

**JALT CEFR&LP SIG**



**Newsletter No. 21 - May 2018**

Dear members of CEFR & LP SIG,

**CEFR&LP SIG is growing!** The membership status as of May 1<sup>st</sup>, 2018 was 53 members, a new historic high! Thank you very much to all members for supporting the SIG. Every single member is very valuable to our SIG!

The next event this month is **Pan SIG 2018 in Tokyo at Toyo Gakuen University** (Hongo Campus). CEFR & LP SIG has two main events, both are held on Sunday, May 20<sup>th</sup>, 2018. You can attend and register on-site. There many other interesting presentations at Pan SIG 2018, please drop in!  
For more details and the schedule please see at: [pansig.org](http://pansig.org)

CEFR&LP is sponsoring **Mark DeBoer as our featured speaker** and he will talk about CLIL and how the CEFR is useful for assessment.

The CEFR&LP SIG Forum will focus on **CEFR and Curriculum** as there is a high demand at many universities to change curriculum by using the CEFR. Last but not least, we will have a SIG-table. You are welcome to help out.  
With best regards!

Your coordinator

*Gabriela Schmidt*

**JALT PAN SIG on May 19th and 20th, 2018**  
**At Toyo Gakuen in Tokyo (next to Tokyo Dome City)**  
**<http://pansig.org/>**

The CEFR&LP SIG will be involved in two events at the PAN SIG:

(1) **The CEFR & LP SIG FORUM**

Sunday, May 20th, 2018 16:00-17:30, Building 4, room 4502

**CEFR and Curriculum**

In recent years many universities in Japan are under way to revise their curriculum by using the CEFR or the CEFR-J. This CEFR&LP SIG Forum will address this topic by inviting presenters of some selected universities as good practice case studies. These concrete examples will give the opportunity to clear, deep insights of curriculum change. The Forum aims to an open exchange on experience, challenges and perspectives.

(2) **Support of a featured speaker on CEFR & CLIL**

Sunday, May 20th, 2018 11:00-11:25, Building 4, room 4404

Mark deBoer (AIU)

**Conceptualizing a model for assessment in CLIL**

The efficiency of CLIL instruction has been researched extensively, demonstrating its positive impact on learners. Yet, an underrepresentation of assessment as the focus of CLIL research has resulted in an unclear understanding of what assessment in the CLIL classroom should look like or aim at. Applying CEFR principles and dynamic assessment practices, the premise that knowledge is co-constructed in social interaction through the use of language mediating subject matter and subject matter mediating the language, is one starting point for conceptualising and implementing CLIL assessment. This monistic perspective of teaching, learning, and assessment in the CLIL classroom will be discussed.

Key words: CLIL, CEFR, dynamic assessment

And there are more interesting events:

CEFR-related event by OLE SIG (Other Language Educators)

Saturday, May 19th, 2018 16:30-18:00, Building 4, room 4502

### **Develop Your Language and Intercultural Competences**

This forum's presentations will explore the teaching and education of other foreign languages such as German, Spanish, French, and Chinese at university level in Japan. Language education has to bear constant changes caused by G-N-L-university reform(s). Invariably, questions such as 'What does Monkasho expect of this change and the forthcoming implementation of the CEFR?' arise. In a globalized world, the following points need also to be addressed: 'What are the advantages of (even very basic) multilingualism?' and 'How to integrate intercultural communication into language teaching?'.

And our SIG-member **Yukie Saito** gives a talk

Sunday, May 20th, 2018 13:00-11:25, Building 4, room 4406

### **Four-skill tasks reflecting Bloom's taxonomy**

In this presentation, I will discuss how Bloom's taxonomy of lower-order to higher-order thinking skills can be incorporated into a beginner level university English class that integrates the four skills. Though instructions of the four skills often tend to focus on lower order thinking tasks for beginner level students, teachers can create more challenging tasks. As one example of four skill integrated tasks reflecting the six cognitive processes of Blooms' taxonomy, I will introduce one task in which students write and conduct their own questionnaire, summarize the results of the questionnaire, and make a presentation based on the results.

*Come and join us!*

**Hope to see you at PAN SIG!**

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**Good news:**

**CERCLES 2018 – presentation accepted!**

The proposal of our research group members on “Teacher development: Resources and devices to promote reflective attitudes toward their profession” has been accepted. CERCLES is a very highly renown two yearly conference of Language Centers in Europe of Higher Education. We are happy that this will be an opportunity to present the results of our third kaken research project. We are now in the third year and the dissemination of the results is vital.

Of course, you as our members will have the opportunity at JALT International conference in Shizuoka to hear and discuss the results of the research.

**JALT International 2018 will be held  
in Shizuoka on November 24<sup>th</sup> to 26<sup>th</sup>, 2018.**

**Come and take part in the CEFR&LP Forum.**

**Last but not least: Free copy**

**If you are interested in reviewing the CEFR & LP SIG’s edited volume from the English Profile Studies series, Volume 6 - Critical, Constructive Assessment of CEFR-informed Language Teaching in Japan and Beyond - for a journal or for our newsletter, you can get a free copy.**

Please contact the coordinator of CEFR&LP SIG or any officer of the SIG.

For downloading the newsletter see the old homepage of FLP SIG (updated in April 2018): <https://sites.google.com/site/flpsig/home/FLPSIG>

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