

CEFR Journal

Research and Practice



Japan Association for Language Teaching (JALT)
CEFR & Language Portfolio SIG (CEFR & LP SIG)

Volume 2 (June 2020)

ISSN 2434-849X

Title: CEFR Journal – Research and Practice

Type: Online Journal

URL: <https://cefrjapan.net/publications/journal>

Contact: journal@cefrjapan.net

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Edited by: Japan Association for Language Teaching (JALT)
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ISSN: 2434-849X
J-STAGE, SCOPUS & Web of Science

CEFR JOURNAL—RESEARCH AND PRACTICE

VOLUME 2

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The Common European Framework of Reference for Languages CEFR SIG

Neus Figueras, University of Barcelona

Given the prominent role of the CEFR in all aspects of language education, and in a large number of countries and contexts, the establishment of a Special Interest Group within EALTA to address issues related to the use and further development of the CEFR was approved by the EALTA executive committee in 2014. The first EALTA CEFR SIG met prior to the Copenhagen EALTA Conference in 2015, moderated by Neus Figueras and Sauli Takala. Neus Figueras is now the sole moderator of the SIG, following the sad passing away of Sauli Takala, in February 2017.

All EALTA members can become members of the SIG. For free membership, please see: <http://www.ealta.eu.org/join.htm>. The SIG's provides a forum for exchange for people engaged in local, national, regional, European and broader international contexts, in the development, implementation, use or assessment/evaluation of:

1. language policies and language education policies
2. education, curricula, syllabi and courses program
3. basic and in-service education of teachers
4. teaching and learning materials
5. testing and assessment covering the whole range of activities from classroom and self-assessment to external and international assessments
6. linking/aligning policies, program, materials and tests/examinations/assessment to the CEFR
7. further developments to the CEFR

Further activities may include international and reciprocal co-operation in producing and validating benchmarks; as well as international and reciprocal co-operation in validating standard setting projects; facilitating exchange visits of researchers or co-operative development and research projects amongst group members to enhance the exchange of expertise across Europe and beyond and among all EALTA members.

Professionals from different contexts have been invited to take part in SIG meetings, which take place regularly prior to the annual EALTA conference. The EALTA CEFR SIG has also held special meetings, either by invitation (as was the case at the University of Bilkent, Turkey in 2016 or in London at Kaplan International in 2017) or on its own initiative, as was the case with the meeting held at Trinity College Dublin in January 2018 on the occasion of the publication of the CEFR Companion Volume with new descriptors by the Council of Europe (report available at: <http://www.ealta.eu.org/members/resources.php>).

The EALTA CEFR SIG strives to be a catalyst for CEFR-related innovations within the field of assessment and testing. The SIG contributes to discussions and debates that not only help disseminate best practices in the use of the CEFR, but also propose actions and initiatives which can further the use of the CEFR. An example of this is the February 2020 co-organization of an event with UKALTA. The event explored ways of developing research methodologies and projects that help extend and develop the CEFR and its implementation. The official report may be accessed at: http://www.ealta.eu.org/documents/EALTA_UKALTA_CEFR_report_final.pdf.

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Submission (Call for Abstracts)

This journal attempts to fall somewhere in between an inaccessible academic journal (long waiting times, fairly strict guidelines/criteria) and a newsletter (practical in nature but lacking in theoretical support/foundation), linking research of a practical nature with relevant research related to foreign language education, the CEFR, other language frameworks, and the European Language Portfolio. While the CEFR was introduced by the Council of Europe and intended for use, first and foremost, within Europe, the influence of the CEFR now has to be attested in many places beyond European borders. It has become a global framework, impacting a variety of aspects of language learning, teaching, and assessment across countries and continents beyond the context for which it was originally created. As such, there is a pressing need to create a quality forum for sharing research, experiences, and lessons learned from applying the CEFR in different contexts. This journal provides such a forum where people involved or interested in processes of applying the CEFR can share and learn from one another.

We are continuously seeking contributions related to foreign language education, the CEFR, other language frameworks, and the European Language Portfolio. We are particularly interested in specific contextual adaptations.

Currently, we have a new Call for Abstracts out. Due to current necessities and demand, we are looking to give your experiences with **online, remote, and e-learning in conjunction with the CEFR, the CEFR/CV, or portfolio work** the spotlight it deserves. In these months many practitioners are accruing valuable best and potentially also worst practice experience. We would like to offer a forum to share such valuable insights in future volumes. Until 30 November 2020 we are looking for abstracts at:

journal@cefrjapan.net

Guidelines

| | |
|-----------------------|---|
| Submission: | 30 November 2020 |
| Contributions: | Articles (research), reports (best practice), news (work in progress), research notes, book reviews |
| Language(s): | English (British, American, international) preferred, but not mandatory. Other languages by request, with an extended abstract in English. |
| Review type: | Peer review, double blind |

Peer review guidelines:

We ask all peer reviewers to make every reasonable effort to adhere to the following ethical guidelines for the **CEFR Journal – Research and Practice** submissions that they have agreed to review:

1. Reviewers must give unbiased consideration to each manuscript submitted for consideration for publication, and should judge each on its merits. Since, we employ a double-blind review, the text you have been provided with ought to have no reference to race, religion, nationality, sex, gender, seniority, or institutional affiliation of the author(s). Please, notify us immediately were any such information still detectable in the anonymised text you received.
2. Reviewers should declare any potential conflict of interest prior to agreeing to review a manuscript, including any relationship with the author that may potentially bias their review.
3. Reviewers are strongly advised to keep the peer review process confidential; information or correspondence about a manuscript should not be shared with anyone outside the peer review process.
4. Reviewers should provide a constructive, comprehensive, evidenced, and appropriately substantial peer review report. For your convenience, we are providing you with a 'reviewing matrix' you may choose to use at your own discretion. We would also like to kindly ask you to provide us in the journal editorial team with a final overall assessment of the text's publication potential – please, see bottom of this document.
5. Reviewers must avoid making statements in their report, which might be construed as impugning any person's reputation.
6. Reviewers should make all reasonable effort to submit their report and recommendation in a timely manner, informing the editor if this is not possible.
7. Reviewers should call to the journal editor's attention any significant similarity between the manuscript under consideration and any published paper or submitted manuscripts of which they are aware.

Author instructions:

- Adapted version of deGruyter Mouton guidelines for Language Learning in Higher Education (CercleS) and style sheet.



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