

Transnational Paradigms in Language Policy:
An ELF-informed CEFR for Academic writing in Asia

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The CEFR is one of the most influential concepts in the field of language learning worldwide. (Byram & Parmenter 2012) Yet its reception in Japan and beyond tends to follow local national paradigms, with the goal of using the development of the CEFR-Japan for establishing a new standard for English education. (Tono et al. 2016)

National standards may be relevant for schooling/grading, but the academic community is already organized in *transnational* networks. Thus one must be careful when localizing the CEFR for a context such as Japan that important fundamental aspects remain—not to lessen its utility as an international measure in Asia. The ELF paradigm is a useful model for applying CEFR in these transnational networks. In much of ELF work, language is perceived as primarily a tool for educated international communication, where adhering to ‘Native’ standards of English is not of primary concern. (Canagarajah 2013) Yet moving away from NS norms has consequences for teaching/learning, since it may create uncertainty for practitioners and students, complicating the context of education. This paper argues that in such an environment, an open standard like the CEFR can be used to create flexible, but determined, spaces of learning in an ELF-informed manner.

Keywords: CEFR, academic writing, ELF in Japan, standards language policy

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