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The problems posed by CEFR (Common European Framework of Reference for Languages) in the Chinese language Matura exam in Hungarian secondary schools.

Panel: Chinese language learning and teaching in European countries: past and present

The demand for learning Chinese has grown as economic and cultural relationships has improved. This is shown by the increase in the number of students learning Chinese as a foreign language and the number of institutions supporting that. This has had a positive impact on the development of the professional background of Chinese language teaching. Thanks to the language teaching strategy of the government, students can choose Chinese as the first option for a foreign language in secondary schools.

The Common European Framework of Reference for Languages was published in English in 2001 and then in Hungarian in 2002. It provides a foundation for the development of foreign language curriculums, examinations and textbooks. The level descriptions of the Common European Framework of Reference for Languages (CEFR) have received a lot of criticism since it is the most difficult to apply them to the Chinese language. The description of the grammatical structures and communicative purposes have made the level description specifically developed for Chinese more detailed and more specific.

The presentation highlights the difficulties posed by the requirements of CEFR for Chinese language examinations through the specific components and tasks of the Chinese language Matura examination – difficulties that are very difficult to surmount owing to the peculiar characteristics of the Chinese language.