Research and Development of CEFR Proficiency Description Methods with special consideration for linguistic types and socio-cultural diversity of Asian Languages ：
Final Report 2018 − 2020

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Preface by Nobuo Tomimori　　(Project leader, Tokyo University of Foreign Studies)

Part 1　Treatises and Research notes

(Faculty of Languages and Linguistics, Universiti Malaya)

Abstract:
　The Roadmap for Malaysian English Language Reform 2015-2025 recommended the adoption of the Common European Framework of Reference or CEFR to align English language education to international standards and as a framework for curriculum development. The CEFR describes what learners can do in four language skills at three bands (Basic, Independent, and Proficient) and six levels. This paper will, first, provide a brief description of languages and recent education policies in Malaysia. This will include the key recommendation emerging from the English Language Roadmap. Next, findings from several studies on the implementation of the CEFR in Malaysia will be discussed. The paper concludes by suggesting that the inherent the ideologies in the implementation of the CEFR in Malaysia needs to be addressed.

(Tokyo University of Foreign Studies)

Abstract:
　In May 2020, the Council of Europe published *the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment: Company volume* (CEFR CV 2020). This article reviews the descriptors on pluricultural competence strengthened by the CEFR CV 2020 and discusses them in terms of intercultural encounter. Analyses of the dialogue scripts that include the function of "asking about the price" of the TUFS language module revealed that they were classified into "purchase without price negotiation" and "purchase with price negotiation". Purchases of goods in many Asian languages are classified as the latter, and pluricultural competence is involved in situations where different

types of transaction occur. The CEFR CV 2020 includes a relevant descriptor "Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express themselves appropriately" at B2 level. Pluricultural concepts such as recognizing differences and choosing appropriate actions in intercultural encounters will broaden the perspective for language education in the future.

[Research note]   **Shopping Conversations in Cambodian**

Hiromi Ueda ……………………………………… 29
(Tokyo University of Foreign Studies)

Keywords:
Cambodian, Khmer, Conversation, Shopping

Abstract:
This article provides Khmer (Cambodian) data of making simple purchases by stating what is wanted and asking the price.

[Treatise]   **Comparative Study of Lao Elementary Conversation Textbook
– Focus on Socio-cultural Characteristics –**

Reiko Suzuki   ……………………………………… 35
(Tokyo University of Foreign Studies)

Keywords:
The purpose of this article is to clarify what socio-cultural characteristics are necessary for Lao language learning at the elementary level by comparing Lao conversational parts of Lao elementary textbook and Japanese textbooks. It is elucidated that acquiring socio-cultural knowledge and cross-cultural adaption skills are closely related to acquiring the communication skills, and it corresponds to acquiring the language skills. On the basis of the analysis of five textbooks, it can be concluded that; 1) the assessment of cross-cultural communication ability should be considered from the standpoint of various instructors, 2) the commonly used expressions in Lao textbook are related to Lao socio-cultural characteristics.

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

[Treatise]   **A Study of Thai Language Teaching Methods Considering Social and Cultural Elements
– A Case Study of Person Terms and Address Terms –**

Sunisa Wittayapanyanon(Saito) ……………………… 49
(Tokyo University of Foreign Studies)

Keywords:
Teaching Thai as a Foreign Language, CEFR, Person Terms, Address Terms, Politeness in Thai

Abstract:

This study aims to propose teaching methods for person terms and address terms in order to contribute to the creation of global standards of teaching Thai as a foreign language, as person terms and address terms are social and cultural elements specific to the Thai language that must be incorporated into the Thai language curriculum. The appropriate use of such terms is integral for communication in Thai because of the language's inherent diversity; however, the explanation of these terms in Thai education programs is not sufficient from a pragmatic perspective. This paper suggests teaching methods for this topic based on survey results from Thai native speakers regarding such terms; the methods include criteria and priority and the process of selecting appropriate expressions corresponding to various situations. In addition, it would be useful to apply a framework that visualize two axes of politeness specific to the Thai language; one axis is "vertical politeness," which shows the relative age difference and social roles between the speaker and the interlocutor/third person, and the other axis is "horizontal politeness," which shows the closeness or intimacy between the two.

[Research note]   **Personal pronouns and pronoun substitutes in Malay textbooks**

Hiroki Nomoto   …………………………………   67
(Tokyo University of Foreign Studies)

Keywords:

Malay, personal pronouns, pronoun substitutes, textbook analysis, error analysis

Abstract:

The acquisition of speaker- and addressee-referring expressions in Malay is by no means an elementary matter.   This is because they consist not only of personal pronouns but also of pronoun substitutes such as proper names, kinship terms and titles.   This article discusses how personal pronouns and pronoun substitutes are treated in existing Malay textbooks.

[Research note]   **Matching linguistic items with communication functions based on sociocultural characteristics of Korean – A preliminary study on making a university textbook for Japanese speaking students –**

Yunjin Nam   …………………………………   77
(Tokyo University of Foreign Studies)

Keywords:

CEFR, Korean language learning, sociocultural characteristics, university text, linguistic items

Abstract:

This paper attempts to implement a matching list of Korean language items with communication functions that reflect the sociocultural characteristics of Korean, in order to develop a Korean language textbook for Japanese university students. Section 2 introduces a previous study that presented a CEFR(2018)-based list of evaluation criteria for sociocultural adequacy in Asian languages. Section 3 examines the list of communication functions in *International Standard Curriculum of Korean Language*. In section 4, a communication functions list that reflect the sociocultural characteristics of Korean is set up. Then, the related language items are matched with each communication function. In addition, some points of matching are discussed, Finally, Chapter 5 summarizes the remaining issues and the significance of this study.

Keywords:

online teaching, hybrid learning, Vietnamese

Abstract:

This paper describes how on-line lectures of Ritsumeikan Asia Pacific University were realized, especially the course of Vietnamese as a foreign language.

Keywords:

English Modules, Asian English, Indian English, Philippine English, Malaysian English

Abstract:

This article attempts to describe how the three newly created Asian versions of the "KANDA×TUFS English Modules" turned out to be different from the original template which was based on the American version. Following the Singapore English version, the Indian, Philippine and Malaysian English versions were created and compared with the English versions of the "Inner Circle." The author argues that detailed description of the social and cultural features of these Asian countries was crucial in creating the Asian versions, which may be of use as a reference to the application of the Common European Framework of Reference for Languages (CEFR) to Asian languages.

Keywords:

Macau, "Macaenses", ethnicity, Portuguese Creole language in Macau (Patuá or Maquista)

Abstract:

"Macaenses"(in Portuguese) are the Portuguese descendants born in Macau, where Portugal had colonial rule since the mid-16th century until 1999. In Macau, where Cantonese-speaking Han Chinese account for 90% of the population, "Macaenses", who are Portuguese-speaking and united under cultural and spiritual ties with Portugal, have kept their community as an ethnic minority. However, after the transfer of sovereignty of Macau to China in 1999, with the rapid Sinicization of Macau, the ethnicity of "Macaenses" has changed drastically, and their community is in danger of survival. In this article, I first analyze the current situation of the community of "Macaenses" . Second, I will report on the

succession of Portuguese Creole language in Macau (called Patuá or Maquista), which had been spoken within the community and now is considered as an endangered language. Third, I will report the results of my research since 2006, before and after the period of this KAKEN, and will explore future research prospects.

[Research note] **Trends among Overseas Students of Japanese**
– with a Focus on the Results of the Survey Report on
Japanese-Language Education Abroad 2018 –

Hiroko Fujimori …………………………… 121
(Teikyo University)

Keywords:

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Action-oriented Approach, Can-do Lists, Japan Foundation, Survey Report on Japanese-language Education Abroad 2018

Abstract:

Since being made public in 2001, the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) has come to serve as a reference for educators in large number of countries and areas. The influence of CEFR on Japanese language education can be seen most prominently in how the action-oriented approach in CEFR is primarily reflected in the goal-delineated Can-Do lists of such pedagogical topics as academic Japanese, business Japanese, and nursing Japanese. Following the principles espoused in CEFR, The Japan Foundation released its own standardization scheme, the JF Standard for Japanese-Language Education (JFS) in 2010, followed by a series of educational materials based on the JFS. The Japan Foundation is engaged in disseminating the JFS, such that it is now a significant part of Japanese language education. With these developments in mind, this paper seeks to examine trends in Japanese language education as seen in the results of the Survery Report on Japanese-Language Education Abroad conducted by the Foundation. First, the author examines changes in the number of students of Japanese in the 10 countries/regions with the greatest number of students, and attempts to investigate the causes behind those changes, following which the author investigates the ratio of Japanese language students according to level of achievement, with the ultimate goal of examining the future state of Japanese language education, as well the state of foreign language education in Japan.

[Research note] **High School-University Transition and Plurilingual Education**
– Common Entrance Examination for University Admission,
MEXT's Project to Promote Plurilingual Education, and certification
tests of foreign languages other than English –

Yoshiro Yamazaki …………………………… 133
(Education Institute for Private Schools in Japan)

Keywords:

High School-University Transition, Common Entrance Examination for University Admission, Certification tests, Secondary Education, CEFR, Plurilingual Education

Abstract:

I will report three points regarding foreign language education other than English in secondary education: 1) university entrance examinations, which are the key to connecting high school and university, 2) MEXT 's plurilingual education promotion project, and 3) certification tests other than English. The newly launched Common Entrance Examination for University Admission specifies the implementation of four languages other than English until 2024, but after 2025, it has not yet been decided. In this report I will organize the conflicting information that has been circulating since the fall of last year (2020). There are concerns about cost-cutting, a policy that has nothing to do with education. While various budgets have been cut, MEXT has continued the project to promote plurilingual education. This report discusses the history of the project and the reasons for its continuation. In the case of certification tests of foreign languages other than English, which play a major role in plurilingual learning, the financial burden has increased due to COVID-19, and the very existence of some certification tests is in jeopardy. We will discuss the current situation and the significance of these certification tests.

Part 2　General discussion: Summary and prospects of our research project

Reexamining the Application of CEFR in Japan
– In Contrasting Criticisms of the Acceptance of CEFR
with Tomimori Kaken Group's Research –

(Wayo Women's University)

Abstract:

This research aims to reconsider the appropriateness of the Japanese understanding of CEFR by counterposing the criticism of its application in Japan to the research objectives of Tomimori Kaken group. Firstly, it reviews Tomimori Kaken group's research over past decades, and evaluates the results achieved by them. Secondly, it overviews and clarifies the actual conditions of the application of the CEFR in Japan. Finally, it surveys and assesses the validity. In conclusion, as a consistent standpoint, Tomimori Kaken group agrees with the idea of plurilingualism and pluriculturalism, but pays attention to its introduction and application, and applies it to non-EU languages, especially Asian languages. It can be said that the CEFR has not been easily treated as an "international standard". In that sense, it became clear that criticisms of the CEFR acceptance method centered on the Ministry of Education, Culture, Sports, Science and Technology of Japan are not suitable for Tomimori Kaken group's research.

An assessment of the CEFR viewed through the lens of language, culture, and
society　– Exploring solutions for social agendas in Japan –

(Tokyo University of Foreign Studies)

Abstract:

This paper discusses the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) in connection with language, culture, and society. The CEFR reflects the EU's educational policies of seeking to enhance the communicative abilities of EU citizens as social agents. At the same time, the EU encourages citizens to preserve sociocultural harmony and diversity through education. We compare the EU with India in terms of its multi-lingual and multi-cultural aspects, but the former presupposes Christianity, whereas the latter officially accepts religious diversity.

As more and more foreign residents from Asian countries have formed communities in Japan, they have sometimes caused conflicts with local Japanese communities. Japanese policies should seek sociocultural harmony by helping foreign residents to maintain their language and respecting their sociocultural backgrounds, not by forcing them to assimilate into traditional Japanese society. To implement such policies, cultivating the abilities of sociocultural agents—such as translators, socio-cultural mediators—will become more important.

Evaluation generally has two aspects: objective evaluation, which is generally used for selection, and subjective evaluation. Because language communication is made of complicated factors such as language skills and sociocultural understanding, the use of objective evaluation requires a high degree of prudence. Self-assessment of communicative abilities, on the other hand, is useful for developing one's second or third language competence and understanding of different cultures.

What one cannot accomplish using one's first language cannot be done using any foreign language. First-language education in modern Japanese society, therefore, has the highest priority in the public education policy.

Thinking about what underlies the CEFR idea
– Between positive acceptance and indifference –

Keywords:

Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), Social and cultural characteristics of Asian Languages, Research on language use and function, Assessment method for linguistic communicative competence, Study on Asian Language as a reference axis

Abstract:

In this study, we discussed the ideological implications of the Common European Framework of Reference for Languages (CEFR) and explored the potential for CEFR research to contribute to the solution of various problems in language education in modern society. In Chapter 1 we re-examined the pioneering significance in our research trajectory and sorted out the misconceptions surrounding CEFR acceptance. In Chapter 2, the applicability of the CEFR to the teaching of Asian languages was evaluated through the research practices of Asian language educators, arguing for the importance of considering the linguistic, social, and cultural characteristics necessary for the acceptance of the CEFR. In Chapter 3, we discussed the significance of respect for social and cultural diversity, which is a key pillar of CEFR thought and the basis for the emphasis on plurilingual and pluricultural education in the *CEFR Companion Volume* (2018). Chapter 4 examines the concept of sociocultural appropriateness in the context of assessing language proficiency in

CEFR Companion Volume (2020). In Chapter 5, in light of the severe situation of language education in Japan today, we emphasized that it is important for the future of Japanese society to confront the CEFR ideology, which is one of the European educational principles, with the study of Asian language education as one of the reference axes.

Part 3   Outline of the research project and activity report (2018 – 2020)

   Summary and Activities of the Research Project:

   List of Contributors