

# Rethinking the use of CEFR in Taiwan –

## What Adopted & What Not

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### Abstract

The CEFR has been ‘borrowed’ by the Ministry of Education in Taiwan since 2005, aiming to establish a common yardstick against which learners’ English proficiency can be measured. Having been mandated in Taiwan for a decade, the CEFR has had several positive impacts as well as difficulties and problems in its application in the local education context. Therefore, it is necessary to rethink the use of the CEFR in Taiwan. The speaker suggests that the CEFR has been overtly used in testing and assessment in Taiwan, but its significance in promoting transparency and coherence in language teaching and empowering autonomous learning has been overlooked. The speaker proposes that the current asymmetric application of the CEFR in assessment be improved to achieve better balance between learning and assessment.

### Presentation outline

- CEFR – A brief introduction
- The use of CEFR in Taiwan
  - Status quo since 2005
  - Problems and issues
- How to make better use of CEFR in Taiwan?
  - The implications of CEFR for curriculum, pedagogy, and assessment
- Suggestions and conclusion

Global Scale

Proficient User	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.
Independent User	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 & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	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 everyday expressions 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. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.