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研究課題	The new features of the CEFR and CEFR/CV (mediation, constructing meaning, etc.) and sustainable foreign language learning and teaching
報告の概要	<p>研究目的 および 研究概要</p> <p>In the year 2020 the revised and augmented version of the CEFR (2001), called CEFR Companion Volume (hereafter CEFR/CV), was published. It showed some new features, such as mediation, co-constructing meaning, collaborative learning among others. The discussion and impact were right away visible in Europe, in Japan and elsewhere. These new features are putting the emphasis on the learner as a social agent engaging and interacting with her/his environment. This study will look into the new features from the perspective of sustainable learning. The research question is: How and to what extent does the CEFR/CV envision and support sustainable learning of foreign languages? Sustainability is related to the goals of the OECD for 2030 and related to the 4-5 Cs of 21st century skills. To find out curriculum, syllabus, teaching materials and research articles will be examined and interviews with stakeholders conducted.</p> <p>研究の 結果</p> <p>There are many studies on the CEFR and especially in Japan. The CEFR-J project was developed as a localized adaptation for English learning in the secondary education. The core project was conducted between 2004 and 2025 and is one of the few bottoms up and top down approaches to foster foreign language education in a sophisticated way. It is an outstanding example. The Tokyo University of Foreign Studies is still conducting a project with 27 languages (see Yukio Tono in <i>CEFR Journal -Research and Practice</i> Volume 1, May 2019) including the German language. This will be a very good example.</p> <p>研究の 考察・ 反省</p> <p>The CEFR is open to any language and is unspecific to this point. Yet, many adaptations and research projects have a specific focus on English language education. To that extent the vision of sustainability cannot be achieved easily. Foreign languages education does the same processes for each language and needs therefore still a lot of resources and energy. This is something that have to be considered further on and needs to be researched.</p>
<p>研究発表 学会名 発表テーマ 年月日/場所</p> <p>研究成果物 テーマ 誌名 巻・号 発行年月日 発行所・者</p>	<p>※この欄は、本報告書提出時点で判明している事項についてご記入ください。</p> <p>CEFR-J Symposium 2025、invited plenary speaker Action Research – Give it a try! – A way forward for CEFR, CEFR CV and CEFR-J implementations 2025年3月25日、京都大学</p> <p>「Using the CEFR as a Conceptual Tool for Action Research. (Chapter 1).」 『Putting CEFR into practice through Action Research - Reflecting on Principles for Foreign Language Teaching』 2024年11月20日 Singapore: Springer. pages 3 - 18. Schmidt, M. G. & Bower, J. V. (authors); Birch, G. C., Nagai, N., Schmidt, M. G. & Bower, J. V. (eds.)</p> <p>「Offene Bildungsmaterialien - Open Educational Resources (OER) - オープン教育リソース, Offene Lehrmaterialien -オープン教材」 日本大学文理学部『ドイツ文学論集』46号, 1-7 2025年3月25日, 東京, シュミット、マリア・ガブリエラ</p>