

Handbook - Preview
The Conference Handbook with the links are
available when you sign up

Symposium & Workshop
The praxis of
teaching, learning, and assessment
with CEFR and CLIL
(Online)

October 23rd – 25th, 2020*

Friday 23rd, 2020 **19:00 – 21:00 (Registration from 18:30)**
Saturday 24th, 2020: **09:15 – 18:15 (Registration from 08:45)**
Sunday 25th, 2020: **09:00 – 13:30**

***All event times are Japan Standard Time (JST)**

A joint event:
JALT CEFR & LP SIG
JALT Akita Chapter
Akita International University

To sign up & for more details
see the special conference homepage
<https://cefrjapan.net/events/22-events/83-cefr-and-clil>

Program October 23rd – 25th, 2020

Friday, October 23rd, 2020		Day 1
18:30 – 19:00	Registration	RECEPTION ROOM
19:00 - 19:25	Welcome Introduction	Team Maria Gabriela (CEFR & LP SIG)
19:30 – 20:30	Workshop	Mark deBoer & Dmitri Leontjev
20:30 – 21:00	Discussion	Discussant: Kate Sato
21:00 – 22:00	Discussion	Socializing

Saturday, October 24th, 2020		Day 2
08:45 – 09:15	Registration	RECEPTION ROOM
09:15 – 09:45	Presentation	Claudia Kunschak (15 min + 15 min Q&A)
10:00 – 10:30	Presentation	Kate Sato /Nanaho Oki (15 min+15 min Q&A)
10:30 – 11:00	Break	
11:00 – 12:00	Plenary	Masashi Negishi
12:00 – 12:30	Discussion	Discussant: Mark deBoer
12:30 – 14:15	Lunch	Socializing & Discussion
14:15 – 14:45	Presentation	James Hobbs (15 min + 15 min Q&A)
15:00 – 15:30	Presentation	Bob Gettings (15 min + 15 min Q&A)
15:30 – 16:00	Break	
16:00 – 17:00	Plenary	Yuen Yi Lo
17:00 – 17:30	Discussion	Discussant: Dmitri Leontjev
17:30 – 20:00	Dinner	Socializing

Sunday, October 25th, 2020		Day 3
09:00 – 09:10	Registration	RECEPTION ROOM
09:10 – 09:30	Publication	Team
09:30 – 10:30	Workshop	Noriko Nagai
10:30 – 11:00	Poster	Julia Christmas (15 min + 15 min Q&A)
11:00 – 11:15	Break	
11:15 – 12:15	Workshop	Shari Joy Berman /Megumi Tada
12:15 – 13:15	Discussion & Lunch	all
13:15	Closing	

All Presentations will take place in the Presentation Zoom room.

Please sign up to receive the links for the conference

To sign up

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RECEPTION ROOM – Lobby

PRESENTATION ROOM

COFFEE ROOM

PLENARY SPEAKERS

Plenary speaker

Saturday 11:00-12:00



Dr. Masashi Negishi

Dr Masashi Negishi is a professor at Tokyo University of Foreign Studies, Japan. He received his PhD from the University of Reading, UK. He has participated in a number of research projects, including national education surveys and the development of several English proficiency tests in Japan. He heads the CEFR-J Project, and his current interests include the application of the CEFR to language teaching in Japan and the development of the CEFR-J based tests.

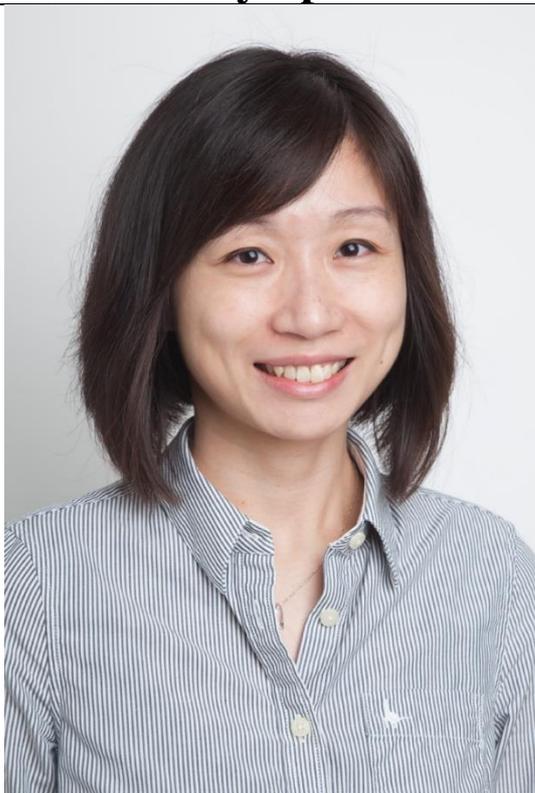
What's done and what's not done? The use of the CEFR in Japan

Abstract

Almost 20 years have passed since the publication of the CEFR in 2001. This European born framework has had, and continues to have, considerable impact across Europe and beyond. Japan may be one of the forerunners outside of Europe. In this talk, I will provide an overview of the impacts of the CEFR in Japan. Those impacts include (1) the development of the CEFR-J and its related resources, (2) the start of the CEFR-J x28 project, (3) the alignment of the various language tests and language surveys to the CEFR(-J), (4) the adoption of 'Can do' descriptors in the Course of Study for foreign languages, (5) the use of the CEFR for Japanese language teaching, and (6) the alignment of NHK English radio and TV programmes with the CEFR. The great advantage of this trend is that it offers transparency and coherence between curriculum, teaching and assessment in Japan. However, interest seems to only centre around 'levels' and 'Can do' descriptors, while other important concepts such as the 'action-oriented approach', 'learners as social agents', 'plurilingualism/pluriculturalism', and 'mediation' tend to be overlooked. More time might be needed for these concepts to be materialised in language learning, teaching, and assessment in Japan.

Plenary Speaker

Saturday 16:00-17:00



Dr. Yuen Yi Lo

Dr Yuen Yi Lo is an Associate Professor at the Teacher Education and Learning Leadership (TELL) Unit of the Faculty of Education, The University of Hong Kong. She received her doctorate at the University of Oxford. Her research interests include bilingual education, Medium of Instruction policy, and classroom interaction. In recent years, she has been investigating the professional development of teachers in content and language integrated learning (CLIL) and issues related to CLIL assessment. She has recently published her book “Professional Development of CLIL Teachers”. Dr Lo is well experienced of running CLIL workshops for teachers in Hong Kong and China, assisting them in applying CLIL in classrooms.

**CLIL in real practice:
How can teachers integrate content and language
in instruction and assessment?**

Abstract

In Content and Language Integrated Learning (CLIL) programmes, students are learning non-language content subjects through their second/foreign/additional language (L2). It is believed that students will have more opportunities to use the L2 in authentic communicative contexts, thereby learning the L2 more effectively. Theoretically speaking, content and language should be integrated, as language should be learned within meaningful contexts, whereas content is usually accessed through language. However, in real practice, the integration of content and language in classroom practices and assessment remains a challenge to CLIL teachers.

In this talk, the speaker will review different models of integrating content and language teaching in CLIL, drawing on different theoretical perspectives and empirical research evidence. These models cover curriculum planning, material and lesson design, as well as classroom instruction. She will also discuss the interplay between cognitive and linguistic demands in CLIL assessment, which is important for valid assessment of students’ learning outcomes. Underlying these proposals of integrating content and language in instruction and assessment is CLIL teachers’ language awareness, which in turn has significant implications for CLIL teacher education.

Presentation abstracts

Between presentations, the schedule will be shown on a shared screen.

<p style="text-align: center;">deBoer, Mark Leontjev, Dmitri</p>	<p style="text-align: center;">Friday 19:30 – 20:30</p>	<p style="text-align: center;">WORKSHOP</p>
<p style="text-align: center;">Akita International University University of Jyväskylä</p>		
<p>From language to its function: Developing teaching and learning in AoA-informed way</p>		
<p>Abstract</p> <p>The goal of this workshop is to together with the participants discuss how their current teaching and assessment tools, approaches, and practices can be developed to elicit learner agency and to shift the focus from the product of learner performance to its process. We will namely problematise what academic proficiency and its development means building on the Action-oriented Approach underlying the CEFR and the construct of cognitive discourse functions (CDFs). Essentially, in this workshop, we answer the call for developments helping teachers teach and learners learn in an AoA-informed way (O’Dwyer, Hunke, & Schmidt, 2020).</p> <p>The Common European Framework of Reference (CEFR; CoE, 2018) is a powerful tool informing teaching, learning, and assessment in the second/foreign language classroom. It enables critical reflection in learners and can serve as a basis for teachers developing assessment tools. The Action-oriented Approach (AoA; Piccardo & North, 2019) at the core of the CEFR invites learners and teachers to move away from product-oriented assessment towards a view of learner performance as a process. AoA identifies learners as social agents and focuses on language learning through language use, eliciting collaborative learning and co-construction of meaning.</p> <p>Cognitive discourse functions (Dalton-Puffer, 2013; 2016), coming from the CLIL field, challenge the traditional view of academic language proficiency as focusing on linguistic, grammatical, and syntactic categories to the function of the language. In the introductory part of the workshop, we will argue for the commensurability of AoA and CDFs, discussing with reference to several ongoing and finished projects, how CDFs can be used to enable learner agency and help them mobilize their resources in developing their performance. We will, namely, discuss how CDFs were used to inform the understanding of learner performance in the learner-learner co-construction of content in asynchronous dialogue. We will also draw upon an ongoing collaboration whose goal is to develop assessment rubric in an academic writing course shifting the focus of the rubric from the product to the process of learning and from language to language functions.</p> <p>We will invite the audience to contribute to the discussion and ask them to think how they can develop their own tools and activities which they bring to the workshop, basing on the principles of AoA and the construct of CDF.</p>		

Kunschak, Claudia	Saturday 9:15-9:45	PAPER
Ritsumeikan University		
CEFR and CLIL: Integration across frameworks		
<p>Abstract</p> <p>The Common European Framework of Reference (CEFR) for Languages: Learning, Teaching, and Assessment (Council of Europe, 2001) is exactly what it purports to be: a framework that helps to coordinate the three pillars of language education, learning, teaching and assessment. As such, it is open to adaptations like CEFR-J (Negishi & Tono, 2014; Tono, 2019) and extensions like the Companion Volume with New Descriptors (Council of Europe, 2018). Likewise, Content and Language Integrated Learning (CLIL) (Coyle, Hood & Marsh, 2010; Coyle, 2018) can be arranged along a continuum from content to language (Ball, 2009), split into four quadrants with different weightings, (Leung & Morton, 2016) or combined with 4 Ts: task, text, talk, and team work (Ikeda, 2019). Given the complexity and adaptability of the two models, a range of applications are open to program developers and teachers alike. This presentation will outline how the two are intertwined at a College of International Relations that offers both English-medium and Japanese-medium degrees programs. Particular emphasis will be placed on how this system impacts teachers in the different program modules regarding autonomy and professionalization, goal setting and evaluation, as well as course delivery and feedback loops. While teachers have to design their classes within the general requirements for class type (theme-based, skill-oriented, scaffolded, English-medium) and level of proficiency, they are free to choose relevant materials, appropriate tasks, and corresponding assessment modalities. The presentation will touch upon issues of teacher recruitment, assignment and development for the various CLIL options, briefly describe the basic documents needed to ensure a coherent and well-articulated implementation of the various programs, and suggest ways to include teachers into the development of new support features. Audience members will gain a better understanding of the connection of CEFR and CLIL across programs, be able to identify teacher needs and potential for professionalization from both perspectives, and consider their own teaching practice and possibilities for growth within the constraints and affordances of their own setting.</p>		

<p style="text-align: center;">Sato, Kate Oki, Nanaho</p>	<p style="text-align: center;">Saturday 10:00 – 10:30</p>	<p>PAPER</p>
<p>Hokkaido University of Science Hokkaido Musashi Women's Junior College</p>		
<p>To what extent are the ‘Can Do’ descriptors in ‘Sunshine’ (the Junior high school textbook) aligned to the CEFR through the GSE?</p>		
<p>Abstract</p> <p>In recent years the CEFR (Common European Framework of Reference) has been attracting increasing attention and use in English education in Japan. Negishi and Tono, 2013, decided to adopt the CEFR due to its global influence and ease of use which has given rise to the CEFR-J. MEXT (the Ministry of Education, Culture, Sports, Science and Technology Japan) has also started to implement the CEFR in a variety of ways including aligning students’ language ability to the CEFR through tests, and as goals for language learning in Japan. MEXT has stated that when students graduate from lower secondary school they should have a CEFR level equivalent to A1 or higher. Subsequently, ‘Can Do’ descriptor lists have appeared in Junior high school textbooks e.g. New Horizon & Sunshine. Therefore, this research examines the extent to which the ‘Can Do’ descriptors in ‘Sunshine’ were aligned to the CEFR. The researchers took the ‘Can Do’ descriptors in the students’ books and mapped them to the GSE descriptors using the prescribed Pearson format. Two main results emerged from the analysis: 1. the ‘Can Do’ descriptors were not clearly matched to the CEFR, and 2. the descriptors were not clearly linked to activities in the textbook. Other results expose the range of the CEFR level of the descriptors in the Sunshine textbook. In the first grade the CEFR bands covered by the descriptors was from below A1 to B2, in the second grade the bands were also below A1 to B2, and in third grade the bands were below A1 to a high A2. These results do not align with the MEXT goals as stated above. Another issue that arose from the investigation was the difficulty to find activities in the students’ books that fulfil the descriptors in the ‘Can Do’ list. In this presentation we will discuss the results and ramifications of this study. This study will be of interest to teachers who teach English to Junior high school level students, and those who are interested in the alignment of CEFR to classroom teaching.</p>		

Hobbs, James	Saturday 14:15 – 14:45	PAPER
Iwate Medical University		
Sowing the seeds of CLIL in a Japanese Medical School: The story of Skills Lab English		
Abstract		
<p>In theory, Japanese medical schools are ideal breeding grounds for CLIL to flourish: English is considered vitally important for future doctors, most students have a solid grasp of grammar and a sizeable vocabulary but need opportunities to use English to communicate, and subject specialists highly proficient in English abound. In reality, most medical students in Japan still encounter English only in traditional English lessons, usually taught by language teachers with no medical training or qualifications, and almost always packed into the first 2 or 3 years of their 6-year course of study. The reasons for this far from ideal state of affairs are complex, and radical change does not appear to be imminent. However, opportunities for collaboration between English teachers and medical specialists do exist, and when taken can create a rich learning environment that benefits teachers as well as learners. In this presentation I will describe the origins and evolution of Skills Lab English, a short course in which 1st-year medical students learn practical medical skills, such as blood pressure measurement and endotracheal intubation, in an English-only setting.</p>		
<p>Issues discussed will include the following:</p>		
<ol style="list-style-type: none"> (1) Course design and the structure of a typical lesson, (2) The importance of clarifying each teachers' role, (3) How to ensure a balanced focus on both language and medical skills, (4) The benefits for both teachers and learners, and (5) Future goals and related activities. 		
<p>While the course was not created with the theory behind CLIL specifically in mind, it embodies many of the concepts that advocates of CLIL hold close to heart: Above all, the subject matter determines the language to be learned, and language is used to learn as well as to communicate. However, despite the success of the course, in terms of both learning outcomes and learner and teacher satisfaction, the wider implementation of this approach in the undergraduate medical curriculum does not appear to be a realistic goal in the near future.</p>		

Gettings, Bob	Saturday 15:00 – 15:30	PAPER
Hokusei Gakuen University Junior College		
<p>CEFR mediation and the integration of non-target language prompts in the design of learning and assessment tasks: The pink elephant in the ecology of the EFL classroom</p>		
<p>Abstract</p>		
<p>Monolingual instruction has often been and still is touted as the ideal approach for language learning and communication training in the EFL classroom. CLIL approaches to language and content learning often reflect this value of the importance of monolingual instruction. In practice, however, from a constructionist point of view, even if monolingual instruction is possible, monolingual learning is impossible because of the ecology of the classroom. Students bring knowledge and experience mediated in their own language(s) into the foreign language classroom. This knowledge and experience is a fundamental element in the further construction of knowledge that takes place.</p>		
<p>The recent CEFR emphasis on mediation and plurilingualism may encourage instructors to clearly identify this pink elephant, student non-target language knowledge and skill, as a valuable source of input or support for CLIL instruction.</p>		
<p>“Prompts are stimuli a teacher uses to get learners to give a response using target language. Prompts can be visual, spoken or written.” (British Council, 2019) Prompts are powerful teaching and testing tools. They can be generic or multipurpose - usable in many teaching situations, focused in each situation only by the teacher’s added instruction. They can also be extremely focused, designed to evoke the use of specific vocabulary, grammar or genres of writing and speaking.</p>		
<p>This presentation will outline considerations in the creation of prompts to facilitate formative or summative assessment for CLIL content related CEFR mediation tasks. Some of these considerations are:</p>		
<ul style="list-style-type: none"> - Tasks should be designed to develop or assess student knowledge or skills directly related to the goals of the CLIL class syllabus. - Tasks should be communicative with an emphasis on the mediation of “texts” between social and/or language groups. - Task mediation between groups can be based on groups naturally occurring in the classroom or on simulated scenarios - Tasks should have a primary focus on the CLIL class’ target language but also make use of other languages the students have access to or engage knowledge or skills from students’ individual or cultural life experience as necessary. - Ideally, tasks should facilitate student growth in creative and critical thinking as well as intercultural communicative competence. 		
<p>Examples of tasks exemplifying these considerations will also be discussed.</p>		

Nagai, Noriko	Sunday 9:30 – 10:30	WORKSHOP
Ibaraki University		
Language as a cognitive tool: How to use it for CLIL courses		
Abstract		
<p>The purpose of this workshop is two-fold. First, it aims to draw the audience to and discuss the role of language as a cognitive tool. Second, the workshop will demonstrate and discuss how to use language as a cognitive tool in CLIL courses.</p>		
<p>Although much of language education focuses on the role of language as a communication tool, CLIL courses mainly use language as a cognitive tool. Language in CLIL is used to mediate learners' understanding of subject contents. It is used to help learners deepen their understanding and develop cognitive skills. The workshop overviews and discusses the relation between language and cognition (Carruthers, 2012), language in education, in particular "languaging" (Swain, 2006, 2010), and language in CLIL, in particular pluriliteracies approach (Meyer 2015; Meyer et al., 2015).</p>		
<p>The workshop will then discuss how to use language as a cognitive tool in CLIL courses. The presenter will demonstrate in three steps how to prepare language activities and create scaffolding tasks for an example CLIL course in comparative linguistics using Bloom's taxonomy (Anderson et al., 2014) and the CEFR/CV illustrative descriptors (COE 2018) as guiding tools. At the first step, types of knowledge and cognitive processes are identified by using Bloom's taxonomy. The example course demands factual and conceptual knowledge and lower-order cognitive skills such as remembering, understanding, and applying as well as higher-order cognitive skills such as analyzing and evaluating. At the second step, how to use language as a cognitive tool in the course is carefully considered using CEFR/CV illustrative scaled descriptors, and modes of language activity will be selected. For instance, to gain factual knowledge, one of the mediation activities, processing text will be selected, while to develop analytical skills, explaining data in writing will be selected. At this stage all the activities planned are articulated using or modifying the CEFR/CV descriptors. At the third step, concrete tasks and scaffolding tasks in each language activity are created. After the demonstration participants will be engaged in identifying knowledge and cognitive skill types required in a CLIL course they are teaching and then discuss the role of language (English as well as learners' mother tongue) as a cognitive tool and how to use it for learners to acquire the knowledge and skills identified.</p>		

Christmas, Julia	Sunday 10:30 – 11:00	POSTER
University of Niigata Prefecture		
Useful Pedagogy for Collaborative Writing in CLIL Classrooms		
Abstract		
<p>According to social constructivist theory, learning takes place within a social context. Additionally, language is the primary means of constructing knowledge and meaning (Moate, 2020). In CLIL based courses, students are asked to learn new concepts and big ideas about a subject matter using their L2. By nature of this dual emphasis on language and content, CLIL contexts can be viewed from a sociocultural perspective. Concurrent with the focus on content, CLIL learners are working to develop academic writing skills and improve accuracy of grammar while augmenting their vocabularies. Collaboration has been seen to facilitate growth in these areas and may be effective as a result of negotiated output in group situations which leads to improvement of metacognitive understanding of how to write with respect to both form and content (Talib & Cheung, 2017). Collaboration appears have positive effects on the quality writing in general and through collaboration, students begin to grasp nuance, notice gaps in their L2 and want their writing to sound more sophisticated. Furthermore, collaboration can be helpful to increase motivation, fluency, accuracy, engagement and can be used to augment critical thinking (Talib & Cheung, 2017). If, as research has shown, collaborative settings can help student writing improve, then teachers need to know good practices in classroom pedagogy that supports this type of writing scenario. The intent of this presentation is to offer practical pedagogical ideas that make it easier for teachers to facilitate collaboration. It will focus on the use of Google Docs, Google Classroom, and forums on classroom management systems. For students who struggle with how to write,—i.e. what basic formatting looks like, how to do an APA citation, how to create an annotated bibliography, how to add transitions, what formulaic phrases can be used as beginners (and why this is not plagiarism) and how to make writing sound less formulaic, an increase in collaborative writing on learning platforms can be supportive and effective.</p>		
<p>Outline:</p> <p>I. Literature Review:</p> <ul style="list-style-type: none"> a) Definitions of CLIL b) Needs of CLIL setting learners c) Learning is co-constructed (Sociocultural learning theory) d) Collaborative learning supports writing skills <p>II. Pedagogical Practices that directly support collaboration</p> <p>III. Conclusions</p>		

Berman, Shari Joy Tada, Megumi	Sunday 11:15-12:15	WORKSHOP
Hirosaki University		
Designing Project-Based Learning Programs with Multidisciplinary Content and Aloha		
Abstract		
<p>Three-dimensional, hands-on, situations allow students to use a variety of learning modalities and all of their senses to process and absorb content. To this end, Hirosaki University promotes highly specialized project-based learning (PBL) programs. Initially, partnered with local businesses, themes were glocal (think global, act local) affairs whereby small student groups took short, subsidized trips abroad. Currently, the International Department funds trips.</p> <p>In September 2017, Berman spearheaded the first of the four Island of Hawaii-bound PBL programs. In these cohorts, students participated in 1) predeparture workshops and classes; 2) Hawaii-based educational activities, meetings, presentations job-shadowing and volunteering; and 3) post-PBL research, and presentations, identifying subjects relevant to both the Hirosaki and the Big Island experience.</p> <p>The instructors differentiated themselves from other programs in a number of ways. First, students from all six university faculties participated, with three programs expressly offering multidisciplinary content, requiring students to step outside their comfort zone. The programs included topics as diverse as small-town government, health and welfare, ageing issues, food self-sufficiency, emergency medicine, aquaculture, marine biology, organic farming, food loss, child poverty and alternative energy. A two-credit liberal arts course became part of the curriculum to allow time not only to teach students about Hawaiian and US culture, but to educate participants more thoroughly about their own community before departure.</p> <p>Beyond the university's need to have students report on their activities, these particular programs were designed for students to "pay it forward"; i.e., share the content of their research and the fruits of their travel extensively by invoking the spirit of Aloha and speaking to their fellow students in English about what they had learned in both communities. Aside from academic research, most groups collected social data asking people in Hawaii everyday Family Feud-style (US quiz show like 百人に聞きました) questions and amassing 100 answers to everyday questions such as "Name your favorite Hawaiian food." "Name the natural disaster you fear most," etc. Students who attended talks on the participants' Hawaii/Aomori research were entertained with the bonus of playing Family Feud after the presentations.</p> <p>Dignitaries, including the mayors of both locations were involved in the projects, but the instructors were unconvinced that participants realized how supremely fortunate they were. The workshop will include evaluating curricula and student work product together; identifying pitfalls, discussing improvements and ways to get ready for the eventual resumption of international exchange and travel.</p>		

CEFR and CLIL

The intended goal of this exploratory conference

With increased interest in the integration of CEFR and CLIL, this international symposium & workshop serves to further the educational discussion within CEFR in all levels of education, with the additional understanding of CLIL (Content and Language Integrated Learning). Our goal is to create a forum for discussions promoting the understanding of concepts related to, applications of, and future directions of CEFR and CLIL in Japan and beyond.

The presentations should discuss the interaction of theory and practice that will then be able to lead to the discussion of further applications of research and practice. The intended goal is to enrich the audience with theoretically informed ideas, activities, and procedures they can integrate in their classrooms.



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