



*Dear members of the CEFR & LP SIG,*

Hopefully this message finds you well after several typhoons hitting Japan seriously. This newsletter edition is published just in the wake of JALT 2019 in Nagoya.

JALT International 2019 will take place in Nagoya WINC from November 1<sup>st</sup> to 4<sup>th</sup>, 2019. CEFR & LP SIG will hold a combined SIG Forum and AGM on Sunday, November 3<sup>rd</sup>, 2019. On request of some members, we will introduce a “My share corner” where SIG members can introduce their CEFR-related project(s). CEFR & LP SIG will have a SIG table on Saturday (contact Alexander Imig) and on Sunday (contact Maria Gabriela Schmidt).

(1) This newsletter contains an interview with our member Colin Thompson from Josai International University, on designing a CEFR-informed English language textbook that focuses on the A1/A2 level. He has just published the book with his colleague Tim Woolstencroft, and we wanted to know the details from behind the scenes, and their reasons for the textbook project (see page 2).

(2) This newsletter includes the Call for Contributions for *CEFR Journal – Research and Practice* for Volume 2 by November 30<sup>th</sup>, 2019. We are looking for your submission! (page 5)

(3) You will find in this newsletter a short report of the CEFR&LP SIG activities preparing the AGM, on the CEFR& SIG Forum and on CEFR-related presentations at JALT 2019. (page 6 - 9)

(4) This year there are 8 presentations! And CEFR&LP SIG nominee Tim Wilson for Best of JALT of CEFR&LP SIG 2018! ) (page 9 – 11)

(5) Looking back, we want to say thank you to JALT Tokyo chapter for the joint event on April 19<sup>th</sup>, hosted at Rikkyo University, which was very well organized and attended.

And looking forward, we are happy to announce the next joint event, this time in Kansai with JALT Nara Chapter and CEFR & LP SIG on December 7<sup>th</sup>, 2019 (Saturday). Please mark this date in your calendar!!!

If you would like to organize a joint event with the CEFR&LP SIG, please contact one of our officers. We ask all our members to get involved in organizing meetings and mini-conferences. Therefore, we are seeking your cooperation to make this happen.

Best regards

*Gabriela Schmidt*

Your coordinator on behalf of all officers

## Featured Interview

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### “Designing a CEFR-informed English language textbook at the A1/A2 level”

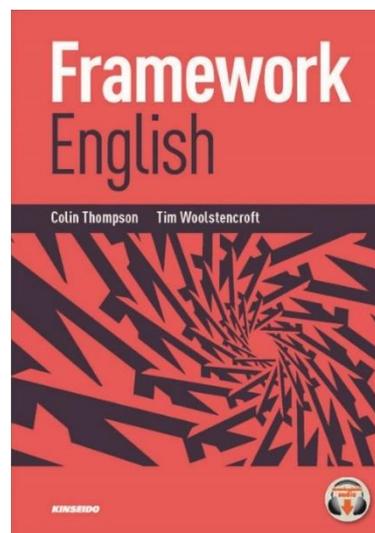
#### Interview with Colin Thompson

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Colin Thompson is an Assistant Professor at Josai International University in Chiba. He co-authored the textbook entitled ‘Framework English’ with his colleague Tim Woolstencroft. In this interview we will hear the background of this book project.

Colin will also be presenting on his textbook at the JALT national conference (see details below). Attendees can receive a free copy.



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Colin, thank you very much for sparing your time to answer our questions on your CEFR-informed textbook. First of all, congratulations on your textbook project! There are many textbooks for English available in Japan. Some of them claim to be CEFR-related, yet leaving doubts. But there are not many English textbooks which are developed in a real CEFR-informed way in Japan. Some of our members did to do so, Naoyuki Naganuma, Noriko Nagai and Fergus O’Dwyer in 2015 aiming for a B1 level.

***First, can you give us a short biographic background on you and your colleague?***

Yes, sure. I’ve been working at Josai International University (JIU) for almost three years, after gaining my PhD. My colleague Tim has been teaching at JIU for approximately fifteen years, and we both work in the Center for Language Education. My research concerns language pedagogy, and Tim has expertise in materials development and CEFR.

***What was your reason to start a project like this, and to develop your own teaching materials according to CEFR?***

Well, we coordinate a four skills English language course for all first-year students at JIU. We had been using textbooks from the market, and the growing influence of CEFR in Japan led us research around its pedagogic aims. Of course, everyone knows CEFR in relation to Can-do statements and that’s generally what it’s associated with. But once we became familiarized with CEFR’s philosophy towards language *teaching* we realized that designing a CEFR-informed curriculum would really benefit the needs of our learners. In terms of textbooks, as you say, there’s lots out there, and the CEFR-informed ones we looked at seemed to be language or ‘grammar driven’ with lots of grammar points and this didn’t seem to reflect CEFR’s action-

orientated approach to us, for example, fostering students as language users rather than language learners, and focusing more on communication than linguistic accuracy etc.

Now, Tim and I have a lot of experience regarding the needs of our students for learning English. A lot of our students study abroad, so we needed a textbook 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, visual processing, problem solving etc. We wanted to design tasks and research projects that targeted those skills, and have them based topics of interest for students, such as food, fashion, and travel. We then found that the communicative aims of CEFR, and its domains, were very compatible with our own goals, for example, having students complete real-world tasks that are not primarily focused on language. So, thankfully, we received the support from our university to write Framework, and here we are!

***OK, so can you explain more about the advantages of a CEFR-informed textbook?***

Yes, CEFR's action-orientated approach involves learners being engaged in the learning process and also to be responsible for their own learning. In terms of engagement, CEFR advocates that content should be related to students own personal experiences to help motivate them. So in Framework, students always have to use the content by relating it to their own experiences, whether its speaking, listening, reading, or writing, students have to complete an activity or task about them, using the content in some way, and this seems to help the learning process.

Furthermore, autonomy is very important with CEFR. Providing goals, giving students choices and reflecting on their language ability. First outline the goals of each skill, at the start of each module, then learners can plan head. We then provide activities and tasks for learners to practice their ability, then at the end of each module, learners' complete Can-do statements for each of those skills. In this way the goals, activities and Can-do statements are tightly connected, and this helps autonomy because learners then have awareness, they can plan, practice and reflect on their own strengths and weaknesses.

Also, we think having CEFR-J listed vocabulary in Framework is a big plus. Thankfully, we could incorporate the ratings used in CEFR-J to list the vocabulary that we target in the book. The vocabulary progresses from A1 to B2, according to CEFR-J. This is particularly useful for us because the CEFR-J corpus is based on English vocabulary within an Asian context, so teachers and students can see which words are more commonly used and which are of a higher level.

***You started with A1 which is related to pure beginners. At university level we talk of “false beginners”. How did you address this gap?***

Well, CEFR A1 does relate to pure beginners and coming from a European context, this can also mean young learners. At the university level in Japan, we have the term 'false beginners' because Japanese students have generally had six years exposure learning English. Now as a general population, when students enter University, they may have A1/A2 knowledge in terms of vocabulary and grammar, but in terms of communication skills, they generally need more practice using English. So, we wanted to design a textbook that gets students using the knowledge they have, and to enjoy using English by completing motivational activities and

tasks that are based on personal interests. Then, as the units progress in the book, students are exposed to higher level vocabulary up to the CEFR-J B2 level. Furthermore, although Framework focuses on A1/A2 in terms of grammar, we wanted to develop skills that are important for university level students, such as ‘scanning for information’ which is classified at the CEFR B2 level. We also target cognitive skills, as I’ve mentioned, so yes the book focuses on A1/A2 at a grammatical level, but it also devotes a lot of attention towards additional skills that can benefit university level students in their academic studies.

***What was the most challenging part?***

Trying to finish it! It was a time consuming project, Framework covers reading, listening, speaking and writing skills, and there’s 14 units so there’s a lot of information. In addition, I guess wording the Can-do statements was a challenge. English language textbooks in Japan cannot use Japanese instructions anymore, and a lot of the CEFR Can-do statements use complex words, even at the A1 level. However, CEFR’s aim is to be flexible and teachers can adapt Can-dos to their own contexts, and that’s what we did, using simple English that students hopefully can understand.

A challenge post-publication (but a rewarding one) has been teacher-training regarding the use of the book in line with the aims of CEFR. As I’ve mentioned, CEFR is largely known for assessment and Can-dos, but less so in terms of teaching. There’s a lot of information available on CEFR but teachers have busy schedules, and the CEFR manuals can be time consuming to read, so we arranged a workshop for our teaching staff to inform them of CEFR’s philosophy and how to use our book in line with CEFR’s aims. And that’s been a positive experience, which in turn helps improve our curriculum.

***Do you plan to continue writing textbooks throughout the six CEFR levels?***

Yes, we do. It is a series and we are in the process of writing book 2 which focuses on the A2/B1 level. It’s again multi-skilled and it will follow a similar structure to book 1. As book 2 is a higher level, it will cover more professional use of English, as opposed to book 1 which focuses more on personal and educational use. So as the books rise in level, there is a gradual shift in the domain of English use.

***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.***

My pleasure! And thank you for providing this great CEFR & LP SIG resource!

Colin.

[thompson@jiu.ac.jp](mailto:thompson@jiu.ac.jp)

## CEFR Journal - Research and Practice

Call for contributions for volume 2

### Theme: the CEFR Companion Volume (CV)

In May 2019, we launched the maiden issue of our CEFR Journal; it is freely available here: <https://cefrjapan.net/journal>. Now, it is time to get volume 2 under way.



We are especially – but not exclusively – seeking contributions addressing theoretical and/or practical issues surrounding the CEFR Companion Volume (CV). Publication of the CEFR CV has sparked a lot of attention since 2017. Particularly, the newly added descriptors for mediation seem to have captured many a language teaching/researching professionals' imagination. Thus, it might be said: the CEFR CV has hit a nerve. The CEFR Journal is keen to learn your thoughts on this matter.

Categories for contribution we are looking for are:

- articles (4,500-6,000 words),
- work in progress/practice reports (2,000-3,000 words),
- book reviews (400-500 words), or
- conference reports (400-500 words).

**For starters, we are looking for abstracts of 250-300 words (excluding keywords and bibliography) by 30<sup>th</sup> November 2019.**

The abstracts need to state the category, give an outline of the intended text, name a minimum of five keywords, and present a preliminary bibliography. If and when chosen by the CEFR Journal Editorial Advisory Board – see p. 3 in volume 1 (plus, additional more recently recruited experts in the field). All contributors will be contacted by mid-December, 2019. If accepted you will be asked to submit your text by mid-February, 2020. A double blind peer review will follow. You may be asked to revise your text, before it becomes part of volume 2 of our exciting new CEFR Journal.

Please direct all communication towards [journal@cefrjapan.net](mailto:journal@cefrjapan.net)

Looking forward to your contributions. Thank you ever so much!

The editorial team

Morten Hunke, Maria Gabriela Schmidt, Alexander Imig

## JALT CEFR & LP SIG AGM

**15:25 – 16:55 Room 904**

**SIG-Forum & AGM**

**CEFR&LP SIG**

Presenter(s) will be Noriko Nagai (Ibaraki University), Alexander Imig (Chukyo University) and Jack Bower (Tezukayama University). Naoyuki Naganuma and Greg Birch will be not available this time! I am sorry and apologize for this change.

### **Teacher Autonomy and Learner Autonomy – Using CEFR**

Summary: The CEFR &LP SIG-Forum will provide an opportunity to discuss the interrelationship of teacher and learner autonomy and their role in language learning and classroom interaction. The role of the CEFR and CEFR/CV to provide the basis of a thorough needs analysis and to integrate learning, teaching and assessment in the classroom will also be discussed. In addition to talking about the outcome of the Kaken-project and future plans, a short SIG AGM will be held.

**The Annual General Meeting (AGM) of JALT CEFR & LP SIG will be held on November 3<sup>rd</sup>, 2019 at JALT 2019 International Conference in Nagoya as part of the CEFR&LP SIG Forum & AGM “Teacher Autonomy and Learner Autonomy—Using CEFR” 15:35 – 16:55, in room 904, WINC Nagoya. All members are kindly invited to the Forum and the AGM. If you are not able to attend, we would deeply appreciate if you as members would give comments and feedback directly to the officers.**

### **Agenda JALT CEFR & LP SIG 2019**

#### **(1) Report on Activities of the JALT CEFR & LP SIG in 2019**

##### **(1.1) Reports by officers**

- Coordinator (Maria Gabriela Schmidt)
- Treasurer (Alexander Imig)
- Membership (Noriko Nagai)
- Program (Gregory Birch)
- Publication (Naoyuki Naganuma)

##### **(1.2) \*Reports by events (chronological, only in this report)**

#### **(2) Officer election**

#### **(3) Plans and activities for the year 2020:**

- Pan SIG in Niigata (May 30<sup>th</sup> and 31<sup>st</sup>, 2020)
- JALT 2020 in Tsukuba (November 20<sup>th</sup> – 23<sup>rd</sup>, 2020)
- Newsletter, Journal (Volume 2 Cfa)
- Events and other activities, Homepage
- Research topics:
  - (a) Composition (B1/B2),
  - (b) CEFR-informed teaching materials,
  - (c) CLIL and CEFR,
  - (d) CEFR specifics in Japan

#### **(4) Varia**

##### **(1) Report on Activities of the JALT CEFR & LP SIG in 2019**

[\* Remark; In JALT there are three forms of “year” in practice: (a) There is a calendar year (mainly for activity reports), and (b) a JALT year from annual conference to annual conference (October/November to October/November which is mainly for officers) and a fiscal year (from April to March which is for treasurers).]

### **(1.1) Reports by officers**

**Coordinator (Maria Gabriela Schmidt):** As a SIG, we took part in the main JALT events in 2019 (the PanSIG Conference in Nishinomiya and the JALT International Conferences 2018 in Shizuoka and now in 2019 in Nagoya) each with a SIG Forum. All three Executive Board Meetings (EBMs) were attended, and Finances and Membership developed steadily. As for programs, we held a well attended joint event with Tokyo chapter on April 19<sup>th</sup>, 2019 and we plan one more joint event with Nara chapter on December 7<sup>th</sup>, 2019. Concerning publications, we were able to launch volume 1 of a new, international reviewed journal “CEFR journal – research and practice” in May (ISSN 2434-849X). The Cfc for volume 2 is out. For Publicity, we sent out newsletters, short mails, emails and posted events on the JALT calendar, ELT calendar, and Facebook.

Besides events and activities, all CEFR & LP SIG officers were engaged in various activities: We held various business meetings and conducted research activities related to the Grant-in-Aid (Kaken) project. A small group did prepare an introduction to the CEFR as a book publication with Springer to accomplish the Kaken research projects. A research articles was published in deGruyters *Language Learning in Higher Education* (LLHE for CercleS) in October 2019. This article included very valuable feedback from our members in our workshops. Thank you very much for your support!!!

Schmidt, M., Nagai, N., Naganuma, N., Birch, G. (2019). Teacher development: Resources and devices to promote reflective attitudes toward their profession . *Language Learning in Higher Education*, 9(2), pp. 445-457. Retrieved 18 Oct. 2019, from doi:10.1515/cercles-2019-0024

In regular officer meetings we discussed various issues and developments concerning the CEFR and the CEFR Companion Volume as well as recent trends in FLT as CLIL. In 2019 we had officer & research groups meetings in March (Hayama), April (Ikebukuro), June (Nagoya), July (Takanawa), September (Bochum), September (Tsukuba), November (Nagoya). The relation between the CEFR and CLIL seems to make sense, and we asked Mark de Boer to initiate and coordinate activities in this direction, including to seek cooperation inside of JALT and in Japan.

In General, JALTCEFR & LP SIG did well in 2019 again, fulfilling the requirements for SIGs to maintain their status and to pass the annual evaluation. According to the report submitted at the June 2019 EBM by the SIG Liaison Representative (SLR) Mark Brierley, CEFR & LP SIG reached for the year 2018 a score of 149 points (ranking 4<sup>th</sup>/5<sup>th</sup> out of 28!). These points are credited according to nine evaluation features for groups (Chapters or SIGs) in JALT.

#### **Excuse: About the evaluation of CEFR&LP SIG**

The line nine evaluation features for groups are: (1) Number of members (as of March 31<sup>st</sup> each year), (2) Number of officers, (3) Public events, (4) SIG publications (a) peer-reviewed (journal), (b) officer reviewed (e.g. newsletter), (5) Publicity, (6) Website, (7) Complete annual report, (8) EBM attendance, (9) Treasury reports.

#### **Applied on CEFR & LP SIG activities in 2018:**

- (1) Members: As of March 31<sup>st</sup> 2019 we had 66 members (= base for annual grant), as of September 30<sup>th</sup>, 2019 we had 72 members.
- (2) Officers; The number of officers is actually 10. Beside the required 5 officer positions, officer for special tasks and officers at large help with the newsletter and various events. It is a good starting position to get acquainted to running a SIG in JALT.
- (3) Public events: This is the SIG Forum at Pan SIG, the SIG Forum at JALT International Conference, as well as presentations, events and mini-conferences (including joint events) by SIG members, advertised to SIG and JALT members in advance.
- (4) SIG publications we have one (a) peer-reviewed journal CEFR-Journal – Research and Practice, and (b) three officer reviewed newsletter.
- (5) Publicity, e.g. postings (SNS) and short newsletters about ongoing activities and were send out.
- (6) Our websites do provide actual and reliable information.
- (7) Complete annual report: You find the draft to it with this newsletter, to submit it to the AGM
- (8) EBM attendance: the coordinator or officers attended all EBMs regularly
- (9) Treasury reports: the financial reports are submitted by the treasurer regularly

**Treasurer (Alexander Imig):** CEFR & LP SIGs financial status is in 2019 very sound. We submitted the financial reports regularly. As of March 31<sup>st</sup>, 2019 we had 66 members which is the base for calculating the annual grant for CEFR & LP SIG in 2019. Beside the annual grant we received shared program fee from Pan-SIG conference 2019 which is the second major income for our SIG because we engaged in Pan SIG actively. The money was spend mainly for events (speaker honorarium) or publications.

#### **Membership (Noriko Nagai)**

Membership developed throughout 2019 very well. We attract more and more new members every month despite some dropouts. As of September 30<sup>th</sup>, we had 72 members. Thank you for supporting CEFR & LP SIG with your membership. Every single member counts!!!

#### **Program (Gregory Birch)**

Originally, we planned a CEFR&LP SIG conference in December 2018, rescheduled for March 2019, but we weren't able to arrange it. Sorry for the inconvenience. In 2019 we had beside the SIG Forum at Pan SIG and the joint SIG Forum and AGM at JALT 2018 and 2019, two joint events. One event was with Tokyo chapter on April 19<sup>th</sup>, 2019 with three presenters: Noriko Nagai, Alexander Imig and Maria Gabriela Schmidt. The Forum was very well attended (30), and it was a very good discussion showing the growing impact of and interest in the CEFR. And we will have an event with Nara Chapter, featuring Jack Bower (Tezukayama University) and Gary Cook (Hiroshima Bunkyo University) on December 7<sup>th</sup>, 2019.

#### **Publication and Publicity (newsletter, journal) (Naoyuki Naganuma, Morten Hunke)**

Volume 1 of a new reviewed journal “CEFR – research and practice” has been launched in May 2019 with international contributions. This was a huge effort. We seek to bring the CEFR research in Japan to a wider audience and to join with other professional CEFR networks. Call for Abstracts for Volume 2 is open until November 30<sup>th</sup>, 2019.

Three SIG newsletters were published No. (December 2018), No. (May 2019) and No. (October 2019). The SIG newsletter is for communication inside the SIG and inside JALT and beyond. Various mail-newsletters and mails were send out (April 2019, October 2019) as well as postings on the JALT calender, ELT calender and on Facebook.

### **Website (Alexander Imig)**

The websites of CEFR&LP SIG have been updated. The new HP [cefrjapan.net](http://cefrjapan.net) is steadily growing. For the new journal a site was arranged. Still available is the old HP on <https://sites.google.com/site/flpsig/home/FLPSIG>.

**Officers at large** Valerie Hansford, Shaun Allen, Monika Szirmai and Margit Krause-Ono helped in proof-reading publications and giving a hand at events. Thank you very much for your help!

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### **CEFR related events at JALT 2019**

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There are 8 presentations in total related to CEFR, CEFR&LP SIG, or CEFR&LP members at JALT 2019.

#### **Saturday, November 2<sup>nd</sup>, 2019**

13:20 - 13:45 Room 1004 CEFR&LP SIG members involved!!!

Ian Randall & Tyson P. Umberger (Tokyo International University)

#### **Assessing an In-House CEFR-Based Placement Exam**

The Global Teaching Institute's (GTI) transition to a more CEFR-aligned program required the development of an "in-house" placement test that accurately assessed and grouped students by CEFR levels. Examining the different cohorts of students during different periods should provide insight into how the program is both facilitating and aiding students to improve their language skills as well as to maintain improvement throughout the program.

~~15:15 – 15:40 Room 1205 Brent Culligan & Charles Browne: Seems to be canceled~~

15:50 – 16:50 Room 1205 CEFR&LP SIG members involved!!!

Rebecca Schmidt, Alan Simpson, Ellen Head (Miyazaki International College)

#### **Mapping Student & University Learning Outcomes**

The presenters explore challenges inherent in developing assessment for learning, meaningful at both classroom and diploma level. We report how our EMI university developed an institutional rubric to break down the diploma policy objectives into criteria which could be visualized through students' self-evaluations and their course grades across four years. Projects related to students' and teachers' awareness of CEFR progression and how it relates to the curriculum and classroom practices will also be discussed.

17:00 – 17:25 Room 1205 CEFR&LP SIG members involved!!!

Monika Szirmai (Hiroshima International University)

#### **The CEFR and the Companion Volume: A Critical View**

The CEFR (2001) has had an enormous impact on language teaching all over the world, Japan included (CEFR-J). However, the need for the Companion Volume (2018) in itself is an indication of its shortcomings. Based on interviews with some of the creators and translators, the presenter will share some critical issues regarding the CEFR that were already noticeable at the time of its publication, together with more recent criticisms including feedback from users.

17:35 – 18:00 Room 1205 CEFR&LP SIG members involved!!!  
Colin Thompson & Tim Woolstencroft (Josai International University)  
**Designing a CEFR-informed Curriculum**  
This presentation reports on attempts to design a CEFR-based curriculum for a four-skills English language course at a Japanese university. The aim of the presentation is to show what CEFR stands for, the methodology it advocates and how teachers can plan curricula based around its assessment criteria. The presentation will show how CEFR can provide an important and beneficial framework for language teaching in Japan.

18:10 – 18:35 Room 1205 CEFR&LP SIG members involved!!!  
Yukie Saito (Chuo University)  
**A CEFR Companion Volume for a 4 Skill course**  
In 2018, Council of Europe announced CEFR Companion Volume (CEFR/CV) with new descriptors, a complement to the original 2001 CEFR. I will present the background of developing CEFR/CV and changes and revisions from the 2001 CEFR as a participant of the launching conference of CEFR/CV and propose how new descriptors of CEFR/CV can be applied and how a portfolio reflecting CEFR/CV can be developed for a four-skill integrated university course.

19:30 – 21:00 Ceremony of Best of JALT 2018: CEFR & LP SIG nominee is Tim Wilson (Hiroshima Jogakuin University)! Congratulation!!!

Our member Timothy Wilson will receive the “Best of JALT 2018 award for CEFR & LP SIG” for his poster presentation at JALT International Conference in Granship Shizuoka titled “**CEFR-Based Curriculum at a Japanese University**” by **Timothy Wilson** on Saturday, November 24<sup>th</sup>, 11:00 AM - 12:30 PM. His paper presented the progress of an ongoing study of how a CEFR-based curriculum at a private Japanese university being implemented. It explored how English is being taught in a new basic English language-learning program called Step-Up English, which runs parallel to the CEFR scale (A1-A2), and is a goal-oriented, performance-based approach to language teaching with a clear set of learning objectives and ‘can do’ statements.

Best of JALT 2017 recipient for CEFR&LP SIG Yukie Saito (nominated in 2018)

Best of JALT 2016 recipient for FLP SIG: Jack Bower (nominated in 2017)

Best of JALT 2014 recipient for FLP SIG: Sergio Mazzairelli (nominated in 2015)

Help us to create a legend. — If you want to make suggestions for the “Best of JALT 2019 – CEFR & LP SIG”, contact the coordinator with a qualified presentation or publication related to JALT CEFR & LP SIG contents in 2019, submit by June 30<sup>th</sup>, 2020.

**Sunday, November 3<sup>rd</sup>, 2019**

12:20 – 12:45 Room 903 Hiroko Kuno & Masashi Shinohara (iBEC Co., Ltd)

**New AI-equipped Business English Test by Cambridge**

本プレゼンテーションでは、ケンブリッジ大学英語検定機構が開発した、最新鋭のAI自動採点機能を搭載した、英語4技能オンラインビジネス英語テスト「Linguaskill ビジネス」にフォーカスし、CEFRベースのスキル測定の実態、他英語テストとの差異等、すべての英語教員が備えておきたいビジネス英語テストの必須ナレッジを共有致します。

Sunday, November 3<sup>rd</sup>, 2019

**15:25 – 16:55 Room 904 SIG-Forum & AGM**

CEFR&LP SIG

Presenter(s) will be Noriko Nagai (Ibaraki University), Alexander Imig (Chukyo University) and Jack Bower (Tezukayama University). Naoyuki Naganuma and Greg Birch will be not available this time! I am sorry and apologize for this change.

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Summary: The CEFR &LP SIG-Forum will provide an opportunity to discuss the interrelationship of teacher and learner autonomy and their role in language learning and classroom interaction. The role of the CEFR and CEFR/CV to provide the basis of a thorough needs analysis and to integrate learning, teaching and assessment in the classroom will also be discussed. In addition to talking about the outcome of the Kaken-project and future plans, a short SIG AGM will be held.

15:25 – 15:50 Room 907 Paul Sevigny (Ritsumeikan Asia Pacific University)

Two Roles, Two Settings for L2 Literature Circles

My talk will briefly report findings on how learners dealt with the roles of Unprepared Contributor and Devil's Advocate in L2 literature circles, how these roles can benefit learners, and how they shape resultant discourse at either end of Bell's (2011) Arc of Interpretation. These roles were studied in one homogeneous (CEFR B1) and one mixed-background (CEFR B2) English class at a dual-language university in Japan.

#### **(4) Upcoming event**

JALT Nara Chapter & CEFR & LP SIG - JOINT EVENT

November 7th, 2019 from 14:00 to 18:00 at Nara Women's University

### **Language Frameworks in Action**

Jack Bower (Tezukayama University, Nara)

#### **Suggestions and resources for using the CEFR in language education**

The Common European Framework of Reference for languages (CEFR) has become increasingly influential in foreign language education around the world. However, many language teachers remain unfamiliar with the CEFR and unsure of how it can be used to improve foreign language curricula and classroom practice. This presentation will give a brief overview of the CEFR followed by succinct explanations of four major uses the CEFR for language teachers. (abstract shortened from the original)

Gary Cook (Hiroshima Bunkyo University)

#### **The CEFR Shuffle: Getting Familiar with Can Do Descriptors**

While staff at Hiroshima Bunkyo University had participated in CEFR-focused professional development, little had been done for students to raise their awareness of the CEFR. This workshop will introduce the results of students' performance from the 'CEFR-shuffle' over 3 years, and ask participants to take part in a descriptor-sorting exercise in which they can experience how useful this activity could be for themselves and their students to become familiarized with the CEFR. (abstract shortened from the original)

For more details see the JALT calendar and the homepage of Nara chapter

JALT 2019 at a glance

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**Sunday, November 3<sup>rd</sup>**

12:20 – 12:45 Room 903: Hiroko Kuno & Masashi Shinohara (iBEC Co., Ltd)  
New AI-equipped Business English Test by Cambridge

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| <b>15:25 – 16:55 Room 904 SIG-Forum &amp; AGM</b><br>Noriko Nagai (Ibaraki University); Alexander Imig (Chukyo University); Jack Bower (Tezukayama University); Maria Gabriela Schmidt (Nihon University; coordinator)<br><b>Teacher Autonomy and Learner Autonomy – Using CEFR</b> | CEFR&LP SIG |
|---|-------------|

15:25 – 15:50 Room 907: Paul Sevigny (Ritsumeikan Asia Pacific University)  
Two Roles, Two Settings for L2 Literature Circles

==== On page 2 =====

Interview with Colin Thompson in this newsletter!

==== On page 5 =====

**CEFR Journal – Research and Practice – Call for contributions by November 30<sup>th</sup>, 2019**

==== Next event =====

Next event on December 7<sup>th</sup>, 2019 in NARA

Nara Chapter and CEFR & LP SIG Joint event with Jack Bower and Gary Cook !

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The next NEWSLETTER #27 is planned for December 2019.

\* \* \* \* Call for submissions! \* \* \* \* \*