

# 英検ライティングスコアと CEFR レベル対応付け

## 調査報告書

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## 目次

調査概要 p3

調査背景 p3

英検ライティング特色 p3

CSE スコア概要 p4

これまでに行われた他テストとの相関性検証 p4

スタンダードセッティング手法 p4

対応付けパネリスト p4

事前トレーニング p4

対応付け当日のアクティビティー p5

分析 p6

結果 p6

考察 p6

参考文献 p6

付録 1. 事前トレーニング資料 p7

付録 2. 英検ライティング対応付け スケジュール p29

## 調査概要

CEFR(The Common European Framework of Reference)はリーディング・リスニング・ライティングとスピーキングの英語能力を6つのレベル(C2, C1, B2, B1, A2, A1)に分けて記述するものである。本研究においては、事前にCEFRや英検ライティングに関する概要やタスク設計に関してトレーニングを行った英語教育やテスト開発に関連する専門家(各技能12名)が英検(1級、準1級、2級、準2級、3級)ライティングスコアをCEFR各レベルに対応付けを行った。本対応付けにおいては、コントラasting・グループ法を用いて、CEFR C1, B2, B1, A2, A1の5つの境界に当たるスコアを各級で求めた。

## 調査背景

試験をCEFRに対応付けることは、一つまたは複数のスコア切断点を設定する「スタンダードセッティング」というプロセスを行うことを前提としている。ここで設定されたスコア切断点は、受験者のスコアを二つまたはそれ以上のCEFRレベルに対応付けるものである。

↑英検は実用英語の観点で1級から5級まで7つの級で構成され、1級から3級まで4つの技能(リーディング・リスニング・スピーキング・ライティング)をそれぞれ測定することが可能である。これまでの上記対象級に関するリーディング・リスニング及びスピーキング3技能に対するCEFRとの対応付け及び外部試験との比較検証により、1級はC1、準1級はB2、2級はB1、準2級はA2、3級はA1という検証結果を元にして、今回英検ライティングをCEFRに対応付けを行った。

対応付けを行うにあたっては、欧州評議会が2009年に発行したRelating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (以下、Manual)に提唱される5つのプロセス(Familiarization, Specification, Standardization training/benchmarking, Standard setting, Validation)を経て、その手法の妥当性を検証した。

## 英検ライティング特色

- ・1級から3級まで、文字数等の詳細は異なるが、与えられたトピックに対して、その意見と理由を述べるタスクが出題されている。指定される文字数は以下の通り：
  - 1級：与えられたトピックに対して、意見と3つの理由を導入、本文、結論からなる200-240語の英文で作成。
  - 準1級：与えられたトピックに対して、意見とその理由を導入、本文、結論からなる120-150語の英文で作成。
  - 2級：与えられたトピックに対して、意見と2つの理由を80-100語の英文で作成。
  - 準2級：与えられたトピックに対して、意見と2つの理由を50-60語の英文で作成。
  - 3級：与えられたトピックに対して、意見と2つの理由を25-35語の英文で作成。

### CSE スコア概要

英検ライティングはアナリティック採点方式を採用し、内容・構成・語彙・文法の4つの観点で答案の採点を行っている。受験者の各答案に対して付与された評点はIRT (Item Response Theory) を用いたスコアリングを経て、英検 CSE (Common Scale for English) スコアが算出される。

### これまでに行われた他テストとの相関性検証

これまで英検は TEAP・センター試験・TOEFL ITP 等の他の英語試験とその比較検証を行っており、全て同一受験者が英検とその他の試験を受験した得られたデータが得られるよう設計された。

### スタンダードセッティング手法

スタンダードセッティングを行う方法は Manual においても多くのものが提案されており、対応付けを行う試験の置かれた状況等に応じて、適した方法を用いるのが良いとされている。以前行った対応付けにおいて、リーディング・リスニングは Modified Angoff 法、スピーキングには Body of Work 法を用いて対応付けを行ったが、今回の対応付けにおいてはコントラスト・グループ法を用いて、1 級から 3 級までそれぞれ Below A1/A1、A1/A2、A2/B1、B1/B2、B2/C1、の 5 つの境界に対する判定を行い、該当するスコアを定めた。

コントラスト・グループ法とは、受験者解答に対して CEFR レベル判定を行う方法で、Manual においても提案されている手法の一つであり、英検ライティングの対応付け方法として採用した。具体的には過去の試験を実際に受験し、予め上述の英検 CSE スコアが付与されている受験生の解答それぞれに対して、二つの隣接する CEFR レベルのいずれに該当するかを判定する方法を用いた。Manual においては、2 つのカテゴリ分け判定を行う場合、または 3 つ以上のカテゴリ分け判定を行う場合等が提案されている。今回は①Below A1/A1、②A1/A2、③A2/B1、④B1/B2、⑤B2/C1 の 5 つの境界に対してそれぞれ 10 名分の受験者解答を用意し、CEFR レベル判定を行った。

### 対応付けパネリスト

英検ライティングの対応付けには 12 名が参加した。参加者は大学・高校で英語指導を担当している者、または試験作成及び面接官/採点官としての経験があるものが参加した。パネリストのうち 10 名が英語母語話者、2 名が日本語母語話者であった。

### 事前トレーニング(付録 1 参照)

対応付けへの参加者は事前に以下の内容のトレーニング資料を精読し、与えられたタスクを終了することを義務付けられた。

1a: CEFR との対応付けを行う本プロジェクトの狙いを理解する。

1b: 他の参加者との交流を深めるため自己紹介を作成する。

2a: CEFR 概要や各レベルの記述文を理解する。

2b: CEFR に関する True/False クイズに取り組み理解を深める。

2c: ある CEFR レベルに該当する記述文に対してどのレベルに該当するかを当てはめるタスクに取り

組み理解を深める。

2d: CEFR 各レベルの記述文を主な特徴を捉えながら、75語で要約し、理解を深める。

2e: CEFR 各レベルに該当する英語学習者が実生活において出来ていることを想像して記述することで、記述文と実際に出来ることとをリンクさせて理解する。

3a: CEFTTrain を活用して参加者自身のライティング力を評価し、CEFR 記述文を用いた評価方法を理解する。

3b: CEFTTrain を活用して、CEFR 各レベル各技能の記述文を並び替えることで、より理解を深める。

3c/d: CEFTTrain を活用して、具体的な問題や英語学習者のパフォーマンスを評価する練習をする。

4a: 英検ライティングの開発背景やターゲットとなる構成概念・英語力レベル・試験時間やタスクの構成概念、評価基準を理解する。

4b: 英検ライティングテストに関するクイズに解答し、理解を深める。

4c: 直近の英検ライティングタスクを確認し、タスク設定や内容について理解を深める。

#### 対応付け当日のアクティビティー (付録 2 参照)

##### ・Familiarization

各技能対応付けを行う日程の最初に、事前トレーニングで予め参加者が学習していることを復習した。具体的には CEFR の開発背景や各レベルの記述文や特徴に関して再度説明を行い、各レベルの記述文において特徴的な表現や内容を洗い出して、さらに理解を深めた。

##### ・CEFR training

事前トレーニングの理解を確認するため、再度各レベルの記述文を該当するレベルに当てはめることができるかの確認タスクを行った。また、各レベルの総合的な記述文に加え、各技能のさらに詳細な記述文をレベルごとに紹介し、その理解を深めた。

##### ・英検ライティング training

英検 1 級、準 1 級、2 級、準 2 級、3 級それぞれで出題するタスクを紹介し、過去に出題された問題に対して該当する CEFR レベルを判定するタスクを行い、グループや全体での議論を行い、共通のイメージを構築した。

##### ・Mini standard setting

最後に CEFR 各レベルに最低限相当する受験者 (Minimally Competent Person) のイメージを共有した上で、実際に過去の英検ライティングで出題された問題に対して、Contrasting groups 法を用いて、実際の受験者のパフォーマンスが隣接する CEFR レベルのどこに該当するのかを判定し、グループや全体での議論を通して、共通のイメージを構築し、その手法を適用させる精度を高めた。

##### ・Standard setting

上述の Mini standard setting と同様、Contrasting groups 法を用いて、予め英検 CSE スコアが付与されている受験生のライティング解答それぞれに対して、二つの隣接する CEFR レベルのいずれ

に該当するかを①Below A1/A1, ②A1/A2, ③A2/B1, ④B1/B2, ⑤B2/C1 の5つの境界に対してそれぞれ10名分の受験者解答を用意し、CEFR レベル判定を行った。

### 分析

最終的に行われた対応付けの結果は①Below A1/A1, ②A1/A2, ③A2/B1, ④B1/B2, ⑤B2/C1 の5つの境界において、それぞれのレベルと判定された受験者の英検 GSE スコアを対応付けに参加した者全員分の集計を行い、平均点を算出した。

### 結果

パネリスト全員の判定を集計した結果を、以前の検証で得られたリーディング・リスニング・スピーキング3つの技能から定められた CEFR 閾値と足し合わせた結果と既存の検証結果とを総合的に判断した結果、以下の通りとなった。

CEFR 閾値	
C1	2600
B2	2300
B1	1950
A2	1700
A1	1400

### 考察

先述の対応付け方法を用いて算出された英検 GSE スコアと CEFR 各レベル閾値の関係は上記の通りとなった。これまでに行われた他の英語試験との比較検証結果も踏まえ、4技能毎の閾値を足し合わせて4技能合算スコアにおける CEFR 閾値を上記の通り設定した。

### 参考文献

- Council of Europe. 2001. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge: Cambridge University Press.
- Council of Europe. 2009. Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). A Manual. Strasbourg: Language Policy Division.
- Brown, J.D., John, McE Davis., Takahashi, C., Nakamura, K. (2012). Upper-level EIKEN examinations: Linking, validating and predicting TOEFL iBT scores at advanced proficiency EIKEN levels.

# **Relating the EIKEN Test of Practical English Proficiency (EIKEN) to the Common European Framework of Reference for Languages (CEFR)**

## **Preparation Booklet**

## Introduction

Welcome to the Eiken Foundation of Japan's project for relating the EIKEN writing tests to the CEFR.

This booklet contains a series of training tasks that you must complete before attending on-site workshops. **The instructions for each task will be written in blue.**

We will ask you to email this completed booklet to us in two stages: once after you have completed tasks 1a through 2e, and once again at the end of the training period (see the schedule below for details).

Please type your answers and comments directly in this booklet as you go through each of the tasks. **The exception to this is task 1b (self-introduction), which will be a direct email to Eiken. Please email us this self-introduction as soon as possible.**

### Deadlines for the Home Training Tasks

It is very important that you are well prepared in advance for the actual Standard Setting workshops. We have provided a rough schedule for the Home Training. Please pace yourself and complete the tasks based on the schedule below so that your knowledge will be accumulated and you will have enough time to reflect on the material and email the completed tasks on time.

**\*Please note: If you will be taking part in the TEAP-CEFR standard setting workshops, you do NOT need to complete tasks 1a – 3d, as you have already completed them in the TEAP-CEFR booklet.**

Please adhere to the following schedule. It has been set so that you avoid cramming all of the tasks into a short period.

Task Completion Schedule	
1st period: Jan 26-Feb 2	Tasks (1a – 2e)
Feb 2	Email booklet to Eiken with above tasks completed
2nd period: Feb 2-Feb 12	Tasks (3a – end)
Feb 12	Email completed booklet to Eiken



## Checklist for Training Tasks (Table of Contents)

Below is a table containing a list of all the tasks you will be required to complete for this preparatory training. Please check them off as you complete each one.

Check✓	Your Tasks	Page
	<u>Task 0a: Read a description of the CEFR project</u>	
	<u>Task 1b: Self-introduction</u>	
	<u>Task 2a: Read an overview of the CEFR, the CEFR Global Scale, and an excerpt from the CEFR official document</u>	
	<u>Task 2b: True/false comprehension check</u>	
	<u>Task 2c: Descriptor and level check</u>	
	<u>Task 2d: Write CEFR level summaries</u>	
	<u>Task 2e: Real-world tasks</u>	
	<u>Task 3a: Assess your own foreign language proficiency (CEFTrain website)</u>	
	<u>Task 3b: Reconstruct CEFR scales (CEFTrain website)</u>	
	<u>Task 3c: Practice relating items to CEFR (Part 1) (CEFTrain website)</u>	
	<u>Task 3d: Practice relating items to CEFR (Part 2) (CEFTrain website)</u>	
	<u>Task 4a: Read about the EIKEN tests</u>	
	<u>Task 4b: Complete a quiz about the EIKEN writing tests</u>	
	<u>Task 4c: Read through recent EIKEN tests</u>	

# 1. About the CEFR Project

## [Task 1a: Read a Description of the CEFR Project](#)

### About CEFR

*The Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR) (Council of Europe, 2001) is a framework of reference that describes foreign language proficiency at six levels, ranging from beginner to advanced. It was developed by the Council of Europe in order to provide an objective, transparent, and cohesive planning tool in language education. The CEFR is widely used by language teaching practitioners in Europe and around the world as a reference for language curriculum design, material development, and assessment.

### Project Goal

The goal of this project is to investigate the relationship between the EIKEN writing test and the CEFR.

### Procedure

- ① Home Training: Panelists complete preparation assignments before the on-site workshops in order to become familiar with the CEFR bands and descriptors and with EIKEN.
- ② Standardization Training: Panelists attend the on-site workshops and do more training activities, using additional descriptor scales and assessing sample test items for practice.
- ③ Standard Setting: Panelists review EIKEN test items and examinee performances and place them into the appropriate CEFR level.

The above procedure is based on recommendations in *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). A Manual*. (Council of Europe, 2009).

## [Task 1b: Email a self-introduction](#)

Please send us an email in which you introduce yourself in 100 words or less. As we will all be working closely together during the workshops, let's get to know each other. Please include such information as where you are from, where you work, your professional background, and anything else you would like to share. **Your self-introduction will be shared with the other panelists via email.**

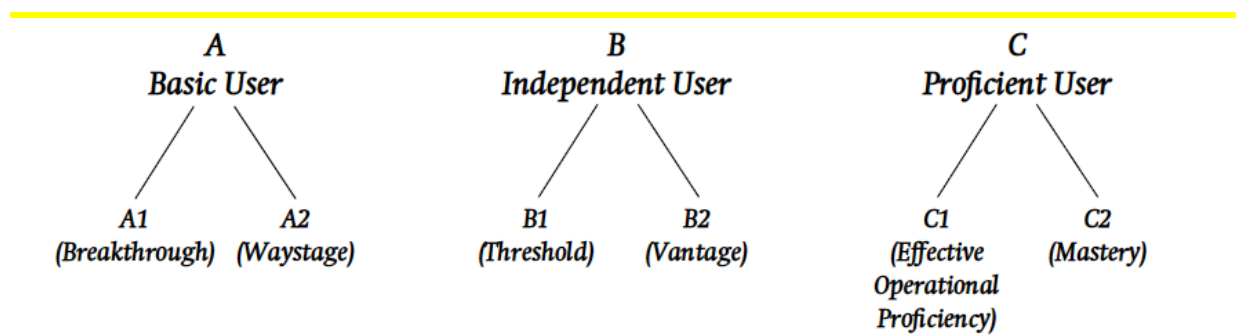
*Please email your self-introduction to [standardsetting@eiken.or.jp](mailto:standardsetting@eiken.or.jp).*

## 2. Overview of the CEFR and its Levels

[Task 2a: Read an overview of the CEFR, the CEFR Global Scale, and an excerpt from the official CEFR document.](#)

You are encouraged to take notes and highlight key points; this will be useful when completing subsequent tasks.

The CEFR describes what language learners are capable of doing in terms of the four skills—reading, writing, listening, and speaking—at different stages of progress. The six broad stages (or “Common Reference Levels”) of the CEFR are represented in the following diagram (Council of Europe, 2001, p.23):



In the on-site workshops, we will be working with the CEFR Global Scale as well as a number of the Illustrative Scales. The Global Scale describes holistically what language learners can do at each level. The Illustrative Scales present a comprehensive breakdown of the broad scales into subscales representing descriptive categories for each of the four skills. The Illustrative Scales also include “plus levels” (A2+, B1+, B2+), which generally represent “stronger” performance levels within the main bands. You will see the descriptors for these plus levels to some extent in the online training and in the on-site workshops, but please note that the focus of the standard setting will be on the six main CEFR levels.

**Table 1: CEFR Global Scale (Council of Europe, 2001, p.24)**

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize 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 recognize 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 organizational 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 specialization. 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.
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.

The following description of the CEFR uses descriptors taken from the Illustrative Scales, which you will work with in the online training materials further down in this booklet, as well as in the on-site workshop.

### **Excerpt from the official CEFR document (Council of Europe, 2001, pp.33-36)**

- Level A1 (Breakthrough) – is considered the lowest level of generative language use - the point at which the learner can *interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics*, rather than relying purely on a very finite rehearsed, lexically organized repertoire of situation-specific phrases.
- Level A2 does appear to reflect the level referred to by the Waystage specification. It is at this level that the majority of descriptors stating social functions are to be found, like *use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers*. Here too are to be found descriptors on getting out and about: the simplified cut-down version of the full set of transactional specifications in 'The Threshold Level' for adults living abroad, like: *make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services*.
- The next band represents a strong Waystage (A2+) performance. What is noticeable here is more active participation in conversation given some assistance and certain limitations, for example: *initiate, maintain and close simple, restricted face-to-face conversation; understand enough to manage simple, routine exchanges without undue effort; make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations, provided the other person helps if necessary; communicate successfully on basic themes if he/she can ask for help to express what he wants to; deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words; interact with reasonable ease in structured situations, given some help, but participation in open discussion is fairly restricted; plus significantly more ability to sustain monologues, for*

example: *express how he/she feels in simple terms; give an extended description of everyday aspects of his/her environment e.g. people, places, a job or study experience; describe past activities and personal experiences; describe habits and routines; describe plans and arrangements; explain what he/she likes or dislikes about something; give short, basic descriptions of events and activities; describe pets and possessions; use simple descriptive language to make brief statements about and compare objects and possessions.*

- Level B1 reflects the Threshold Level specification for a visitor to a foreign country and is perhaps most categorized by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: *generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; exploit a wide range of simple language flexibly to express much of what he or she wants to; maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.* The second feature is the ability to cope flexibly with problems in everyday life, for example *cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint; take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction; ask someone to clarify or elaborate what they have just said.*

- The subsequent band seems to be a Strong Threshold (B1+). The same two main features continue to be present, with the addition of a number of descriptors which focus on the exchange of quantities of information, for example: *take messages communicating enquiries, explaining problems; provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem; summarize and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine*

*and non-routine matters within his/her field with some confidence.*

- Level B2 represents a new level as far above B1 (Threshold) as A2 (Waystage) is below it. It is intended to reflect the Vantage Level specification. The metaphor is that, having been progressing slowly but steadily across the intermediate plateau, the learner finds he has arrived somewhere, things look different, he/she acquires a new perspective, can look around him/her in a new way. This concept does seem to be borne out to a considerable extent by the descriptors calibrated at this level. They represent quite a break with the content so far. For example at the lower end of the band there is a focus on effective argument: *account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; construct a chain of reasoned argument; develop an argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his/her counterpart in a negotiation must make a concession; speculate about causes, consequences, hypothetical situations; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.* Secondly, running right through the level there are two new focuses. The first is being able to more than hold your own in social discourse: e.g. *converse naturally, fluently and effectively; understand in detail what is said to him/her in the standard spoken language even in a noisy environment; initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly; use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation; sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.* The second new focus is a new degree of language awareness: *correct mistakes if they have led to misunderstandings; make a note of 'favorite mistakes' and consciously monitor speech for it/them; generally correct slips and errors if he/she becomes conscious of them; plan what is to be said and the means to say it, considering the effect on the recipient/s.* In all, this does seem to be a new threshold for a language learner to cross.

- At the next band – representing a Strong Vantage (B2+) performance – the focus on argument, effective social discourse and on language awareness which appears at

B2 (Vantage) continues. However, the focus on argument and social discourse can also be interpreted as a new focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operating strategies): *give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion; relate own contribution skillfully to those of other speakers*. It is also apparent in relation to coherence/cohesion: *use a limited number of cohesive devices to link sentences together smoothly into clear, connected discourse; use a variety of linking words efficiently to mark clearly the relationships between ideas; develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail*. Finally, it is at this band that there is a concentration of items on negotiating: *outline a case for compensation, using persuasive language and simple arguments to demand satisfaction; state clearly the limits to a concession*.

- Level C1, the next band, was labelled Effective Operational Proficiency. What seems to characterize this level is good access to a broad range of language, which allows fluent, spontaneous communication, as illustrated by the following examples: *Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language*. The discourse skills characterizing the previous band continue to be evident at Level C1, with an emphasis on more fluency, for example: *select a suitable phrase from a fluent repertoire of discourse functions to preface his remarks in order to get the floor, or to gain time and keep it whilst thinking; produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices*.

- Level C2, whilst it has been termed 'Mastery', is not intended to imply native-speaker or near native-speaker competence. What is intended is to characterize the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. Descriptors calibrated here include: *convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices; has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning; backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it*.



### Task 2b: True/False Comprehension Check

Please complete the true/false quiz below. You can check your answers in the appendix on the last page of this booklet.

1. Users at the B1 level can write a well-developed argumentative essay on a complex topic.

True / False

2. Users at the A1 level can understand the main points in a company meeting about changes in workplace policy.

True / False

3. Users at the B2 level can explain to a salesperson why they deserve a refund for an electronic appliance.

True / False

4. Users at the C1 level can give an effective sales presentation to potential clients and respond smoothly to subsequent questions.

True / False

5. Users at the A2 level can explain to a friend why they recommend a certain film.

True / False

6. Users at the B1 level can arrange new airline flights with a travel agent after a cancellation.

True / False

7. Users at the A1 level can conduct a job interview.

True / False

8. Users at the C2 level can compete in a parliamentary debate competition.

True / False

### Task 2c: Descriptor and Level Check

Please complete the quiz below. You will see a descriptor and will be asked to choose which CEFR level it matches from the drop-down list. You can check your answers in the appendix.

1. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Choose CEFR level

2. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. **Choose CEFR level**
3. Can introduce himself/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.  
**Choose CEFR level**
4. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. **Choose CEFR level**
5. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. **Choose CEFR level**
6. 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. **Choose CEFR level**
7. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. **Choose CEFR level**
8. Can use language flexibly and effectively for social, academic and professional purposes.  
**Choose CEFR level**
9. Can produce simple connected text on topics which are familiar or of personal interest.  
**Choose CEFR level**
10. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. **Choose CEFR level**
11. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. **Choose CEFR level**
12. Can understand with ease virtually everything heard or read. **Choose CEFR level**

### Task 2d: Write CEFR Level Summaries

Briefly summarize each CEFR level in 75 words or less. Consider these questions:

- What are the key features that set each level apart from adjacent levels?
- Can you identify any key words?

Short summaries are better (bullet points are acceptable).

Level	Summary
C2	

C1	
B2	
B1	
A2	
A1	

Task 2e: Real-world tasks

- For each CEFR Level, please give two real world tasks that a language learner should be able to accomplish at that level.
  - For example: A1-Introduce themselves to a new acquaintance
  - For example: C2-Write a letter to an elected official detailing why a new policy might be ineffective.

**\*When you have completed this task, please email this booklet to [standardsetting@eiken.or.jp](mailto:standardsetting@eiken.or.jp).**

Level	Real-world task
C2:	1.

	2.
C1:	1. 2.
B2:	1. 2.
B1:	1. 2.
A2:	1. 2.
A1:	1. 2.

### 3. Training on the CEFRTrain Website

The Council of Europe has created a website to help CEFR users become more familiar with the CEFR descriptor scales. In this part of the training, you will complete three activities on this website. This should help you understand which texts and activities match each CEFR level.

**Please note that the purpose of this section is for you to gain a deeper understanding of various CEFR scale descriptors. The tasks in this section are somewhat similar to, but NOT exactly the same as, the ones we are going to do in the on-site workshops. Moreover, not all the CEFR scales you will use in the online tasks will be used in the workshops, but they will help to improve your understanding of the CEFR.**

#### [Task 3a: Assess Your Own Foreign Language Proficiency](#)

Access the following page on the CEFRTrain website and complete the self-assessment activity.

<http://www.helsinki.fi/project/ceftrain/index.php.190.html>

Input your results in the table below using the pulldown menus.

Skills:	(Example) Listening	Listening	Reading	Spoken Interaction	Spoken Production	Writing
Your Level:	B1	Choose your level	Choose your level	Choose your level	Choose your level	Choose your level

Then, write some of your reflections on the self-assessment task in the space below. Please limit your comments to around 200 words.

### Self-Assessment Task Reflections:

Some questions to consider:

- How was assessing yourself different from assessing someone else?
- Do you think self-assessment is useful for helping one to understand the CEFR better? Please give reasons why you think so.
- Which CEFR descriptors do you feel are ambiguous, and why? If you could make those descriptors clearer, how would you define them?
- What difficulties did you encounter when using the CEFR descriptor scales?

Your Comments:

### [Task 3b: Reconstructing CEFR scales](#)

Access the following page on the CEFTrain website and complete the restructuring activities

<http://www.helsinki.fi/project/ceftrain/index.php.191.html>

### [Task 3c: Practice Relating Items to the CEFR \(Part 1\)](#)

Access the following pages on the CEFTrain website and practice relating items/performances to CEFR levels:

<http://www.helsinki.fi/project/ceftrain/index.php.192.html>

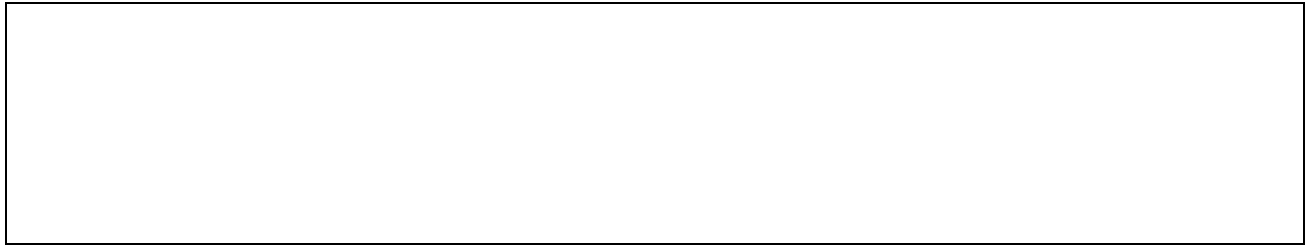
[\(The tasks may take a few seconds to load, so please be patient\).](#)

### [Relating Task Part 2 Reflections](#)

Now, in the space below, in 200 words or less, write some of your reflections on the relating task. Can you identify what might have led you to assess inaccurately?

- Which CEFR descriptors do you feel are ambiguous, and why? If you could make those descriptors more specific, how would you define any ambiguous terms?

Your Comments:



### Task 3d: Practice Relating Items to the CEFR (Part 2)

Access the following pages on the website and practice relating items/performances to CEFR levels. This task is more complicated as each item/performance needs to be related to several different CEFR scales.

Please visit the links below to access the items.

Listening:

<http://www.helsinki.fi/project/ceftrain/files/listening3.swf>

Speaking:

[http://www.helsinki.fi/project/ceftrain/files/speaking\\_4.swf](http://www.helsinki.fi/project/ceftrain/files/speaking_4.swf)

[http://www.helsinki.fi/project/ceftrain/files/speaking\\_8.swf](http://www.helsinki.fi/project/ceftrain/files/speaking_8.swf)

Reading:

[http://www.helsinki.fi/project/ceftrain/files/reading\\_7.swf](http://www.helsinki.fi/project/ceftrain/files/reading_7.swf)

Writing:

[http://www.helsinki.fi/project/ceftrain/files/writing\\_2.swf](http://www.helsinki.fi/project/ceftrain/files/writing_2.swf)

[http://www.helsinki.fi/project/ceftrain/files/writing\\_9.swf](http://www.helsinki.fi/project/ceftrain/files/writing_9.swf)

### Relating Task Part 2 Reflections

- What factors in the items were most influential on your decisions?
- What do you think was the most challenging part of the task?
- Can you identify what might have led you to assess inaccurately?

Your comments:

## 4. Introduction to EIKEN


### [Task 4a: Read about the EIKEN tests](#)

In order to effectively relate the EIKEN writing tests to the CEFR, you will need to be familiar with the EIKEN tests.

#### General introduction

EIKEN is an abbreviation of Jitsuyo Eigo Gino Kentei (Test in Practical English Proficiency), one of the most widely used English-language testing programs in Japan. The tests, produced by the Eiken Foundation of Japan, are offered at 7 levels: Grade 1, Grade Pre-1, Grade 2, Grade Pre-2, Grade 3, Grade 4, and Grade 5. The total number of examinees since 1963 exceeds 95 million. EIKEN can be used as a language skills certificate for study abroad as it is recognized in approximately 400 universities and educational institutions in North America, Australia, and throughout the world. The levels are called grades and are given on a pass-or-fail basis. Each EIKEN grade is a separate test with a unique set of test items and tasks designed for that level.

The EIKEN tests are given in two stages. The first stage is a paper-and-pencil test that evaluates reading, listening, and writing ability. The second stage is a speaking test in the format of a face-to-face interview. An examinee must pass both stages of a grade in order to receive certification. The second stage is not given for the two beginner levels, Grades 4 and 5. However, from 2016, a new online speaking test where examinees' answers are recorded has been introduced for both grades.

EIKEN Grade	LEVEL	CEFR	Stage 2 (Speaking)	Recognition / Uses	
Grade 1	 Advanced	C1	Yes	International admissions to graduate and undergraduate programs	
Grade Pre-1		B2	Yes		
Grade 2		B1	Yes	MEXT benchmarks for high school graduates	
Grade Pre-2		A2	Yes		
Grade 3		A1	Yes	MEXT benchmarks for junior high school graduates	
Grade 4		Beginner	A1	Optional	
Grade 5			A1	Optional	

#### Test structure

Please visit the below link and click on each separate EIKEN grade to read a bit more about the grades and see the “overview of test structure” for each one.

<http://www.eiken.or.jp/eiken/en/grades/>

### The EIKEN writing tasks

Until 2016, only Grade Pre-1 and Grade 1 included a writing test. As part of the foundation’s goal to make all EIKEN levels 4-skills tests, however, a writing test was introduced to Grade 2 of the EIKEN test from the June 2016 test, and writing tests were introduced to Grade Pre-2 and Grade 3 from the June 2017 test. In addition, writing tests for Grades 4 and 5 are currently under development.

Grade	Task / Format	Level Description	Rating Categories
1	200 – 240 word composition. 1 topic question (examinees must address 3 points of their own choosing).	Can write at length about a wide range of social, professional, and educational subjects.	1) Content 2) Coherence and Cohesion 3) Vocabulary 4) Grammar
Pre-1	120 – 150 word composition. 1 topic question with 4 points (examinees must address 2 points).	Can write at length about a range of social, professional, and educational subjects.	1) Content 2) Coherence and Cohesion 3) Vocabulary 4) Grammar



2	80 – 100 word composition. 1 topic question with 3 suggested points (examinees must address 2 points).	Can write texts of some length about some social, professional, and educational situations.	1) Content 2) Coherence and Cohesion 3) Vocabulary 4) Grammar
Pre-2	50 – 60 word composition. 1 topic question (examinees must give 2 reasons for their answer).	Can write simple texts about general aspects of daily life.	1) Content 2) Coherence and Cohesion 3) Vocabulary 4) Grammar
3	25 – 35 word composition. 1 topic question (examinees must give 2 reasons for their answer).	Can write simple texts about familiar, everyday topics such as likes and dislikes and basic personal and family information.	1) Content 2) Coherence and Cohesion 3) Vocabulary 4) Grammar

### Task 4b: Complete a short quiz about the EIKEN writing tests

- |     |   |              |
|-----|---|--------------|
| (1) | There is no writing test for Grade 3.   | True / False |
| (2) | In order to pass Grade 2, examinees must be able to write at length about a wide range of social, professional, and educational subjects. | True / False |
| (3) | The rating categories for the writing tasks at all of the grades are the same.  | True / False |
| (4) | Grade Pre-1 examinees are given 2 topic questions in the writing task.  | True / False |
| (5) | Grade Pre-2 examinees are required to address 3 points in their composition.  | True / False |

### Task 4c: Read through recent EIKEN tests

Please access the following links to see the first stage of the EIKEN tests (Grades 1, Pre-1, 2, Pre-2, and 3) administered in June and October 2017. Be sure to take special note of the English composition section, as this is the section we will be working with in the on-site workshops

Grade 1

[http://www.eiken.or.jp/eiken/exam/grade\\_1/pdf/201701/2017-1-1ji-1kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_1/pdf/201701/2017-1-1ji-1kyu.pdf)

[http://www.eiken.or.jp/eiken/exam/grade\\_1/pdf/201702/2017-2-1ji-1kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_1/pdf/201702/2017-2-1ji-1kyu.pdf)

Grade Pre-1

[http://www.eiken.or.jp/eiken/exam/grade\\_p1/pdf/201701/2017-1-1ji-p1kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_p1/pdf/201701/2017-1-1ji-p1kyu.pdf)

[http://www.eiken.or.jp/eiken/exam/grade\\_p1/pdf/201702/2017-2-1ji-p1kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_p1/pdf/201702/2017-2-1ji-p1kyu.pdf)

Grade 2

[http://www.eiken.or.jp/eiken/exam/grade\\_2/pdf/201701/2017-1-1ji-2kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_2/pdf/201701/2017-1-1ji-2kyu.pdf)

[http://www.eiken.or.jp/eiken/exam/grade\\_2/pdf/201702/2017-2-1ji-2kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_2/pdf/201702/2017-2-1ji-2kyu.pdf)

Grade Pre-2

[http://www.eiken.or.jp/eiken/exam/grade\\_p2/pdf/201701/2017-1-1ji-p2kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_p2/pdf/201701/2017-1-1ji-p2kyu.pdf)

[http://www.eiken.or.jp/eiken/exam/grade\\_p2/pdf/201702/2017-2-1ji-p2kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_p2/pdf/201702/2017-2-1ji-p2kyu.pdf)

Grade 3

[http://www.eiken.or.jp/eiken/exam/grade\\_3/pdf/201701/2017-1-1ji-3kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_3/pdf/201701/2017-1-1ji-3kyu.pdf)

[http://www.eiken.or.jp/eiken/exam/grade\\_3/pdf/201702/2017-2-1ji-3kyu.pdf](http://www.eiken.or.jp/eiken/exam/grade_3/pdf/201702/2017-2-1ji-3kyu.pdf)

[Please email this completed booklet to standardsetting@eiken.or.jp](mailto:standardsetting@eiken.or.jp)

## 5. References

Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.

Council of Europe. 2009. *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). A Manual*. Strasbourg: Language Policy Division.

Appendix

Answers to task 2b quiz:

Task 2b quiz:

1. F
2. F
3. T
4. T
5. F
6. T
7. F

8. T

Answers to task 2c quiz

1. A2

2. C1

3. A1

4. B1

5. C2

6. B2

7. A1

8. C1

9. B1

10. A2

11. B2

12. C2

付録 2. 英検ライティング対応付け スケジュール

Timeline	Activity
9:00 – 9:10	Introduction <ul style="list-style-type: none"> <li>• About CEFR</li> <li>• What is standard setting?</li> </ul>
9:10 – 10:15	Familiarization (CEFR scales)
10:15 – 10:25	Coffee Break
10:25 – 11:35	CEFR task training <ul style="list-style-type: none"> <li>• CEFR benchmarks</li> </ul>
11:35 – 12:00	About EIKEN
12:00 – 12:45	Lunch break
12:45 – 14:15	EIKEN standard setting training (Grades 3 – 1)
14:15 – 14:25	Coffee break
14:25 – 16:20	Standard setting (Grades 3 – 1)
16:20 – 16:30	Closing / Questionnaire