming</b>)</li> <li>- Finds specific, predictable information in simple authentic materials (such as leaflets; timetables) (= <b>scanning</b>)</li> <li>- concentrates on supporting details to get more specific information (= <b>careful reading</b>)</li> <li>- Deduces meaning of unknown words from the context</li> <li>- reacts according to the <b>task</b> (picture/map completion; multiple choice; multiple matching; table/ sentence completion; sequencing)</li> </ul>	<p><b>Structure/ thematic development</b></p> <ul style="list-style-type: none"> <li>- underlines key words/ phrases</li> <li>- uses <i>wh-</i> questions to deduce central information from the text (table completion)</li> </ul>	<p><b>Range (grammar)</b></p> <ul style="list-style-type: none"> <li>- not relevant in this task (maybe comparatives: this way is quicker/ the quickest way to the station is ...)</li> </ul>	<p><b>Range (vocabulary)</b></p> <ul style="list-style-type: none"> <li>- understands directions, names of buildings, numbers, times, means of transport</li> <li>- deduces meaning of words from context</li> <li>- decodes time sequences by paying attention to text-structuring devices</li> </ul>	
<p><b>Listening</b></p> <p><b>Task fulfilment</b></p> <ul style="list-style-type: none"> <li>- Understands familiar directions and additional task-related information given in clear, simple language, slowly articulated by speakers of different Englishes (British, American, Australian, Irish etc.)</li> <li>- Identifies <b>specific information</b>, e.g. names, numbers, buildings, directions etc.</li> <li>- reacts according to the <b>task</b> (picture/map completion; multiple choice; multiple matching; table/ sentence completion)</li> </ul>	<p><b>Structure/ thematic development</b></p> <ul style="list-style-type: none"> <li>- writes down key words/ phrases (note-taking)</li> <li>- uses <i>wh-</i> questions to deduce central information from the text (table completion)</li> <li>- decodes time sequences by listening to text-structuring devices</li> </ul>	<p><b>Range (grammar)</b></p> <ul style="list-style-type: none"> <li>- not relevant in this task</li> </ul>	<p><b>Range (vocabulary)</b></p> <ul style="list-style-type: none"> <li>- understands directions, names of buildings, numbers, times, means of transport</li> <li>- deduces meaning of words from context</li> <li>- decodes time sequences by listening to text-structuring devices</li> </ul>	
<p><b>Writing</b></p> <p><b>Task fulfilment</b></p> <ul style="list-style-type: none"> <li>- Most of the expected content points are mentioned.</li> <li>- Most of the aspects mentioned are important for the task.</li> <li>- The addressee is taken into consideration (register; tone)</li> <li>- Everyday polite forms are used.</li> <li>- Basic text type requirements are met.</li> <li>- Despite some difficulties the message is mainly understood by the reader.</li> </ul>	<p><b>Structure/ thematic development</b></p> <ul style="list-style-type: none"> <li>- describes the way in simple chronological order, though gaps may occur</li> <li>- does not necessarily use paragraphs</li> </ul> <p><b>Language/ cohesion</b></p> <ul style="list-style-type: none"> <li>- links several simple instructive phrases/ sentences</li> <li>- uses simple cohesive devices ('first', 'second', 'then', 'after') and connectors ('and', 'but', 'because'), but not always, which sometimes makes communication difficult</li> </ul>	<p><b>Range (grammar)</b></p> <ul style="list-style-type: none"> <li>- uses simple present, positive and negative imperatives, and modal auxiliaries</li> </ul> <p><b>Accuracy (grammar)</b></p> <ul style="list-style-type: none"> <li>- masters some simple structures and patterns</li> <li>- elementary mistakes like the omission of third person singular 's' may often occur and are acceptable as long as individual sentences and the text as a whole can still be understood</li> <li>- mother tongue influence may be detected</li> </ul>	<p><b>Range (vocabulary)</b></p> <ul style="list-style-type: none"> <li>- displays a basic range of topic-related lexical items to reach his/ her communicative aims</li> </ul> <p><b>Accuracy (vocabulary)</b></p> <ul style="list-style-type: none"> <li>- masters elementary vocabulary</li> <li>- errors may occur, but must not hinder global understanding</li> <li>- spelling errors may be found</li> <li>- mother tongue influence may be detected</li> </ul>	
<p><b>Speaking</b></p> <p><b>Task fulfilment</b></p> <ul style="list-style-type: none"> <li>- Asks and answers questions concerning directions</li> <li>- describes buildings and landmarks in simple language</li> <li>- indicates when he/she is following the directions (possibly using non- verbal expressions)</li> <li>- uses simple everyday polite language/expressions</li> <li>- The message is mainly understood, even though the listener may have some difficulty</li> </ul>	<p><b>Coherence</b></p> <ul style="list-style-type: none"> <li>- in general pronounces clearly enough to make him/herself understood</li> <li>- mother tongue influence can be noticed</li> </ul> <p><b>Intonation</b></p> <ul style="list-style-type: none"> <li>- has a limited range of intonation (question, statement)</li> <li>- mother tongue influence can be noticed</li> </ul>	<p><b>Coherence</b></p> <ul style="list-style-type: none"> <li>- in general pronounces clearly enough to make him/herself understood</li> <li>- mother tongue influence can be noticed</li> </ul> <p><b>Intonation</b></p> <ul style="list-style-type: none"> <li>- has a limited range of intonation (question, statement)</li> <li>- mother tongue influence can be noticed</li> </ul>	<p><b>Range (grammar; vocabulary)</b></p> <ul style="list-style-type: none"> <li>- uses basic sentence patterns to ask and give directions (e.g. the simple present, imperatives, (polite) questions, (basic) modals and auxiliaries)</li> <li>- uses basic vocabulary to ask and give directions (e.g. turn right/ left, go straight on; names of buildings, means of transport, numbers)</li> <li>- addresses people adequately (sir, madam)</li> </ul> <p><b>Accuracy (grammar; vocabulary)</b></p> <ul style="list-style-type: none"> <li>- shows reasonable control of some simple structures and basic vocabulary in connection with directions</li> <li>- still makes basic mistakes fairly frequently</li> </ul>	