CEFR Journal

Research and Practice

CEFR JOURNAL—RESEARCH AND PRACTICE VOLUME 2

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JALT CEFR & LP SIG

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The Japan Association for Language Teaching (JALT) CEFR & Language Portfolio SIG (CEFR & LP SIG) formed in 2008 to spread the ideas and concepts of the CEFR, conducting action research and sharing experiences. Our activities include meetings, conferences, a regular newsletter, maintaining a homepage. The first visible result was a language portfolio for Japanese universities, and an edited volume with a collection of case studies: *'Can do statements in language education in Japan and beyond'* published in 2010 (Schmidt, Naganuma, O'Dwyer, Imig, and Sakai 2010). Bringing together people from a wide range of interests, the SIG secured the first Japan Society for the Promotion of Science (JSPS) Grant-in-Aid research project in 2012, resulting in the *'CEFR-informed EAP Textbook Series B1(A2+)'* (Naganuma, Nagai and O'Dwyer 2015). The next research project soon followed: *'Critical, constructive assessment of CEFR-informed foreign language teaching in Japan and beyond'* (O'Dwyer, Hunke, Imig, Nagai, Naganuma and Schmidt 2017), with major action research studies examining how to implement the CEFR in university curriculums and other areas. It was not intended in the beginning, but the research projects, related conferences and publications became the core of the SIG activities. The third project aimed at developing a tool kit (https://cefrjapan.net/toolkit) to support teachers navigating through the huge amount of CEFR-related information, with a new homepage *cefrjapan.net* and a book publication *'CEFR-informed Learning, Teaching, Assessment: A practical guide for practitioners'* (Nagai, Birch, Bower and Schmidt (2020). Two more JSPS-funded research projects are under way: one on academic writing, especially text composition for university students on the level B1 - B2. The other project focuses on aligning the CEFR to current practices for identifying needs of learners and teachers in the classroom by using an action research cycle. We are currently looking for case studies in relation to the CEFR using action research predominantly in Japan (but not exclusively) Please, do get in touch if interested. For contacting us, please use the contact form on the SIG homepage (see below).

Other activities have included launching the *CEFR Journal – Research and Practice* (you are currently reading), to have a peer-to-peer based platform to exchange research and best practice internationally. Most of the CEFR-related resources and publications come from Europe but the CEFR have now spread to many regions. Practitioners want to learn from each another and they want to share their experiences. The first volume of *CEFR Journal* received good feedback. You are reading volume 2, and here we are, looking forward to volume 3.

We are a small SIG with around 70 members within the non-profit organization JALT. But we have a handful of very active core members, looking for opportunities to contribute to language teaching

featuring the CEFR and CEFR/CV. And even the current situation does not stop us. We are planning two more working groups, one on CEFR and CLIL (see conference link below*), and the other on adapting the descriptors to the recent (forced) increase in online teaching. We constantly try to reach out to other peers and other groups. If we do not help each other and work together, who else will support us?

Links

- CERF & LP SIG: https://cefrjapan.net
- CEFR Journal: https://cefrjapan.net/journal
- JALT: https://jalt.org/
- Language Portfolio for Japanese University, bilingual (English/Japanese): https://sites.google.com/site/flpsig/flp-sig-home/language-portfolio-for-japanese-university
- *Conference: Aligning CEFR to current practices – Identifying needs of learners and teachers in the classroom: https://sites.google.com/site/flpsig/home/even

References

Nagai, Noriko, Gregory C. Birch, Jack V. Bower & Maria Gabriela Schmidt. 2020 (forthcoming). *CEFR-informed Teaching, Learning, Assessment – A Practical Guide.* Singapore: Springer.

Naganuma, Naoyuki, Noriko Nagai & Fergus O'Dwyer. 2015. *Connections to Thinking in English: The CEFR-informed EAP Textbook Series B1(A2+) to B1+*. Tokyo: Asahi Press.

O'Dwyer, Fergus, Morten Hunke, Alexander Imig, Noriko Nagai, Naoyuki Naganuma & Maria Gabriela Schmidt (eds.). 2017. *Critical, Constructive Assessment of CEFR-informed Language Teaching in Japan and Beyond*. English Profile Studies, volume 6. Cambridge (UK): Cambridge University Press. https://www.englishprofile.org/resources/the-english-profile-studies-series (accessed 05 June 2020).

Schmidt, Maria Gabriela, Naoyuki Naganuma, Fergus O'Dwyer, Alexander Imig & Kazumi Sakai (eds.). 2010. *'Can do' statements in language education in Japan and beyond – Applications of the CEFR*. Tokyo: Asahi Press.

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Submission (Call for Abstracts)

This journal attempts to fall somewhere in between an inaccessible academic journal (long waiting times, fairly strict guidelines/criteria) and a newsletter (practical in nature but lacking in theoretical support/ foundation), linking research of a practical nature with relevant research related to foreign language education, the CEFR, other language frameworks, and the European Language Portfolio. While the CEFR was introduced by the Council of Europe and intended for use, first and foremost, within Europe, the influence of the CEFR now has to be attested in many places beyond European borders. It has become a global framework, impacting a variety of aspects of language learning, teaching, and assessment across countries and continents beyond the context for which it was originally created. As such, there is a pressing need to create a quality forum for sharing research, experiences, and lessons learned from applying the CEFR in different contexts. This journal provides such a forum where people involved or interested in processes of applying the CEFR can share and learn from one another.

We are continuously seeking contributions related to foreign language education, the CEFR, other language frameworks, and the European Language Portfolio. We are particularly interested in specific contextual adaptations.

Currently, we have a new Call for Abstracts out. Due to current necessities and demand, we are looking to give your experiences with **online, remote, and e-learning in conjunction with the CEFR, the CEFR/CV, or portfolio work** the spotlight it deserves. In these months many practitioners are accruing valuable best and potentially also worst practice experience. We would like to offer a forum to share such valuable insights in future volumes. Until 30 November 2020 we are looking for abstracts at:

journal@cefrjapan.net

Guidelines

Submission:	30 November 2020
Contributions:	Articles (research), reports (best practice), news (work in progress), research notes, book reviews
Language(s):	English (British, American, international) preferred, but not mandatory. Other languages by request, with an extended abstract in English.
Review type:	Peer review, double blind

Peer review guidelines:

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

Author instructions:

- Adapted version of deGruyter Mouton guidelines for Language Learning in Higher Education (CercleS) and style sheet.