

THE CEFR JOURNAL: REFLECTING ON CHALLENGES AND OPPORTUNITIES

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CEFR Journal Research and Practice



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

Volume 6 (February 2024)

ISSN 2434-849X

Title: **CEFR Journal – Research and Practice** Type: Online Journal

URL: <https://cefrjapan.net/journal> Contact: journal@cefrjapan.net

Editors: Japan Association for Language Teaching (JALT, Tokyo, Japan), **CEFR & Language Portfolio SIG**

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ISSN: 2434-849X, DOI: 10.37546/JALTSIG.CEFR, Place: 300-1207 Ushiku (Ibaraki), Japan,,

Published: Volume 6 (February 2024), Volume 5 (December 2022), Volume 4 (December 2021), Volume 3 (October 2020), Volume 2 (June 2020), Volume 1 (May 2019)

Publication policy of the *CEFR Journal - Research and Practice*, for further details [click here](#)

All work published in the CEFR Journal - Research and Practice is original work, with contributions from the named authors.

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Volume 6 (February 2024)

+ [Volume 6 \(February 2024\) - Read more](#)

Volume 5 (December 2022)

+ [Volume 5 \(December 2022\) - Read more](#)

Volume 4 (December 2021)

+ [Volume 4 \(December 2021\) - Read more](#)

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Volume 2 (June 2020)

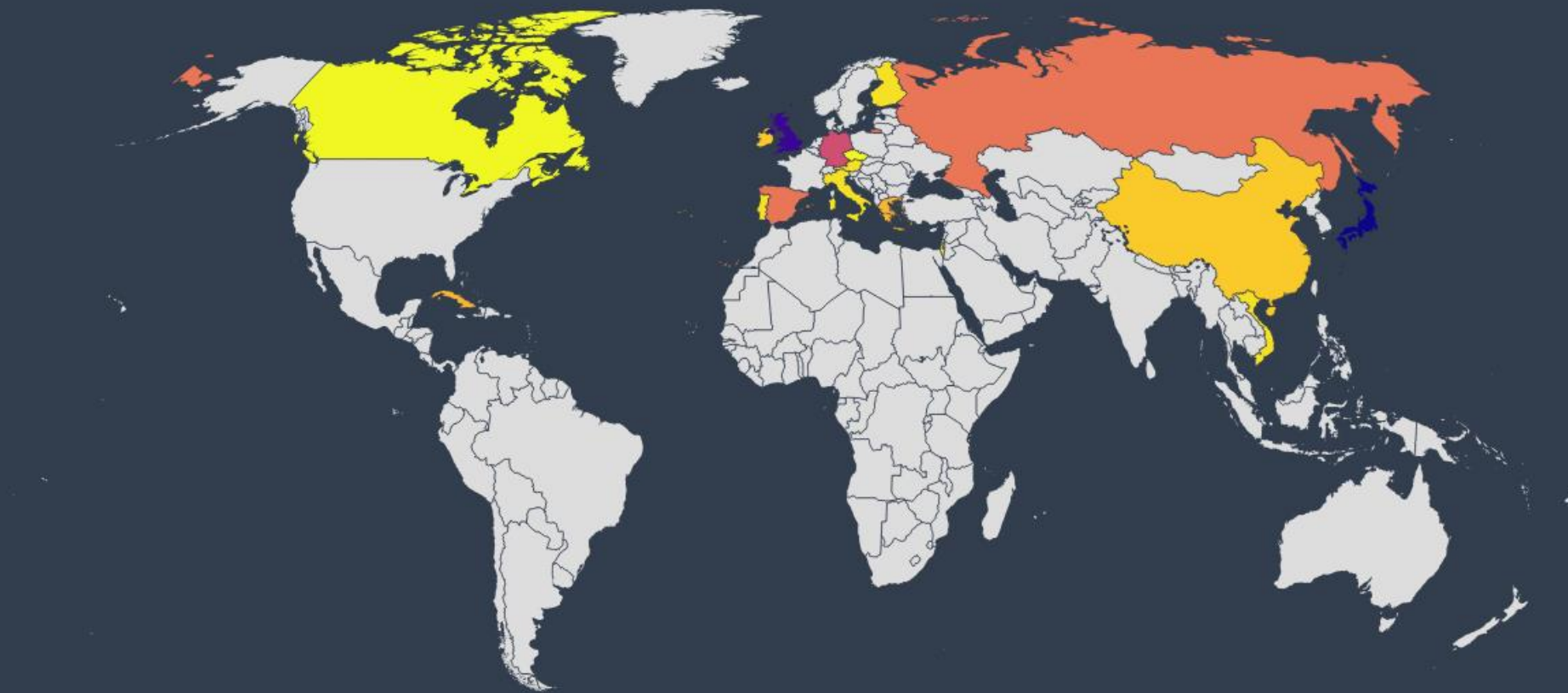
+ [Volume 2 \(June 2020\) - Read more](#)

Volume 1 (May 2019)

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CEFR Journal author map

Numbers of contributions per country



Map: Morten • Source: CEFR Journal • Created with Datawrapper

THE CEFR JOURNAL – RESEARCH AND PRACTICE

- 6 issues
- #1 2019, #2 2020, #3 2020, #4 2021, #5 2022, #6 2024,
#7 March 2025
- 40 published texts (until 2024):
 - research papers (RP) = 11
 - action research (AR) = 20
 - community announcements (CA) = 9

MEDIATION

*“Mediation is one of the four modes in which the CEFR model organizes communication. Learners seen as **social agents** engage in receptive, productive, interactive or mediation activities or, more frequently, in a combination of two or more of them. While interaction stresses the social use of language, mediation encompasses and goes beyond that by focusing on **making meaning and/or enabling communication beyond linguistic or cultural barriers**. Both types of mediation rely on collaborative processes.”*

(<https://www.coe.int/en/web/common-european-framework-reference-languages/mediation>)

MEDIATION

8 articles across the 6 CEFR Journal issues – a glimpse at some of these in the following:

- Developing classroom mediation awareness and skills in pre-service language teacher education (Perevetkina et al.) #2
- The new CEFR descriptors for the assessment of written mediation: Exploring their applicability in a local context in an effort towards multilingual testing (Stathopoulou) #2
- Developing an e-portfolio reflecting the concept of mediation for university students (Saito) #3
- Mediation in practice in an ESAP course: Versions of the Medical English student conference (Liontou and Braidwood) #4
- The development of mediation strategies when relaying information, both in speech and writing: Task samples for undergraduate students of Spanish as a foreign language (Jiménez Naranjo et al) #6

#1

How new CEFR mediation descriptors can help to assess the discussion skills of management students—Global and analytical scales

Irina Y. Pavlovskaya, St. Petersburg State University

Olga Y. Lankina, St. Petersburg State University

The article focuses on the assessment of mediation competence in the context of the Content and Language Integrated Learning (CLIL). We offer new assessment scales developed with the use of descriptors for mediation from the *CEFR Companion Volume* (2018). The approach to assessment of oral performance that we discuss combines global and analytical marks. For the majority of classroom teachers in Russia, this issue has become very important from two points of view: a) how to introduce new scales of mediation and connect them adequately with traditional speaking skills, described in the literature (Pavlovskaya 2017), and b) how to harmonize global assessment with analytical scales. The research is based on the experience of evaluating the mediation skills of students of the Graduate School of Management, St. Petersburg State University. The implications of the method for classroom teaching are discussed.

Keywords: mediation, oral performance, assessment, global and analytical marks, global achievement scale, analytical scale, CEFR descriptors, cognitive skills, relational skills, group discussion.



CEFR Journal
Research and
Practice



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

Volume 8, February 2020

#2

Developing classroom mediation awareness and skills in pre-service language teacher education

Marina Perevertkina, Herzen State Pedagogical University of Russia

Alexey Korenev, Lomonosov Moscow State University

Maria Zolotareva, Herzen State Pedagogical University of Russia

The introduction of mediation as the fourth mode of communication into the CEFR has the potential to revolutionise language teaching. The development of teachers' competence in this area has become a challenge for teacher training. The paucity of curricula and courses aimed at developing pre-service teachers' awareness and competence in mediating communication has motivated this research, and the article is intended to serve two main purposes, namely, to identify mediation activities performed by in-service teachers and to outline strategies of training pre-service teachers. Research methodology included both qualitative analysis of 15 video-recorded lesson transcripts and quantitative analysis of a survey of 100 pre-service teachers of English in Russia. The lessons by Russian in-service teachers of English were analyzed to find evidence of classroom mediation and the survey was conducted to discover their familiarity with the CEFR and to elicit their views on the changes needed in teacher training after the appearance of the CEFR Companion Volume. The results indicate that communicating ideas and concepts lies at the core of classroom interaction, and thus special training is needed for language teachers to perform it. The practical implications of this study include a sample of piloted tasks for various proficiency levels aimed at facilitating the pre-service teachers' awareness of mediation and the ability to perform it in the classroom.



CEFR Journal
Research and
Practice



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

Volume 8 | February 2020

#2

The new CEFR descriptors for the assessment of written mediation: Exploring their applicability in a local context in an effort towards multilingual testing

Maria Stathopoulou, Hellenic Open University | National Technical University of Athens

Focusing on the process of written mediation, this paper deals with the newly developed descriptor scales presented in the *CEFR Companion Volume with New Descriptors* (CEFR/CV) (Council of Europe (CoE) 2018). It investigates the views of both language education experts and teachers in Greece regarding these new descriptors in an effort to explore the extent to which they can be exploited in a local context. The questions this study addresses are: Which descriptors can be useful in the Greek educational context, and to what extent? The research project was organised into two phases. In Phase 1, 18 language experts (mainly from the two major state universities in Athens and Thessaloniki) completed online questionnaires containing the 90 new CEFR written mediation descriptors and they judged the clarity of these descriptors in terms of language, their usefulness for assessment purposes, and their relevance for the Greek context. Phase 2 involved 94 language teachers in Greece who were invited to judge the degree to which the same 90 CEFR descriptors correspond to the proficiency level for which they had initially been designed. Based on empirical evidence, the present paper stresses the urgent need for language testers to consider (cross-lingual) written mediation as a fundamental ability which needs to be both taught as well as tested, and discusses the possibility of transforming the monoglossic paradigm in assessment.



CEFR Journal
Research and
Practice



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

Volume 8 February 2020

THE CEFR JOURNAL: REFLECTING ON CHALLENGES AND OPPORTUNITIES

What type of journal article on mediation would you be interested in reading about?

Journal Article suggestions on mediation

- Rubrics and how to assess competence in mediation
- Intra-linguistic mediation; the relation of mediation and the Action-oriented approach
- The process of learning mediation and its application in the language classroom
- Mediation in language curricula/language specifications
- Mediation in language accreditation exams
- Mediation in scenario-based exams
- Integrative assessment vs assessment of mediation
- Mediation and formative assessment in action-oriented approaches.
- Mediation and global awareness
- Self-assessment functioning as a mediation tool within the CEFR

PLURILINGUALISM AND PLURICULTURALISM

“Multilingualism/multiculturalism considers languages and cultures as separate and somehow static entities that co-exist in societies or individuals.

*Plurilingualism and pluriculturalism aim to capture **the holistic nature of individual language users/learners linguistic and cultural repertoires.***

*Learners/users are seen as **social agents** who draw upon all sorts of resources in their linguistic and cultural repertoires and further develop these resources in their trajectories. **Plurilingualism/pluriculturalism stresses the dynamic use of multiple languages/varieties and cultural knowledge, awareness and/or experience in social situations.**”*

(<https://www.coe.int/en/web/common-european-framework-reference-languages/plurilingualism-and-pluriculturalism>)

Utilising pupils' plurilingual skills: a whole-school approach to language learning in a linguistically diverse Irish primary school

Déirdre Kirwan, former principal of Scoil Bhríde Cailíní

Since the mid-1990s, schools in many parts of Ireland have experienced an unprecedented increase in the level of linguistic and cultural diversity among pupils. This paper describes an innovative approach to integrated language learning that was developed in a primary school in West Dublin in response to this phenomenon. To ensure inclusion of all pupils and to support them in reaching their full potential, pupils' plurilingual repertoires are welcomed. Two overarching goals to language teaching and learning inform the whole-school language policy that seeks to:

- *ensure that **all** pupils become proficient¹ in the language of schooling*
- *exploit the linguistic diversity of the school for the benefit of **all** pupils (Council of Europe [CoE] 2001: 4; Garcia 2017: 18).*

Classroom procedures that facilitate inclusion of home languages in curriculum delivery and the needs of pupils who are endeavouring to learn English as an additional language are described. The importance of literacy is highlighted as is teacher, pupil, and parent cooperation. In addition to high levels of achievement in standardised tests of English and Maths, additional outcomes are identified including enhancement of the Irish language, a developing culture of learner autonomy, and the cultivation of pupil confidence and social cohesion.

Keywords: education, social cohesion, learner autonomy, linguistic diversity, inclusive, whole-school approach, plurilingual



CEFR Journal
Research and
Practice


Japan Association for Language Teaching (IALT)
CEFR & Language Portfolio (SLI) (CEFR & LP SLI)

Volume 8 February 2018

THE CEFR JOURNAL: REFLECTING ON CHALLENGES AND OPPORTUNITIES

What type of [CEFR-informed] journal article on plurilingualism would you be interested in reading about?

Journal Article suggestions on plurilingualism

- Integrating plurilingualism into the AoA
- Plurilingualism awareness among post-primary teachers
- Plurilingualism awareness among stakeholders other than teachers and students (policy makers, etc.)
- Managing plurilingualism in a foreign language classroom (Benefits and disadvantages – best practices – how to make use of the advantages)
- Plurilinguaging with regards to co-construction of meaning

CURRICULUM ALIGNMENT

Introducing aligning language education with the CEFR: A handbook

Neus Figueras, University of Barcelona

David Little, Trinity College Dublin

Barry O'Sullivan, British Council

<https://doi.org/10.37546/JALTSIG.CEFR5-1>

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*This article briefly presents the handbook *Aligning language education with the CEFR*, which was published in April 2022 and is freely available online. The publication of the *CEFR Companion Volume with new descriptors (CEFR CV; Council of Europe, provisional version 2017, definitive version 2020)* has caused quite a stir in the field of language education and prompted renewed interest in the content and applicability of the CEFR (Council of Europe 2001). Language assessment professionals in particular have discussed the many implications of the CEFR CV in different contexts and scenarios. The article explains why the handbook was developed and who it is for, describes the steps involved in aligning the different dimensions of language education with the CEFR, and explains how the handbook is organised.*



CEFR Journal
Research and
Practice

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

Volume 8 February 2022

ISSN 2042-8054

#5

PACIS XXI: Aligning English language curriculum with the CEFR/CV for 21st century learning

Janey Gregório, (Direção Regional da Educação e Administração Educativa da Região Autónoma dos Açores [Regional Directorate for Education and Educational Administration of the Azores], Portugal)

Joana Silveira, (Direção Regional da Educação e Administração Educativa da Região Autónoma dos Açores [Regional Directorate for Education and Educational Administration of the Azores], Portugal)

<https://doi.org/10.37546/JALTSIG.CEFR6-1>

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This article aims to outline and describe how the PACIS XXI team (Projetar a Área Curricular de Inglês para o Século XXI), nominated by the Azorean Regional Government's Secretary of Education in 2017, designed and promoted the implementation of the CEFR-based English curriculum guidelines. Its acronym, which translated means to launch English as a curriculum component into the 21st century, states the essence of what the team was mandated to do.

The key mission was to analyse the state of English language teaching, learning and assessment and design a curriculum document to sustain English language education at the primary level in the Azores, Portugal. In July 2022, the guidelines, Orientações Curriculares de Inglês dos 1.º e 2.º ciclos do ensino básico (OCI), were published.

First, we delved into the CEFR/CV with New Descriptors (Council of Europe [COE] 2018), then later, while the guidelines were up for public discussion as a working document, between 2019 and 2022, we enhanced them using the final version of the CEFR/CV (COE 2020).

Aligning curriculum guidelines with the CEFR/CV meant not only aligning proficiency levels for different grades, but also looking closely at what it means to take an action-oriented approach to language learning. Hence the need to move forward into designing descriptors for communicative activities, and not for the traditional four skills: reading, writing, listening and speaking.

We presented planning and assessment tools and templates aligned with an action-oriented approach, incorporating the Understanding by Design/Backwards Theory (Wiggins and McTighe 2005). We also looked at pedagogical assessment, where formative assessment is key, as put forward by Dylan Wiliam (2011) as well as the conceptual framework shared by the Projeto MAIA through the Portuguese educational system.

ALIGNMENT

#6



CEFR Journal
Research and
Practice



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

Volume 6 February 2023

ISSN 2023-0000

#5

Implementing a localized version of the CEFR-based curriculum in Israel

Tziona Levi, Israeli Ministry of Education

Simone Duval, Israeli Ministry of Education

<https://doi.org/10.37546/JALTSIG.CEFR5-5>

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This research addresses the implementation of the new Israeli English curriculum based on the CEFR and its introduction to lead-teachers, teacher-mentors and teacher-educators defined as 'expert' according to Israel's Professional Standards Document (Ministry of Education 2019). To create reciprocal study and interaction with the curriculum document while disseminating it to EFL teachers throughout the country, these experts were led to conduct a multilevel interactive discourse, characterized by the ripple effect metaphor within Professional Learning Communities (henceforth PLCs). Examination of this interactive discourse within the PLC framework reflects the incorporation of a unique application design that draws on EFL curriculum implementation as a national policy and concurrently provides insight into the delivery of the curriculum designed to elicit critical meditative conversations. While applying a PLC setting, we demonstrate collaborative dialogues and knowledge construction by participant 'experts' as they learn the curriculum through social interaction, activating conceptual curriculum language as a mediational tool and verbalizing or 'languaging' the meaning making process (Swain 2006; Watanabe and Swain 2007). Thus, we ascertain that the expert-teachers' knowledge of the curriculum is constructed within the PLC structure as they explore methods to mediate the curriculum. To capture the scope of the interaction and delineate this knowledge construction, we collected, transcribed and analyzed asynchronous logs written by each participant, and four collaboratively written (socially constructed) group logs which together form the source of the current qualitative study.

Keywords: CEFR, professional learning communities (PLC), social interaction, curriculum implementation, curriculum mediators



CEFR Journal
Research and
Practice



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

Volume 5, February 2020 ISSN 2254-8881

ACTION-ORIENTED APPROACH

Mediation in practice in an ESAP course: Versions of the Medical English student conference

Magdalini Liontou, University of Jyväskylä

Eva Braidwood, University of Oulu

<https://doi.org/10.37546/JALTSIG.CEFR4-2>

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The Medical English course at the University of Oulu (Finland), which is compulsory for 200 first-year medical students, is designed to enhance professional English language communication focusing on work life relevance. The course design utilized the action-oriented approach promoted by CEFR CV (2018), to support the active use of language through various simulation activities. This paper describes specifically the final assignment of the Medical English course, which is integrated with the Clinical Psychology course. Having discussed topics in Finnish in groups, complementing the lectures in the Clinical Psychology course, students present in English what they have learnt in these discussions in the framework of a student conference. While preparing for the conference, the students create a poster presentation in teams. During the conference, they present the posters and, thus, practice communication relevant to work life. In this assignment, they must actively apply cross-linguistic mediation and use mediation strategies to explain new concepts and simplify the source text. Traditionally, the assignment requires students to participate in a simulated real-time face-to-face conference both as presenters and attendees. However, due to the Covid-19 pandemic, we used an alternative solution: a hybrid conference of asynchronous presentations with real-time Q&A forums in online posts. The new design similarly provides students with stimuli to activate all modes of communication (production, reception, interaction and mediation) simultaneously.

This article reports on this novel solution for the assignment together with its context and the course design in relation to mediation scales and descriptors. Moreover, an analysis of the self-assessment forms between the student cohorts in 2019 and 2020 allows an insight into the learners' experiences. The results show that students perceive the assignment as an authentic communication task, which enhances their engagement and autonomy in the learning process.

Keywords: cross-linguistic mediation, mediation strategies, pandemic, pedagogical solution, online teaching, curriculum development, CLIL



CEFR Journal
Research and
Practice



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

Volume 8 February 2020 www.cefr-journal.com

#4

ACTION-ORIENTED APPROACH

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

Kerstin Pramstaller, University of Innsbruck (Austria)

<https://doi.org/10.37546/JALTSIG.CEFR6-2>

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During the two years of the pandemic, online interaction activities certainly aided communication between communities, families and students, and at work. After these two years, now – in 2023 – interaction activities seem to have returned to a level of normality, but what kind of normality are we referring to? This paper intends to explore online interaction activities and strategies at a time when online interaction is no longer necessary, due to extreme external conditions, but remains a sense-making practice in German as a Second Language (GSL) courses. This point of view is based on the author's conviction that online interaction has become part of today's real-life communication in our increasingly digital world, and that students of German language courses are supposed to engage in real-life tasks during the tutorials and beyond, such as online discussions about a specific topic with their peers. In this context 'multi-modal learning' is key for a successful (language) learning process with a view to achieving digital citizenship.

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



#6



ACTION-ORIENTED APPROACH

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

Ursula Hehl, TH Köln - University of Applied Sciences

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

<https://doi.org/10.37546/JALTSIG.CEFR6-7>

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The present article describes a small-scale poetry project intended to foster culturally responsive learning in the C1-level university language course. The instructor of this course had the opportunity to invite an aspiring poet, Ivan Bio from Sierra Leone, to a reading of three of his poems to be performed during one of the sessions. Designed as an extension activity for one of the course units, the project required students to complete a set of tasks to prepare for the poetry reading as well as engage in follow-up activities to reflect on the experience.

By describing and analyzing the implementation of this reading session, the authors aim to explore the potential benefits of poetic discourse for language courses based on action-oriented, learner-centered approaches.

Against the background of the CEFR descriptors relating to the reception of creative/literary language and the mediation of texts, the authors intend to show that the interpretation and analysis of poetic texts can help students not only to increase their sensitivity to and awareness of the ambivalence of language, but also to in turn expand their communicative language competences, most notably their mediation skills.

To achieve these goals, students were asked not only to analyze and explain the poems to their peers, but also to formulate personal responses to the texts. A striking observation was that the context of remote learning where students communicated in a Zoom meeting did not seem to interfere with their willingness and ability to express their attitudes and even their emotions. This made the meeting an emotionally profound experience for everybody involved, and the authors will argue that not only the range but also the intensity of the language learning experience can be greatly enhanced by integrating poetry in the foreign language classroom. The article intends to demonstrate that the CEFR with its Companion Volume (CEFR/CV) and their operationalization in action-oriented approaches form a perfect basis for expanding learners' language competences through poetry.



#6



SCENARIOS

*“The central point in planning the teaching is to work back from the **real-life scenario**, and then the performance in the culminating task of the **scenario** is basis for the assessment.”*

(API Education Forum)

Scenarios for language support (free resources):

<https://www.coe.int/en/web/language-support-for-adult-refugees/scenarios-for-language-support>

THE CEFR JOURNAL: REFLECTING ON CHALLENGES AND OPPORTUNITIES

What type of journal article on the **Action-oriented Approach** would you be interested in reading about?

Journal Article suggestions on Action Oriented Approach

- Examples of AoA tasks
- Modern language teacher professional learning on integrating an Action-Oriented Approach into their practice
- AOA at the university level. scenarios are not always recognized or accepted within institutional frameworks, How can we bridge this gap? Are there examples of successful integration in higher education?
- AoA and scenarios for Migrant adults would be great share experiences

AND NOW FOR SOMETHING DIFFERENT

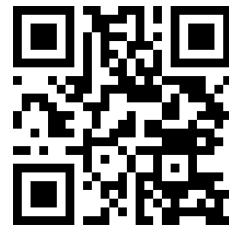
Development of a framework of reference for sign languages and Reference Level Descriptors for Czech Sign Language

Martina Hulešová, Charles University

<https://doi.org/10.37546/JALTSIG.CEFR5-4>

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The CEFR is a well-known, useful, and widely exploited tool used for many European languages, as well as in some non-European language contexts. Most of the contexts where the CEFR is used concern spoken languages. However, regarding sign languages, there have only been a few attempts to explore how the CEFR might be adapted and modified. In 2019, a CEFR-related project started in the Czech Republic (as one of five key activities of a bigger project – called APIV A – that concerned inclusion of users of first languages other than Czech) with the original aim of adapting the outcomes of the ProSign project¹ led by The European Centre for Modern Languages, which basically meant creating proficiency scales for the description of Czech Sign Language. However, it became clear that a mere translation or a slight adaptation is neither possible nor appropriate. Therefore, the project became much broader, and, in the end, two original comprehensive and interrelated documents were developed: a general Framework of Reference for Sign Languages and a more specific Reference Level Descriptors of Czech Sign Language. Both documents are bilingual: in written Czech and translated into Czech Sign Language.



CEFR Journal
Research and
Practice



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

Volume 8 February 2020

www.jalt.org

#5

AND NOW FOR SOMETHING DIFFERENT

A multimedia orientation course on the CEFR Companion Volume, going back to 2001, moving forward to 2020 and beyond

#5

Monica Barsi, University of Milan

Teresa Bettarello, Provincial Centre of Adult Education, Milan

<https://doi.org/10.37546/JALTSIG.CEFR5-2>

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In this contribution, we illustrate how we have designed our orientation course on the CEFR Companion volume: with what objectives (Part I) and what structure (Part II). The course is designed and realised in microlearning mode. Graphics, animation and approach to the subject matter make it enjoyable also for those who are approaching LS/L2 teaching or for self-learners who want to discover this document. Each of the 11 course units consists of a 5-10' video, equally usable from a mobile device, focusing on a particular aspect (all videos are visible on the website <http://promoplurilinguismo.unimi.it> and on youtube). All our references to the adoption and knowledge of the CEFR CV mainly concern our experience in Italy, although we have noticed many similarities with other countries both at school (at all levels) and outside school. 'Our' Italian society, just like 'our' European society, has in fact seen and continues to see the importance assumed by linguistic and cultural diversity growth of which it is necessary to become increasingly aware. The course is intended to be a tool for understanding the whole didactic idea of the CEFR CV, which envisages language levels from Pre-A1 to C2 but at the same time promotes education in plurilingualism, interculturalism, mediation and inclusiveness.



CEFR Journal
Research and
Practice



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

Volume 8 February 2018 www.cefr-journal.com

STANDING ON THE SHOULDER OF GIANTS

#2 In memory of Tim Goodier

(Brian North, CEFR co-author; President API Forum)

#6 In Memory of Jamie Dunlea

(Richard Spiby, British Council)

AN OPEN SPACE FOR EXCHANGING IDEAS

Trolls, unicorns and the CEFR: Precision and professionalism in criticism of the CEFR

Brian North

(co-author of the CEFR and the CEFR Companion Volume)

This article starts by recalling the reasons that have been given for the CEFR's success, for example its neutrality, the way it encourages the constructive alignment of planning, teaching and assessment and helps educators to fulfil both instrumental and educational goals. It then reviews and responds to some of the main criticisms that have been made of the CEFR over the past twenty years concerning the relationship of the CEFR to linguistic theory, the compatibility of the CEFR descriptors with research in second language acquisition and corpus linguistics, the development methodology and formulation style of the descriptors, the intended scope of the CEFR itself and its relationship to socio-political power. It points out that many of these criticisms are based on misunderstandings or misrepresentations and underlines that a sustained constructive engagement with the CEFR is necessary if criticism is to inform future revisions. The article also draws attention to some of the innovations brought by the CEFR, which have tended to be overlooked, and which are reinforced and further developed in the recently published update to the CEFR, the CEFR/CV, which has just in its definitive form.

Keywords: CEFR criticism, reasons for success, descriptors, research base, theory, CEFR innovations, CEFR Companion Volume (CEFR/CV), development methodology, action-oriented approach, corpus linguistics



CEFR Journal
Research and
Practice

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

Volume 8 February 2018

www.cejournals.com

#2

AND NOW FOR SOMETHING NEW: ISSUE 7/MARCH 2025

Action-oriented, Plurilingual and Intercultural Education: A new association – API

Forum Brian North, CEFR co-author; President API Forum

Understanding the perspective of plurilingual assessment in teaching English at tertiary level in Ukraine

Viktoriia Osidak, Taras Shevchenko National University of Kyiv, Ukraine

Karin Vogt, Heidelberg University of Education, Germany

Maryana Natsiuk, Taras Shevchenko National University of Kyiv, Ukraine

Awareness-Raising in Training Student Teachers to Rate Written Performances in Line with the CEFR Jana Bérešová, Trnava University, Slovakia

AND NOW FOR SOMETHING NEW: ISSUE 7/MARCH 2025

Assessing writing proficiency in a Saudi Arabian university: Comparing students, tutors, and raters' assessment using selected CEFR scales

Ebtesam Abdulhaleem, King Salman Global Academy for Arabic Language, Riyadh, KSA

Claudia Harsch, Universität Bremen, Germany

Application of the CEFR to an Arabic Corpus: A Case Study

Aziza Zaher, Durham University, England

Report: *Aligning Language Education with the CEFR: a Handbook 2024* conference

The *Handbook* Steering Group (Figueras, Little, O'Sullivan, Saville, Taylor)

THE CEFR JOURNAL: LOOKING FORWARD

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REVIEWER GUIDELINES: **EPISTEMIC RESPECT**

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

- **unbiased, double-blind review**
- Reviewers should provide a **constructive, comprehensive, evidenced, and appropriately substantial peer review** report.



THE CEFR JOURNAL: REFLECTING ON CHALLENGES AND OPPORTUNITIES

Collating ideas:

What type of journal article about Action-oriented Approach (AoA) curriculum alignment, mediation, plurilingualism would you be interested in reading about?

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Multiplying ideas:

What do you know about research on Action-oriented Approach (AoA) curriculum alignment, mediation, plurilingualism etc. that you [or others in your network] would be interested in submitting to the CEFR Journal?

How to effectively multiply best CEFR-informed practice (and API objectives)?

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+ Special Issue 8*: early 2026

Aligning Language Education with the CEFR: A Handbook

*Guest editors: The Handbook Steering Group
(Figueras, Little, O'Sullivan, Saville, Taylor)

+ Snapshot Talk of issue 7 articles: **details to follow**

+ **Call for abstracts for issue 9 (later in 2026)**

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What other publication formats in the journal could be explored, for example:

commentaries/discussion notes,
teaching practices [tailored format?],
conceptual papers focusing on key concepts in
an accessible way ???

Other journal article suggestions

- Professional development for CEFR practitioners
- The origins of the CEFR, emphasizing its role advancing human rights, democracy, and rule of law. In my context, it is not often realized that the CEFR is anchored in these aims

Questions from participants

- Does this journal include book reviews?
- Would it be conceivable to publish in a language other than the omnipresent English?
 - Suggestions for other languages availability:
 - Is there a place for people to indicate if they are available for review and what languages?
 - Is it possible to add/create a link to a language availability questionnaire where those who are available could indicate their language(s) and availability maybe on your website?

THANK YOU EVER SO MUCH!

Considering to publish with us?
Becoming a reviewer or proofreader?

cefrlp@jalt.org

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We ask all reviewers to make every reasonable effort to adhere to the following **ethical guidelines** for **CEFR Journal – Research and Practice** articles 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.