

JALT CEFR & LP SIG

Newsletter No. 33 – October-November 2021



Dear members of the CEFR & LP SIG,

It is November in the second year with Corona and JALT 2021 will be held fully Online as a 4-day conference from November 12th (Friday) to 15th (Monday), 2021. You are kindly invited to the Annual General Meeting and the Forum of CEFR & LP SIG both held on Sunday, November 14th, 2021. This newsletter edition provides you with the information to the international conference and some news and ideas for you to consider and new projects to engage in. Hopefully, you will find something that catches your interest.

The JALT International Conference

JALT 2021 International Conference will be held completely ONLINE being held from November 12th to 15th, 2021. See <https://jalt.org/conference> and <https://jalt2021.edzil.la>

CEFR & LP SIG will hold a SIG Forum and the AGM Online on November 14th, 2021. The Access to the AGM will be FREE of charge. You have to log in to <https://jalt2021.edzil.la> (same as for JALT 2020 or PanSIG) and click on live schedule and you should be able to join the AGM.

Find more on the CEFR & LP SIG Forum and AGM on page 8 and read more about the CEFR related presentations at JALT 2021 on pages 9 – 10.

All members and those who are interested are kindly invited to attend the Annual General Meeting of CEFR & LP SIG. Each member will receive an individual invitation by email with the Agenda for the AGM and will be asked to vote and fill in a survey prior to the AGM. We kindly ask for your cooperation.

Alexander Imig provided a report on the 6th Council of Europe Webinars, find more in this Newsletter.

Report: On Friday August 20th, 2021 (2 pm to 5:15 pm) we held a special event on Action Research with Anne Burns as invited speaker. She gave a lecture on “Action research: A powerful way to engage yourself in professional development”, followed by a workshop on Action Research and the CEFR, which gave insights and we discussed some exemplary projects under way.

Call for Papers for PanSIG 2022 (July 8th – 10th, 2022 in Nagano) are open now until December 20th, 2021. For more details see <https://pansig.org>

Call for papers for the Language Education Expo on March 6th, 2022 until January 9th, 2022.

We want to renew the **Call for Collaborators** related to the **ongoing Kaken project**. We would be happy if you could consider taking part in it. For more details see in this Newsletter (or online at <https://cefrjapan.net/kaken-5>).

The **CEFR Journal – Practice and Research** Volume 4 will be out in November 2021. The Call for Submissions for Volume 5 is open until February 28th, 2022.

We will get a DOI for the CEFR Journal, volume 4 will be out soon. See more <https://cefrjapan.net/journal>

If you would like to organize a joint event with the CEFR&LP SIG, please contact one of our officers. We ask all our members to become involved with organizing meetings and mini-conferences and by contributing to our newsletter. We'd love your cooperation to make this happen.

Thank you for being a member of JALT CEFR&LP SIG!

宜しくお願い致します。

Gabriela Schmidt

Your coordinator on behalf of all officers.

Contents of Newsletter 33 – October-November 2021

Welcome	1
Contents	2
– Featured Article –	
Report on 6th COE Workshop	3
Alexander Imig	
“Exploring CEFR Scales Using a Popular Mnemonic Platform”	
Report on new Portfolio Working Group (meeting on October 23 rd , 2021) Planning new Working group on Language Portfolio	6
Report on Action Research Workshop (Anne Burns)	7
JALT International Conference 2021 November 12 th to 15 th , 2021 ONLINE CEFR & LP SIG Forum CEFR & LP SIG AGM CEFR related events	8
Call for Collaborators for Research Project	11
CEFR Journal – Research and Practice	13
Calls, Planning and Events in 2021 and 2022 - At a glance	14

Please stay tuned to the updates of our events: <https://cefrjapan.net/events>

News on the COE Council of Europe Workshops

Featured Article

Developing meaningful tasks for teaching, learning and assessment with the Action-oriented Approach

Report on the 6th Council of Europe Webinar

Alexander Imig (Chukyo University, Nagoya)

Since the Covid19 pandemic there are more online webinars than ever before. Because of the still brand new CEFR Companion Volume (= CV, first published 2018 and modified and final 2020), the Council of Europe is organizing several Webinars about the CEFR CV. Webinar no. 6, with the title **Developing meaningful tasks for teaching, learning and assessment with the Action-oriented Approach** took place on October 6th, 2021 from 16.00 to 18.30 CET (23.00-1.30h JST) on a platform called *blue-jeans*. This is a brief overview about the progression of the Webinar.

All registered participants received a mail with the program overview and three pdf attachments: a pre-task file, a file with sample classroom tasks and a file with background reading, which could also be done after the webinar. (The material will be available on our CEFR & LP SIG homepage <https://cefrjapan.net/toolkit>)

In the pre-task file was a link to Vimeo, which gives a brief explanation of the action-oriented approach in English: <https://vimeo.com/619693639> or in French: <https://vimeo.com/619690756>

Furthermore, the participants were requested to read and evaluate the 8 sample tasks in an attached file, a task indeed not all participants did.

The Webinar started on time, with around 60 participants of more than 100 pre-registered. After a brief basic introduction by Prof. Johann Fisher, from the University of Göttingen, the first break session started, with padlet, where the group participants could write 5 comments on the introductory video. Here is the link to padlet

https://padlet.com/coe_education/9rm2qq51eqwha92x

My group wrote that the video (and the Intro by Prof Fisher) provided a „great summary“. We also commented on “agency” and on “scenario” (see the link above as reference). After some comments by Prof. Fischer about the group-work, the second break out session started, which comments about the sample tasks. There was a padlet again but since I don’t include the sample tasks in this report, the URL may be of little use. If someone is interested in details, I can share the sample tasks and this padlet URL via e-mail (since I get a lot of spam mails the heading “Sample tasks” would be helpful). The sample tasks were about four different languages (Italian A1, two French B-levels, Spanish B1+to C, and the other four for English). All sample tasks included Mediation between or inside languages. In my group not all task could be discussed, because not all participants had read all the sample tasks. The following plenary wrap up coincided with my personal evaluation, all eight examples were good, but the last (English)

one, was only a pre-task, the real task was not yet developed in the material, which was also stated by one group. The last break out session was quite challenging. We had 30 Minutes for developing an action-oriented scenario. I have to add, that the group allocation was somehow difficult. In ZOOM this can be done randomly and as I heard *blue-jeans* has also the feature, which was however not working in this webinar for some reasons. Therefore, we could choose our room (and group) and I then decided to go in the same group twice (breakout session 1 and 2). However, I hesitated to go in the same group for the last break out session, because I had a hunch, what could be developed in this group and I went to another one. And indeed, the other group made a very good scenario for Spanish (and English): “Assistance to foreigners in transit” (see also the Spanish version, on the padlet online:)
https://padlet.com/coe_education/hb1sb8130koisb1h

I came later to my new group and there already in the middle of the discussion about a scenario, one idea was already presented and a second scenario was introduced by a colleague from Norway: She talked about university courses for Norwegian, where international University workers, were given the opportunity to use the national language as lingua franca for all conversations. This idea was then modified, to all language situations, where people live, with a mixed language background. Indeed, I also use Japanese as a lingua franca, with my colleagues at the university, not only at meetings, where Japanese is mandatory, but also in semi-official or even private settings. This scenario can be found under the heading “National language in University education (C1/C2) for foreign students”. This scenario is a bit modified for students, but the intention is very well expressed and focused on a time and funding aspects of language use.

Course: National language in university education (C1/C2) of foreign students

Context: Teams think of a project they want to work on. Or an objective is given.

Situation: Team runs out of time to finish project.

Role: Members of the team present different aspects of the project and particular challenges.

Target audience: Another team or instructors (with the role of manager)

Task: Explain the state of your project (objective, methods, preliminary results). Explain why you need additional funding/time?

Two persons of our group presented the scenario afterwards in the plenary.

In the end Prof Johann Fisher referred once again to the ECML-project titled ***CEFR Companion Volume implementation toolbox*** which he is actually heading. The project aims to develop between 2020 and 2022 “tools in various languages to help teacher educators use and disseminate the ideas of the CEFR Companion Volume. It will provide digital documents and examples of inspiring practice in the implementation of the Companion Volume in language learning, teaching and assessment at university and in vocational training.”

To learn more about this project, the *CEFR Companion Volume Implementation Toolbox*, in short called **VITbox**, see the ECML homepage:

<https://www.ecml.at/ECML-Programme/Programme2020-2023/CEFRCompanionVolumeimplementationtoolbox/tabid/4299/language/en-GB/Default.aspx>

The next Webinar will be on Thursday, November 4th, 2021, see more details at

"Putting plurilingual education into practice in primary and secondary schools"

<https://docs.google.com/forms/d/e/1FAIpQLSeosqD-r6FANsXGc4apKbJSBm0qdU2SFttoXMrvLepvm0AktA/viewform>

The COE Webinars in 2021

Compiled by Maria Gabriela Schmidt

During 2021 there will be eight webinars/online workshops. These will take place in the first week of the month, normally on the first Thursday, in the months of February, March, May, June, September, October, November and December. This webinar series is a follow up to the videoconference entitled “**The CEFR Companion Volume: A Key Resource for Inclusive Plurilingual Education**” held on 16 December 2020. The webinars are intended to help language professionals familiarize themselves with the concepts elaborated in the Companion Volume and consider ways in which they may be integrated into teaching and learning practices. Some of the webinars will be presentations, whilst others will be workshops.

Webinar 2021-1 *Action-oriented plurilingual mediation in collaborative tasks* (10 February 2021 moderated by Brian North)

Webinar 2021-2 *Digital agency in social practice and language education: the CEFR Companion volume and online interaction* (March 6, 2021 moderated by Bernd Rüschoff)

Webinar 2021-3 *Developing an Action-oriented Pathway in the Classroom* (6 May 2021 moderated by Danielle Hunter, the Facilitator for French as a Second Language (FSL) and International Languages for the Durham District School Board, in Ontario, Canada)

Webinar 2021-4 *Developing plurilingualism in the classroom: From reflection to action* (June 3rd, 2021 moderated by Enrica Piccardo)

Webinar 2021-5 *Engaging learners’ plurilingual and pluricultural competence: Online and face-to-face practice in secondary and tertiary language classrooms* (Sept 2nd, 2021 moderated by Angelica Galante, an Assistant Professor in Second Language Education and Director of the Plurilingual Lab at McGill University)

Webinar 2021-6 *Developing meaningful tasks for teaching, learning and assessment with the Action-oriented Approach* (October 6, 2021 moderated by Johann Fischer)

Upcoming

Webinar 2021-7 (November 4, 2021) see more details at

Webinar 2021-8 (December 1, 2021)

The administrator at the Council of Europe, Mr. Ahmet Murat Kilic, pointed out that all Webinars will be available online soon. They are also looking for additional topics for future webinars could cover.

Useful links

<http://www.coe.int>

<http://www.coe.int/education>

Digital citizenship education www.coe.int/dce

Language policy www.coe.int/lang

Important resources and tools related to the CEFR and CEFR/CV are available here:

<https://www.coe.int/en/web/language-policy/home>

If you are interested in getting the **Language Policy News**(letter) from the COE, you can to [here](https://www.coe.int/en/web/language-policy/newsletter-subscription):

<https://www.coe.int/en/web/language-policy/newsletter-subscription>

New working group on Use of Portfolio in CEFR & LP SIG

Language Portfolio in the Classroom - A Round Table Talk

Language Portfolio Round Table Talk - October 23rd, 2021 - JALT CEFR & LP SIG

On October 23rd, 2021 CEFR & LP SIG we held a Round Table Talk on the Language Portfolio in the field of foreign language teaching and learning. This was a very engaged discussion and exchange of ideas. We plan to continue this kind of working meeting in January. If you are interested please contact Gabriela or Greg. The next date will be announced on the event calendar of JALT and on our SIG homepage: <https://cefrjapan.net/events> and <https://cefrjapan.net/language-portfolio>. You can use the contact form as well: <https://forms.gle/P3z2p16v3X2nbdc57>. When you are interested in the talk you are welcome to join, share and engage.

The European Language Portfolio has been at the core of the CEFR. The ELP is connected to learner autonomy, reflective learning, formative assessment and many more areas. The implementation had its ups and downs. The Round Table Talk invites those in the field of foreign language teaching who are interested in the use of a portfolio in language teaching and want to discuss and share implementations, case studies, experiences with the ELP, language portfolio, learning portfolio, journal etc. The ELP is connected to learner autonomy, reflective learning, formative assessment and many more areas. At recent conferences, since the launch of the CEFR/CV there is a steady increase on papers on language portfolio. This Round Table Talks wants to initiate a synergetic working group. You are welcome to take part and share and listen and discuss. CEFR & Language Portfolio SIG wants to emphasize on the CEFR and CEFR/CV as well on the second part of its name, the Language Portfolio.

As announced in Newsletter 32 (Aug 2021), and boosted by the AR Workshop in August

Planning a New Working Group on Language Portfolio

Recently there has been a rising interest in using Language Portfolio in classrooms. CEFR & LP SIG is planning to build a working group on Language Portfolio to gather educators who already use this tool or are planning to use it. This aims for an exchange and peer support among practitioners.

- 1) How do you use Portfolio in your classroom teaching?
- 2) What kind of Language Portfolio do you use?
- 3) How is the Language Portfolio perceived by students?
- 4) How does the Language Portfolio support self-directed learning?
- 5) What kind of support and professional development would be helpful for practitioners?
- 6) What kind of Language Portfolios are in use and how is the European Language Portfolio perceived?

If you are interested, please contact the coordinator or officers of CEFR & LP SIG.

**A CEFR-focused Action Research Lecture and Workshop
with Anne Burns**

On August 20th, 2021 took place a workshop with Anne Burns aims at helping busy teaching professionals conduct research putting CEFR educational principles into practice using an action research approach, which ensures organized, systematic, and rigorous conduct of research. The workshop had three parts.

Talks of Anne Burns on Action research: A powerful way to engage yourself in professional development. Dr. Anne Burns explained about the essentials of Action Research: concepts, approaches, and processes, which will be followed by questions and answers. There is growing evidence that research conducted by teachers is seen by them as one of the most important and lasting means for professional development. This evidence is supported by the idea that, where teachers can carry out PD in their own contexts of work and investigate teaching and learning issues that are of central importance to them and their learners, this has a strong and positive impact on what can be achieved in the classroom, and more generally the school. In this session, I will provide an introduction to the key concepts and ongoing processes of action research (AR). I'll discuss where AR fits into the wide range of approaches that can be taken in research, and describe the main steps and cycles, and the kinds of outcomes teachers can consider. I'll also provide some illustrations of AR conducted by teachers I've worked with to give participants a sense of the kind of research that can be achieved. Participants in the session who are already involved in AR will have a chance to discuss their research, but the session will also be relevant to participants who may be thinking about AR (or even puzzled by it!) and want to know more.

In Part II, Dr. Burns provided specific input and suggestions on four pre-recorded presentations which demonstrate topic/theme, reviewed literature, research questions, intervention plan, data collection and some preliminary findings.

The four presentations were:

1. *Applying CEFR Illustrative Descriptors in the Classroom* by Colin Rundle
2. *Using CEFR/CV Mediation Illustrators to navigate meaning in a CLIL classroom: First steps of action and reflection* by Rebecca Schmidt
3. *Using an online European Language Portfolio (e-ELP) to promote learner autonomy* by Gregory Birch
4. *CEFR-informed Textbook Selection* by Nicole Sonobe

* Workshop participants were asked to watch the pre-recorded video of these presentations before the actual workshop. A link to the videos will be provided upon registration.

In Part III, the group discussion we kindly asked all workshop participants to get involved in the mutual exchange among peer-colleagues, to share and learn from each other. All workshop* participants will be divided into smaller groups to discuss:

- (1) what research you are interested in
- (2) what kind of action you want to take
- (3) what you plan to do
- (4) what you learned at the event
- (5) what is your take-away from the workshop

*One of the small group discussions was conducted in Japanese.

We thank all participants who engaged in the pre-conference activities and watched the pre-recorded video, enabling a vivid and intensive discussion during the workshop.

We are actually planning two other workshops in 2022, one on the basics and principles of the CEFR and one on portfolio, e-portfolio. We are looking forward to take some of the topic up again.

You are welcome to join the working groups, joining the ongoing AR project or just the working group on the portfolio.

JALT 2021 International Conference Online

JALT 2021 International Conference completely

☆ November 12th to 15th, 2021 ONLINE

Please see the updated information and more details at <https://jalt.org/>

The title for the CEFR&LP SIG Forum at JALT 2021 is

A CEFR-informed Action Research Model: Reflecting on the AR Cycle

CEFR & LP SIG Forum held on November 14th, 2021 10:45 – 12:15, Room 25

The CEFR & LP SIG Forum will present an ongoing collaborative Kaken research project entitled “Language Education reform using action research: Putting the CEFR’s educational principles into practice”. Project participants will reflect on the research plans they implemented using a CEFR-informed Action Research Model (CARM) developed by the SIG, and on the first and second year, workshops before discussing the strengths and weaknesses of the CARM model and the goals for the third year of the KAKEN project.

Maria Gabriela Schmidt, Noriko Nagai, Gregory Birch, Jack Bower, Naoyuki Naganuma, and Engel Villareal

CEFR & LP SIG Annual General Meeting (AGM)

All members of JALT CEFR & LP SIG are kindly invited to the Annual General Meeting to be held online **on November 14th, 2021 12:45 – 13:30, Room 25**

The Access to the AGM will be FREE of charge. You have to log in to <https://jalt2021.edzil.la> (same as for JALT 2020 or PanSIG) and click on live schedule and you should be able to join the AGM.

Each member will individually receive an invitation to the AGM with the agenda. At the AGM all officers will report of SIG activities.

Maria Gabriela Schmidt (coordinator), Alexander Imig (treasurer), Noriko Nagai (membership), Gregory Birch (program), Jack Bower (publications), Naoyuki Naganuma (research), Mark DeBoer (CEFR & CLIL)

JALT International Conference 2021 Online

CEFR related events

(in order of date)

(keywords: CEFR, CEFR CV, CEFR-J, can-do, portfolio)

Improving the BETs: Searching for Validity and Online Feasibility

Richard Sugg, Jordan Svien, Tyler Montgomery (Hiroshima Bunkyo University)

Poster presentation, **on demand** (Video playback)

This poster outlines the development of a streaming and CEFR level-assessing end-of-course test for first- and second-year students. Considering the issues faced in establishing validity, it describes the three-stage Rasch, Excel and text analysis process that has evolved to now form the basis of our annual review and rewriting procedure. It also addresses problems faced in further streamlining and adapting from a paper test to an online test fit for COVID times.

How Language Assessment Works: Rating Spoken Production Using the CEFR

William Bayliss

Friday, November 12th, 1:30 PM - 3:00 PM; Room 2

The Japanese national curriculum specifies balanced teaching of speaking, reading, listening and writing -- and universities are moving towards assessing all four skills. As part of this movement, Tokyo University of Foreign Studies and the British Council have jointly developed a Speaking Test for university entrance purposes called BCT-S, a localised version of the British Council's global Aptis test. In this hands-on session, attendees will work with tasks, speaking samples and rating criteria from the Aptis test to better understand, in concrete terms, the way these tests rate candidate's speaking performance using the CEFR descriptors.

Using CEFR/CV Illustrators to Navigate Meaning in a Mixed-Level CLIL Class

Rebecca Schmidt - Miyazaki International College

Saturday, November 13th, 4:05 PM - 4:30 PM; Room 12

The presenter explores results after the first cycle of an action research project which applies the illustrative scales of the CEFR/CV to explain ways students in a mixed-level CLIL classroom navigate meaning from texts and lectures, especially when the level of the materials may be above their level. Although efforts are made to match student abilities, mixed-levels, as well as the nature of university-level material, often means materials may be above student level.

Using Technology to Assess the Interactive Skills in a Speaking Test

Jacob Petersen - Iwate University; Daniel Newbury- Fuji University; Natsumi Onaka - Iwate University

Saturday, November 13th, 6:40 PM - 7:05 PM; Room 12

This presentation will focus on an innovative face-to-face testing system that incorporates a variety of digital prompts to assess students utilizing a rubric based on CEFR-J can-do statements. This speaking test is designed specifically for Japanese learners of English and assesses their ability to speak and interact. Technology was used to streamline the test by using digital delivery for images and video in conjunction with an online assessment scoring input system.

Saturday, November 13th, 7:45 PM - 8:45 PM; BEST of JALT
CEFR & LP SIG Best of JALT Nominee 2021 is **Jean-Pierre Richard (Nagano)**

A CEFR-Informed Action Research Model: Reflecting on the AR Cycle

Maria Gabriela Schmidt - Nihon University; Noriko Nagai - Ibaraki University; Gregory Birch - Seisen Jogakuin College; Jack Bower - Tezukayama University; Naoyuki Naganuma - Tokai University; Engel Villareal - Tsuchiura Nihon University Senior Highschool

Sunday, November 14th, 10:45 AM - 12:15 PM; Room 25

This Forum will present an ongoing collaborative kaken research project entitled Language Education reform using action research: Putting the CEFR's educational principles into practice. Project participants will reflect on the research plans they implemented using a CEFR-informed action research model (CARM) developed by the SIG, and on the first- and second-year workshops, before discussing the strengths and weaknesses of the CARM model and the goals for the third year of the Kaken project.

A CEFR Alignment Project: Instructor Adaptations and Implementation

Colin Rundle; Tetsuko Fukawa; Koki Tomita; Forrest Nelson (all Soka University)

Sunday, November 14th; 11:25 AM - 12:25 PM; Room 18

This presentation is an update on a project to align existing English communication courses with the Common European Framework of Reference for Languages (CEFR). The presenters detail the project's progress as it moves to a practical implementation stage. In this stage, students are interviewed, while can-do statements are modified and employed in the classroom as well as introduced in the self-access center. The voices of students and teachers are included throughout.

CEFR & Language Portfolio SIG Annual General Meeting (AGM)

Sunday, November 14th; 12:45 PM - 13:30 PM; Room 25

The CEFR & LP SIG Annual General Meeting will give a report on the SIGs activities in 2021 and discuss the plans for 2022. All current and future members are kindly invited

Getting Creative in Academic Writing: A Flash Fiction E-publication

Vincent Petrin - International Christian University

Sunday, November 14th, 2:05 PM - 2:30 PM; Room 14

This presentation will first provide an overview of the Spring 2020 ERTL transformation of a traditional paper notebook weekly journal assignment into an inter-classroom e-publication: The University Freshmen Flash Fiction Series. Then, the results of learner self-reflection (N=35) regarding their creative writing assignment experiences in a dedicated Academic Evidence-Based Essay Course will be shared. Finally, a rationale for including creative writing as a part of a university freshmen learners' writing portfolio will be discussed.

Linking a Storytelling Course to the CEFR CV

Ian Randall - Tokyo International University

Sunday, November 14th, 6:40 PM - 7:05 PM; Room 17

Storytelling is often utilized within the classroom as it has the ability to combine numerous skills in an engaging manner. This presentation examines the rationale for developing a university course based on storytelling and students' perspectives on its contents, framing both topics in the context of the CEFR CV. This analysis utilizes concepts from selected descriptive scales to illustrate challenges and opportunities using this medium to help students improve their creative and communicative skills.

How to get involved

AR and CEFR Kaken research project - Call for Collaboration renewed

In April 2020, we were granted the third JSPS Grant-in-Aid research project (no. 20K00759) directly involving the SIG, and the fifth involving SIG members, on

Foreign Language Education Reform through Action Research Putting CEFR educational principles into practice

「アクションリサーチの手法を用いた言語教育改善:CEFR の教育理念を参考にして」

The JALT CEFR & LP SIG is looking for researchers to participate in our latest KAKEN JSPS research project.

The aim of this project is to support numerous small-scale action research (AR) projects related to foreign language teaching in Japan and beyond, in which practitioners reflect on and find ways to improve their teaching practice using the CEFR as a reference tool.

Each AR team will be provided with support and guidance to ensure that their research is conducted in a systematic way in relation to the AR literature and reflective of CEFR principles. The teams will be grouped thematically around five central themes:

- Designing a curriculum and / or course
- Materials Development
- Assessment
- Learner autonomy and the European Language Portfolio
- Classroom Implementation.

These categories roughly follow the chapters of the CEFR & LP SIG's latest publication, *CEFR-informed Learning, Teaching and Assessment: A Practical Guide* (Nagai et al. 2020). The book authors and SIG officers will offer support and guidance in their respective areas of expertise while undertaking their own research projects. Each team will also be provided with a succinct review of the AR literature, and an action research framework to guide their research efforts. Ultimately, we plan to publish these case studies in either an edited volume or our in-house journal: *CEFR JOURNAL - Research and Practice*.

Schedule of the research project:

2020: Work with CEFR & LP SIG members to identify research foci and to plan AR projects.

2021: Carry out action research / Collect and analyze data.

2022: Reflect on AR projects and write research up for publication.

This project is related to the JSPS Kaken project no. 20K00759 「アクションリサーチの手法を用いた言語教育改善: CEFR の教育理念を参考にして」. Taking part in it, presenting and/ or publishing will be acknowledged by including your name in the yearly reports and in the final report of the Kaken as research collaborators (研究協力者) during the research period (2020 - 2022). The names of research collaborators will appear in the final report of the ongoing Kaken project, as shown in the previous Kaken project report (see Kaken database

<https://kaken.nii.ac.jp/en/grant/KAKENHI-PROJECT-16K02835/>).

JALT and the CEFR & LP SIG are included explicitly in the research proposal. Being a member is favorable but not mandatory for taking part in the project. As this is a JSPS Kaken project, the outcome aims to contribute substantially to foreign language education (English or other languages) in Japan. The language for presentations and publications should be either English or Japanese. If you are interested in participating, please contact the research team.

For more details, see the special project homepage: <https://cefrjapan.net/kaken-5>
Contact: jalt.cefrlp.sig {admark} gmail.com

The proposal reads in Japanese as follows:

「本研究では、本申請研究代表者と分担者が所属する全国語学教育学会(これ以降、JALT)のCEFR-LP 研究会 (CEFR&LP SIG) の会員と協働し、アクションリサーチの手法を用い、CEFR の教育理念に基づいた言語教育改善を支援する持続可能なシステムと体制を構築する。そのために、以下のことを行う。

- 1) CEFR の教育理念に照らして、現在多くの教員が抱える課題を調査し、特定する。
- 2) アクションリサーチの手法を明確にした上で、(1)で明らかになる課題を解決するための複数のアクションリサーチを行う。
- 3) アクションリサーチの手法を用いた、CEFR の理念を柱とした言語教育改善を支援する持続可能なシステムと体制を整える。」

* * * * *

PanSIG 2022 Call for submissions Until December 20th, 2021

PanSIG 2022 will be held on July 8th to 10th, 2022 in Nagano city (Nagano). The theme of the conference is **(Re)imagining language education**. The Call for Papers is open until December 20th, 2021.

More details see at pansig2022.edzil.la or pansig.org

PanSIG 2022 Conference will take place face-to-face from July 8th to 10th 2022, with fun social events. The venue of the conference is **The University of Nagano (長野県立大学)**. The **Call for Proposals (Cfp) will open from October 10th** and close on December 20th, 2021. **Registration for the conference will be done on our Edzil.la website.**

The conference theme is **(Re)imagining language education**. What is the future of language education in a post-pandemic world? How will we teach, research, and learn languages? What challenges will learners, researchers and educators meet and overcome? What new connections will be made among learners, educators, and researchers within and beyond our classrooms and communities? The theme connects well with JALT SIGs, and the PanSIG 2022 Conference will be a place where educators, researchers, and learners can re(imagine) our professionalism and academic excellence, thinking about how to help students enhance their learning and share, discuss and engage in research and practice in meaningful ways in the post-pandemic world.

(Please note that the dates for PanSIG 2022 are later than usual. We chose the date to avoid a schedule conflict with a festival in Nagano, which is taking place over May and June in 2022. This change will mean that PanSIG attendees will be able to find affordable hotels and transportation, which was our biggest concern if we were to try to hold PanSIG during the festival.)

CEFR Journal – Research and Practice

The CEFR Journal launched in May 2019 is developing well with steady progress. We launched the first issue in May 2019 and now Volume 4 is to be published in September 2021 with Fergus O’Dwyer as the editor in chief. We have a range of articles spanning around the globe. Thanks to substantial submissions and an international reviewer and proofreading team, we try to provide substantial peer-support to authors. The next volumes are already envisioned. We are looking forward to Volume 5 with a Call for Proposals and accept proposals by February 28th, 2022.

Volume 4 will be published in November 2021

Table of Contents

The CEFR Companion Volume -What’s new and what might it imply for teaching/learning and for assessment?

Mediation in practice in an ESAP course: versions of the Medical English student conference
Foreign Language Education Reform through Action Research -Putting CEFR educational principles into practice

We are growing fast, and we are looking for JALT and CEFR & LP SIG members to get involved in

reviewing
and
proof-reading.

By doing so, you will be included in the editing and proofreading team of the journal!

Join in!

The journal is available here: <https://cefrjapan.net/journal>.

The editorial team

Fergus O’Dwyer, Maria Gabriela Schmidt, Morten Hunke, Alexander Imig

“The CEFR and the international CEFR-movement represent an achievement of the emerging world society. Built on a foundation of long-range language policy by the Council of Europe, the CEFR was a European project first. But since then, the project has turned out to be a success story beyond Europe as well, as the volume of Byram and Parmenter (2012) impressively demonstrated. The perspective of their book is, however, in two respects rather narrow: 1) The case studies of countries offer only a brief outline for these particular countries which of course cannot be avoided in a mere single volume. 2) The role of networks of teachers and researchers is only touched upon. A systematic analysis of networks could not be carried out within the limited framework of the book. Inquiring into both aspects is in fact the ‘raison d’être’ of the CEFR Journal. The first and second volumes of this Journal illustrate amply that practitioners in the field of language learning, teaching, and assessment also successfully act as researchers and offer valuable insights into approaches utilizing the CEFR in different organizations.”



Calls, planning, and events in 2021 and for 2022 and further on - At a glance

Date	Event	Notes
November 12 th – 15 th	JALT 2021 in Shizuoka	See details on https://jalt.org/
	JALT 2021 Online	
November 14 th	CEFR & LP SIG Forum & AGM at JALT 2021 conference	
CfP December 20, 2021	End of CfP for PanSIG 2021	
	2022	
CfP to January 9 th , 2022	Language Education Expo	held on March 7 th , 2022
July 8 th – 10 th , 2022	JALT PanSIG 2022	Nagano
November 2022	JALT 2022	Fukuoka
May 2023	JALT PanSIG 2023	tba

Kaken research project - Call for research collaborators continues

Call for submission: CEFR Journal – Research and Practice Volume 5
by February 28th, 2022

PanSIG 2022

Call for submissions open until December 20th, 2021

PanSIG 2022 will be held on July 8th to 10th, 2022 in Nagano city (Nagano). The theme of the conference is (Re)imagining language education. The Call for Papers is open until December 20th, 2021. More details see at pansig2022.edzil.la or pansig.org

Call for submission CEFR & LP SIG Newsletter no. 34 by December 20th, 2021

For the most updated version of the events, please

<https://cefrjapan.net/events>

or <https://sites.google.com/site/flpsig/home/even>

Links

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

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

CEFR events: <https://cefrjapan.net/events>

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>

The next NEWSLETTER #34 is planned for December 2021

* * * * * Call for submissions by December 20th! * * * * *