

## East Meets West: the Adoption of the CEFR in Taiwan

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The Common European Framework of Reference (CEFR) aims to provide ‘a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe’ (Council of Europe 2001:1). Today, the CEFR’s influence extends beyond Europe. In 2005, Taiwan’s Ministry of Education also hopped on the bandwagon and adopted the CEFR with the aim of using it as a yardstick to inform assessment of learners’ proficiency in English. This policy has indeed created a new context for English language education in Taiwan, and has had significant impacts, both intended and unintended, on local language teaching and assessment practices (Wu, 2007). In light of recent discussions of global education policy and globalization in general, this paper aims to analyze the reception and influence of the CEFR in Taiwan by addressing questions and issues, such as:

1. How are the ideas of the CEFR incorporated into English language policies and practices in Taiwan?
2. Which aspects of the CEFR give rise to most discussions and debates? Why?
3. Which aspects of the CEFR are emphasized? Why?
4. Which aspects of the CEFR are ignored? Why?
5. What other measures can be taken to make the CEFR better suited to local purposes?

By sharing reflections on the use of CEFR in Taiwan’s language education, this paper can contribute to the ongoing and increasingly important discussion of the CEFR in Taiwan and in other Asian contexts.

### Reference

- Council of Europe (2001) *Common European Framework of Reference for Languages: learning, teaching, assessment*, Cambridge: Cambridge University Press.
- Wu, J (2007) English language assessment in Taiwan: Where do we go from here? Proceedings of 2007 International Conference and Workshop on TEFL & Applied Linguistics, Taipei, 574-586.