JF Standard for Japanese-Language Education 2010

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Hyogyung KIM
Senior Language Consultant
The Japan Foundation, Sydney

jfstandard@jpf.go.jp
hyogyung_kim@jpf.org.au

Content of the presentation

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- What is the 'JF Standard'？
- Features of the CEFR
- Features of 'JF Standard 2010'
  - **'JF Standard Tree'**
  - **JF Can-do statements**
  - **'Minna no Can-do' website**
  - **Portfolio** for learning and assessment
  - ***'Marugoto':****Japanese language and culture**
- Implementation in Tertiary Education

What is the "JF Standard for Japanese-Language Education"?

- A tool for designing teaching, learning and assessment programs in Japanese language education.

- A guide for course design, lesson planning, and teaching materials development using can-do statements.

The principle of the JF Standard

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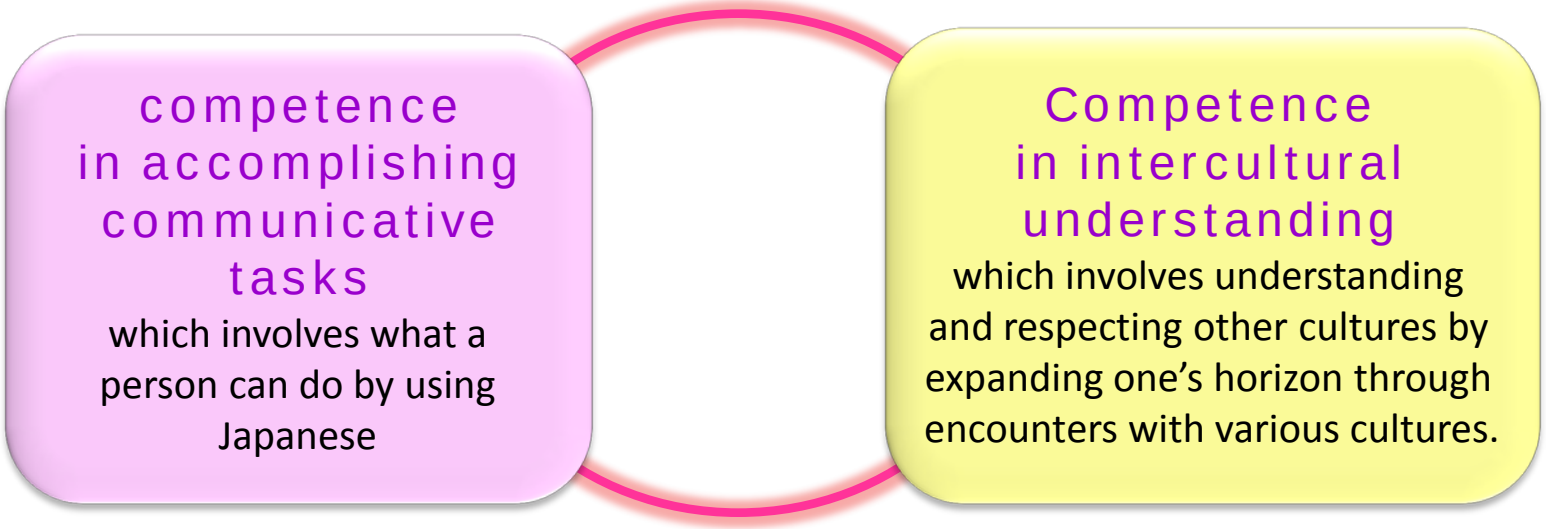
- The Japan Foundation (JF) has been developing the JF Standard since 2005 based on the principle of **Japanese for mutual understanding**.

- The learning of languages has become increasingly important in this globalized society where people of diverse cultures with diverse values have more occasion to communicate with each other.

- The JF believes two competences are required to realise the goal of mutual understanding through Japanese language:



CEFR as reference in developing the JF Standard

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- The JF Standard was developed based on the concepts and content of the CEFR, which serves as the basis of language education in Europe.

- The CEFR has influenced language learning not only in Europe, but also on a global scale, and has been used in various language education spheres since its publication in 2001.

- The JF Standard enables stakeholders in Japanese language education to exchange information on their teaching and learning with stakeholders of other languages through the common proficiency levels of the CEFR.

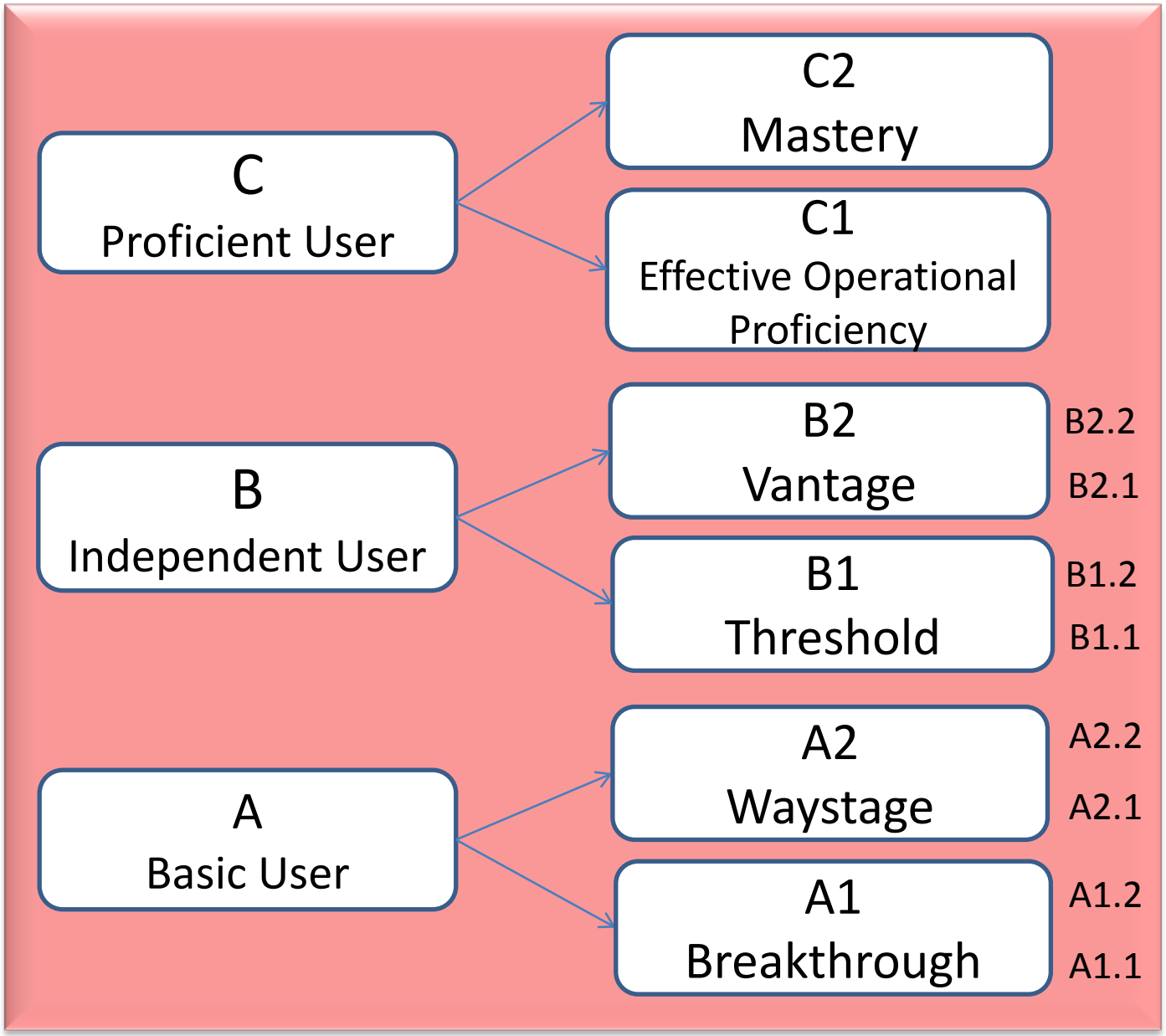
※CEFR stands for "Common European Framework of Reference for Languages: Learning, teaching, assessment"

The New Zealand Curriculum
Learning language curriculum achievement objectives

Proficiency descriptor

- Level1 ~Level2 Can understand and use familiar expressions and everyday vocabulary. Can interact in a simple way in supported situations. *(adapted from CEFR Global scale A1)*
- Level3~Level4 Can understand and construct simple texts using their knowledge of the target language. Can describe aspects of their own background and immediate environment. *(adapted from CEFR Global scale Level A1)*
- Level5~Level6 Can understand and produce more complex language. Can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types. *(adapted from CEFR Global scale Level A2)*
- Level7~Level8 Can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. *(adapted from CEFR Global scale Level B1)*

CEFR Proficiency：6Levels



The New Zealand Curriculum

↓

Level7~Level8

Level5~Level6

Level3~Level4

Level1 ~Level2

Scott and East(2012)

The CEFR Global scale

C2	Can understand with ease virtually everything heard or read. Can summarise 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.
C1	Can understand a wide range of demanding, longer texts, and recognise 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 organisational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. 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.
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.
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.
A1	Can understand and use familiar 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.

CEFR Common Reference Levels: self-assessment grid (© Council of Europe)

聞くこと 読むこと やり取り 話す(表現) 書くこと

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a friend.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING		I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Listening A1
I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

Listening B1
I can understand main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.

Reading A1
I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

Spoken production B1
I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans.

Levels

Activities

Features of the CEFR

- The CEFR does not say how languages should be taught, but it is fundamental to the **action-oriented approach** that language learning is a **variety of language use**, which means that language learning too requires us **to use strategies** to **draw on linguistic resources** in order to **perform communicative acts**（Little2008）.

- The CEFR is a generic framework, so the can-do descriptors are often very general. Therefore **for Japanese**, a language specific framework is useful in order to show **specific settings** in which the target language is used.

- CEFR descriptors apply to adult language users, and are not always relevant to a classroom setting（Keddle2004）. The JF Standard enables **teachers to create can-do statements** suitable for their learners.

A map of the JF Standard 2010

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『JF日本語教育スタンダード2010』では、JF日本語教育スタンダードの概要や、簡単な活用方法を知ることができます。

〈JF日本語教育スタンダード2010〉

- JF日本語教育スタンダードの全体像を知りたい → 1. JF日本語教育スタンダードを使う前に
- JF日本語教育スタンダードを使って何ができるか知りたい → 2. JF日本語教育スタンダードを使ってみる
- みんなの「Can-do」サイトを使って何ができるか知りたい → 3. みんなの「Can-do」サイトを使ってみる

『JF日本語教育スタンダード2010利用者ガイドブック』は、JF日本語教育スタンダードのより詳しい活用方法を示したものです。
みんなの「Can-do」サイトや、JF日本語教育スタンダードのホームページもあわせてご利用ください。

JF日本語教育スタンダード2010 〈利用者ガイドブック〉

- JF日本語教育スタンダードを活用するときに必要な知識を得たい → 知識編
  - 1.1 JFスタンダードの木
  - 1.2 6つのレベル
  - 1.3 「Can-do」
  - 1.4 ポートフォリオ
- JF日本語教育スタンダードをどうやって活用すればいいのか、詳しく知りたい → 実践編
  - 2.1 コースをデザインする
  - 2.2 コースデザインに「Can-do」を使う

みんなの「Can-do」サイト（http://jfstandard.jp/cando）

みんなの「Can-do」サイトは、日本語で何がどれだけできるかを「～ができる」という文で示した「Can-do」のデータベースです。コースデザイン、授業設計、教材開発など、Can-doを使った日本語教育実践をサポートします。

目的や対象者にあわせて、必要となるCan-doを選ぶことができます。

自分が作ったCan-doフォルダを編集したり、新しいCan-doを作ったりできます。

JF日本語教育スタンダードの最新情報はホームページで確認することができます。

JF日本語教育スタンダード（http://jfstandard.jp）

「活用事例」では、JF日本語教育スタンダードを実際に活用した事例報告を今後も充実させていきます。

The JF Standard Tree

Concept of communication through languages: “The JF Standard Tree”

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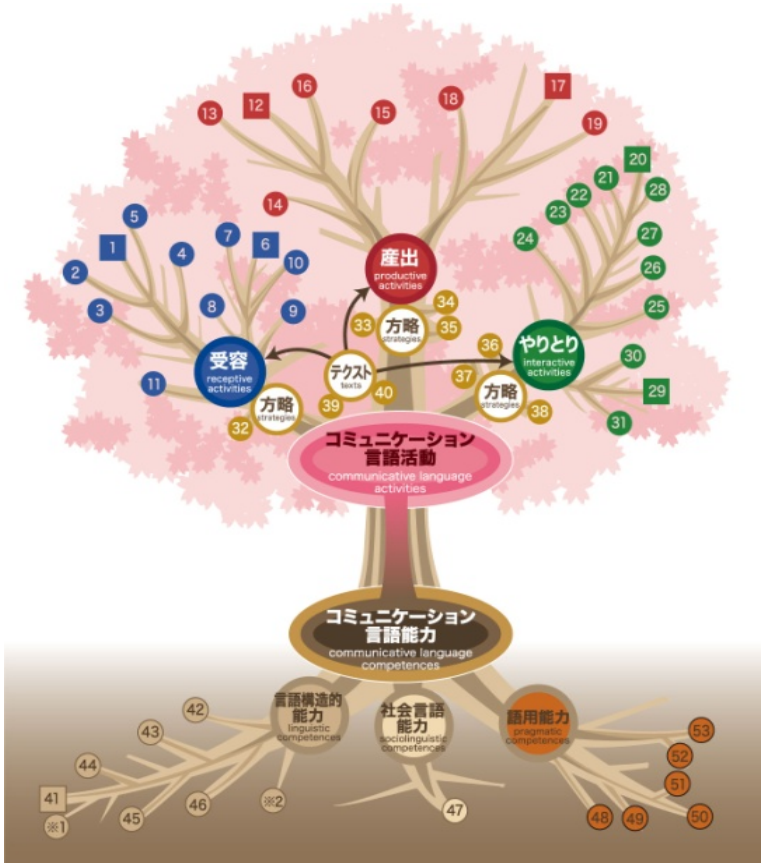


JF Standard Tree

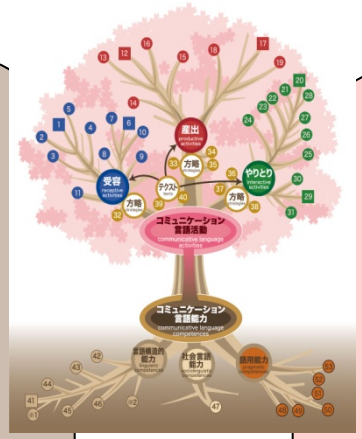
The JF Standard Tree depicts the connection between communicative activities and communicative language competences.

Communicative language competences enable a person to conduct **communicative language activities.**

communicative language competences

are depicted as the roots of a tree, and underpin communicative activities.

- **linguistic competences**:
comprise lexical, grammatical, phonological, orthographic, etc. elements
- **sociolinguistic competences**:
relate to the knowledge and skills in using language appropriately according to the relationship with interlocutors and situations.
- **pragmatic competences**:
relate to the learner's knowledge and skills in structuring a discourse, language functions and purposes of the communication.



communicative language activities

are underpinned by communicative language competences, and are depicted as spreading branches of a tree to indicate their diversity.

They can be classified into,
receptive activities (reading and listening),
productive activities (speaking and writing)
interactive activities (engaging in a conversation)

Texts are used in activities . Texts can combine receptive, productive and interactive activities . Each of the receptive, productive and interactive activities involve their own **strategies**

Language communication requires a variety of other elements, such as sociocultural knowledge, intercultural awareness, and study skills in addition to the competences and activities mentioned above.

Global Scale

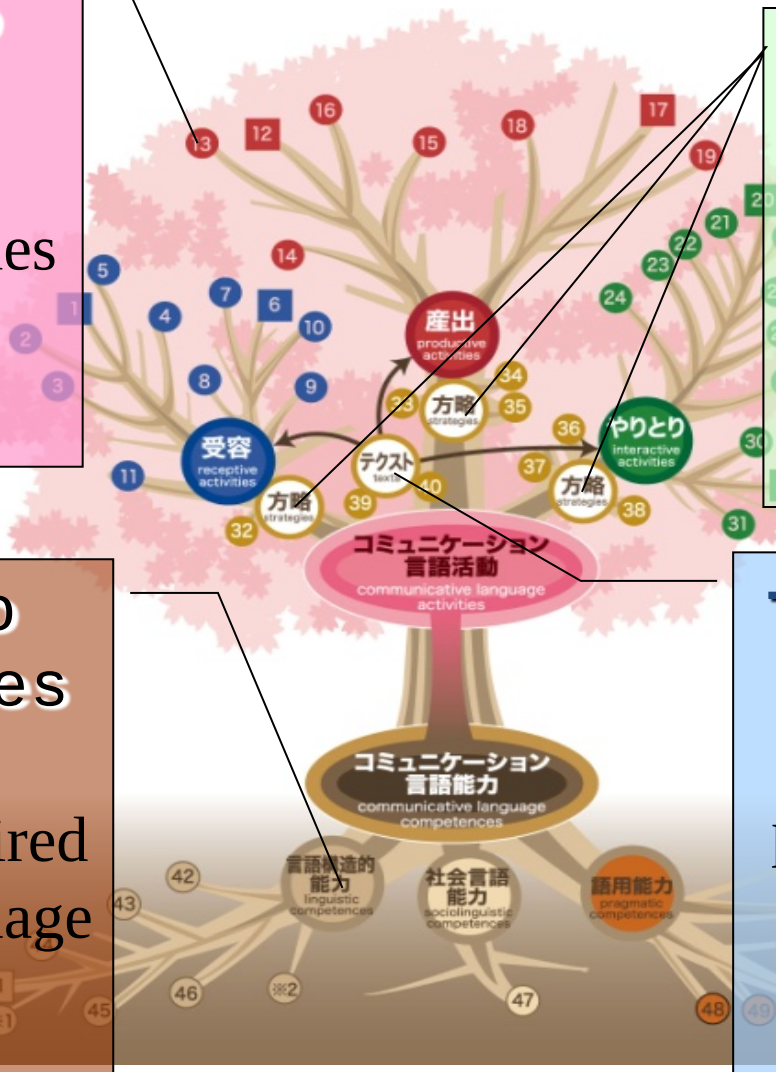
Self-assessment grid

Can do statements

Can-do Types of CEFR

活動Can-do Activities

Real world language activities e.g. giving a presentation



方略Can-do Strategies

Strategies required to effectively perform language activities e.g. planning a presentation

能力Can-do competences

Language knowledge required to perform language activities e.g. vocabulary

テキストCan-do Texts

Text required to perform language activities e.g. list of points for presentation

JF Can-do statements for Japanese language learning outcomes

Can-do statements on the 'Minna no Can-do' website

みんなの「Can-do」サイト

15 Topics

CEFR Can-do

活動 Activities

テクスト Texts

方略 Strategies

能力 Competences

493 Can-do

JF Can-do

活動 Activities

Examples of language activities in a specifically Japanese language setting

A1, A2, B1, B2

342 Can-do

Make a new can-do statement

MY Can-do

A1

CEFR：Can ask people for things, and give people things.

JF　：Can ask in short, simple terms “pass the soy sauce”, “can I have seconds” at the dinner table, or respond to such requests if the speech is slow and clear.
[topic:食生活 food and drink]

やりとり【㉕共同作業中にやりとりをする】

spoken interaction【㉕ goal-oriented co-operation】

A2

CEFR：Can describe plans and arrangements, habits and routines, past activities and personal experiences.

JF　：Can talk in short simple terms to friend about one's school life or lessons one took as a child, for example.

[topic:学校と教育education]

産出【⑬経験や物語を語る】

spoken production【⑬ sustained monologue describing experience】

B1

CEFR：**Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.**

JF　：Can make a well-organized, simple speech at a speech contest, for example, including episodes relating to or impressions of intercultural experiences, if one has prepared beforehand.

[topic: 言語と文化 Language and culture]

産出【⑯講演やプレゼンテーションをする】

spoken production【⑯ addressing audiences】

Make new “can-do”s for your classroom on the website

*

My Can-do

Minna no “Can-do” Website
an online database of “Can-do”s

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On this site, users can search for and edit “Can-do”s according to their purposes, such as learning planning, assessment design etc.

みんなの教材サイトと
同じIDとパスワード！

Analysis of CEFR Can-do statements

『User's Guide』pp.74-79

活動 Can-do	＝	条件 Conditions	＋	話題・場面 Topic/setting	＋	対象 Text type	＋	行動 Action

活動Can-doの例 【受容】テレビや映画を見る
【receptive activities】watching TV and film

B1	話し方が比較的ゆっくりと、はっきりとしていれば	本人の関心ごとである話題について	インタビュー、短い講演、ニュース、レポートなど多くのテレビ番組の	内容をおおかた理解できる
A2	映像が実況のほとんどを説明してくれるならば	出来事や事故を伝える	テレビのニュース番組の	要点がわかる

Example of a JF Can-do

①Action	②Text type	③Topic/setting	④Condition
Can listen to and understand	very simple instructions such as “cut this way”	from a friend one is cooking with,	if the friend demonstrates and talks slowly and clearly, and checks with phrases such as “is this okay?”

A1

やりとり【㉕共同作業の中にやりとりをする】

spoken interaction【㉕goal-oriented co-operation】

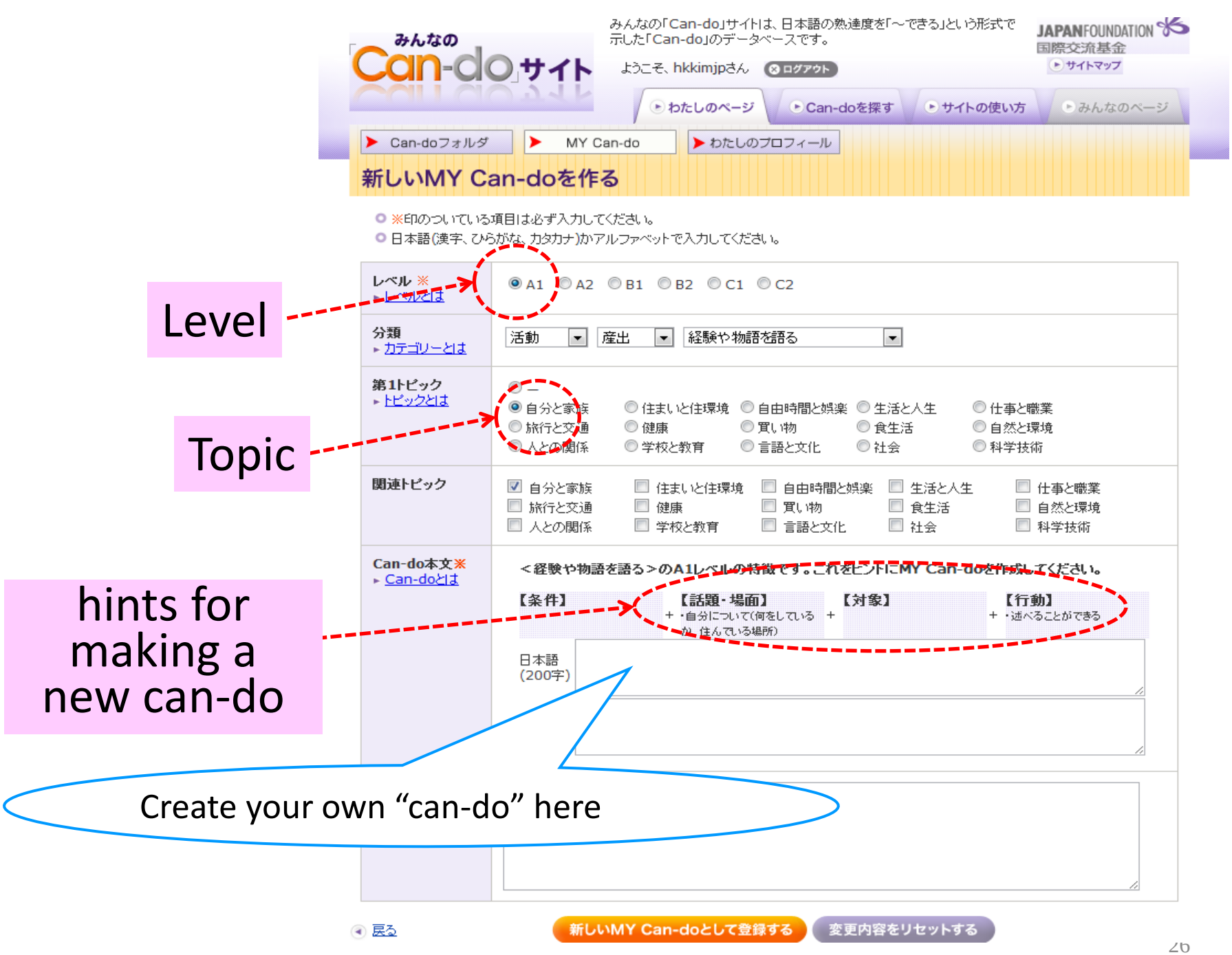
[topic:食生活 food and drink]

- Action: Something that a learner does in an actual language activity, such as listen and comprehend, read and comprehend, speak, write, converse, etc.

- Text type: Texts that a learner listens to, writes, speaks, and reads about, such as letters and articles, news and lectures, etc.

- Topic/Setting: Everyday topics, meeting settings, chosen topics, and other situations involving language activity

- Condition: Expressions which show consideration by the other party such as “speaking slowly”, whether there is prior preparation or not, etc.


みんなの Can-do サイト
みんなの「Can-do」サイトは、日本語の熟達度を「～できる」という形式で示した「Can-do」のデータベースです。
JAPANFOUNDATION 国際交流基金
ようこそ、hkkimjpさん
ログアウト
サイトマップ
わたしのページ
Can-doを探す
サイトの使い方
みんなのページ
Can-doフォルダ
MY Can-do
わたしのプロフィール
新しいMY Can-doを作る
※印のついている項目は必ず入力してください。
日本語(漢字、ひらがな、カタカナ)かアルファベットで入力してください。
レベル ※
レベルとは
A1 A2 B1 B2 C1 C2
分類
カテゴリーとは
活動
産出
経験や物語を語る
第1トピック
トピックとは
自分と家族
住まいと住環境
自由時間と娯楽
生活と人生
仕事と職業
旅行と交通
健康
買い物
食生活
自然と環境
人との関係
学校と教育
言語と文化
社会
科学技術
関連トピック
Can-do本文※
Can-doとは
＜経験や物語を語る＞のA1レベルの特徴です。これをヒントにMY Can-doを作成してください。
【条件】
【話題・場面】
・自分について(何をしている か、住んでいる場所)
【対象】
【行動】
・述べることができる
日本語
(200字)
戻る
新しいMY Can-doとして登録する
変更内容をリセットする
Level
Topic
hints for making a new can-do
Create your own “can-do” here

https://jfstandard.jp/cando/search/home/ja/render.do

Portfolio
for
learning and assessment

Portfolio in the JF Standard

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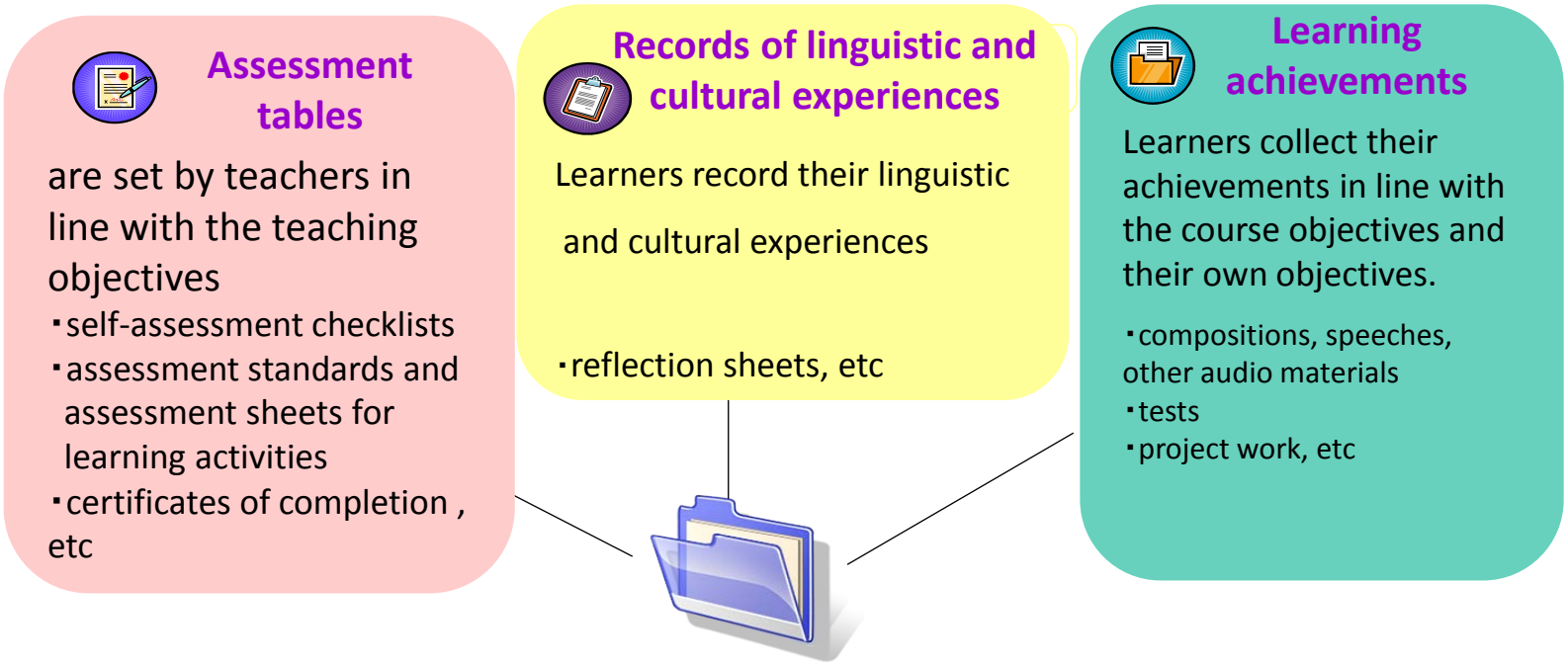
The portfolio is a tool which learners use to record and reflect on their learning process.

In the JF Standard, the portfolio is composed of the following three components: assessment tables, records of linguistic and cultural experiences, and learning achievements.



A Can-do check list for self-assessment

なまえ.....

★☆☆：しました　★★☆：できました　★★★

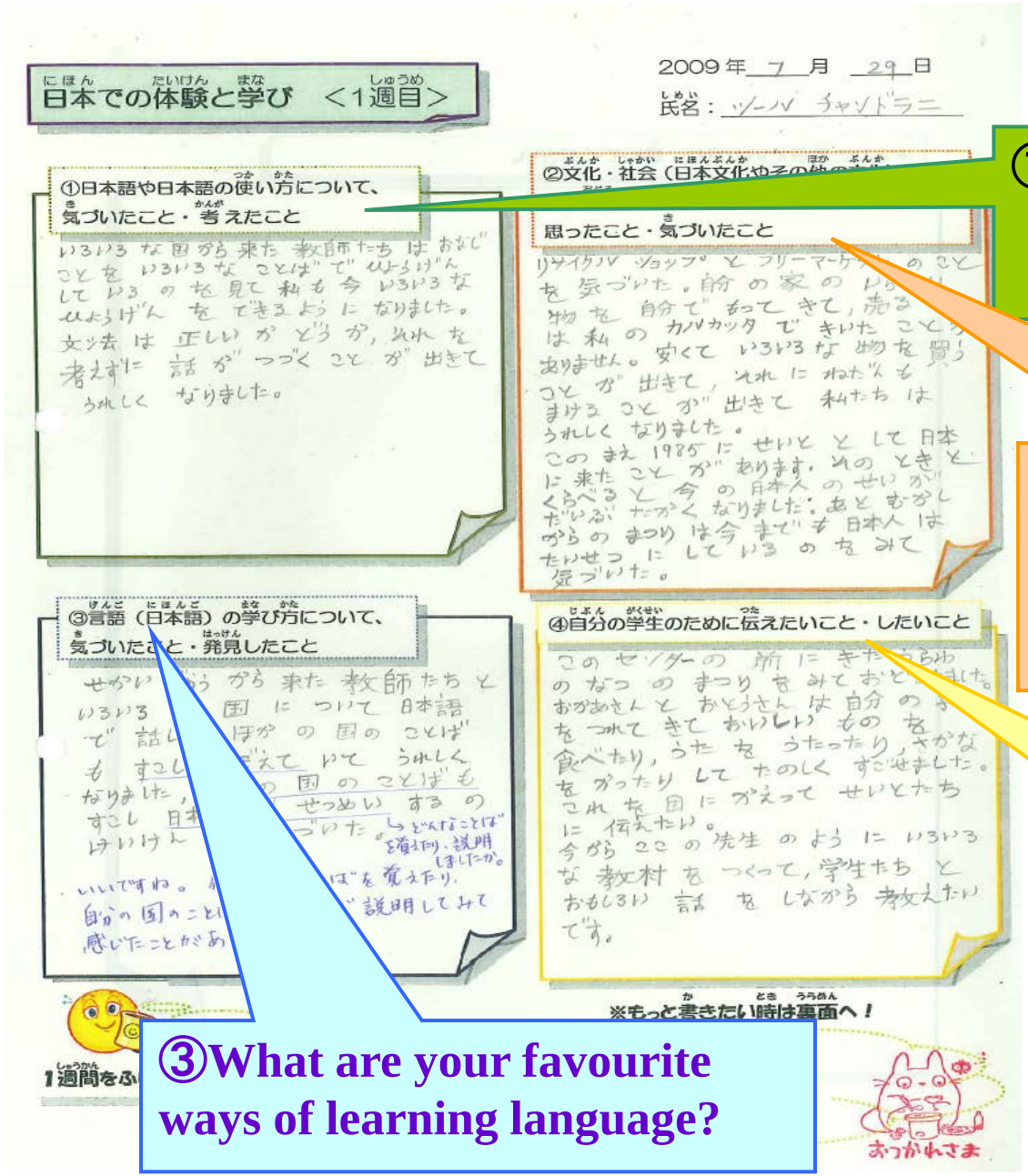
A2

	No	ひょうか	コメント
Talk briefly about where you/your family live and what you/they do	1	☆☆☆	
Say what language you speak with your family and friends	2	☆☆☆	
Talk about your hobbies	3	☆☆☆	
Read short, simple comments on someone's self-introduction on a website	4	☆☆☆	
Write short, simple comments on someone's self-introduction on a website	5	☆☆☆	
Talk about the change of seasons	6	☆☆☆	
Say what season you like and why	7	☆☆☆	
Talk about the weather in your daily greetings	8	☆☆☆	
Start a conversation over the phone by talking about the weather	9	☆☆☆	
Tell a friend some useful information about your town, using a map	10	☆☆☆	
Tell someone how to get to a place nearby	11	☆☆☆	
Correct some information misunderstood by someone	12	☆☆☆	
Describe the features of buildings seen in the distance	13	☆☆☆	
Talk with a friend about the time and place you will meet	14	☆☆☆	
Read an E-mail from a friend to say he/she will be late	15	☆☆☆	
Apologise for being late and give a reason	16	☆☆☆	
Invite a friend to visit a place of your recommendation / Respond to an invitation	17	☆☆☆	
Say that you would like to do something not included in the schedule	18	☆☆☆	

Exchange greetings
Read Japanese scripts
Use basic classroom expressions
Write your name and country in Japane
Give a simple self introduction
Read a business card
Talk briefly about your family
Tell about your family, using a family ph
Talk about your favorite foods
Help somebody get a drink
Talk about your breakfast
Say what your favorite dish is
Talk with a friend about where to go for
Read a menu
Order food and drinks at a hamburger s
Say what kind of house you live in
Say what you have in your house
Write an E-mail inviting someone to you
Ask/Help somone to put things on some
Visit / Welcome a friend
Show someone around your house
Read the name and address on a signb
Tell the time you do something
Talk about your daily routine
Talk about your schedule of this week
Talk about when to have a party
Write a birthday card

Record of Japanese language and cultural experiences

Teacher PD example



① What did you notice or think about regarding Japanese language and use?

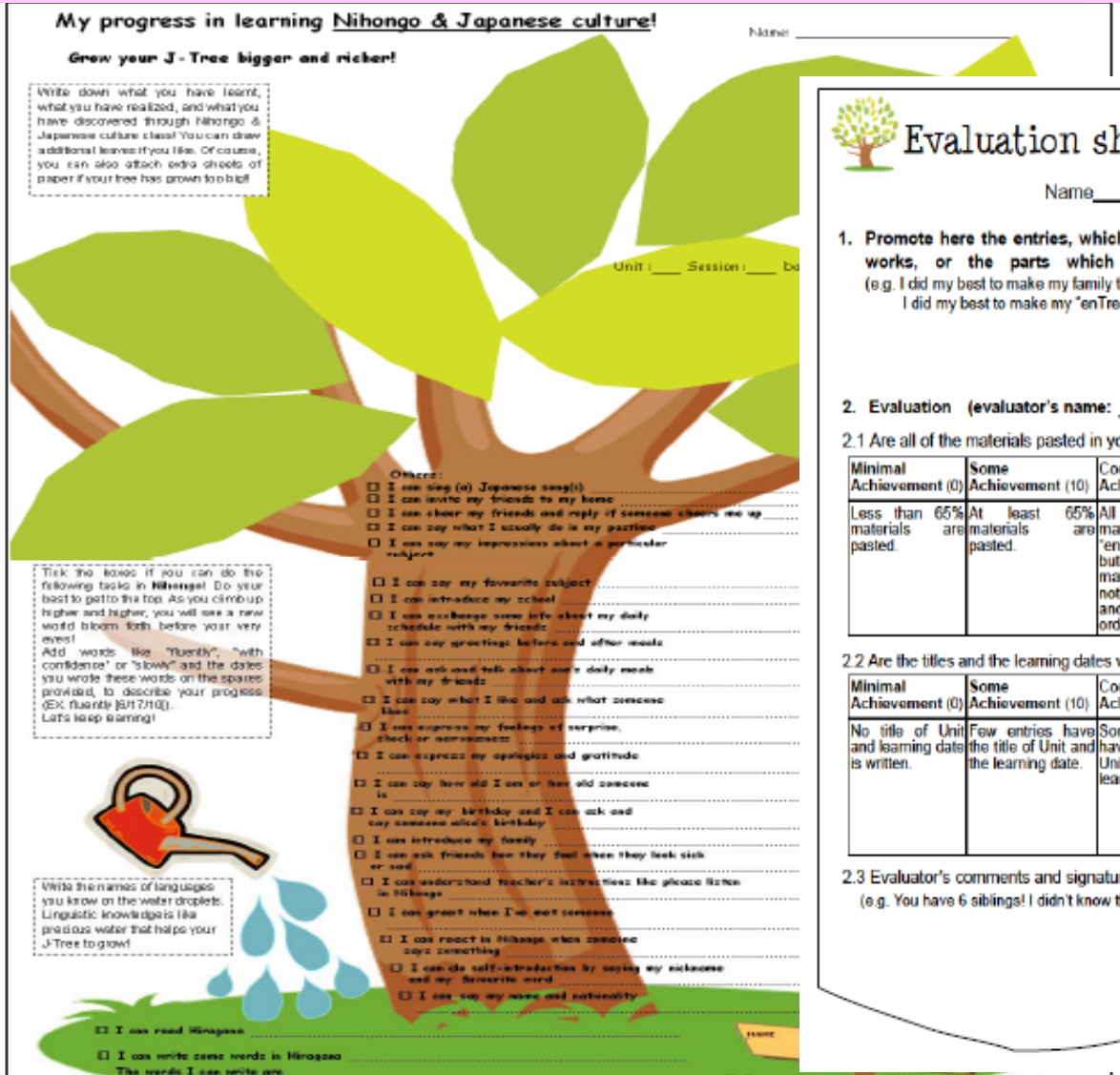
②What did you find surprising or interesting about Japanese society and culture, and other cultures?

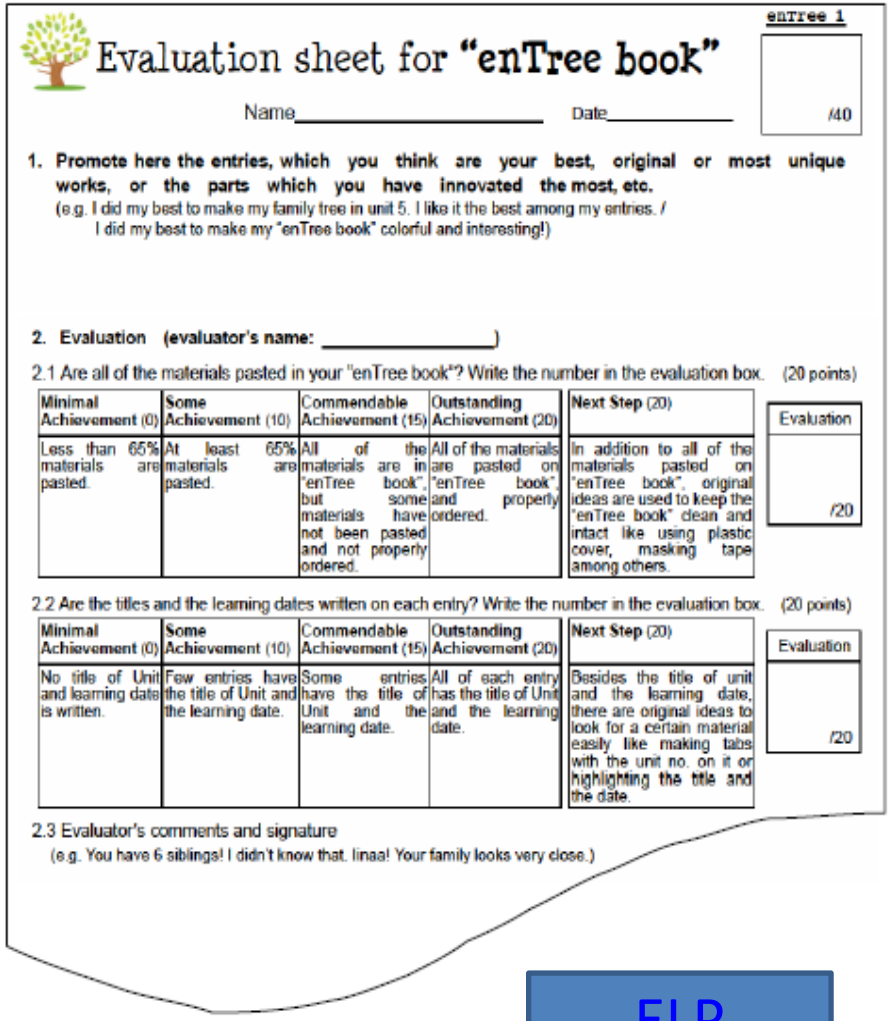
③What are your favourite ways of learning language?

④Did you find teaching ideas that would be useful for your students?

“enTree – Halina! Be A NIHONGOJIN” materials

developed by DepED/BSE, Philippines with the Japan Foundation





ELP

JAPANFOUNDATION 国際交流基金

トップページ | JFスタンダードとは | みんなの「Can-do」サイト | 活用事例 | 資料

JF日本語教育スタンダード

JF Standard for Japanese-Language Education

JF日本語教育スタンダードは、
日本語の教え方、学び方、学習成果の
評価のし方を考えるためのツールです

Simple guide in English

活用事例

JF スタンダードとは

JF日本語教育スタンダードをご活用いただく前に、お読みください。

●『JF日本語教育スタンダード2010』
ダウンロード（PDF/5.97MB）

●『JF Standard for Japanese-Language Education 2010』
※- p.p. 27 of Japanese edition
Download (PDF/4.97MB)

●『JF日本語教育スタンダード2010 利用者ガイドブック』
ダウンロード（PDF/7.05MB）

みんなの「Can-do」サイト

「Can-do」とは、日本語で何がどれだけできるかを「～できる」という形式で示した文です。
「みんなの「Can-do」サイト」では、目的に合わせた学習計画にそって「Can-do」を検索し、自由に編集することができます。

みんなの「Can-do」サイトへ

みんなの Can-do サイト

▶ みんなの「Can-do」サイトとは

活用事例

2012/06/13 JF日本語教育スタンダードを活用した事例
活用事例の論文等を4点ご紹介します。URLから閲...

2010/12/27 JF日本語教育スタンダードを活用した事例
JF日本語教育スタンダード開発過程において、CE...

①ブルン日本文化会館「CEFRの共通参照レベルとCan-doで初級シラバスを見直す ―講師の協働によるコース改善―」(PDF/410KB)

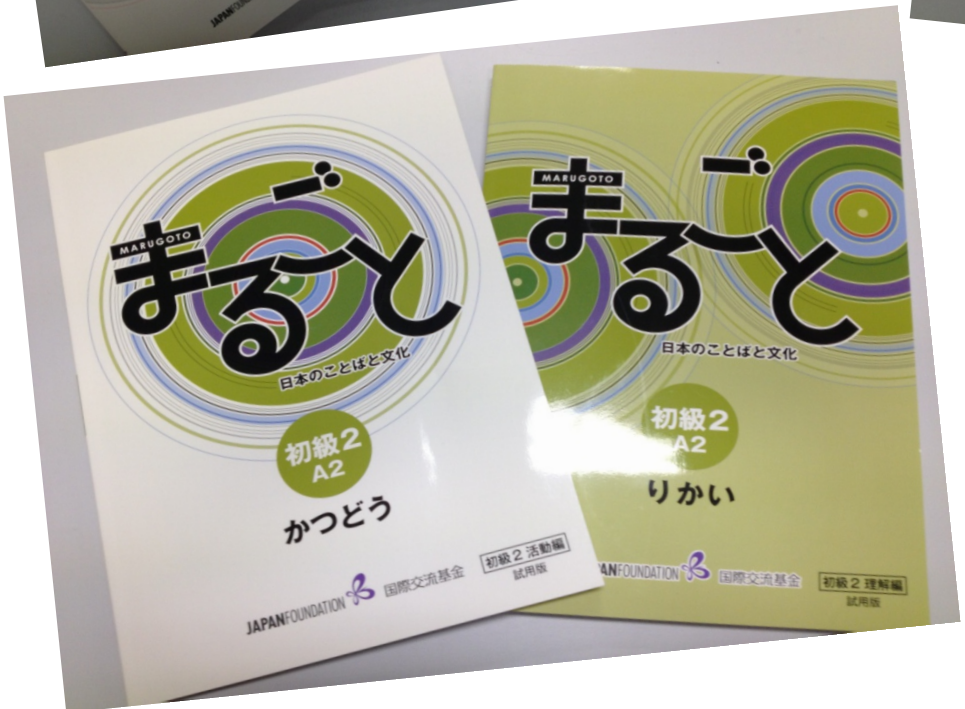
②ソウル日本文化センター「日本語上級コ

“MARUGOTO: Japanese language and culture”

A1(Starter)

A2(Elementary1)

A2(Elementary2)



Look at the Unit1：Lesson2-2

2 ひらがな・カタカナ・漢字
hiragana/katakana/kanji

1 にほんごは　どれですか。
Nihongo wa doredesu ka.

Hello　　你好　　안녕하세요

Guten Tag　　สวัสดี　　Здравств

Сайн байна уу　　こんにちは

ひらがな hiragana ..... いち、に、さん

漢　字 kanji ..... 一、二、三

ローマじ roomaji ..... ichi, ni, san

2 ひらがな？ カタカナ？ 漢字？
Hiragana? Katakana? Kanji?

(1) しんぶん
shinbun

1 ひらがな＋漢字
hiragana　kanji

2 カタカナ＋漢字
katakana　kanji

3 ひらがな＋漢字＋すうじ
hiragana　kanji　suuji

産経新聞　平成19年8月7日

(2) ざっし
zassni

1. ひらがな＋漢字（ b ）
hiragana　kanji

2. カタカナ＋漢字（　）
katakana　kanji

3. ひらがな＋カタカナ＋漢字（　）
hiragana　katakana　kanji

4. 漢字＋すうじ（　）
kanji　suuji

5. ローマ字＋ひらがな＋カタカナ＋漢字（　）
roomaji　hiragana　katakana　kanji

3 あなたの　まわりに　にほんごが　ありますか。さがしましょう。
Anata no mawari ni Nihongo ga arimasu ka. Sagashimashoo.

大学の日本語教育での活用に向けて

Implementation in Tertiary Education

大阪大学外国語学部

- 25言語の言語到達度評価制度

  (Achievement test in 25 languages)

  2007年度より1年次、2年次、3・4年次に
  Can-do statementsによる評価

- 各言語の到達目標(objectives of each language)

  http://www.sfs.osaka-u.ac.jp/jpn/index.html

Monash University

- CEFR in Australia

  an international language framework

  http://artsonline.monash.edu.au/language-framework/

慶應義塾大学外国語教育研究センター

- 行動中心複言語学習プロジェクト（Action Oriented Plurilingual Language Learning Project）

http://www.flang.keio.ac.jp/modules/tinyd0/index.php?id=493

Perspectives

- 言語教育政策の基本方針は何か

  At your university, what is the language education policy?

  -どんな力（人間）を育成するのか

  Which skills and understands are you developing?

- 行動中心複言語能力の開発（研究）

  Action oriented plurilingual competence development

  -カリキュラム

  -Objectives based on Can-do statements

  -言語ポートフォリオ

  -スキル重視のタスク型テスト(Performance testing)

  -contents, task-based teaching

http://www.flang.keio.ac.jp/webfile/AOPWeb/Chapter2.pdf

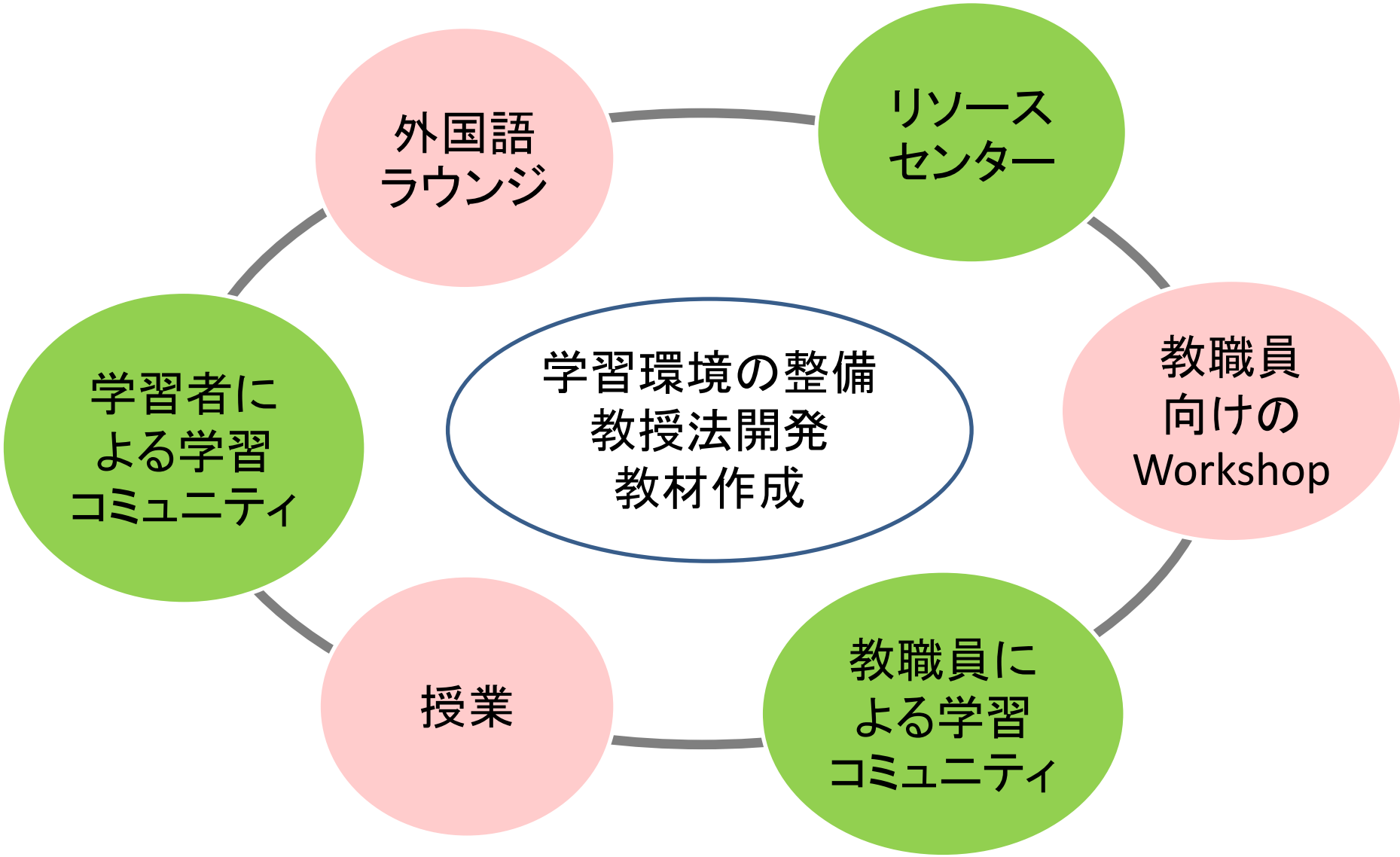
- 自律学習環境の整備

Autonomous learning environment

-on demand multimedia教材
-映像教材（Web）、Podcasting配信型教材
-resource sharing*
-大学間の連携（テレビ会議システム）

http://www.flang.keio.ac.jp/webfile/AOPWeb/Chapter2.pdf

• Resource sharing project



http://www.flang.keio.ac.jp/webfile/AOPWeb/Chapter2.pdf

Perspectives

- コース内の教職員間の対話（縦と横）

  Dialogue with faculty staff (vertical and horizontal)

- 大学内の他言語の教職員との対話

  Dialogue with staff from other languages

JAPANFOUNDATION

ご清聴ありがとうございました。

Websites:

“JF Standard for Japanese-Language Education”

http://jfstandard.jp

“Minnna no ‘Can-do’”

http://jfstandard.jp/cando

References

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Keddle, J.S. 2004 “The CEF and the secondary school syllabus.” *Insight from the Common European Framework.* Morrow(ed.) 2004. 43-54

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国際交流基金（2010）『JF日本語教育スタンダード2010（第二版）』
http://jfstandard.jp/pdf/jfs2010_all.pdf
https://jfstandard.jp/pdf/jfs2010_all_en.pdf (in English)

『JF日本語教育スタンダード2010利用者ガイドブック』
http://jfstandard.jp/pdf/jfs2010ug_all.pdf

「JF日本語教育スタンダード」 <http://jfstandard.jp/top/ja/render.do>
https://jfstandard.jp/pdf/CEFR_Cando_Level_list.pdf
https://jfstandard.jp/pdf/JF_Cando_Level_list.pdf

「みんなの「Can-do」サイト」 <http://jfstandard.jp/cando/login/ja/render.do>