

## Original Research Article

# A Comparative Analysis of the New HSK5 and JLPT1 Based on Language Testing Theory

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**Abstract:** The purpose of language testing is to better serve language learning and teaching. The ultimate goal is to help learners improve their practical application ability. Therefore, by analyzing HSK's own knowledge points and knowledge points which are relatively weak compared with JLPT's, this paper analyzes the key points of daily teaching, goes out of the pattern of simply studying HSK's exam oriented skills and teaching methods, and discusses its application in daily teaching. In order to improve the teaching method and make the students acquire knowledge step by step. Some skills need solid basic knowledge, but the best reason to pass the exam is to fully understand the content. Therefore, we should try to analyze the content of the examination, and put the key and difficult points of language learning reflected by the examination site into the daily teaching, so as to truly "teach people to fish".

**Keywords:** HSK; JLPT; Comparative Analysis; Classroom Backwash

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## 1. Introduction

Language testing is an independent and comprehensive subject, involving teaching methods, second language acquisition theory, psychology, educational measurement and computer science. It plays an important role in second language learning and has been highly valued by governments. The Chinese proficiency test in our country also draws on the successful experience and excellent achievements of different countries in the development of the world language test. Japanese language proficiency test was carried out in 1984 in Japan, which is a close neighbor of ours, and has achieved good results<sup>[1]</sup>.

## 2. An overview of the new HSK5 and JLPT1 levels based on language testing theory

### 2.1 New HSK5

Chinese Proficiency Test (hereinafter referred to as H) is a national standardized test for Chinese learners whose first language is not Chinese. Since its implementation in 1984, it has provided an effective way for Chinese learners all over the world to detect their own Chinese level directly. However, with the passage of time and the increase of the number of references, as well as the innovation of language testing research theories around the world, the old HSK gradually exposed some problems. In order to better adapt to the actual level of the world's Chinese learners and stimulate more Chinese learners' enthusiasm for learning, on October 13, 2009, the Hanban issued the notice on the implementation of the new Chinese examination (1). It is planned to gradually implement the new Chinese proficiency examination (hereinafter referred to as the "new HSK") from January 2009. The biggest change of the reform is that the new HSK has increased on the basis of the original. In 2010, the new HSK conducted 9 tests in 174 test sites in 63 countries excluding China, with the scale of 98291 People, an increase of 29.18%. Among the six levels of written examination, the most candidates take the level 5 examination. Although the number of low-level examinees such as level 1 and level 2 is not large, this also reflects the purpose of the new HSK reform. Reduce the threshold of learning Chinese, let more people feel the joy of learning Chinese, participate in the Chinese Proficiency Test and gain a sense of achievement, and encourage deeper learning. It is not difficult to find that the international promotion of Chinese is getting more and more attention and the scale of development is also growing<sup>[2]</sup>.

### 2.2 New JLPT1

JLPT was established in 1984 by the Japan International Foundation and the Japanese Language International Education Support Association. JLPT is a relatively perfect language testing system. Based on the comparative analysis of the new HSK5 and the new JLPT1, JLPT tests and identifies the Japanese ability of the native non-Japanese learners in Japan and overseas. The test was held in Japan by the Japanese International Education Support Association and in China by the Japan International Exchange

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Foundation and the overseas office of the Ministry of education of China. According to statistics, the test was established in 1984 and started to take place in 2009. Apart from different countries, it was held in 54 cities in 54 countries and regions around the world, with a population of about 900000. The Committee has a planning committee and an examination committee. The planning committee is responsible for the formulation of the implementation plan and the analysis of the examination results, and the examination committee is responsible for the proposition. In July 2009, the Japanese proficiency test was reformed into a new Japanese Proficiency Test (New JLPT). The new JLPT is divided into N1, N2, N3, N4 and N5 levels. N1 is similar to level 1 in the original Japanese proficiency test, but the difficulty is increased: N2 is equivalent to level 2 in the original Japanese proficiency test; N3 is between level 2 and level 3 in the original proficiency test, which is a new level; N4 is equivalent to level 3 in the original. N5 is equivalent to the original level 4, and the number of examinations has increased from once a year to twice a year. The new Japanese language ability test does not have the standard for examination, that is, there is no outline. The sponsor thinks that the test is a language ability test. It is not appropriate to limit the application of language to language ability by the standard for examination. Moreover, the scope of the test will be set out of the boundary after the standard is set, which is not conducive to the application of language ability. However, the type and difficulty of the test questions Refer to previous relevant standards<sup>[3]</sup>.

### **3. A comparative analysis of the new HSK5 and JLPT1 based on language testing theory**

#### **3.1 Similarities and differences of language framework**

At present, the most widely used standard for judging R, Kyrgyzstan's ability is the common reference framework for European languages: learning, teaching and evaluation, which is the abbreviation of the common reference framework for European languages: learning, teaching and evaluation formulated by the Council of Europe Committee for cultural cooperation and education. According to listening, speaking, reading, writing, interaction and other aspects, CEF's language ability is divided into 6 grades from low mountain level to high score, i.e. A1, A2, B1, B2, C1, C2. At the repair level, there is a clear anchor for each language ability. The competence index defined by CEF shows the language behavior that language learners can perform. CEF summarizes the general ability of language users, language communication ability, language activity ability and social situation of language use. It can be seen that the language ability defined by CEF is a comprehensive language communication ability. In addition, CEF can adapt to teaching, language learning and test evaluation scores at the same time. Important references in the field of language teaching and learning in various countries (regions). Many countries (regions) adopt CEFR framework in language education. 41 countries in Europe regard it as the benchmark for curriculum planning and test design at the same time. Except for Europe, r.lib: in Japan, New Zealand, Canada and many other countries, it is defined as the unified standard for right-hand test. In 2004, ETS also linked all tests it developed to the CEF level<sup>[4]</sup>.

#### **3.2 The inspiration of the differences of standards for improving Chinese as a standard of second language testing ability**

The standard of international Chinese proficiency, revised in 2007, specifies the mastery of characters, words and grammar points, which is worth carrying forward, but we should pay more attention to; compared with foreign standards, there are still some areas to be improved. First, the existing outline is slightly broad in the division of energy and level. On this point, Zhang Jinjun and others have explicitly mentioned it in their works; Sigh standard is a standard covering the middle and low-end Chinese ability, which is vacant at the high end, and there is no corresponding position in HSK (Advanced) standard. This paper was written when HSK has not been reformed, and the new HSK was issued in 2009, which increased the level from the original level 5 to level 6, but the standard still only divides the Chinese ability into level 5, and the matching degree between the new HSK and the standard is naturally reduced. In contrast to Japan and the ability test, the relevant committees have developed a special can do self-evaluation form that matches their own tests. First, the existing standards about what learners can do in real life communication are not detailed and diversified enough. CEF has a complete set of difficult frame, objectives and parameters, and Japanese can do self-evaluation table has a detailed description of a good ability. For example, in the description of the ability to understand the Chinese sun, Mei level did task descriptions after. Taking level 4 as an example, there are only four task descriptions given: "listen to the introduction of the school", "listen to the introduction of the products, listen to the introduction of the houses and facilities, listen to the news broadcast of brief knowledge". There are too few examples to provide more information that is convenient for eight abilities. Third, the existing standards lack of compatibility and do not establish links between different languages. For example, at present, we have not been able to match the Chinese test grades of other countries with the existing standards, nor have we explicitly matched them with the functions and forces in the CEF. Fourth, the standard does not point out its audience and focus, for example, we do not know whether the standard is to test students' water divination by school teachers or self-test by students. That is to say, the pertinence and scientificity of the standard are waiting for us to advance Step by step. Can we develop our own capacity scale for the new HSK, and provide a special evaluation form for the shizhouzhan and the glass surveyors.

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