THE RECEPTION OF THE CEFR IN JAPANESE LANGUAGE EDUCATION: IN RESPONSE TO THE DUAL LAUNCH OF THE CEFR-LEVEL LABELING IN THE JLPT AND THE REGISTERED JAPANESE LANGUAGE TEACHER SYSTEM

Kuniyuki NOTO
Doctor of Philosophy in Language and Culture (PhD)
Department of Japanese Philology
Uzbekistan State World Languages University
Tashkent, Uzbekistan

YAPON TILI TA'LIMIDA CEFR TIZIMINING QABUL QILINISHI: JLPT'DA CEFR DARAJALARINING JORIY ETILISHI VA RO'YXATDAN O'TGAN YAPON TILI O'QITUVCHILARI TIZIMI

Kuniyuki NOTO
Til va madaniyat bo'yicha falsafa doktori (Phd)
Yapon filologiyasi kafedrasi
O'zbekiston davlat jahon tillari universiteti
Toshkent, O'zbekiston

ВОСПРИЯТИЕ CEFR В ОБУЧЕНИИ ЯПОНСКОМУ ЯЗЫКУ: В ОТВЕТ НА ВВЕДЕНИЕ УРОВНЕЙ CEFR В JLPT И ЗАПУСК СИСТЕМЫ REGISTERED JAPANESE LANGUAGE TEACHER

Куниюки НОТО
Доктор философии по языку и культуре (PhD)
Кафедра японской филологии
Узбекский государственный университет мировых языков
Ташкент, Узбекистан notokuniyuki@gmail.com https://orcid.org/0009-0002-5609-8441

Abstract. Beginning in 2025, results of the Japanese-Language Proficiency Test (JLPT) will include a reference to CEFR levels. Similarly, the newly introduced national certification for Japanese language teachers in 2024 has been designed with considerable alignment with the principles of the CEFR. In Uzbekistan, a CEFR C1 level has become a graduation requirement for foreign language majors, reflecting how the influence of the CEFR now extends well beyond Europe. However, the implementation of the CEFR in Japanese language education has not always faithfully reflected its original pedagogical philosophy. One notable example is the misalignment between curricular input and expected learning outcomes in Japanese language programs at Uzbek universities. This paper examines the relationship between JLPT levels and CEFR levels through the lens of study hours, aiming to highlight issues in the current state of university-level Japanese education. While both JLPT and the JF Standard tend to equate advanced proficiency with the B2 level, the analysis reveals that it is difficult for students at universities in Uzbekistan to attain the C1 level solely within the allocated instructional hours. This outcome highlights an inherent limitation of CEFR when applied to languages such as Japanese,

which differ significantly from European languages for which the CEFR was originally conceived. Current applications of the CEFR in Japanese education often focus disproportionately on the six-level framework, neglecting the broader pedagogical concepts underpinning it. Universities must therefore set graduation requirements that are both realistic and informed by the CEFR's original principles, and revise their curricula and assessments accordingly.

Keywords: CEFR; study hours; JLPT; C1 level; Registered Japanese Language Teacher; national certification.

Annotatsiya. 2025-yildan boshlab Yapon tili bo'yicha malaka imtihoni (JLPT) natijalarida CEFR darajalari ham ko'rsatiladi. Shuningdek, 2024-yilda joriy etilgan yapon tili o'qituvchilari uchun milliy sertifikatlash tizimi ham CEFR falsafasiga sezilarli darajada asoslangan. O'zbekiston universitetlarida ham xorijiy tillar yo'nalishlari bo'yicha C1 darajasi bitiruv talabi sifatida belgilangan bo'lib, bu CEFR ta'sirining faqat Yevropada emas, balki xalqaro miqyosda ham kuchayib borayotganini ko'rsatadi. Shunga qaramay, yapon tilini o'qitishda CEFR ning qabul qilinishi ko'pincha uning asl didaktik tamoyillarini to'liq aks ettirmaydi. Xususan, O'zbekiston oliy ta'lim muassasalari (OTM)dagi yapon tili ta'limida o'quv jarayoni bilan kutilgan natijalar o'rtasida nomutanosiblik mavjud. Ushbu maqolada dars soatlari nuqtayi nazaridan JLPT va CEFR darajalari taqqoslanadi va OTMda yapon tilini o'qitish holatiga e'tibor qaratiladi. Tahlil natijalari shuni ko'rsatadiki, mavjud dars soatlari doirasida talabalarning C1 darajasiga yetishi juda murakkab. Bu CEFR'ning dastlab Yevropa tillari uchun ishlab chiqilganligini inobatga olgan holda tabiiy cheklovdir. Bugungi kunda CEFR'ni yapon tiliga qo'llashda ko'pincha faqat olti bosqichli tizimga e'tibor berilmoqda. Oliy ta'lim muassasalari esa real holatga mos CEFR'ga asoslangan bitiruv talablarini ishlab chiqishlari va o'quv rejalari hamda baholash tizimlarini qayta ko'rib chiqishlari lozim.

Kalit so'zlar: CEFR; o'quv soatlari; JLPT; C1 darajasi; ro'yxatdan o'tgan yapon tili o'qituvchisi; milliy sertifikat.

Аннотация. С 2025 года результаты экзамена на знание японского языка (JLPT) будут сопровождаться указанием уровней CEFR. Кроме того, национальная система сертификации преподавателей японского языка, введённая в 2024 году, во многом основана на принципах CEFR. В университетах Узбекистана уровень C1 также стал обязательным требованием для выпускников, обучающихся по специальностям иностранных языков. Это свидетельствует о расширении влияния CEFR далеко за пределы Европы. Тем не менее внедрение CEFR в преподавание японского языка не всегда отражает его исходную методологическую концепцию. В частности, в университетах Узбекистана наблюдается разрыв между учебным процессом и ожидаемыми результатами. В данной статье проводится сравнительный анализ уровней JLPT и CEFR с точки зрения учебного времени с целью осмысления текущего состояния преподавания японского языка в вузах. Результаты анализа показывают, что достижение уровня C1 в рамках существующих часов преподавания весьма затруднительно. Это указывает на естественные ограничения CEFR, изначально разработанного для европейских языков. На практике в преподавании японского языка часто акцент делается исключительно на шестиуровневую шкалу, при этом игнорируются более глубокие педагогические принципы.

Университетам следует установить реалистичные требования к выпускникам, основанные на идеях CEFR, а также адаптировать учебные программы и нормы оценки в соответствии с ними.
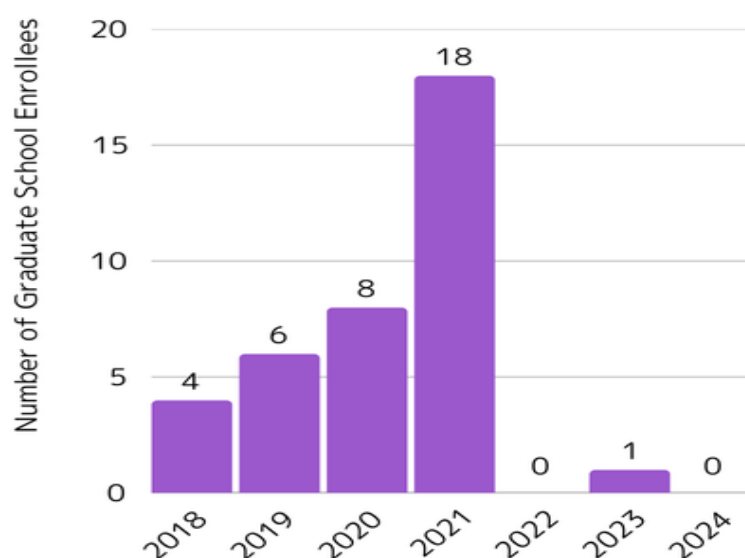**Ключевые слова:** CEFR; учебные часы; JLPT; уровень C1; зарегистрированный преподаватель японского языка; национальная сертификация.

1. Introduction

In Uzbekistan, students majoring in foreign languages are required to attain a C1 level in the target language in order to pursue graduate studies. However, for students majoring in Japanese, reaching this level remains a significant hurdle, and as a result, few advance to graduate school. The Master's program in Japanese at Uzbekistan State University of World Languages, established in 2018, initially saw a steady increase in enrollment. Yet, since the C1 requirement was introduced in 2022, only one student has advanced to graduate studies (Figure 1). Consequently, no students have completed a master's degree, exacerbating the shortage of qualified local instructors of Japanese at the university level. As a temporary solution to this shortage, young and inexperienced instructors are being dispatched from Japan, as local teachers have noted. Local educators are well aware of the situation in which "individuals who would not normally be qualified to teach are nevertheless allowed to do so in Uzbekistan," and some have voiced strong concerns, saying, "Do they see our schools as training grounds for themselves?" and "Aren't they treating us as mere resources for their own development?" [Hirahata 2020: 142] Allowing someone to teach at the university level solely on the basis of being a native speaker is a common issue in many countries facing teacher shortages. At the same time, even in Japan, the professionalization of Japanese language teaching and the assurance of teacher quality remain pressing challenges.

Figure 1

Number of Students Advancing to the Graduate Program Since Its Establishment

Note. The number of students advancing to the graduate program has nearly ceased since 2022, when achieving C1 level became a requirement. Notably, no students advanced nationwide in Uzbekistan in 2022, leading to an exceptional mid-year admission measure. As a result, seven students were admitted to the graduate program at the Uzbekistan State World Language University.

In this context, the requirements for becoming a Japanese language teacher are undergoing significant transformation — not only in Uzbekistan but also in Japan itself. As of 2024, Japanese language teaching has been officially recognized as a nationally certified profession in Japan. This development follows the enactment of the "Act on the Certification of Japanese Language Education Institutions" in May 2023. The rationale behind this change includes the growing number of Japanese learners in Japan, the need to ensure the quality of Japanese language teachers, and the desire to improve employment conditions by recognizing Japanese language teaching as a certified profession [Sajiki 2024]. With a clear qualification system now in place, individuals recognized as "Registered Japanese Language Teachers" under national certification will be formally distinguished from unqualified teachers.

The use of CEFR levels as a standard for measuring language proficiency is not unique to Uzbekistan [Sakurai 2021]. A similar trend can be observed in Japan, particularly in the development of the *JF Standard for Japanese-Language Education*, and most notably in the "Japanese Language Education Reference Framework" published by the Agency for Cultural Affairs in 2021. Reflecting this direction, the results of the Japanese Language Proficiency Test (JLPT) will include corresponding CEFR levels starting in 2025 [JF & JEES 2024]. This paper, therefore, compares the six CEFR levels and the five JLPT levels in terms of required study hours and examines how CEFR is being accepted and implemented in university-level Japanese language education.

1.1. The Impact of the CEFR on Japanese Language Education

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) has had a profound global impact and has already gained widespread recognition in the field of language education. Although the framework clearly states its scope includes learning, teaching, and assessment, its reception in Japanese language education has been disproportionately focused on assessment. Fukushima [Fukushima 2011] points out that "the acceptance of the CEFR often centers on its instrumental aspects — particularly assessment — while its ideological and political dimensions remain poorly understood."

Furthermore, regarding assessment, Fukushima also notes that "Japanese language proficiency in Japan has come to be viewed in terms of one's capacity for social participation. In line with this shift, it is now necessary to evaluate not only linguistic knowledge — what a learner knows — but also language performance — what a learner can do." Similarly, Majima [Majima 2023] identifies one of the most important

shifts brought about by the CEFR: the redefinition of language learning objectives toward practical language use — that is, what learners can actually accomplish with the language.

In line with these developments, the JLPT, the most widely recognized assessment of Japanese proficiency, was restructured in 2010 to adopt a more action-oriented approach [Osumi 2009]. However, the exam still does not include writing or speaking components, and thus does not allow for a full evaluation of productive language skills. The format remains limited to multiple-choice questions, primarily emphasizing knowledge-based testing. From the perspective of practitioners, the most notable change was the addition of a new level between the previous Level 2 and Level 3, expanding the test from four to five levels. However, little attention has been paid to the CEFR's core principles, such as plurilingualism and intercultural competence [Machida 2022]. For further discussions on issues related to assessment in Japanese language education, refer to Ishida [Ishida 1992].

1.2. The National Certification of Japanese Language Teachers

As previously noted, the field of Japanese language education in Japan is currently undergoing significant reform. Until now, those who wished to work as Japanese language teachers at Ministry of Justice-authorized institutions were generally required to meet one of the following three qualifications:

1. Completion of a major or minor program in Japanese language education at a university or graduate school.

2. Passing the Japanese Language Teaching Competency Test administered by the Japan Educational Exchanges and Services (JEES).

3. Holding a bachelor's degree and having completed over 420 hours of coursework in subjects required for Japanese language teaching.
Satisfying any one of these criteria was sufficient to be employed as a Japanese language teacher at domestic language institutions.

With the implementation of national certification for Japanese language teachers, the required qualifications have been redefined. Teachers are now expected to possess the ability to understand the current context by considering the global and international context, reflecting on historical backgrounds, and drawing upon insights from adjacent fields. Moreover, they must be capable of engaging in collaborative learning with their students while fostering mutual understanding. In essence, teachers are now required to cultivate a wide range of competencies—including knowledge, skills, attitudes, interpersonal sensitivity, and professional abilities.

Concretely, the new national certification framework mandates the completion of 50 required components, structured across 3 domains, 5 categories, and 16 subcategories [Agency for Cultural Affairs, 2019]. Notably, the subcategory ⑮, "Linguistic Studies," does not include any mandatory components. This reflects the expectation that Japanese language teachers should function not as academic researchers but as professionals who support language learning. Examples of non-mandatory content include theoretical linguistics, applied linguistics, psycholinguistics, and corpus linguistics (see appendix for details).

This report also addresses the challenges faced by Japanese language educators working abroad, many of which apply directly to Japanese teachers in Uzbekistan. For instance, it highlights situations in which "teachers struggle to meet the expectations or requests of the local institution due to mismatches in understanding" or "are placed in leadership or advisory roles for non-native teachers or required to contribute to the development of language programs, regardless of their previous teaching experience or expertise." Therefore, it is recommended that training for Japanese teachers working overseas incorporate content aimed at mid-career professionals and Japanese language education coordinators [Agency for Cultural Affairs, 2019: 17]. It is important to note that this national certification does not impose any restrictions based on nationality. Thus, it is open to non-native speakers of Japanese as well. In light of this, Takahashi [Takahashi 2025] argues that it is essential to incorporate perspectives for training non-native Japanese language teachers.

Furthermore, many of those involved in teacher training are also active researchers. Kobayashi & Kitamura [Kobayashi & Kitamura 2024: 6] note a longstanding tension between researchers and practitioners:

Many are aware of the divide between researchers and teachers. Researchers may see teachers' practices as self-indulgent or lacking in theoretical grounding, while teachers may regard researchers' arguments as idealistic and detached from classroom realities.

There are also concerns about the adequacy of current teacher training content. Momma & Tomiya [Momma & Tomiya 2022] suggest that enriching practicum experiences can help novice teachers overcome the challenges they commonly face. Since native speakers of Japanese have no experience learning the language as a foreign language, it is particularly important for them to be exposed to actual teaching environments early in their training.

Much of what is now being expected of Japanese language teachers under national certification is fundamentally informed by the principles of the CEFR. The overarching direction of Japanese language education is, in many respects, designed in accordance with the CEFR framework. Considering that the CEFR was originally developed in response to labor shortages in Europe, it aligns well with Japan's current demographic and societal needs. However, direct application of the CEFR to Japanese language education poses certain challenges. In the following section, we examine the reception of CEFR from the perspective of "learning".

2. Method
Comparison of Study Hours

While the primary objective of the Japanese Language Proficiency Test (JLPT) is said to be the assessment of language communicative competence for task performance, there have been doubts regarding whether it actually measures such competence or rather the examinee's Japanese language information-processing skills [Kondo-Brown 2022]. As mentioned earlier, the test format consists entirely of multiple-choice

questions, which primarily reflect receptive language skills [Paxton 2023; Nishizawa, Isbell & Suzuki 2022]. Fukushima [Fukushima 2011], who compared JLPT levels with CEFR descriptors, concluded that JLPT N1 roughly corresponds to CEFR B2 (including C1), N2 to B1 (including B2), N3 to A2–B1, N4 to A2, and N5 to A1. These correspondences are generally consistent with the intuitions of experienced Japanese language educators.

This study first compares JLPT and CEFR levels in terms of estimated study hours. Since the revision of the JLPT, no official guideline for expected study hours has been provided. Therefore, this study refers to the estimated study hours from the previous version of the test and those recommended by Japanese language schools [Guideline Criteria for Certification of Old and New Examinations]. According to the CEFR, approximately 1000 study hours are required to reach the C1 level. However, this estimate is based on European languages and societies and may not be directly applicable to Japanese language learning [Noto 2025]. Applying a framework constructed on the basis of European contexts to Japanese language education requires careful modification [Noguchi, Kumagai, & Shimada 2021], as the Japanese writing system presents challenges not found in other languages [Kakazu 2011]. Issues unique to Japanese, such as the use of kanji and the expression of social hierarchy through honorifics, have been carefully considered in the development of the *Reference Framework for Japanese Language Education* [Agency for Cultural Affairs 2021].
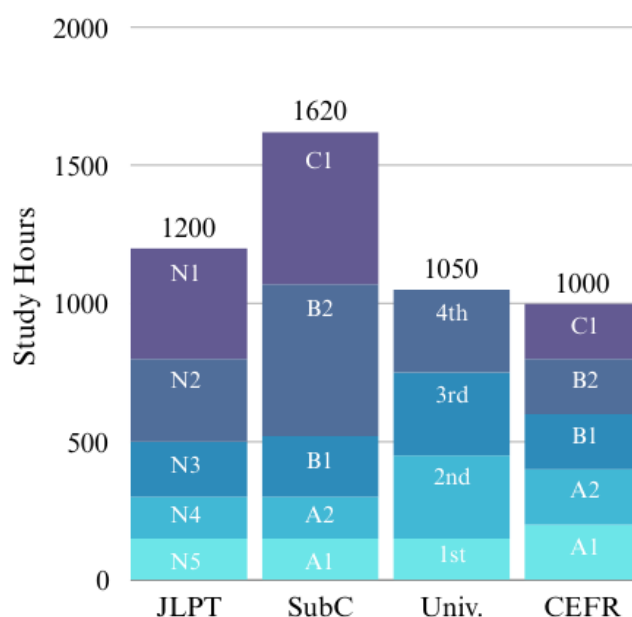
This study follows the research by Noto (2025) and refers to the data compiled by the Subcommittee on the Japanese Language of the Council for Cultural Affairs in the Agency for Cultural Affairs, in examining the study hours associated with CEFR levels in Japanese language learning. Furthermore, it compares this with the CEFR–JLPT correspondence chart published by the JLPT. The need for a common standard of Japanese language proficiency across various assessments has been emphasized in the *Reference Framework for Japanese Language Education*.
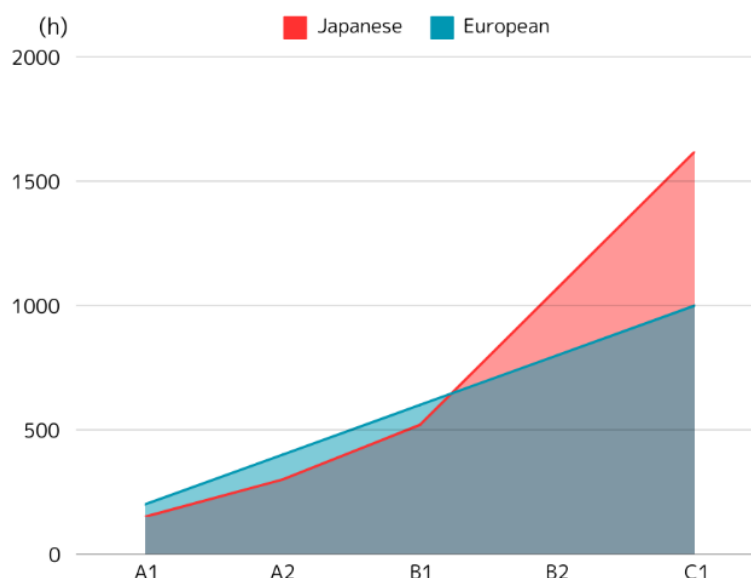
3. Results
3.1 Study Hours
In general, it is said that the beginner levels of Japanese (corresponding to JLPT N5 and N4) can be completed with approximately 300 to 400 study hours. From there, an additional 200 hours are typically required for each subsequent level: around 600 hours in total for N3, and about 800 hours for N2. For N1, a further 400 hours are deemed necessary, resulting in a total of approximately 900 to 1,200 hours. As shown in Figure 2, the number of study hours required for N1 roughly corresponds to the CEFR B2 level. This supports the conclusion drawn by Fukushima [Fukushima 2011], as discussed earlier. Since the JLPT does not offer levels beyond N1, it does not assess the full range of CEFR C-level proficiency. Even for C1, the test appears to measure only limited communicative competence. It is also noteworthy that the Can-do descriptors in the JF Standard have been developed only up to the B2 level [Japan Foundation 2023].

Figure 2

Estimated Study Hours for Each Level and University Class Hours

In addition to the correspondence between the JLPT and CEFR, the total number of instructional hours in Japanese language courses for university students majoring in Japanese in Uzbekistan was also visualized in the graph. The total number of instructional hours devoted to Japanese-related subjects by the time of graduation exceeds 1,000 hours, which corresponds to the number of hours typically required to reach the N2 level. However, for many students, the number of hours provided through university courses alone is insufficient to reach N1. In terms of CEFR, students can barely reach the B2 level upon graduation.

A key issue is the C1 level: it is clear that the current curriculum does not equip graduates to pass exams at the C1 level. What must also be noted is the discrepancy between this and the original CEFR-based estimates of study hours. According to CEFR guidelines, the total number of hours by graduation *should* suffice to reach C1. In other words, if we assume the learning of European languages within the context of European societies, expecting C1 proficiency upon graduation is not an unreasonably high demand. However, as Noto [Noto 2025] has pointed out, when it comes to Japanese language learning, it is more appropriate to refer to the JLPT and relevant committee estimates that are based on empirical learning conditions. A substantial gap emerges in the latter stages when compared with the study hours assumed by CEFR (see Figure 3).

Figure 3

Differences in Study Hours between Japanese and European Languages

Certainly, when considering the total number of study hours at universities, it is reasonable to include not only instructional hours but also self-study hours, such as homework and preparation. If an additional 40 minutes of self-study is assumed for every 80-minute class session, the total number of study hours by graduation would increase by 1.5 times, exceeding 1,500 hours. However, it should be noted that the number of study hours estimated by the Subcommittee was based on learners residing in Japan, who benefit from considerable advantages compared to students learning Japanese in foreign countries. Therefore, if we are to compare with university students in Uzbekistan, the study hours proposed by the Subcommittee should, in fact, be adjusted upward. In this study, however, such highly variable and uncertain figures have been excluded from consideration when presenting the results.

3.2 Correspondence between JLPT and CEFR Levels

When examining the CEFR levels to be indicated on the JLPT score reports starting from the December 2025 test, it becomes evident that these levels align closely with the number of study hours estimated by the Subcommittee. Specifically, JLPT Level N5 corresponds to CEFR A1, N4 to A2, N3 to B1 (with low scorers under 103 points corresponding to A2), N2 to B2 (with those scoring 111 points or below corresponding to B1), and N1 to C1 for those scoring 142 points or higher, while those scoring 141 or below are placed at B2. Even among those who pass N1, only high scorers are assigned C1, whereas the majority remain at B2.

This mapping was established through a rigorous validation process, in which both domestic and international experts were commissioned to investigate the test and its scoring framework. Given the reliability of this mapping, and its strong consistency with levels predicted by accumulated

study hours, it may be concluded that the number of study hours serves as a valid indicator for estimating language proficiency.

Figure 4
Reference Display of CEFR Levels on JLPT Results (Based on JF & JEES, 2025)

4. Discussion
4.1. Issues in Japanese Language Education in Uzbekistan

Foreign language education in Central Asia need to take into account the implementation of the CEFR in ways that align with the specific circumstances of each country. Since Presidential Decree PQ-1875 was issued in 2013, the foreign language education system in Uzbekistan has undergone significant changes [Urolboeva 2020]. Although university language education curricula have undergone a series of reforms, many issues still remain [Alimova 2025]. For instance, literature courses are offered throughout the second to fourth academic years as part of Japanese language- program. However, in contrast to earlier times when the objective was to engage with Japanese cultural texts through grammatical translation, current language learning needs have shifted. It would be more beneficial to provide options for students to major in fields such as tourism or education in addition to literature. The former would help prepare students for careers as interpreters or guides, meeting the increasing demand from Japanese tourists in Uzbekistan. The latter would contribute to training future Japanese language teachers to meet domestic educational needs.

As indicated in Figure 3, the number of study hours required to reach the C1 level increases sharply. Ideally, a four-year university curriculum should be structured to support such progression. At present, however, in the Japanese Language Department of the Uzbekistan State World Languages University (USWLU), students typically complete the beginner level by the end of their second year and reach only the intermediate level by graduation. In terms of JLPT levels, this corresponds to somewhere between N2 and N3 [JF 2017], and student performance in the JLPT

generally aligns with this range. This slow progression despite sufficient instructional hours can be attributed to a misalignment between the teaching philosophy of the main textbook, *Minna no Nihongo*, and the CEFR-based Can-do descriptors. If CEFR levels are to be used as the ultimate benchmarks, then the curriculum itself must be redesigned in line with CEFR principles. Originally developed for highly motivated learners in specific national contexts, *Minna no Nihongo* no longer suits the needs of increasingly diverse learners [Iori 2019].

Moreover, in the current USWLU curriculum, the number of study hours dedicated to Japanese in the first year is relatively low, while a significant portion of class time in the final year is still spent on basic-level instruction. This allocation runs counter to the approach seen in many other institutions. As shown in Figure 2, the study hours required at the beginner level are comparatively low in Japanese. Ideally, the curriculum should minimize time spent on the beginner level and allocate more hours toward the intermediate and advanced stages, where study hours increase dramatically. In accordance with the CEFR principle of "what learners can do with the language," final-year instruction should focus on practical language use. The recent requirement for university instructors to hold academic degrees is an indication that Uzbekistan aims to align its higher education system with global standards. Accordingly, further revisions of the curriculum should be pursued from that same perspective.

4.2. Toward a Genuine Understanding and Acceptance of CEFR

The CEFR was originally developed in response to increased mobility within Europe after the end of the Cold War. To promote student exchange and deepen mutual understanding among citizens, a common framework for assessing language ability became essential. The coexistence of diverse proficiency measures created problems in recognizing language qualifications across borders [Sato 2025]. CEFR was thus designed, in part, to resolve these inconsistencies. As CEFR emphasizes, language learners are viewed as social agents, and their ability to perform real-world tasks is prioritized.

From this perspective, it is undeniable that in the context of Japanese language education in Uzbekistan, the acquisition of certificates—whether JLPT credentials or a C1 qualification from the national testing center—has become an end in itself. To shift learner mindsets, educators must first internalize CEFR principles themselves.

Initially, JLPT results were planned to include CEFR reference levels beginning with the July 2025 administration. However, this was later postponed until December 2025. No detailed explanation has been provided for the delay, but it may reflect concerns raised about the incompatibility between JLPT's structure — which lacks writing and speaking components — and the CEFR's comprehensive evaluation philosophy. Critics have pointed out that applying CEFR levels to JLPT without such components risks misrepresenting CEFR's intent, likely leading to confusion and skepticism. This misstep highlights the continued lack of full understanding of CEFR even within the Japanese language education community.

Sato's review of the Japanese Language Subcommittee under the Council for Cultural Affairs revealed that although CEFR-informed perspectives were occasionally voiced, the committee's final recommendations ultimately failed to produce a framework for Japanese language education that supports social integration. One key reason may be Japan's limited linguistic diversity. In contrast, Uzbekistan — home to a variety of languages — already has a sociocultural foundation for embracing plurilingualism and multiculturalism more readily than Japan.

Conclusion

The principles of the CEFR have already been widely adopted not only in Europe but also across many regions of the world, serving as a major benchmark for language acquisition. In Japan, the *Japanese Language Education Reference Framework* (JLEF) was established as a common standard applicable both domestically and internationally. Going forward, it is expected to be applied in the development of Japanese language education curricula and other contexts.

At the same time, there is a sense that CEFR-based assessment is being applied in an unbalanced or disconnected manner. The requirement of a C1 level as proof of Japanese language proficiency presents a significant challenge for university students. This is evident in the fact that even the highest level of the JLPT (N1) aligns only partially with the B2 level. While it is generally assumed that each CEFR level requires a roughly equal number of study hours, Japanese as a language necessitates a disproportionately large amount of study time in the later stages of learning.

In the current curriculum of Uzbekistan, considerable time is devoted to completing the beginner level. However, this allocation is inconsistent with the expected number of study hours. It is essential to critically review and streamline the content taught at the elementary level to ensure a more compact and efficient delivery. Furthermore, course design should shift from focusing solely on acquiring linguistic knowledge to emphasizing what learners can actually do using Japanese.

At present, both the learning process and assessment methods tend to retain traditional frameworks, while the CEFR principles are incorporated only as a qualification in the form of a C1 requirement. However, the CEFR is not merely a system for dividing proficiency levels; its philosophy must also be reflected in teaching methods and assessment practices.

This study has confirmed that Japanese language education in Japan is already undergoing changes under the influence of the CEFR. Now that the profession of Japanese language teacher has been officially recognized as a national qualification, it is essential to provide learning support that fully incorporates the underlying principles of the CEFR. While the state of Japanese language education varies from country to country, the move toward national certification is also regarded as a response to increasingly diverse learners. In Uzbekistan as well, it will be necessary to design evaluation methods and syllabi that reflect these developments, and to reconsider the structure of courses and curricula accordingly.

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Appendix

Required Coursework for Registered Japanese Language Teachers with National Certification

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has established mandatory educational content consisting of 50 items, organized into 3 domains, 5 categories, and 16 subcategories.

5 Categories	16 Subcategories	Essential Educational Content
Society, Culture, and Region	① The World and Japan	(1) The societies and cultures of the world and Japan
	② Cross-cultural Contact	(2) Policies for foreign residents in Japan (3) Multicultural coexistence
	③ History and Current State of Japanese Language Education	(4) History of Japanese language education (5) Language policy (6) Japanese language examinations (7) The state of Japanese language education in the world and Japan
Language and Society	④ Relationship between Language and Society	(8) Sociolinguistics (9) Language policy and "Kotoba" (language)
	⑤ Language Use and Society	(10) Communication strategies (11) Expressions of politeness and respect (12) Verbal and non-verbal behavior
	⑥ Intercultural Communication and Society	(13) Multiculturalism and multilingualism
Language and Psychology	⑦ Process of Language	(14) Discourse comprehension (15) Language learning

	Comprehension	
	⑧ Language Acquisition and Development	(16) Acquisition process (17) Learning strategies
	⑨ Intercultural Understanding and Psychology	(18) Cross-cultural acceptance and adaptation (19) Affective aspects of Japanese language learning and education
Language and Education	⑩ Language Teaching Methods and Practice	(20) Qualities and abilities of Japanese language teachers (21) Understanding and practice of Japanese language education programs (22) Setting up classroom and language environments (23) Course design (24) Teaching methods (25) Analysis, creation, and development of teaching materials (26) Assessment methods (27) Lesson planning (28) Teaching practice (29) Interlanguage analysis (30) Ability to analyze lessons and self-evaluate (31) Teaching methods for specific purposes/targets
	⑪ Intercultural Education and Communication Education	(32) Intercultural education (33) Intercultural communication (34) Communication education
	⑫ Language Education and Information	(35) Japanese language education and ICT (36) Copyright
Language	⑬ General Language Structure	(37) General linguistics (38) Contrastive linguistics
	⑭ Structure of the Japanese Language	(39) Japanese analysis for Japanese language education (40) Phonological and phonetic systems for Japanese language education (41) Characters and orthography for Japanese language education (42) Morphological and lexical systems for Japanese language

		education (43) Grammatical systems for Japanese language education (44) Semantic systems for Japanese language education (45) Pragmatic norms for Japanese language education
	⑮ Language Research	-
	⑯ Communication Ability	(46) Receptive and comprehension ability (47) Language use ability (48) Sociocultural ability (49) Interpersonal ability (50) Cross-cultural adjustment ability