8th CEFR SIG Meeting
Thursday, 30 May, 2019, 14.00 – 17.30h.
University College Dublin

PROGRAMME

14:00 Welcome by the SIG coordinator, **Neus Figueras**

14.15 – 15.15   The CEFR in use (15-minute presentations, including question time)

Marion Coderch (Durham University) *UNILANG: using the CEFR to express language learning outcomes in UK and Irish higher education*

Over the last 25 years, the establishment of CEFR-based nationwide language certification schemes for higher education has proliferated in several European countries. The development of such a system in the United Kingdom and Ireland is relatively recent: in 2015, UNILANG was conceived as a certification scheme for language courses in UK higher education institutions, with the aim of translating what students' learning outcomes mean in terms of the CEFR. This talk will offer a review of the progress so far and will discuss the main challenges encountered in the implementation of the scheme.

Fumiyo Nakatsuhara, Anthony Green & Chihiro Inoue (CRELLA, University of Bedforshire) *Adapting linking procedures and involving stakeholders in relating a teaching programme to the CEFR*
We will present the methodology that we employed to relate to the CEFR a teaching programme centred on speaking skills. We adapted the linking procedures more commonly used with tests for use with teaching materials and course design. Following the underlying principle of the CEFR, stakeholders were at the centre of the linking exercise, so that those who are involved in the teaching programme can be fully aware of what the CEFR represents and critically reflect on the suitability of the current programme for the communication needs for their students as well as understanding its relationship to the CEFR.

Olga Ukrayinska (Kyiv National Linguistic University) *Familiarization of English and French student teachers with Council of Europe recommendations for developing their language assessment literacy (Ukrainian context)*
The present research focuses on developing student teachers' language assessment literacy. The development process involves familiarization with European standards aimed at improving language teaching and learning. As student teachers need to be guided in exploiting the CEFR and related documents, a series of procedures have been elaborated to help interpret them when designing customized assessment materials and rating scales to fit the particular learning context, including further detailed elaboration of descriptors in the horizontal dimension, collecting evidence of oral and written performance pertaining to a particular proficiency level. The contradictions and vagueness of some descriptors revealed by the students are to be clarified.

Eli Moe and Signe Wiger (Skills Norway*) Using the CEFR to determine language levels necessary for subject learning*
Our task was to develop a placement test in reading which could be used by schools to place adolescent and adult students (mostly immigrants) on one of four consecutive modules in social science, science, mathematics and Norwegian language and literature. A multistage reading test was developed and standard setting to the CEFR levels A1, A2 and B1 was done. By 1) analysis of competence goals for each subject and module and 2) input from teachers answering a questionnaire, final recommendations for placement were given. Our presentation will focus on how the CEFR was used to recommend placement of students.

15:15 – 15:45 Coffee break

15:45 – 17:15 The CEFR and the CEFR CV: new proposals and developments

The second part of the SIG will invite discussion around future developments and challenges in the use(s) of the CEFR and the CEFR CV which may point towards possible research foci, following the issues raised by:

Morten Hunke (g.a.s.t. | TestDaF-Institut) will be presenting a new international Journal edited by the JALT CEFR and Language Portfolio SIG, which focuses on the CEFR Practice and Research.

Charalambos Kollias (Oxford University Press) will be highlighting the need to update current CEFR-related resources to incorporate Rasch by addressing the benefits, the challenges, and the ellipsis in using the CEFR CV.

Elaine Boyd (University College, London) will be discussing the possible impact of the new mediation descriptors in the academic domain and whether these descriptors are likely to alleviate concerns about the dominance of academic English in research papers.

Cristina Rodriguez (EOI Santiago, Spain**), Marita Harmala** (Finnish Education Evaluation Centre) **and Voula Kanistra** (Trinity College, London), will be sharing what they know about the implementation of the new content(s) in the CEFR CV in different contexts.

Barry O'Sullivan (BC-UKALTA) will be addressing possible cooperation between UKALTA and the CEFR Sig in the organization of a symposium to discuss research on the uses of the CEFR CV in language testing and assessment.

17:15 – 17:30 Closing discussion