

JALT CEFR & LP SIG

Newsletter No. 39 – Oktober 2023



Dear members of CEFR & LP SIG,

Hopefully this newsletter finds you all well. It has been quite a while since the last newsletter in April. I have to apologize for the delay due to a sudden and unforeseen workload with various duties and commitments.

The upcoming JALT International conference will be the main focus of this newsletter:

JALT International Conference 2023: Growth Mindset in Language Education
November 24th – 27th, 2023 in Tsukuba, <https://jalt.org/conference/>

If you plan to attend JALT 2023, please sign up and pay by October 31st, 2023 (early bird). The prices will rise significantly after that date.

CEFR & LP SIG will hold a **SIG forum** on Sat November 25th, 2023, at 11:00 – 12:30.

There are various inspiring presentations. Find in this NL a selection of presentations:

** related to the CEFR and its topics (TBLT, reflective journal, etc.) and

** related to our dear SIG-members and their research

The Best of JALT of CEFR & LP SIG 2022, awarded in 2023 will be Takanori Omura.

The ceremony will be held on Sat Nov. 25th, from 7:30-8.30 pm in the multipurpose hall.

Two more important information:

The SIG AGM will be held this year online apart from the JALT conference. You will soon receive an individual invitation with more details.

On the Japanese translation of the CEFR/CV: 言語の学習、教授、評価のための ヨーロッパ共通参照枠 随伴版 (*zuihan-ban*), which has been finalized in August and awaits to be published on the COE HP, please check regularly on www.coe.int/lang-cefr

On **November 5th, 2023** (Sun: 1-5 pm, Keio, Hiyoshi), will be a workshop organized by the Goethe-Institute Tokyo related to the CEFR/CV, held in Japanese and German.

If you are interested in attending the workshop, see:

(Japanese) https://www.goethe.de/ins/jp/de/ver.cfm?event_id=25084998

(German) https://www.goethe.de/ins/jp/de/ver.cfm?event_id=25084998

A larger conference is planned in 2024.

The next NL will be published in December and will include reports on events of CEFR & LP SIG in 2023, for example the CEFR Journal SnapShot Talk, the PanSIG 2023, the joint event with Akita Chapter on May 20th, 2023, the "Share your CEFR-Tool - Open discussion meeting" on Sunday, July 23rd, 2023, and other more. There will be further reports on the EALTA 2023

Conference, the JACET conference and other CEFR related events.

If you want to add a report on an event you attended, please let me know.

Gabriela Schmidt

Coordinator on behalf of all officers of CEFR & LP SIG

Impression from PanSIG 2023

Joint SIG table at PanSIG 2023 in Kyoto at Kyoto Sangyo University (May 13th – 14th, 2023)



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CEFR & LP SIG

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J A L T International Conference 2023 - SPECIAL

Selected Presentations at JALT International Conference 2023

A selection related to CEFR and related fields (task-based, reflective journal) and related to members of CEFR & LP SIG

compiled by Gabriela Schmidt

Saturday, November 25th, 2023

Sleep, Student Reflection, and University Students in Japan (Poster Session)

Duplice, John - Meiji University

SAT 11:00 AM - 12:30 PM, Room: Multi-purpose Hall

This poster presentation describes an action research project that investigates sleep habits and their effects on university students in Japan. The study builds on a pilot study conducted in 2021 and uses questionnaires, daily sleep journals, and reflective journal writing tasks to gather data. The presentation will provide an overview of the pilot study, the findings of the updated study, and a lesson plan for educators to use in their classrooms.

Learning to Connect With the Audience From TED Talks

Sugihashi, Tomoko - Showa Women 's University; Ueno, Yukako - International Christian University; Yoshida, Takako - International Christian University
SAT 11:00 AM - 11:25 AM, Room: 303

This presentation introduces a new textbook showcasing various authentic presentation techniques of TED Talk speakers. This textbook aims to have students analyze and discuss each technique 's effects and learn how to connect with their audience effectively. The book includes various formats, such as seated presentations, in-group presentations, and online presentations. The textbook also tailors the content of TED talks to students at pre-2nd in STEP and CEFR A2 levels.

No Research Without Action, No Action Without Research

CEFR & LP SIG Forum

Schmidt, Maria Gabriela - Nihon University; Nagai, Noriko - Ibaraki University; Birch, Gregory - Seisen Jogakuin College; Bower, Jack - Tezukayama University; Omura, Takanori - Fukuoka University; Villareal, Engel - Tsuchiura Nihon University Secondary School
SAT 11:00 AM - 12:30 PM, Room: 401, Forum

The purpose of this forum is to discuss ways to improve your current teaching practice through action research. First, participants ' teaching problems will be elicited through reflection using key CEFR concepts such as coherent alignment of planning, teaching/learning, and assessment; the action-oriented approach; and learner autonomy. Then, small groups moderated by those who have successfully conducted CEFR-informed action research will discuss ways to solve these problems using CEFR resources.

Content Focus: Reception, Production, Evaluation, E-tutoring

Hopf, Anja - Niigata University; Wright, Pornsri - Kanda University of International Studies; Roque de Hishiyama, Adiene - Tsukuba University; Niewalda, Katrin - Dokkyo University
SAT 11:00 AM - 12:30 PM, Room: 301, Forum

This forum focuses on reception, production, evaluation, and e-tutoring in advanced foreign language courses. Presenter A introduces a CLIL course on Modern and Contemporary Art in German Classes at B1 level, Presenter B reports on Designing Tasks for Applied Thai with intended real-life application, Presenter C develops Rubrics to Evaluate Didactic Sequences Based on Cultural Content in Spanish, and Presenter D explores Skills and Qualities of e-tutors in a German Teacher Training Program.

Designing CEFR-Informed Skills-Based Language Materials

Thompson, Colin - Josai International University, Sponsored by Kinseido Publishing Co., Ltd.
SAT 12:10 PM - 1:10 PM, Room: 201A

This workshop will present two multi-skilled English language textbooks designed on the communicative aims of CEFR. CEFR 's influence in language proficiency and assessment continues to grow; however, this workshop will show how language materials can be designed to follow CEFR 's 'action-orientated ' approach to learning. The textbooks aim to improve learners ' communicative and cognitive skills as they progress from A1-B2 levels. Attendees will have opportunities to examine the materials and discuss their use for teaching purposes.

The Place of Foreign Languages in Japanese Nursing Programs

Porter, Mathew - Fukuoka Jo Gakuin Nursing University
SAT 12:10 PM - 12:35 PM, Room: 405A

This study investigated the foreign language curricula at 200 private nursing universities in 2023, focusing mainly on English courses, and found significant gaps in the number, placement, and content of courses and a lack of foreign language instructors affiliated with the nursing department, indicating a need for better curriculum design to ensure that nursing students receive adequate opportunities to improve their foreign language skills. The presenter will discuss how language instructors can support improvements.

The Role of Literate Talk in Teaching Academic Writing (Poster Session)

Head, Ellen - Miyazaki International College
SAT 12:45 PM - 2:15 PM, Room: Multi-purpose Hall

"How does preparation by talking help with the development of academic writing? " "What kind of evidence helps determine the authenticity of learners ' engagement with their work? " In the context of Japanese university EAP classes and senior thesis writing, AI tools are changing pedagogical norms. The presenter draws on academic writing data from Google doc drafts, student-teacher writing conferences and reflective journals, focusing on moments when the learners were challenged to develop through literate talk.

Graduate Student Showcase for Soka University

Tomita, Koki - Soka University; Chowdhury, Subhrajit - Soka University; Arora, Kriti - Soka University; Kadieva, Tsvetomila - Soka University; Quinsay, Edmar Dweezel - Soka University
SAT 12:45 PM - 2:15 PM, Room: 403

This is the graduate student showcase for Soka University. It consists of the following five presentations: **A Literature Review on Foundational Theories for CEFR-Aligned Curriculum Evaluation (Tomita)**; Effectiveness of CLIL in Citizenship Programs in Japanese High Schools (Chowdhury); Perspectives on Personal Learning Environments for Language Learning in Japan (Arora); Japanese University Students ' Perception and Motivation Related to TOEIC (Kadieva);

and Experiential Learning in Foreign Language Education for Young Learners (Quinsay).

Experiential Learning: Linguistic Landscape Group Projects

Allen, Todd - Kansai University

SAT 12:45 PM - 1:10 PM, Room: 404

Linguistic landscape projects analyze the display and use of language in public spaces (Hatoss, 2019), with previous researchers noting that they are beneficial in developing students' intercultural competency. As a result, in this study, the researcher examined two cohorts of students who undertook a group linguistic landscape project in an intercultural communication (IC) course and reflected on their experience. Results show that such experiential learning is favorable for developing IC competency and other academic skills.

German Forum: Learning With Task-Based Approaches and Media

Voegel, Bertlinde - Osaka University; Gunske von Koelln, Martina - Fukushima University;

Muramoto, Mai - Nagoya University; Harting, Axel - Hiroshima University

SAT 12:45 PM - 2:15 PM, Room: 301, Forum

In diesem Forum stellen die Referierenden ihre Erfahrungen mit aufgabenbasierten und handlungsorientierten Ansätzen und den Einsatz von YouTube-Videos zur Diskussion. Gunske von Kölln wendete den aufgabenbasierten Ansatz bei AnfängerInnen an, Vögel unterrichtete handlungsorientiert bei Lernenden im zweiten Jahr und Muramoto versuchte mit der Handlungsorientierung authentische Sprechansätze zu schaffen. Ihre Lernenden entwickelten das Bewertungssystem. Harting stellte fest, dass YouTube-Videos nur begrenzt zur Festigung des Grammatikstoffs verwendet werden. (Alle Vorträge sind auf Deutsch.)

Task-Based, Project-Based, Action-Oriented: What 's What?

Benevides, Marcos - J. F. Oberlin University, Sponsored by Atama-ii Books

SAT 1:55 PM - 2:20 PM, Room: 201B

Task-based language teaching (TBLT), project-based learning (PBL), and the action-oriented approach (AoA) share a number of overlapping communicative principles, such as a primary focus on meaning and authentic real-world targets. They also share important distinguishing characteristics that may be confusing to teachers. The AoA, in particular, is relatively little-known in Japan, although it is increasingly relevant due to its strong alignment with the CEFR. This session will outline and demystify the approaches using practical examples.

AI & Spoken English Learning: From Read Aloud to Chat GPT

Schwartz, Alan - EnglishCentral INC, Sponsored by EnglishCentral Japan

SAT 3:50 PM - 4:50 PM, Room: Convention Hall 300, Hybrid Meeting

This presentation covers the evolution of AI in English language learning applications, from read-aloud assessment using speech recognition, to listen and repeat using elicited response,

to open response questions using speech-to-text, to Chat GPT dialogues. It discusses the accuracy, efficacy, and educational foundations of these technologies, as well as their impact on student motivation and assessment. Data from Japanese universities will be reviewed, including how students' results map to CEFR "can do" metrics.

Maximizing Strategies in Spanish Classes

Silva, Cecilia - Tohoku University; Roque de Hishiyama, Adiene - Tsukuba University; Salazar, Javier - Tsukuba University; Budding, Carlos - Akita International University
SAT 3:50 PM - 5:20 PM, Room: 301, Forum

Educadores de Español como Lengua Extranjera analizarán temas relativos al aprendizaje de lenguas. Silva: desafíos de una clase multinivel; Roque de Hishiyama: Storytelling y lectura telecolaborativa; Salazar, estrategias para la enseñanza extracurricular; Budding: cuadro de categorías de calificación, reportan sus investigaciones sobre el aprendizaje de español con una contextualización lingüística, intercultural y comunicativa. Educadores y estudiantes de otros idiomas son bienvenidos a participar en el taller de español.

Real " Communication Among Vietnamese and Japanese Students

Nguyen, Ha - Ton Duc Thang University; Kimiko, Koseki - Seijo University
SAT 5:00 PM - 5:25 PM, Room: 101

This study is designed to explore how university *studentts* (N = 42) experienced simulated business email communication in the Japanese-Vietnamese Joint Project. Prominent themes emerging from multiple data sources (e.g., weekly reflective journal entries, documented email exchange, course grades, discussion board posts, and exit survey) comprise academic engagement, intercultural reflexivity, and classroom-reality interconnectedness. Educators will be provided with pedagogical implications and salutary lessons regarding how to create an effective environment for authentic business communication.

Dear Diary: A Journaling Approach to L2 Listening

Madarbakus-Ring, Naheen - University of Tsukuba
SAT 5:35 PM - 6:00 PM, Room: 101

This workshop outlines using journals in extensive listening programs. First, the workshop details the journal structure used in this study. Next, journal guidelines illustrate how to support learners in their listening resource selections, level suitability, and topic appropriacy. Finally, the workshop suggests how educators can implement a listening journaling component into their own teaching contexts. The presentation concludes by providing a practical L2 listening journal framework for educators to use in their own classrooms.

SUNDAY, November 26th, 2023

Actually! – A Fun Activity for Interrupting in English

Patterson, Rachel - Kinki University

SUN 9:15 AM - 10:15 AM, Room: 201B

Interrupting is a crucial skill in English conversation, but it is often difficult for Japanese students to learn and practice. Even your shyest students can learn to interrupt during conversations in English effectively through this fun discussion activity. This practice-oriented workshop can be used for University ESL students starting from the CEFR A2 level.

Investigating the Emotional Effects of Silent Behavior

Shachter, Jonathan - Kyushu Sangyo University

SUN 9:15 AM - 9:40 AM, Room: 202A

In response to a lack of research on the effects of student silence on teacher emotions, I conducted an autoethnographic, event-based sampling study over the course of a university term in 2022, whereby I kept a journal of event-based samples when experiencing emotional responses to silence. In this presentation, I will discuss the findings from this study, which have been broken into 10 themes. I will close the presentation by outlying gaps in the field.

Translanguaging Spaces in University EFL and EMI Classrooms

Tong, Ke Hui - Soka University

9:15 AM - 9:40 AM, Room: 202B

SUN Translanguaging space is a growing field of inquiry within the broader translanguaging literature. The research presented qualitatively explores the factors affecting the construction and utilization of translanguaging spaces in the contexts of both English as a foreign language and English-medium instruction classrooms at a Japanese university in four EFL and EMI classrooms, as well as how such spaces can be beneficial to both learning and teaching in these classrooms.

Revisiting Our Futures Past: A Narrative-Driven Literature Review

Sok, Pharo - Kyushu Sangyo University

SUN 10:25 AM - 10:50 AM, Room: Online A

Turning to publications from the JALT and its SIGs, as well as journals with a focus on English language in Japan, this study will revisit our imagined futures past to highlight the anxieties and excitement our language learning communities have expressed over the last three years. Taking that collective knowledge into consideration, I hope we can expand the number and depth of possible futures we can imagine.

CEFR Mediation Activities, CLIL Classes and a Notebook

Schmidt, Rebecca - Miyazaki International College
 SUN 10:25 AM - 10:50 AM, Room: 202B

The presenter explores how students in a CLIL class can use notebooks to practice activities, such as note-taking and summarizing skills as a part of the CEFR/CV Mediation activities scales. The notebook also serves a dual role as a learning journal, where students reflect on how these activities along with collaborative group-work aid in their learning. Participants are encouraged to brainstorm other ways notebooks could be utilized to incorporate various CEFR concepts and practices.

Teaching L2 German Grammar Through YouTube Instruction Videos (Poster Session)

SUN Harting, Axel - Hiroshima University
 11:35 AM - 1:05 PM, Room: Multi-purpose Hall

This study investigates how YouTube instruction videos on L2 German grammar can be harnessed for L2 German teaching in Japan. For this purpose, a video analysis of ten instruction videos on two grammatical aspects dealt with in L2 German students' classes (CEFR A2) was carried out. To assess the usefulness of these videos for studying German, a written survey was conducted with participants of these classes.

Cultivating ELLs' Creativity: Practical Pointers (Poster Session)

Toland, Sean H. - The International University of Kagoshima
 SUN 11:35 AM - 1:05 PM, Room: Multi-purpose Hall

Creativity is not something that naturally occurs in language classrooms so educators must utilize activities that will harness English language learners' (ELLs) creative abilities. The presenter will highlight how he uses performing arts activities (e.g., role plays) and technology-enhanced learning projects (e.g., e-portfolios) to cultivate Japanese university ELLs' creativity and communicative competencies. This presentation will benefit English as an International language educators wishing to establish active learning environments and expand their teaching repertoire.

Challenges and Strategies of Working With SpLD Students

Cook, Melodie - University of Niigata Prefecture; Burke, Alexandra - University of Shiga Prefecture; Young, Davey - Sophia University; Yoshieda, Megumi - Aichi Shukutoko University; Polim, Hidayat - STEAMPLUS (Special needs after-school day service); Yap, Michael - Meiho Junior and Senior High School
 SUN 11:35 AM - 1:05 PM, Room: Online A

In this panel, the presenters will talk about the challenges of working with students who have specific learning difficulties. Topics will include many of the following: working definitions of terms in SpLD, the current state of provision for students with SpLDs in Japan, shifting from "can't do" to "can do", frameworks for understanding autism, shifting from "invisible" to

"visible", supporting colleagues' well being, and using different activities to support students with SpLDs after school.

ZenGengo Academy: CEFR-Leveled Lessons for Global English

Raine, Paul - ZenGengo Pte. Ltd. Sponsored by ZenGengo Pte Ltd
SUN 12:45 PM - 1:45 PM, Room: 202B

ZenGengo Academy is a new AI-powered content solution for Japanese learners of English at the A2 to B1 CEFR level. Our latest course, Explore English, contains one-hundred lessons of effective and engaging content that features a range of non-native English accents. Each lesson requires students to both comprehend and produce English in a variety of forms. ZenGengo Academy increases time-on-task and provides learners with much-needed exposure to global Englishes.

Piloting PBL in a 1st Year University Global Issues Class (Poster Session)

Moreau, Robert - Meiji University,
SUN 1:20 PM - 2:50 PM, Room: Multi-purpose Hall

This poster presentation discusses the introduction of project-based learning (PBL) activities into a first year, Japanese university global issues classroom. The individual and group projects introduced follow a five-stage framework proposed by Stoller and Myers (2020). Data from the teacher's and the students' reflective journals regarding both the project itself, and the students' learning will be highlighted. During the session, discussion and sharing of experiences about PBL is encouraged.

Towards an Effective Implementation of EFL Education in Japan

Ikeguchi, Cecilia - Tokyo Kasei University; Cook, Timothy - Iryo Sosei University; Grow, Deborah - The English Garden; Takagi, Naomi - Ibaraki Christian University; Ochiai, Naoko - Tsukuba University of Technology; Otsu, Rika - Ibaraki University,
SUN 1:55 PM - 2:55 PM, Room: 201B

Why are the communication skills of the Japanese lagging behind their Asian counterparts? What is missing in Japanese EFL education? What is necessary to achieve fluency? What can Japan learn from EFL/ESL teaching and language environments of other countries? Six professionals from five diverse cultural backgrounds will discuss these issues and suggest ways to successfully achieve the goal of effective English instruction in Japanese elementary schools.
- Sponsored by JALT Ibaraki Chapter

Second Language Self-Concept and Self-Efficacy in Japan

Christopher, Adam - Atomi University
SUN 5:00 PM - 5:25 PM, Room: Online B

This qualitative study aims to investigate first-year university students' perceptions of their L2

self-concept and self-efficacy for academic writing in English. At a Japanese university located in central Tokyo, data were collected through 16 learning journals. Student L2 self-concept descriptions included positive, mixed, and negative self-concept descriptions, as well as stories of change. Grades, the learning environment, and social comparisons were all included in students' descriptions.

Relationship Between Receptive and Productive Skills

Florescu, Mihail Cosmin - University of Tsukuba

SUN 5:35 PM - 6:00 PM, Room: 202B

English language proficiency is generally assessed in terms of listening, grammar, and reading skills and few language programs employ speaking tests due to difficulties in implementation and high cost. My research aims to investigate correlations between scores on tests measuring receptive and productive skills and to assess how the distribution of students into different CEFR levels changes according to the type of test used.

Teachers' Perception of Learner Autonomy During COVID-19

Tomita, Koki - Soka University; Dunn, Testuko - Soka University

SUN 5:35 PM - 6:00 PM, Room: 301

The COVID-19 outbreak disrupted traditional classrooms, necessitating a redefining of language teaching practices including learner autonomy. This multifaceted capacity has been widely studied, but conceptual and pedagogical re-evaluation is required during the pandemic. A qualitative study using a single case study design examined how the pandemic affected teachers' perceptions of learner autonomy. The presentation reports on teachers' potential changes in perceptions or pedagogies to promote autonomous learning under remote language learning.

MONDAY, November 27th, 2023

Promoting Learner Autonomy Through Rotating Presentations

Franklin, Kevin - RMIT

MON 9:15 AM - 9:40 AM, Room: 401

Educators will gain insight into how rotating presentations can be used to foster student engagement and promote development of presentation skills. Further, educators will gain a clear idea how to maximize the benefits of rotating presentations, with ideas for follow-up activities and intriguing variations provided. By the end of the session, instructors will have a clear view of how this tool can be used to foster autonomy and independence in their students.

Perceptions of Project-Based Learning and Implications

Perez, Mary - RMIT Vietnam

MON 9:15 AM - 10:15 AM, Room: 402

Project-based learning (PBL) is commonly utilized in English language teaching but as with any approach, issues arise in the classroom. This workshop will provide participants with the opportunity to analyze these and develop solutions. It will convey teachers' perceptions on using PBL within an ESL teen program in a Vietnamese context. Through evaluation and discussion of insights, participants will explore potential issues and develop strategies for implementing PBL effectively.

A 21st-Century Skills Program for Pre-service Teachers

Rode, Tyson - Meikai University

MON 9:15 AM - 9:40 AM, Room: 405A

Pre-service English teachers in Japan are required to graduate with a CEFR B2 level of language proficiency and to be adept communicators who are able to impart 21st-century skills to their future students. In this presentation, two university EFL educators describe a new program for pre-service teachers aimed at supplementing their English teaching methodology courses by bringing theory into practice.

EuropaC: Learning 12 Languages Together

Brunnhuber, Petra - University of Florence; Thonn, Jessica A. - University of Florence

MON 9:50 AM - 10:15 AM, Room: 201A

Eighty percent of Europeans are native speakers of a Romance or Germanic language. Imagine having tools and strategies to understand all of them. That is intercomprehension. The new website that offers these tools and strategies is EuropaC. It bridges the Romance and Germanic language families, creating didactic material involving Portuguese, Spanish, Catalan, French, Italian, Romanian, Norwegian, Swedish, Danish, Dutch, English, and German simultaneously. We will contextualize the project and give an overview of the website.

Validation Of an Online English Course Placement Test

Bower, Jack - Tezukayama University

MON 9:50 AM - 10:15 AM, Room: 404

This presentation will introduce an online English language course placement test. The rationale for creating the test will be given, followed by a description of the test design. Next, challenges overcome to get the test implemented at the presenter's Japanese university will be presented. Lastly, evidence to support a claim that the test can divide students into three distinct English language proficiency levels for course placement purposes will be presented and discussed.



CEFR Journal – Research and Practice

Volume 6 is under way. We had an all-time high of submissions!

Dates to keep an eye on:

Future JALT international conferences are planned as follows:

Nov 15-18, 2024 in Shizuoka - JALT 50th conference

Nov 21-24, 2025 in Nagoya

Nov 6-7(8), 2026 in Fukuoka

Future PanSIG conferences are planned as follows:

May 24-26, 2024, in Fukui

<https://pansig.org/>

CALL FOR PAPERS is OPEN !!!

May 2025 in Chiba, KUIS

May 2026 in Morioka, Iwate

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

Links

CEFR & LP SIG: <https://cefrjapan.net>

CEFR Journal: <https://cefrjapan.net/journal>

JALT: <https://jalt.org/>

Language Portfolio for Japanese University, bilingual (English/Japanese):

<https://cefrjapan.net/cefr-lp-sig/language-portfolio>

Call for submission CEFR & LP SIG Newsletter no.40 by November 30th, 2023