

CEFR writing

Kaken-Project (since April 2019): Developing a CEFR-informed Mediation scheme (CEFR-MSfAW) for academic writing (composition) in World Englishes

“There are no native speakers of academic writing”

(A. Mauranen, 2012)



Alexander Imig
CEFR & LP SIG Forum
May 18, 2019

Outline

- Teaching/Researching writing at Chukyo (case study)
 - Description & Research 2018/2019
 - Some research insights
- Networking: Academic writing with the CEFR

•
Link for References (and more):

<https://cefrjapan.net/kaken-4>

Chukyo-University (World-Englishes)

Communicative Writing Guidelines:

The goal of the Communicative Writing Program is to prepare our students to write a 4,000 word, researched and documented according to APA conventions, **graduation thesis** in English in their fourth year. **(no mention of CEFR-like business memos, letters/e-mails, agreements/contracts, note-taking, etc.)**

First Year CW Classes

1 first year, first semester—

Students will write **three** 250-300 word type-written papers. One in each of the following **rhetorical** styles, on **topics of the teacher's or student's choosing**. There should be at least 2 teacher-marked rough drafts, in addition to the final draft for each paper. Drafts of peer-reviewed work should be in addition to the teacher-marked drafts. All drafts will be assembled and included in the **portfolios**.

Using these 3 genres:

- **Self-Introduction**
- **Narrative** (Ex: a narrative about a graded reader)
- **Comparison and Contrast** (Comparing 2 films, etc.)

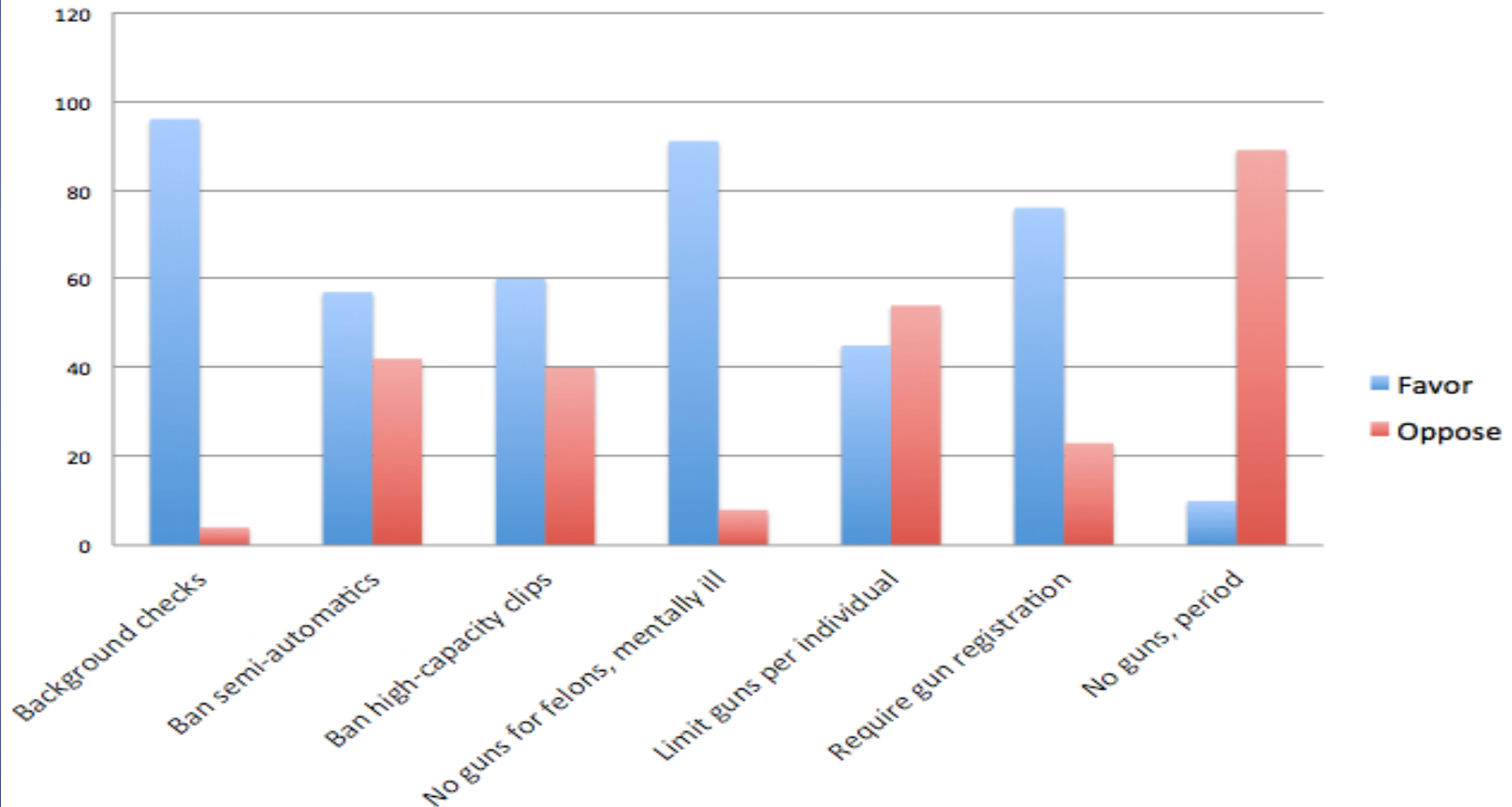
Graduation Thesis Pilot Study : 2018-19 Academic year

- 4th year writing (graduation class), taught by Prof. D'Angelo
- Class held each week in a dedicated PC classroom
- Uploaded their writing at end of each class to Chukyo 'MANABO' (Learn Management System) application -- Also required to do 'Homework Upload'
- Information on homepage provided in 1st week and updated regularly. Instructions for each week uploaded when needed

Graduation Thesis Pilot Study : 2018-19 Academic year

Gun Control table: Write 150~200 words, comment on classmates

Public supports many gun control policies



CEFR Writing Descriptors: Reports/Essays

Critical Thinking Connection: We Prioritized Argument over accuracy

	Reports and Essays, p.62
C1	<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>
B2,2	<p>Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. <small>Academic Writing & Critical Thinking</small></p> <p>Can evaluate different ideas or solutions to a problem.</p>
B2,1	<p>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Can synthesise information and arguments from a number of sources.</p>
B1,2	<p>Can write short, simple essays on topics of interest.</p> <p>Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p>

Graduation Thesis Pilot Study : 2018-19 Academic year

- After Gun Control exercise, lesson on using Google Scholar (J & E), Chukyo library site: Looking for scholarly work vs. websites
- Shared CEFR report/essay writing descriptors, did not emphasize
- Work on developing 3 (or 4) Research Questions– the ‘driver’
- Develop outline, based on research questions – later T of Contents
- Writing in class and at home to lengthen paper
- Given two perspectives on their work
- Later addressed accuracy near completion of final version

Brainstorming 'Research Questions' (model)

(Topic) Gun Control in the USA:
Three concrete recommendations
(topic, and a claim)

In this case we have 4 research questions, but it is acceptable to have only 3. Two may be too few.....

*Having good research questions, (and answering them...) which you can modify slightly if you need, is crucial to writing a good graduation thesis!



Brainstorm 'Research Questions' (Student upload sample)

Women's rights in
Saudi Arabia

*Having good research questions,
(and answering them...)
which you can modify slightly if
you need, is crucial to writing a
good graduation thesis!

RQ1: What is the current state of
women's rights in Saudi Arabia?

RQ2: What are the cultural
background of these problems?
(historical information)

RQ3: What type of measures have
the least and most chance of being
put into law, and why?

RQ4: How is this process going to work
in future?

D'Angelo zemi, topics chosen 2018-2019

1. Attracting the best students in Kachru's 3 circles: Australia, Malaysia and Japan
2. English in China and communication: Chinese English should be recognized
3. Problems for Japanese learners of English: What we need the most now
4. Effect on cross-cultural children regarding language and culture
5. Green Card lottery: Its features and future
6. Wildlife in Japan: Achieving well-balanced Ecosystems
7. Fair Trade: To capture the bright world
8. 'Omotenashi' and 'Hospitality': Japan should deliver international level service
9. Evaluation of Physical Appearance: Influence of cultural differences
10. Australia as a Japanese tourist destination
11. What a real superhero is: Demand for heroes in films in the US and Japan
12. Overseas travel as a form of Investment: Effective mental and physical benefits
13. Women's rights in Saudi Arabia: Limited life of Saudi women
14. LGBT situation

Kansô strategies & Mediated concept(s)

Some first

Results

International writing research

- Further evaluation of our data and goals for 2019~20 CEFR-informed writing:
(about) **Verbalizing ideas in a (coherent) text**
- There is a lot of writing research: Academic Literacies (UK) or Composition Studies (US), but they are not all EIL (English as International Language) or ELF related (see Russel et al 2009, Matsuda 2012).
- The CEFR is useful tool for teaching for teaching epistemic writing. And together with the other (assessment oriented parts) the CEFR offers a chance for collaboration in teaching and research.
- Research (& Action-Study): **“Developing a CEFR-informed Mediation scheme (CEFR-MSfAW) for Academic writing (Composition) in World Englishes”**
(Kaken project since April 2019)
- Networking is essential

Conclusion

International writing research

- Further evaluation of our data and goals for 2019~20 CEFR-informed writing:
(about) **Verbalizing ideas in a (coherent) text**
- The CEFR is useful tool for teaching for teaching epistemic writing. And together with the other (assessment oriented parts) the CEFR offers a chance for collaboration in teaching and research.
- For generalizations a case study isn't enough. But CEFR offers a framework for research (c.f. Littlmore 2012, as an example)
- More Information at

<https://cefrjapan.net/kaken-4>