

JALT CEFR & LP SIG

Newsletter No. 41 – July 2024

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Dear members of the CEFR & LP SIG,

The spring semester is already close to the end and the summer heat starts to reign. We want to share various news items with you. Hopefully, there is a topic of interest to you.

The main contribution of NL 41 is the **Featured Interview with Colin Thompson** on his CEFR-informed textbooks. This connects to the interview in NL from 2019 with the first textbook at the levels A1-A2, now followed by the next textbooks ranging from levels A1-B1. See on p.3

**The CEFR Journal – Volume 6** is now published with nine amazing CEFR-related studies and the deadline for Volume 7 is July 31<sup>st</sup>, 2024.

We held a CEFR Journal SnapShot Talk on June 27<sup>th</sup>, 2024, and plan to have another one in the fall.

**JALT 2024** will be in Shizuoka and the CEFR LP SIG will have quite some highlights. We invited Morten Hunke (Brandenburg University of Applied Sciences) as a SIG-sponsored Featured Speaker, with two workshops.

And moreover, the CEFR LP SIG Forum will accommodate three presentations.

The Best of JALT of CEFR LP SIG chosen from 2023 is awarded at JALT 2024 to our member Rebecca Schmidt (Miyazaki International University) for her inspiring presentation on *CEFR Mediation Activities, CLIL Classes and a Notebook* held at JALT 2023 in Tsukuba.

When you have a presentation, please let us know we will be happy to announce it in the next NL.

**Kaken Research Proposal** – Are you interested in submitting a Kaken research proposal? Are you hesitating, or not sure? We definitely recommend: GIVING IT your personal best TRY! We will hold **two online workshops exclusively for our CEFR LP SIG members** for preparing and submitting a Kaken research proposal:

The first will be on **Sunday, July 28<sup>th</sup> from 10 am to 12 noon** and the second on **August 2<sup>nd</sup> from 1 pm to 3 pm**. Sign up by sending an email to the SIG president.

We strongly recommend starting and conducting a research project on your own or collaboratively with other members to research and develop tools, providing evidence that the CEFR and CEFR CV is an effective and efficient tool. We will guide you through the basic steps of the application.

In this issue we look back on various events, as PanSIG 2024 held in Fukui and CEFR LP SIG had a vivid discussion at the SIG – Forum based on three impressive presentations. We will make a pre-announcement for PanSIG 2025: Planned in Chiba at KUIS on May 17-18, 2025.

This next NL42 will provide a report on the **collaborative Kaken project** which started in April 2020, and which ended in March 2024 with good news. The project was successfully *conducted* and laid the base for a solid outcome of excellent completed case studies. The

resulting book proposal was accepted by Springer, and we are looking forward to the international book publication in 2024 involving eleven members of the research team: **ten JALT members, nine CEFR LP SIG members and one international collaborator.**

Since March we had the opportunity to hold the first **CEFR Reflection Meeting** on March 5<sup>th</sup>, 2024 with a very intensive and productive discussion. The themes chosen were:

- (1) Reviewing and discussing the paper from the Reflection Day (held on June 15<sup>th</sup>, 2023),
- (2) Exchange on the CEFR and CEFR/CV, the portfolio in one's context.

Thanks to all participants, it was a very fruitful, sustainable exchange.

The incentive we received from the **API Education Forum**, an initiative promoting *Action-oriented, Plurilingual and Intercultural (API)* education initiated by Enrica Piccardo, Brian North and others developed further. There was a follow-up meeting on June 4<sup>th</sup>, 2024. We will keep you regularly updated on the development of setting up an organization.

The SIG AGM will be held in the fall online. SIG Members will receive an individual invitation. We need to amend our SIG constitution. The Auditor and the Board of Directors of JALT are urging each SIG to amend their SIG constitution.

Sending you my best wishes and hopefully something will draw your attention.

*Gabriela Schmidt*

SIG President behalf of all officers of CEFR & LP SIG

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## The Japanese translation of the CEFR - Companion Volume amended Version 3

is now online available and has been slightly amended and is available at the German Goethe Institute Tokyo. The text reads in Japanese:

「言語の学習、教授、評価のためのヨーロッパ共通参照枠 – 新能力記述文を伴う CEFR 随伴版」  
(2020 年欧州評議会発行 Common European Framework of Reference for Languages: Learning, teaching, assessment: Companion Volume with New Descriptors) の日本語訳をこちらでご覧いただけます。

Direct download:

[言語の学習、教授、評価のためのヨーロッパ共通参照枠 – 新能力記述文を伴う CEFR 随伴版 \(PDF, 6 MB\)](#)

Related URL Goethe Institute: <https://www.goethe.de/ins/jp/ja/spr/unt/ger.html#i6459003>

**随伴版** *suihan-ban*

It will be published on the COE HP, too. Please check regularly on [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)

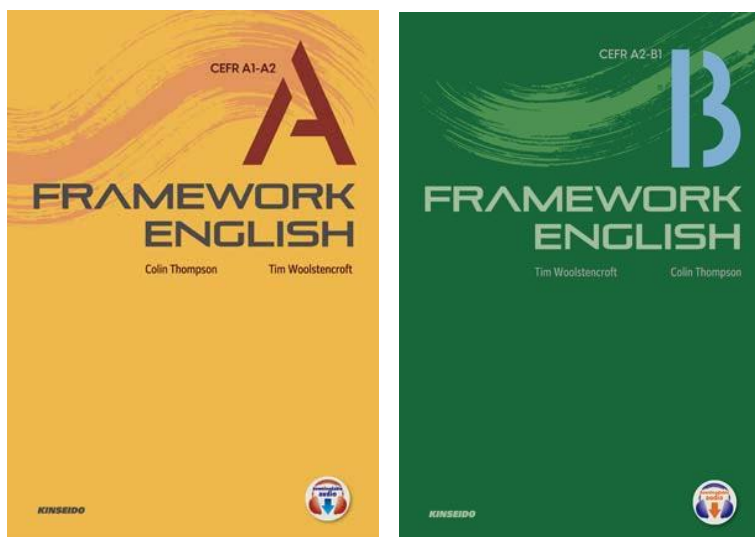
## Featured Interview (July 2024)

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### Designing a series of CEFR-informed skills-based English language textbooks at the A1/A2 and A2/B1 levels.

#### Interview with Colin Thompson

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Colin Thompson is an Associate Professor at Aoyama Gakuin University in Tokyo. He co-authored the textbooks entitled 'Framework English A' and 'Framework English B' with his colleague Tim Woolstencroft who is an Associate Professor at Josai International University. In this interview we will hear the background of this textbook series project.

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Colin, thank you very much for sparing your time to answer our questions on your CEFR-informed textbooks. First of all, congratulations on your textbook series project! Back in 2019, we interviewed you on your CEFR based textbook 'Framework English' which was published in 2020. Now, you have followed that up with 'Framework English A' and Framework English B' that have just been published by *Kinseido* this year.

***What was your initial reason for publishing the first textbook 'Framework English', and to develop your own teaching materials according to the CEFR?***

Well, at that time, in 2019, my colleague Tim and I were coordinating a four skills English language course for all first-year students at Josai International University. The growing influence of CEFR in Japan led us to research around its pedagogic aims, and once we became familiarized with CEFR's action-oriented philosophy towards language teaching, we knew that designing a CEFR-informed curriculum would benefit the needs of our learners.

As a lot of our students study abroad, we wanted textbooks that not only developed communication skills, but also developed their cultural understanding of how languages work. We also wanted to develop students' cognitive skills that would benefit other areas of their academic studies, not just English, for example, inferring, reasoning, analyzing information skills etc.

We found that the communicative aims of CEFR were very compatible with our goals for the curriculum, for example, having students complete real-world tasks that are not primarily focused on language. Thankfully, we received the support from our university to write 'Framework English'. The book was multi-skilled, and set at the A1/A2 level, and we used the CEFR-J, which is a free and very useful resource, for selecting vocabulary at the A1-B2 levels. We designed the textbook to get students using the knowledge they have to complete motivational activities and tasks that are based on personal and social interests. Then, as the units progress in the book, students are exposed to higher level vocabulary up to the CEFR-J B2 level.

***OK, so what about the new textbooks? What was the incentive for writing them?***

Well, we implemented 'Framework English' into our curriculum in 2020, and it was well received by both teachers and students. The book seemed to succeed in motivating students to use English in class and learn new vocabulary. Then after a few years, we began thinking of revisions and improvements that could be made to it. In addition, we always had an intention to write a follow up textbook at a higher level, around the A2-B1 level.

***So, what is the same, and what is different with the new books?***

Well, 'Framework English' was edited and revised into 'Framework English A'. The book follows the same structure as its predecessor. For example, learners are first provided with learning goals, followed by a progression of tasks and activities that allow them to practice and develop their communicative and cognitive skills. However, a big change was incorporating visual, graphic organisers into each module which help learners extract key information from the listening and reading texts. The graphic organizers are also used to help learners plan and organize their thoughts clearly for productive writing. Then at the end of each module, learners complete "Can do" statements which reflect the goals outlined at the start of each module, enabling them to assess their strengths and weaknesses. 'Framework English A' also consists of new, review units that come at the end of key modules. Here, students engage in research projects where they have to answer research questions, collect data and report on their findings. In doing so, they can develop cognitive skills such as analyzing information, reasoning, and displaying visual data clearly.

Framework English A (or FA, as we call it), is based around 6 topic-based modules of personal and social interest for learners, such as food, fashion and travel. Framework English B (or FB as we call it), follows the same action-based philosophy but it targets the A2-B1 levels. Vocabulary again was taken from the CEFR-J, but FB builds on FA by targeting higher levels of CEFR-J vocabulary, as well as CEFR rated grammar. As a higher-level book, FB focuses on educational and professional interests, as well as personal and social interests, covering topics such as biographies, personalities and predictions. In doing so, learners can develop interpersonal and intrapersonal skills; that is, developing skills to communicate effectively and knowing your own strengths and weaknesses, as well as thinking about potential career paths.

### **How were the new textbooks perceived and accepted by teachers?**

As all the English teachers at our university were familiar with using the original *Framework*, it was nice to introduce the revised FA, and the new FB. We received positive feedback to both books, and the new, additional changes such as the graphic organizers seem to be an effective tool for learners to plan their thoughts and organise their ideas for output tasks.

Also, as FB is a higher-level book, it's nice to be able to push on from FA, and develop learners' knowledge and communicative skills further with FB whilst still following CEFR's action-oriented approach to language learning.

***Thank you very much for your explanation. We wish you well on your project and hope you will share your experiences with our SIG members.***

Thank you very much! I had no idea back in 2019 that I would be doing another interview five years later, on new CEFR-informed textbooks. So, thank you for allowing me to discuss them with you today.

To contact the author, please email: [colin@cl.aoyama.ac.jp](mailto:colin@cl.aoyama.ac.jp)

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**Kaken Research Proposal** – Are you interested, and do you intend to submit? Are you hesitating, or not sure: No way! We definitely recommend: GIVING IT your personal best

**TRY!** We will hold **two online workshops exclusively for our CEFR LP SIG members** for preparing and submitting a Kaken research proposal.

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We strongly recommend starting and conducting a research project on your own or collaboratively with other members, to research and develop tools and providing evidence that the CEFR and CEFR CV are effective and efficient tools. We will guide you through the basic steps of the application.

## REPORTS and IMPRESSIONS

### Report on **March 5<sup>th</sup> (Tue), 2024 14:30-16:00 Online,** **CEFR & LP SIG – CEFR Reflection Meeting**

First was a SIG organized **CEFR Reflection Meeting** on March 5<sup>th</sup>, 2024, from 2:30 pm to 4 pm, with two sections

- (1) Reviewing and discussing the paper from the Reflection Day (held on June 15<sup>th</sup>, 2023),
- (2) Exchange on the CEFR and CEFR/CV, the portfolio in one's context.

Assessment for Learning. Mediation. How to integrate CEFR concepts into the actual class(es) we teach. How to use CEFR ideas in our class for improving our class, and for the students improving their language learning.

The other suggestion was to learn and hear more about real-world applications of CEFR tools and materials with first-hand accounts and best practices on how educators are using them to enhance teaching, learning, and assessment at all levels.

This was a very good suggestion and fit with the plans we have for 2024, starting a webinar series, with each webinar focusing on a specific area or tool at a particular CEFR level. We met on March 5<sup>th</sup> and discussed the next steps.

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## Impressions from PanSIG 2024 in Fukui

### Impression from the CEFR LP SIG Forum:



### Impression from the Closing ceremony

Splendid job done!  
PanSIG 2024 conference chair  
Parvathy Ramchandran  
PanSIG 2024 site chair  
Bradford Lee  
PanSIG 2025 Conference chair  
Robert Dykes



Realizing the big shoes, he steps in



### Eligible Presentations for the Best of JALT award of CEFR & LP SIG

This was kind of a tough vote. According to the JALT Director of Program and Liaison the vote can be done by officer voting. The following presentations were eligible to be voted on as the Best of JALT of CEFR LP SIG delivered in 2023, nominated in 2024 for the Best of JALT Award:

Rebecca Schmidt ***CEFR Mediation Activities, CLIL Classes and a Notebook***  
SUN 10:25 AM - 10:50 AM, Room: 202B

Mathew Porter ***The Place of Foreign Languages in Japanese Nursing Programs***  
SAT 12:10 PM - 12:35 PM, Room: 405A

Koki Tomita - Soka University: **A Literature Review on Foundational Theories for CEFR-Aligned Curriculum Evaluation** SAT 12:45 PM - 2:15 PM, Room: 403

Tyson Rode ***A 21st-Century Skills Program for Pre-service Teachers*** - Meikai University  
MON 9:15 AM - 9:40 AM, Room: 405A

The Best of JALT of CEFR LP SIG chosen from 2023 is awarded at JALT 2024 to our member Rebecca Schmidt (Miyazaki International University) for her presentation on ***CEFR Mediation Activities, CLIL Classes and a Notebook*** held at JALT 2023 in Tsukuba on Sunday, November 26<sup>th</sup>, 2024.

Other CEFR related presentations, which are not eligible because the presenters were already rewarded as Best of JALT of CEFR & LP SIG: Jack Bower, Yukie Saito, Colin Thompson, and last year in 2023 Takanori Omura.

Congratulations !!!



### Future PanSIG conferences are planned as follows:

PanSIG 2025 will be held May 17-18, 2025 at Kanda University of International Studies (神田外語大学) in Mihama Ward, Chiba City, Chiba Prefecture. The conference theme is **Agency and Autonomy**. The conference chair will be Robert Dykes; the site co-chairs will be Jennie Roloff Rothman and Prateek Sharma.

More details will follow soon. If you are interested in getting involved in the team, please contact the SIG president. Volunteers are needed for various tasks, on reviewing, at the conference, and more.

**CEFR Journal – Research and Practice**

**Volume 6 is published  
and volume 7 already under way.**

We still have a lot of submissions from last year and we are waiting for more!  
Deadline is July 31<sup>st</sup>, 2024.

**Volume 6**

<https://cefrjapan.net/journal/volume6>

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6-1, 7 – 26

*PACIS XXI: Aligning English language curriculum with the CEFR/CV for 21st century learning*  
**Janey Gregório**, (Regional Directorate for Education and Educational Administration of the Azores, Portugal)

**Joana Silveira**, (Regional Directorate for Education and Educational Administration of the Azores, Portugal)

Keywords: PACIS XXI, CEFR Companion Volume, curriculum guidelines, action-oriented approach, *Understanding by Design*, pedagogical assessment,

6-2, 27 – 42

*The New ‘Back to Normal’: CEFR Online Interaction Activities and Strategies in German as a Second Language (GSL) Courses*

**Kerstin Pramstaller**, University of Innsbruck (Austria)

Keywords: CEFR/CV, online interaction activities and strategies, multi-modal learning, real-life communication, digital citizens

6-3, 43 - 55

*The CEFR CV revisited: Aligning didactic audiovisual translation to the Common European Framework of Reference for Languages*

**Marga Navarrete**, University College London

Keywords: CEFR/CV, mediation, didactic audiovisual translation (DAT), didactic audio description (DAD), illustrative descriptors.

6-4, 56 - 79

*Mapping the SMEEA Gaokao tests to the CEFR*

**Jane Lloyd**, Cambridge University Press and Assessment

**Graham Seed**, Cambridge University Press and Assessment

**Xu Wen**, Shanghai Municipal Educational Examinations Authority

**Hu Yue**, Shanghai Municipal Educational Examinations Authority

Keywords: CEFR, alignment, examination, Shanghai Gaokao, mapping, online, cascaded training, China

6-5, 80 - 103

*Teachers’ insights on self-assessment of multilingual students according to the CEFR*

**Thomas Rousoulioti**, Aristotle University of Thessaloniki



**Antonios Ventouris**, Aristotle University of Thessaloniki

**Olympia Blatsioti**, Ministry of Education, Religious Affairs and Sports

**Dimitra Tsalta**, University of Nicosia

Keywords: alternative assessment, self-assessment, second/foreign language, teacher believes, L2 Greek

6-6, 104 - 111

*The development of mediation strategies when relaying information, both in speech and writing: Task samples for undergraduate students of Spanish as a foreign language*

**Macarena Jiménez Naranjo**, University College London

**Marga Navarrete**, University College London

**Mazal Oaknín**, University College London

Keywords: Foreign language teaching, descriptors, mediating a text, relaying specific information, CEFR

6-7, 112 - 136

*Making a Case for Poetry in Action-oriented Foreign Language Courses*

**Ursula Hehl**, TH Köln - University of Applied Sciences

**Anne Laaredj-Campbell**, The National Agency for Pedagogical Exchange Services (PAD) at the Standing Conference of the Ministers of Education and Cultural Affairs (KMK)

Keywords: poetry reading, culturally responsive teaching and learning, cultural awareness, action-oriented approach, learner-centeredness, mediation, blended learning, remote learning

6-8, 137 - 154

*Developing CEFR-based mediation rating scales for standardized exams at state language schools in Andalusia (Spain)*

**Maria Teresa Berceruelo Pino**, Escuela Oficial de Idiomas de Granada (retired, September 2022) [Official School of Languages Granada]

**Angel Diaz Cobo**, Escuela Oficial de Idiomas de Cadiz [Official School of Languages Cadiz]

**Maria Deseada Lopez Fernandez**, Escuela Oficial de Idiomas de Estepona and University of Malaga [Official School of Languages Estepona, University of Malaga]

**Antonio Romero Rodriguez**, Escuela Oficial de Idiomas de Cadiz (coordinator) [Official School of Languages Cadiz]

Keywords: linguistic mediation, mediation strategies, assessment of mediation, rating scales, standardized testing, CEFR/CV descriptor adaptation, linguistic mediation tasks

6-9, 155 - 177

*Usability of CEFR Companion Volume scales for the development of an analytic rating scale for academic integrated writing assessment*

**Claudia Harsch**, University of Bremen

**Valeriia Koval**, University of Bremen

**Ximena Delgado-Osorio**, DIPF | Leibniz Institute for Research and Information in Education

**Johannes Hartig**, DIPF | Leibniz Institute for Research and Information in Education

Keywords: rating scale development, CEFR/CV, integrated writing tasks, academic preparedness, validation of a rating scale

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**2024 – Coming up**  
**Conferences, Colloquia, Events in 2024**

**August 11-17, 2024 AILA 2024** conference in Kuala Lumpur, see <https://aila2024.com/>

**August 28-30, 2024 JACET International Convention,**  
at Aichi University, Nagoya Campus,

*Positioning ELT in Higher Education,*  
<https://www.jacet.org/convention/2024-2/>

**September 12 - 14, 2024 CercleS** conference, Durham, Great Britain

*Multilingualism & the Anglosphere*  
<https://www.durham.ac.uk/departments/centres/foreign-language-study/cercles-2024/programme/>

**October 18–19, 2024** at Blanquerna – Universitat Ramon Llull, Barcelona,

*Responding to the CEFR Alignment Handbook,*  
*Sharing experience of alignment activities and reflecting on lessons learned*  
<http://cefralignconfbcn.blanquerna.edu/programme/>

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**Future JALT international conferences are planned as follows:**

Nov 15 - 18, 2024 in Shizuoka - JALT 50<sup>th</sup> conference

Oct 31 – Nov 2, 2025 in Tokyo – JALT 51st conference

Nov, 2026 in Nagoya – JALT 52nd conference

CEFR LP SIG Events at

## **JALT International 50<sup>th</sup> Conference 2024**

in Shizuoka (Granship)

### **CEFR LP SIG - Featured speaker at JALT 2024**

**Morten Hunke** (Brandenburg University of Applied Sciences) is a long-term CEFR LP SIG member and officer. He has teaching experience in the UK, Sweden, Germany, and Japan. He was in charge of strategy and innovation at the high-stake test developing TestDaF-Institute in Bochum, Germany. He is a member of EALTA. He is co-founder and a co-editor of the CEFR Journal – Research and Practice, which gained a lot of international attention. He is an author and co-editor of various publications.

Speaker Attributes: Morten has been a regular contributor to JALT in many capacities over the years. Morten's outlook is always towards new pathways and alleyways in regards to his great passions: language learning and teaching and international mobility. Morten has worked on and researched a variety of aspects of cross-cultural communication and interaction. He is currently taking a particularly keen interest in international mobility as well as the adaptation of the CEFR – especially outside of Europe – but has also explored uses of literary formats and performances in the realm of language learning and teaching. His multiple experiences in many contexts globally, make him an ideally suited contributor to JALT2024.

Featured Speaker Workshop (60 min.)

### **CEFR Quo Vadis? – Myths, Recent Trends, and Perspectives**

Morten Hunke - Brandenburg University of Applied Sciences

Saturday, November 16th, Time: 12:25 PM - 1:25 PM (60 minutes), Room: 1001-2

Summary: The recent development of the CEFR looks towards creating opportunities for more transparent language education, with an emphasis on mediation to raise awareness and foster inclusion in the interaction of groups with a diverse background. As a framework it aims to develop excellence for learners and teachers at the same time by its reference levels. The speaker will exemplify by a range of international case studies what the CEFR contributes to the future.

Practice-oriented Short Workshop (25 min.)

### **The Journey of the CEFR Journal: Multiplying Best Practice**

Morten Hunke (Brandenburg University of Applied Sciences)

Sunday, November 17th, Time: 12:35 PM - 1:00 PM (25 minutes), Room: 1001-2

Summary: Creating a platform for teachers, researchers, practitioners in the field of language learning and teaching has been the prime objective of this journal. We pride ourselves in

helping, aiding, and guiding (potential) contributors along the way of getting published. We have incorporated the principle of epistemic respect into our reviewer guidelines. And we have installed strong peer review components into the reviewing process. In short, we are attempting to multiply best practice, in many ways.

## CEFR LP SIG Forum at JALT 2024

### *The CEFR and CEFR/CV in the classroom - Needs of teachers*

Saturday, November 16th from 2:45 PM to 4:15 PM, in room Hikae 2 (1F).

#### Presenters

Noriko Nagai (Ibaraki University):

*Mediation for transforming the conventional 4 skill-based classroom to a dynamic action-oriented language classroom*

Yoko Oi (Waseda University):

*Analyzing Writing Task Difficulty for Japanese University Students*

Maria Gabriela Schmidt (Nihon University):

*Considering dynamic and formative assessment of interactive tasks in the classroom*

Short Summary: This Forum addresses three topics related to the needs of teachers using the CEFR and CEFR/CV efficiently, by tailoring it to their specific classroom settings including a discussion.

If you have a presentation, please let us know, we can include it in the next Newsletter.

Featured Speaker related Citation References (Selected on the CEFR):

O'Dwyer, F., Hunke, M. & Schmidt, M. G. (2020) The EALTA UKALTA 'Roadmap' conference – The CEFR: a road map for future research and development – meeting overview. CEFR Journal – Research and Practice, Vol. 2, 89-97.

Hunke, M., O'Dwyer, F. & Imig, A. (2018). The CEFR as an immigrant in the globalised world? In A. Brandt, A. Buschmann-Göbels & C. Harsch (Hrsg.), *Der Gemeinsame Europäische Referenzrahmen für Sprachen und seine Adaption im Hochschulkontext* (238-248). Bochum: AKS-Verlag.

Schmidt, M., Nagai, N., Naganuma, N. & M Hunke (2017). CEFR による教育改善 (Improving CEFR-informed Education). JACET 教育問題研究会: 言語教育エキスポ 2017 (JACET Education Issues Research Association: Linguistics Education EXPO 2017): Waseda University, Tokyo, 66-69.

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For events, please visit: <https://cefrjapan.net/events>

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Call for submission CEFR & LP SIG Newsletter no.42 by September 30<sup>th</sup>, 2024