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## MULTILINGUAL CEFR-RESEARCH IN JAPAN

(and beyond): A common project for the OLE  
 and FLP (Framework and Language Portfolio)  
 SIGs

### Please check the URL:

<http://www.geocities.jp/dlinklist/DE/Forschungen/Jalt2014.html>

(see also handout) **with  
 background information**

## Outline

1. Introduction
2. CEFR: short introduction and reception in Japan
3. CEFR-research (in Japan)
4. Outlook: OLE Language + 2015
5. References

## The CEFR was created by....



- a Swiss language teacher project (English, French, German)



- adopted and published (2001) by the Council of Europe (not the EU!)

## CEFR

**CEFR = Common European Framework for  
 Reference  
 for Languages**

*is a quite comprehensive document: 260 pages, arranged in 9 chapters and 4 appendices. The document is now available in 39 languages. On one hand very general questions about language learning or language policy are raised in the Framework, on the other hand especially the scales are containing very specific (can-do-)descriptions of language use or learning.*

**The can-dos are a learner centered approach**



## The CEFR now

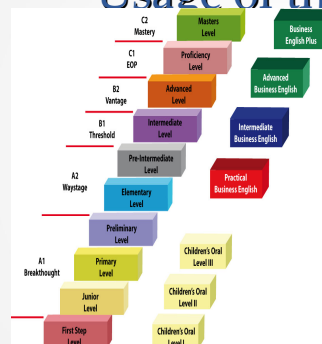


- The CEFR is now used in all countries of Europe, in more than 16 languages

- One important aim is to preserve and expand multilingual education in Europe

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## Usage of the CEFR



The CEFR is an efficient tool for language learning, because the levels of acquiring a language are described in detail. For the "big" languages (English, but also French, German, Spanish) teaching and learning material is available at all levels.

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## The international impact of the CEFR

### The content of the book:

- European and Extra-European (Americas, Asia-Pacific) situation of the CEFR usage
- Countries are introduced in two respects: educational impact of the CEFR; and research about the CEFR

• From the situations in the countries the global situation is deduced.

**The situation in Japan is also covered by an article by Prof. Sugitani (Kansai University)**  
The books shows that the influence of the CEFR and the CEFR-related teaching material is growing worldwide.



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## The CEFR in Japan

- In 2001, the CEFR was published in English and French. The first translation was into German. The CEFR is now available in 39 languages.
- 2003: The CEFR was translated into Japanese
- 2004: The first JSPS (Japanese Society for Promotion of Science) financed project concerning the CEFR in Japan
- 2006: International Symposium at the Osaka University for Foreign Studies
- 2008: Foundation of FLP (Framework Language Portfolio) SIG inside JALT
- 2012: Release of a Japanese Version of the CEFR (for English): CEFR-J

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## CEFR implementation



### In Europe: CEFR stakeholders

- European Council (Language Policy Division)
- Publishers of textbooks (not limited to English)
- Language testing and teaching Institutions (ALTE = Association of Language Tests in Europe)

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## from the beginning: Research for the CEFR (no implementation without research)

- Research by the language policy division
- Research by language testers > ALTE
- Swiss Project for creating the CEFR

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## Was research the reason for the success of the CEFR?

- **No**
  - Political reasons (European integration)..
  - ...Textbook publishers...
  - The economic integration of Europe is responsible for the success of the CEFR
- **Yes**
  - Strong research-based approach of the CEFR
  - The CEFR is summing up the state of research in the field of language acquisition, testing, pedagogy etc.
  - Follow up research

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## Follow up research in Europe...

- ...is done by infranational agencies (French National Curriculum) and international agencies (Alliance Francaise, Goethe-Institut, Instituto Cervantes)
- ... is supported by the ECML (=European Centre for Modern Languages in Graz)
- Language Policy Division (European Council)
- Multilingualism (Directorate-general for Education and Culture, European Union)

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## Research in Japan (Asia)

- The CEFR is gaining ground in Asia through...
  - big players on the educational market (Keio, National Taiwan University, Tokai-University)
  - national agencies (Japan Foundation, Mext)
  - textbooks
- In Asia, it is a top-down approach
- Can this be checked and balanced? (preserving teachers - and establishing learners autonomy)

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## What kind of research has been done?

- Action research for our book
- Educators and researchers on different levels ....
- ...different languages ...
- ...classroom (emic) research



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### Curriculum reform(s) or: What are the effects of the CEFR in Japan?

Because of the problems of language teaching in Japan, some institutions (Keio-University, Osaka-University) "implemented" the CEFR

but

The CEFR isn't something just to be implemented.

FLP-research (e.g. Horiguchi et al 2011) shows, that a top down implementation of the CEFR will not deliver secure results. Only if teachers cooperate and start to reshape their teaching, implementation of the CEFR can be a success in terms of better learning outcomes of the students.

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Ongoing project: The guided implementation and formative evaluation of CEFR implementation

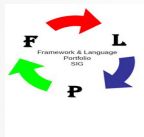


Critical, constructive assessment of CEFR-based language teaching in Japan and beyond

This research is supported by a Kaken-hi Grant-in-Aid for Scientific Research (26370624) from the Japan Society for the Promotion of Science

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**Purpose: How to empower teachers for a (successful) CEFR-based curriculum ?**



FLP-SIG is currently monitoring and helping with the implementation of CEFR guided curriculums and practices in three institutions in Japan

A good project:

- Using the learner-centered CEFR pedagogy
- because it is trying to check the overall top down approach in Asia

But only for English and (to some extent) for Japanese (as a Foreign language)

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## What could we (OLE) do?

- Use the networks of our partners and partner languages (Alliance française, Goethe-Institut, Instituto Cervantes)
- Contact teachers' networks worldwide:
  - Circles in Europe
  - German/Japanese
  - FaDaF
  - IIK networks
- Show the impact of a multilingual teacher network
- Coordinate the research of Other Languages (in English)

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español - 조선어 - 한국어 - 汉语 - le français - Deutsch -  
русский язык - Bahasa Indonesia - Tiếng Việt - Português - ภาษาไทย



invite you to the:

4. Annual JALT OLE SIG Conference

LanguageS PLUS

Language learning and teaching beyond the first foreign language

(母国語である)日本語、あるいは第一外国語としての英語以外の外国語教育

Organizing a multilingual curriculum in Japan with the CEFR

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