

Foreign Language proficiency evaluation frameworks and problems of implementation of CEFR in Korea

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Introduction

- The CEFR (Common European Framework of Reference for Languages) was introduced in 2007 in Korea.
- The influence of the CEFR in the areas of foreign language education in Korea
 - A small number of research about CEFR
 - Not sufficient time to be implemented
 - No needs for language policies

Introduction

Three parts of paper

1. The general trends of research and the problems in foreign language education curricula in Korea
2. The case of Korean language education as a foreign language as an example
3. The possibility of the implementation of the CEFR

Research on the CEFR in Korea

1. Research compared the proficiency level of foreign language curricula in Korea to the CEFR and analyzed the common and different factors.
2. Research on trying to develop new teaching materials based on the CEFR

Three issues

1. The situation of foreign language education as public education in Korea
 - The importance of foreign language education has decreased in the public educational system
 - The elective subject of foreign language as the college entrance exam
2. The lack of needs to alter the curriculum design
3. The lack of needs for integrating foreign language curriculum among languages

The Curriculum and Assessment of Korean As a Foreign Language

- The History of the Curriculum of Korean Language Education and TOPIK
- Yonsei Language Institute was first established in 1959
- In 1980, with the growing demand of learning Korean, most universities made Korean language institutes.
- After the middle of 1990, the demand exploded and in particular, Korean learners of academic purposes increased drastically

TOPIK (TEST OF PROFICIENCY IN KOREAN)

- Korean proficiency test
- Begin : 1997
- test takers : around 120,000 people in 2012
- Level 1~ level 6
- Revision : 2014
 - TOPIK-I : Listening & Reading
 - TOPIK-II : Listening, Reading & Writing

TOPIK – Standard Curriculum

TOPIK	Standard Curriculum of Korean
advanced (level 5-6)	superior (level 7)
intermediate(level 3-4)	advanced(level 5-6)
beginner(level 1-2)	intermediate(level 3-4)
	beginner(level 1-2)

Comparison set for level 1

level 1	Can perform basic language skills for survival such as self-introduction, shopping, ordering food. Can understand and use expressions with personal and familiar topics such as family, hobbies, and weather. Can use simple sentences based on 800 vocabulary words and basic grammatical patterns. Can understand and make a simple text related to everyday life.
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.

Comparison set for level 2

Level 2	Can perform language skills for everyday life— making a phone call, asking a favor, and at public places—post-office, bank, and etc. Can understand and use phrases of personal interest and familiar topics with around 1,500~2,000 vocabulary words. Can distinguish and use the form of language officially or unofficially .
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.

Comparison set for level 3

level 3	Can perform basic language skills for everyday life and social relationships without difficulty. Can understand and express a unit of paragraph related to familiar and concrete topics. Can distinguish and use spoken and written forms of language appropriately .
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.

Comparison set for level 4

level 4	Can perform general language skills for social life and at the work place. Can understand general news stories in the newspaper. Can understand and use language fluently and coherently on social and abstract topics. Can understand and use idioms and social-cultural content of Korea.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization . 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.

Comparison set for level 5

level 5	Can understand and use professional language skills for a specific academic field and working places- not familiar topics about politics, economy, society, and culture. Can distinguish and use language appropriately according to official/unofficial contexts or spoken/written contexts.
C1	Can understand a wide range of demanding, longer texts, and recognize 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 organizational patterns, connectors and cohesive devices.

Comparison set for level 6

level 6	Can perform professional language skills fluently and precisely for a specific academic field and at work-even when not familiar with topics such as politics, economy, society, and culture. Can use language skills and expressions almost native-likely without difficulty.
C2	Can understand with ease virtually everything heard or read. Can summarize 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.

CEFR-TOPIK crosswalk

The CEFR	compare	TOPIK
A1	similar	beginner1
A2	<	beginner2
B1	>	intermediate3
B2	>	intermediate4
C1		advanced1
C2		advanced2

Curriculum Focus

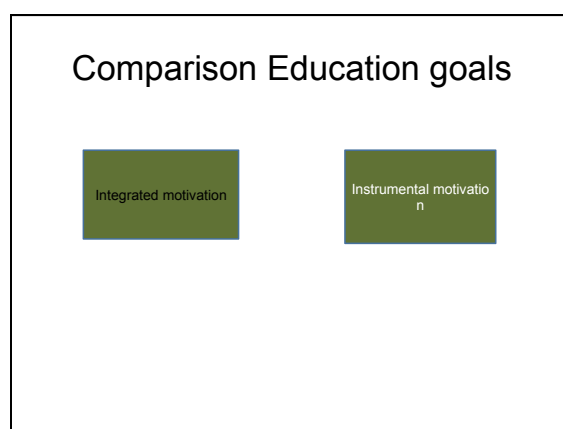
The CEFR

Category	sub-category
Language activity	Reception, production, interaction, mediation
Language use domain	Personal, public, occupational, educational
Types of parameter	Situational context, text type or theme, conditions or constraints

Curriculum Focus

Korean

category	Sub-category	Description method
Theme	Topic	Detailed description
Language skills	Speaking, Listening, Reading, Writing, Tasks	Abstract description
Language knowledge	Vocabulary, Grammar, Pronunciation, Text	Detailed description
Culture	Cultural knowledge, Cultural performance, Cultural perspective	Abstract description



The problems of implementation

1. The different goals of foreign language teaching and learning
2. The lack of needs by professional teachers and researchers
3. The lack of concern about the importance of foreign language education in the current language education policy

Implication

- Strong point of deciding proficiency level in the CEFR
 - A1 + B1+ : detailed sub-level could be adapted to Korean Education
- Rethink of assessment categories