

**Research and Development of CEFR Proficiency Description Methods with  
special consideration for linguistic types and socio-cultural diversity  
of Asian Languages :  
Interim Report 2018 – 2019**

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Antonella Chiera-Macchia ..... 3  
(Department for Education, South Australia)

**Keywords:**

Melbourne Declaration, Australian Curriculum, SACE, CEFR, NAPLAN

**Abstract:**

This paper provides a snapshot of Languages Education in Australia including policy, perspectives and diversity within the context of the Australian Curriculum.

**Part 2: Articles and Reports**

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(Tokyo University of Foreign Studies)

**Keywords:**

Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), Socio-cultural Appropriateness, Social and Cultural elements specific to Japanese Language, Reference Level Descriptions

**Abstract:**

The creation of the Common European Framework of Reference for Languages (CEFR) has had an influence on foreign-language teaching worldwide. It should be noted however that the society and culture of Asia is markedly different from that of the West. Purchasing something, for example, can involve negotiations and linguistic forms which are both diverse

and complex, and to which the traditional CEFR cannot easily be applied. With this in mind, I have selected socio-cultural elements unique to the Japanese language, and through a description of them developed a proposal for a framework of items for assessing social-cultural adaptation and ability of learners of Japanese.

#### A Study of a "Vietnamese Proficiency Assessment Framework for Foreigners"

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Hiroki Tahara ..... 21  
(Ritsumeikan Asia Pacific University)

**Keywords:**

Common European Framework of Reference for Languages (CEFR), Socio-cultural Diversity, Appropriateness, Vietnamese

**Abstract:**

The Common European Framework of Reference for Languages (CEFR) has taken root in Japanese foreign language education, and emphasis has been placed on interlingual and intercultural “mediation and bridging” abilities. In addition, the concept of "appropriateness" in cross-cultural communication requires social and cultural linguistic abilities, at present, unable to be expressed by conventional grammar and vocabulary education. This indicates that foreign language education has indeed reached a major point in both its philosophy and its application to teaching. Therefore, in this study, we discuss how to incorporate the concept of social and cultural “appropriateness” into Vietnamese education.

#### Arabic Social and Cultural Characteristics Focusing on “Every-day Greetings” and “Evil eye”

Alaaeldin Soliman ..... 33  
(Tokyo University of Foreign Studies)

**Keywords:**

Arabic Language, Every-day greetings, Evil eye, Cultural and Social Characteristics

**Abstract:**

This paper deals with the cultural and social characteristics of "every-day greetings" and "evil eye", and it indicates the need to have these characteristics as essential components included in Arabic foreign language education. As for every-day greetings, I focused on two types of greetings, and described how the native speaker distinguishes between them depending on the information he can gather from places, names, and the outlook of the one he addresses, as well as other non-verbal communication. As for the “evil eye”, a general review was done. I explained the impact of the “evil eye” on the linguistic expressions especially the act of praising what others have, so the Arabic learners can use the correct expressions needed in this respect.

## Translatability of CEFR-J-based English tests into Asian languages

– Focusing on reading and writing tests –

Masashi Negishi ..... 43  
(Tokyo University of Foreign Studies)

### **Keywords:**

CEFR, CEFR-J, reading tests, writing tests, translatability

### **Abstract:**

In a situation where multiple languages are taught, such as at Tokyo University of Foreign Studies, it is difficult to grasp the achievement levels of those languages using the same criteria. In this study, we verified the feasibility of one approach of translating the existing CEFR-J-based English tests into other languages. Specifically, we translated the reading and writing CEFR-J-based English tests into Japanese, Chinese, Thai, and Filipino using Google Translate, and then asked native speakers of those languages to check and correct the translations. Although many of the results of Google Translate were not at the level of being ready to use, they were of a certain degree of accuracy and proved to be useful for streamlining test development. Starting with the results of Google Translate and replacing words in the text or changing settings, many test items were found to work, suggesting the potential of this approach.

## Current status and prospects of the teaching of foreign languages other than English in secondary education in Japan

– University entrance examination and the policies of MEXT and the Tokyo Metropolitan Government –

Yoshiro Yamazaki ..... 55  
(Educational Institute for Private Schools in Japan)

### **Keywords:**

Secondary education, the teaching of foreign languages other than English, plurilingual, multilingual, university entrance examination

### **Abstract:**

Foreign language education focusing on English has become increasingly popular. The introduction of the private English test in the university entrance exam has been abandoned, but the implementation of English education as a foreign language subject in elementary schools will begin in April. What is happening with the promotion of multilingual education expected with the hosting of the Olympics and the Paralympics? In this article, we analyze the current situation of foreign language education other than English in secondary education, which was presented in August 2019. I would like to talk about the foreign language (other than English) education policies of MEXT and the Tokyo Metropolitan Government, as well as the problems associated with university entrance exams, and suggest measures for a brighter future.

**Part 3: Survey and critical discussion on our research activities 2018-19 «Research and Development of CEFR Proficiency Description Methods with special consideration for linguistic types and socio-cultural diversity of Asian Languages»**

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– What has been seen and What is hard to see in the Acceptance of CEFR for Asian languages –

Nobuo Tomimori ..... 73  
(Tokyo University of Foreign Studies)

**Keywords:**

Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), Social and cultural characteristics of Asian Languages, Socio-cultural Appropriateness, Assessment method for linguistic proficiency, Reference Level Description suitable for Asian languages, Supplementary description for Asian Languages

**Abstract:**

Since its publication in 2001, the Common European Framework of Reference for Languages (CEFR) has been expanding its application from Europe to the rest of the world. According to the current research project problem setting, it is effective to apply CEFR to Asian languages by giving them the flexibility to adapt to diverse language types, as well as to socio-cultural characteristics. We will have therefore the potential to develop customized methods for assessing socio-cultural communication skills. In this article, we first analyze the data obtained from several years of research. Second, the social and cultural characteristics of Asian languages should be described as special remarks, and a method of adding supplementary descriptions (Asian Supplements) to the linguistic ability description should be efficient. Third, we will prepare a prototype table for communication ability evaluation, considering Socio-cultural Appropriateness. Fourthly, we will summarize the results and evaluations of a questionnaire survey on “Socio-cultural Appropriateness” conducted by Asian language education staff in 2019, and will explore future research prospects.

Adoption of CEFR in Japanese Society

Makoto Minegishi ..... 113  
(Tokyo University of Foreign Studies)

**Keywords:**

CEFR, socio-cultural descriptor, religious factor, coexistence in a society

**Abstract:**

This paper discusses Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) in the socio-cultural context. CEFR was originally designed to implement the idea that European Union should enhance its unity under diversity. At the beginning it started as a tool to describe the communicative ability of foreign language learners, and its range of description was later extended to cover socio-cultural appropriateness.

Once established, CEFR began to be regarded as the standard to evaluate communicative abilities in the English educational institutions in Japan. CEFR presupposes the multicultural and multilingual, but secular EU community. Consequently its socio-cultural descriptors do not cover religious aspects in a society. In the future Japanese society, such descriptors might be regarded as a convenient standard for the degree of harmonious coexistence of foreigners and the Japanese. This paper suggests that religious factors should be taken into consideration in the evaluation of socio-cultural adequateness.

#### **Part 4: Outline of the research project and activity report (2018 – 2019)**

Summary and Activities of the Research Project:

“Research and Development of CEFR Proficiency Description Methods with special consideration for linguistic types and socio-cultural diversity of Asian Languages: 2018 – 2019”

Nobuo Tomimori ..... 121  
(Tokyo University of Foreign Studies)

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