

## 刊行にあたって

国際交流基金では、世界の日本語教育の動向を把握するため、「海外日本語教育機関調査」を実施しています。前回の調査（2003年度）では、海外の日本語学習者が235万人を超えたことがわかりました。この調査のみでは十分に状況を把握できない新たな動きのある地域については、さらに詳細な調査を行っており、2002年3月に『中国日本語事情』および『ロシア・NIS諸国日本語事情』の二つの報告書を発行しました。今回は、ヨーロッパの日本語教育に関し、特に2001年に欧州評議会（Council of Europe）が発行したThe Common European Framework of Reference for Languages: learning, teaching, assessment（「ヨーロッパ言語共通参照枠組み」、以下「CEF」と略）をめぐる動きについて報告書をまとめました。

CEFは、現代言語分野でのカリキュラム、シラバス、試験、資格制度を開発するにあたっての共通の基盤を提供することを目指すものですが、CEFを実際の言語学習に用いるためには、European Language Portfolio（ELP）があります。これは、①Language passport（言語パスポート）：CEFの共通参照レベルで定義された6レベルに沿って言語能力を記入し、提示できる。②Language biography（言語学習記録）：学習者自身が学習過程や達成度の自己評価を行い、今後の学習計画に活用する。③Dossier（資料集）：学習成果を保管する、の3点から成っており、ヨーロッパ各地で独自の開発が進められているところです。このCEFやELPはヨーロッパ言語に限られたものではないため、日本語に関してもシラバスや能力基準を開発する際に参考になることも多く、今後の日本語教育発展のためには、これらを活用していくことを考えていく必要があります。

この調査は、欧州内に幅広いネットワークを持ち、ヨーロッパの日本語教育の現場に明るいヨーロッパ日本語教師会に調査業務を委託いたしました。非常に多忙な中で調査・執筆作業を進めていただいた執筆者・ご協力者の方々に心より感謝申し上げます。

本報告書が、今後の日本語教育の発展のための一助となれば幸いです。

国際交流基金

## はじめに

2001年、ヨーロッパ日本語教師会（AJE）が共催した英国ケンブリッジでの「第6回ヨーロッパ日本語教育シンポジウム」の折、ヨーロッパ内での日本語教育の内容を語るのに、共通の言葉がない、比較するのに、共通の基盤がないことを多くの参加者は実感した。早速、有志によって研究会が発足したが、ヨーロッパ各地にいる会員たちは、物理的にも経済的にも実際に集まることができない状況下、思うような進展はなかった。翌2002年、ブダペストでのシンポジウムのAJE総会にて、AJEのプロジェクトとして企画、実行して行くことが決議された。その後、資金援助を得るために国際交流基金との交渉に入り、2003年7月にこのプロジェクトは委託業務として発進したのである。それから1年半、ようやくここに日の目を見ることになった。

このプロジェクトは「ヨーロッパの日本語教育事情～Common European Framework for Languagesをめぐる～」と題され、目的は欧州評議会が制定したThe Common European Framework of Reference for Languages（ヨーロッパ言語共通参照枠組み：以下「CEF」）を把握し、それが域内の日本語教育におよぼす影響や効果を展望することであった。そのためには、日本語教育の取組みが顕著な国、最新動向が窺われる国を主な調査対象とし、CEFの制定にともなう動向を観察した。一方で、AJEの初の企画プロジェクトとして、AJEの活性化、会員間の情報および知識の共有を目指すものでもあった。プロジェクトの遂行に際し、会員からの協力、情報提供の結果8か国の調査が可能となった。残念ながら、北欧と南欧の調査は、今回はできなかった。

CEFは、1970年代から始まった欧州評議会の言語教育への施策を背景に、1991年のルシユリコンのシンポジウムでヨーロッパ共通の言語能力を規定する枠組みの設定案が出されてから、およそ10年の検討を経てでき上がったものである。言語とは何か、言語教育、言語学習とは何かを熟考し、ヨーロッパにとって何が必要かを考えてきた先見の明、視野の広さ、広範囲の協力体制などには、目を見張るものがある。この背景には、言葉というものと真剣に取り組まなければならないというヨーロッパの宿命があると思われる。ヨーロッパの統合、ヨーロッパ市民としての自覚を目指したとき、多文化、多言語は障害となるべきものではなく、価値ある遺産だと考えられている。“Unity in diversity”（多様性の中での結束）という表現が使われるが、言葉は力、ヨーロッパをヨーロッパならしめるものだと、気づかされた。

このようなヨーロッパにおいて、日本語教育の現状を調査し、直面している課題、そして将来の可能性を探ってみた。調査国における日本語教育は、健闘している。しかし、大きな変動期にあるヨーロッパで、日本語教育は関係ないと、蚊帳の外にいるわけにはいかない。仲間に入らないか、と誘われるのを待っていては、いつまでも仲間には入れてもらえないだろう。存在を主張し、自分が仲間に入ることの価値を訴えていく必要がある。そのためには、同等の知識を有し、相手の土俵で戦えるようになるための努力をしなければならない。日本語教育も、国際的に比較可能で、明瞭な能力評価基準を持つ時期ではないだろうか。

本プロジェクトは、調査者が個人の時間を使って限られた調査を行ったもので、本書の調査結果、記載情報は網羅的なものではないし、刻々と動いているヨーロッパの状況のすべてを記すことは不可能でもある。また、本書に述べた見解はプロジェクト委員会のみのものであり、AJE 全体のものではないことも断っておく。しかしながら、本書を出発点として、将来へつながってくれればと願い、ウェブサイトを中心とした情報源をできるだけ提示するようにした。各地で情熱を傾け、日々奮闘している日本語教育関係者の皆さんの一助になれば幸いである。

最後になったが、このプロジェクトは、国際交流基金との委託契約の機会を得なければ、遂行できなかった。ここに記して感謝の意を表したい。また、各国の調査にあたり、多くの会員、関係者の温かい協力を得た。心より感謝申し上げる。

2005 年 1 月

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# Learning and Teaching Japanese Language in Europe and the *Common European Framework of Reference for Languages*

## Executive Summary

In recent years, globalization has increased not only in the economic and political arenas, but also in educational and cultural contexts. More and more people are crossing borders for study and research, and we are seeing increasing numbers of people, at varying stages of proficiency, learning Japanese at a variety of institutions. Some learners spend time in a different country as part of the Erasmus Programme, the Junior Year Abroad scheme, or as participants in an exchange agreement with a Japanese university. In such cases, when a learner says that he or she has completed “Intermediate Japanese,” what does this mean? It has become apparent that the information available is limited, and in order to have a clearer idea of the levels in other programmes/institutions/countries, there is a need for a common language to describe those levels and to measure the proficiency of those learning Japanese language. In Europe, where diverse languages co-exist, the need for a common framework of languages has already been addressed, and it provides a common basis for language learning.

The Association of Japanese Language Teachers in Europe (AJE) proposed and undertook a project to survey the latest developments in the field of modern languages, especially in the learning and teaching of Japanese language, in Europe. The focus of the project was to study and observe the implications of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEF) published by the Council of Europe in 2001 and to examine its significance for learning and teaching Japanese language in Europe. The project, which was commissioned and funded by the Japan Foundation, began in July 2003, and this is the report on the findings of the survey and some suggestions.

The following eight countries were surveyed by AJE members: Belgium (the Flemish community), France, Germany, Hungary, Ireland, the Netherlands, Switzerland, and the United Kingdom (England).

## Chapter 1 Trends in Language Learning in Europe

### 1.1 Language Policies of the Council of Europe and the European Union

Founded in 1949, the Council of Europe (COE) is the European continent’s oldest political organization, and it currently has 46 member nations. The major aims of the COE are to defend human rights and democracy, to standardize social and legal practices, and to promote a European identity. Japan has observer status, along with Canada, Mexico, the United States, and the Vatican.

The European Union (EU) is group of 25 European countries committed to working together for peace and prosperity. It is a unique organization in that Member States delegate some of their sovereignty. All EU decisions and procedures are based on the Treaties, which are agreed by all the EU countries.

Language policy has been the COE’s domain for some time. It established the European Centre for Modern Languages to work together with its main Language Policy Division “to promote plurilingualism and pluriculturalism among citizens in order to combat

intolerance and xenophobia by improving communication and mutual understanding between individuals.” In the 1960s, the COE took the position that language learning should not just be for an elite group and endorsed the universal learning of modern foreign languages. *The Threshold Level* (van Ek, 1975) published by the COE had a major impact on communicative language teaching. This eventually led to the development of the CEF, which will be further detailed in chapter 1.3.

The EU, on the other hand, considers language vital for the single European market. The EU takes the view that its multiplicity of different traditions and languages is a valuable asset for Europe so they should be preserved and promoted. The Socrates Programme (including the Erasmus Programme) and the Leonardo da Vinci Programme specifically support educational and language enhancement. The EU has identified becoming “the most competitive and dynamic knowledge-based economy in the world” as a major strategic goal for 2010, and has laid out concrete objectives to be attained. A work programme called “Education and Training 2010” has been set up to make the educational and training systems in Europe “the worldwide quality reference by 2010.” Improving foreign language learning is one of the objectives and it addresses the need for everyone to learn two or more foreign languages, in addition to their mother tongues, from an early age. To achieve this objective, “Promoting Language Learning and Linguistic Diversity: An Action Plan 2004–2006” was drawn up by the European Commission. In this document, the CEF and the European Language Portfolio (ELP) are commended as highly valuable in providing a secure basis for language learning.

## 1.2 The Bologna Process

In 1998, ministers in charge of higher education in France, Germany, Italy, and the United Kingdom signed the Sorbonne Declaration on the “Harmonization of the Architecture of the European Higher Education System.” The following year, 29 European ministers in charge of higher education signed the Bologna Declaration on establishing the “European Area of Higher Education by 2010.” The Bologna Declaration’s objective is to adopt an easily comparable degree system with two main cycles (undergraduate/graduate), to establish a system of credits (such as the European Credit Transfer System: ECTS), and to promote European co-operation in quality assurance in recognizing degrees and qualifications (such as the Diploma Supplement). The implementation of this Declaration is known as the Bologna Process, and the signatory countries have since increased to 41 countries. Achievement of these objectives will create greater ease of mobility and enhance the worldwide attractiveness of the provision of higher education in Europe. The current situation reveals that 80% of European countries have established or are planning to establish the two-cycle system and ECTS.

## 1.3 *The Common European Framework of Reference for Languages* (CEF)

*The Common European Framework of Reference for Languages: Learning, Teaching and Assessment* (commonly referred as CEF) is the culmination of a process that the COE has actively pursued since 1971, when it began the development of the Threshold Level. The CEF was published by the COE in 2001, having undertaken an extensive process of scientific research and wide consultation. It describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they need to develop so as to be able to act effectively. The aims of the CEF

are to provide a common basis for language courses, syllabuses, and qualifications in order to enhance transparency, and to promote and facilitate co-operation among different countries in the field of modern languages. Thus, the CEF provides a basis for the mutual recognition of language qualifications, in turn facilitating educational and occupational mobility. The CEF is of particular interest to course designers, textbook writers, testers, teachers, and teacher trainers, and it is increasingly used in the reform of national curricula and by examination providers.

One of the aims of the CEF is to help to describe the levels of proficiency required by existing standards, tests, and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose, the Common Reference Levels (CEFR: CEF Reference) have been developed. The CEFR sets six levels: A1 (Breakthrough level), A2 (Waystage level), B1 (Threshold level), B2 (Vantage level), C1 (Effective Operation Proficiency), and C2 (Mastery). These levels are introduced using ‘illustrative descriptors’ that were developed and validated during the research process. The ‘illustrative descriptors’ use ‘can do’ statements to describe language proficiency. The global scale is the summary of each level of the CEFR in single paragraphs. The most widely used CEFR is the self-assessment grid, which has the six levels described according to different language skills.

There are many examples of authorities and institutions adopting the CEF into curricula. As the CEFR became increasingly prominent in assessing the level of proficiency in various examinations and certifications, a complex issue that was put into a simple question “How do I know that my Level B1 is the same as your Level B1?” was addressed. The result is the pilot edition of the “Manual for Relating Language Examinations to the CEF,” which was created in order to assist examination providers to develop, apply, and report transparent, practical procedures to help them situate their examination in relation to the CEF.

#### 1.4 European Language Portfolio (ELP)

The European Language Portfolio (ELP) is a document in which those who are learning or have learnt a language, whether at school or outside school, can record and reflect on their language learning and cultural experiences. The portfolio contains a ‘language passport’ section which its owner regularly updates. A CEF self-assessment grid is provided so the owner’s language competences can be described according to CEF, common criteria accepted throughout Europe, and which can serve as a complement to customary certificates. The document also contains a detailed ‘language biography’ section describing the owner’s experiences in each language and which is designed to guide the learner in planning and assessing progress. Finally, there is a ‘dossier’ section where examples of personal work can be kept to illustrate one’s language competences. There are around 70 validated ELPs developed in different countries targeted at different learners. The ELP is used as an educational tool in many institutions to assist language learning.

## Chapter 2 Survey of Eight Countries

This chapter reports on foreign language learning in general and the state of learning and teaching Japanese language in each of the eight countries/regions surveyed. Supplementary articles on aspects of CEF/ELP implementation and Japanese language learning

have been provided for each country.

## 2.1 Belgium (Flemish Community)

Japanese is taught at universities and adult education institutions. “Adult Education Modern Languages Training Profiles” based on CEF was developed by the Ministry of Education, and curricula are being designed to achieve the six CEFR levels. New curricula and materials based on CEF are already being used in 12 languages, including Japanese.

2.1.5 Higher education reform in Belgium and its effect on Japanese programmes

2.1.6 Using CEF reference level in adult education

## 2.2 France

The Ministry of Education has adopted the CEF and has implemented CEFR levels as attainment levels, setting B2 level as the goal at the end of secondary education. However, Japanese is not included in the list of languages adopting CEFR. Early language learning (from age 5) is to become compulsory by the autumn of 2005, and ELP has been presented as a useful device for use in secondary education.

2.2.5 Higher education reform in France and its effect on Japanese programmes

2.2.6 Japanese language teaching qualifications

## 2.3 Germany

Within the National Education Standard, the CEF-compliant Foreign Language Standard was adopted in 2004. Each state sets its own curricula, and in Nordrhein-Westfalen state, the attainment level of 1<sup>st</sup> and 2<sup>nd</sup> foreign languages at the end of secondary education is B2, while Japanese, being the 3<sup>rd</sup> foreign language, is set at B1 level. The use of ELP is widely considered to aid language learning in primary and secondary schools, and several ELPs have been validated.

2.3.5 Higher education reform in Germany and its effect on Japanese programmes

2.3.6 Language specialist school and use of ELP in Thüringen State

## 2.4 Hungary

Hungary made a sweeping reform of its educational system prior to accession to EU membership in 2004 in order to conform to EU standards. In the new National Core Curriculum, the language learning standard was set based on CEF, making B1 or B2 level the attainment level at the end of secondary education. Japanese also had to conform to the standard, so a new exam specification was hastily devised by the Japanese Teachers Association of Hungary.

2.4.5 New university entrance examination and Japanese language

## 2.5 Ireland

The Language Initiative has successfully introduced the Japanese language into secondary education, but the future is uncertain after 2006, when the funding will expire under this plan. Ireland has been a forerunner in developing ELP, and there are cases in which individual teachers used an ELP translated into Japanese for Japanese learning.

2.5.5 Japanese language learning in secondary schools in Ireland

2.5.6 The use of ELP for learning Japanese in Ireland

## 2.6 The Netherlands

There are no Japanese courses offered in primary or secondary education. At the university level, the number of institutions offering Japanese has decreased in recent years. CEF is being introduced as part of the promotion of language learning and the Dutch Construct Project has been established to relate exams to CEF.

2.6.5 Recent issues in Leiden University: Bologna Process and CEF

## 2.7 Switzerland

As the first developers of ELP, the ministers of education of the states encourage the use of ELP, and there are ELP advisors appointed in each state. Befitting a nation with four official languages, ELP is also used by firms such as the Post Office and the National Railway to promote language learning. Japanese language is offered in a number of secondary schools, and ELP is used, aiming at level A1/A2.

2.7.5 Japanese language learning and the use of ELP in Switzerland

## 2.8 The United Kingdom

The Department of Education and Skills launched the National Languages Strategy in 2002, which stated that all primary schools should introduce language learning by 2010. In 2003, it also announced that language learning would no longer be compulsory for 14–16 year olds. In order to accredit the languages learned, a new recognition scheme called Languages Ladder to complement the existing qualifications and the CEFR is being piloted. Japanese is one of the languages included in the scheme.

2.8.5 Recent policies on modern foreign language and qualification frameworks

2.8.6 Japanese language learning in primary school

# Chapter 3 Prospects for Learning and Teaching Japanese Language

## 3.1 Issues in the learning and teaching Japanese language in Europe

- Due mostly to financial reasons, there have been closures of Japanese departments and courses.
- The number of learners is increasing, putting pressure on resources.
- Learners are becoming more diversified; more young learners, more learners with previous knowledge, fewer learners with academic interest.
- It is unrealistic to have the same goals and curricula as those used for other European languages, as most schools demand.
- At universities, as language learning is not considered an academic field, the teaching staff are undervalued.
- Transparent and coherent assessment criteria are needed.
- Mobility and employability require transparent and comparable qualifications/records of results.

- Status of Japanese teachers is low, and their working conditions are unstable.
- There is a shortage of qualified teachers of Japanese. Very few institutions offer courses for qualification in Japanese language teaching.
- More training opportunities for teachers are required.

### 3.2 Perspectives on the learning and teaching Japanese language in Europe

From the way Europe is moving, how can the Japanese language capture some sense of its direction and what can be done to enhance its position?

- LLL=Life Long Learning and Early Language Learning  
As Europe is pushing all citizens to learn two or more languages from an early age and making it a lifelong activity, it is essential that Japanese language be made widely available as an option.
- More active use of e-Learning and ICT  
All EU citizens are to be IT literate and schools are to be linked across all of Europe. There is no reason why Japan cannot also be linked/twinned with schools in Europe.
- CLIL= Content and Language Integrated Learning  
CLIL is teaching a subject through the medium of a foreign language and is strongly promoted throughout Europe. As a number of teachers already teach Japanese on top of their main subjects, this is not difficult to achieve. There should be encouragement and support to entice teachers of Japanese to get involved in CLIL, such as providing teaching materials.
- Teacher Training  
As a part of language teacher training, it is required to spend time in a country where the target language is spoken. Japan should provide the opportunity for prospective teachers.

### 3.3 What we can learn from CEF

- A firm and clear notion of language, language teaching, and language learning; long-term planning and funding; solid theory; and empirical research are all essential to provide a reliable and relevant framework.
- Economic and political needs must be taken into account; transparency and comparability are the keys for mobility.
- COE initiated, but many countries took leading roles in coordinating the implementation of CEF.
- CEF/ELP is open, as most documents are on the Internet, and can be downloaded free. It provides user guides, manuals for relating exams, conference presentations, etc., thus making it accessible for all those interested.

### 3.4 Toward the future of learning and teaching Japanese language

There is an urgent need for a transparent and coherent guide for learning and teaching Japanese language worldwide. *Profile Deutsch*, an adaptation of CEF for German as a foreign language was written by specialists from Germany, Austria, and Switzerland with public funding in 2002. It is a database on CD-ROM in which CEF categories are illustrated and defined with linguistic means for A1 to B2 levels. Guidelines for French as a foreign language were also published in 2004 by France, Belgium, and Switzerland in a refer-

ence book called *Un Référentiel* to describe the CEFR level B2.

We propose that Japan take the initiative in providing reliable, empirically validated descriptors of the Japanese language, make a transparent and comparable framework of levels, and provide tools to use them, such as check lists and examinations. Only with such a firm foundation can the teachers of the Japanese language worldwide promote with confidence what they are delivering.

#### AJE-CEF Project Team

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