JALT CEFR & LP SIG

Newsletter No. 36 – October 2022

Dear members of the CEFR & LP SIG,

It is end of October and in two weeks will be the annual JALT conference face-to-face & hybrid in Fukuoka. This newsletter no. 36 has some news and reports. Maybe in this issue, you will find something that catches your interest.

Coming up

JALT 2022 International Conference has the theme *Learning from Students, Educating Teachers — Research and Practice* and will be held in Fukuoka from November 11th to 14th, 2022. It is planned face-to-face with hybrid elements. By registering early (by Oct 31st) you can get a good rate. There are various presentations on CEFR or Portfolio related topics.

CEFR & LP SIG AGM** – hybrid on Sat Nov 12th 11:00 ~ 11:45 ** free online access possible
CEFR & LP SIG Forum – hybrid on Sun Nov 13th 12:30 ~ 13:55
Information on CEFR and Portfolio related presentations

CEFR & LP SIG AGM – All members are kindly invited and those interested too! All members (and interested) will have **free online access to the AGM** (to the AGM only!)
Hybrid on Sat Nov 12th 11:00 ~ 11:45
Annual General Meeting (AGM) with reports of all officers

> **Dear members, you are kindly invited to the Annual General Meeting** (in short AGM) **of CEFR & LP SIG.** Each SIG member will receive a separate individual email with the invitation. We understand that there might be other obligations at the same time. **We therefore kindly ask for your cooperation to fill in the online voting poll (google form) related to the AGM by November 30th, 2022, which will be send with the invitation email.** The CEFR & LP SIG officer reports given orally at the AGM on Sat Nov 12th 11:00 ~ 11:45 will be made available after the conference to all SIG members.

Brand new
Report on the 5th meeting of the Portfolio Roundtable Talk

On October 29th, 2022 was held the 5th meeting of the *Portfolio Roundtable Talk* with an invited presentation of Fergus O'Dwyer, Kathleen Mitchell & Laoise Sutton (Marino Institute of Education, Dublin). The theme was the implementation of an ePortfolio, its critical review, and further considerations.

Looking forward to 2023!
PanSIG 2023 will be held face-to-face conference with hybrid elements in Kyoto, from May 10th to 12th, 2023

Other conferences in 2023

The **CEFR Journal – Practice and Research Volume 5** is underway please think of submitting for Volume 6, the call of Submission will end on February 28th, 2023.

The **CEFR Journal – Practice and Research** Call for reviewers and proofreaders. Interested in reading it first hand and giving feedback?
See more at https://cefrjapan.net/journal and

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 and *Takanori Omura*
On behalf of all officers.

Actual officers elected in November 2022 are:
Maria Gabriela Schmidt - Coordinator
Takanori Omura - Co-Coordinator
Alexander Imig - Treasurer
Noriko Nagai - Membership Chair
Nicole Sonobe - Membership Co-Chair
Gregory Birch - Program Chair
Shaun Allen - Assistant Publications
Jack Bower - Publications Chair
Valerie Hansford - Assistant Publications
Morten Hunke - Assistant Publications
Naoyuki Naganuma - Research & Outreach CEFR

For the most updated version of the events, please visit
https://cefrjapan.net/events

Contents of Newsletter 36 – August 2023

JALT 2022 International Conference

JALT 2022 International Conference

☆ November 11th to 14th, 2022 in Fukuoka

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

Register early to get a good rate for members (before October 31st)

Registration for JALT International Conference 2022 in Fukuoka

Face to Face (Registrants for Face to Face also receive online access)
Associate Members, and International and Domestic Affiliates pay the JALT Member Rates.
Presenters need to complete payment by October 1, 2022 to confirm final scheduling in the conference handbook and program.
Deadline for the postal furikae payment is **postmarked on 31 October 2022**.
Early Bird registration rates are available until October 31st.
Registrations after November 1st will be priced at the regular registration rate.

Registering For	Early Bird Registration		Regular Registration	
	JALT Member	Nonmember	JALT Member	Nonmember
1-Day (12, 13, or 14 Nov)	￥10,000	￥18,000	￥15,000	￥21,000
Full conference (11-14 Nov)	**￥15,000**	￥25,000	￥25,000	￥30,000
JALT Junior (12 or 13 Nov)*	￥5,000	￥7,000	￥7,000	￥10,000
JALT Junior (12-13 Nov)*	￥8,000	￥10,000	￥10,000	￥12,000
TnT/PD Workshops (11 Nov)**	￥5,000	￥7,000	￥7,000	￥10,000

Discount for Senior Members of JALT and Full-time Students
If you are a JALT member who will be 65 on or before 11 November 2022, or are a full-time student, you are eligible for the following discounted conference fees. See below for conditions.

Registering For	Fee
1-Day (12, 13, or 14 Nov)	￥5,000
Full Conference (11-14 Nov)	￥10,000

JALT 2022 International Conference

CEFR & LP SIG – AGM

Saturday, November 12th, 11:00 AM - 11:45 AM, Room: 504 & Hybrid

All current and future members of JALT CEFR & LP SIG are kindly invited to the Annual General Meeting to be held hybrid at JALT 2022.

The online access to the AGM for members is free of charge.

CEFR & LP SIG Annual General Meeting (AGM)

Schmidt, Maria Gabriela - Nihon University: Coordinator
Omura, Takanori - Soka University: Co-Coordinator
Imig, Alexander - Chukyo University: Treasurer
Nagai, Noriko - Ibaraki University: Membership Chair
Birch, Gregory C. - Seisen Jogakuin University: Program Chair
Bower, Jack - Tezukayama University: Publication Chair

Saturday, November 12th, 11:00 AM - 11:45 AM, Room: 504,
Hybrid SIG AGM ** with free access for SIG members

The CEFR & LP SIG Annual General Meeting will give a report on the SIGs activities in 2022 and discuss the plans for 2023. The report will be on activities during 2022 (events, publications, publicity, membership, finances and other) with officer reports and will discuss further actions and steps. All current and future members of JALT CEFR & LP SIG are kindly invited to the Annual General Meeting to be held hybrid at JALT 2022. SIG members will get a free online access for the AGM.

JALT 2022 International Conference

CEFR & LP SIG - Forum

Sunday, November 13th, 12:30 PM - 2:00 PM,
Room: 409 & Hybrid

CEFR & LP SIG - Forum and AGM

Reflecting the CEFR-focused Action Research Model – Looking back and moving forward

Schmidt, Maria Gabriela - Nihon University; Nagai, Noriko - Ibaraki University; Birch, Gregory C. - Seisen Jogakuin University; Bower, Jack - Tezukayama University; Omura, Takanori - Soka University

Sunday, November 13th, 12:30 PM - 2:00 PM, Room: 409, Hybrid Forum

Summary:
This forum will reflect on an ongoing collaborative Kaken research project which supports teachers' use of an action research model to incorporate CEFR educational principles into classroom practice. The current status of various case studies will be presented in relation to the CARM Model. The forum is open to everyone interested in conducting Action Research in the field of foreign language education, especially projects concerning the CEFR. The forum intends to foster sharing and peer-learning. ---

Other CEFR-related presentations at JALT 2022:

Action Research on Choosing a CEFR-Informed English Textbook
Sonobe, Nicole - Nishikyushu University; Bower, Jack V. - Tezukayama University
Sunday, November 13th, 3:25 PM - 3:50 PM, Room: 404
This presentation will evaluate action research on selecting a CEFR-informed textbook for English communication classes at a Japanese university. A list of criteria was made for textbook evaluation, drawing on the literature and the researchers' experience. 35 textbooks were evaluated, and a textbook was chosen to trial in 2022. The presenters will describe the process used and the challenges that arose when evaluating textbooks. Important insights arising from the process will also be detailed.

Designing Level-Appropriate Language Support for Output Tasks
Vaittinen, Juha - Nakamura Gakuen Girls' Junior and Senior High School
Sunday, November 13th, 3:25 PM - 3:50 PM, Room: 506
At this workshop you will learn how to provide level-appropriate and effective language support for any basic output task using a framework developed for a 5-year Cambridge English Programme at a private secondary school. You will receive an editable, shareable document with typical language structures from textbooks mapped across CEFR levels A1-B1 and three purpose strands (descriptive, interactive, and functional language.) The document also contains level- and task-specific example language for your students to utilize.

Intercultural Understanding for Pre-service L2 Teachers: Where to Start?
Benthien, Gaby - Shumei University
SUN 4:00 PM - 4:25 PM, Room: 504
Pre-service teachers need to acquire knowledge as well as active skills on how to approach textbook content to awaken, develop and enhance intercultural understanding in their future students. This presentation showcases a design used in a teacher training course which combines culture-based self-assessment descriptors (SADs) from the Japanese portfolio for student teachers of languages (JPOSTL), aspects of the framework of reference for pluralistic approaches to languages and cultures (FREPA), TED talks and school textbook content.

Introducing the oVLT: The Open Source Vocabulary Level Test
Schwartz, Alan - EnglishCentral; Hunt, Justin - Poodll; Matsumura, Hirofumi - EnglishCentral
SUN 4:00 PM - 5:00 PM, Room: 414, Research-Oriented Long Presentation
The Open Source Vocabulary Level Test aims to be an open source, adaptive level test that accurately determines learners' vocabulary level, with the goal of providing an assessment mapped to internationally recognized standards such as CEFR. The oVLT will be made available as part of the Open Science Framework, including difficulty data, translations, question stems, and word-heads. The presentation will cover the specification for the oVLT as well as study data collected from 20+ schools.

Beyond the Wall: An ICT-Mediated Approach to Musicals As YL Literature
Otto, Jon - Kogakuin JHS & SHS
Monday, November 14th, 11:05 AM - 11:30 AM, Room: 406
How do young learners transition into and through intermediate English proficiency? This workshop will briefly discuss challenges crossing the intermediate CEFR levels in a YL

teaching context, look at a JHS class project studying a Broadway musical as an introduction to literature using Microsoft Class Notebook and small group discussion, and then then look at what might be learned from students' participation in and reaction to the project.

Presentations of CEFR & LP SIG members at JALT 2022 show the
wide range of interests and devotion among our members:

Learners' Experiences, Agency and Willingness to Communicate: ERT and After
Head, Ellen - Miyazaki International College
4:25 PM - 5:55 PM, Room: 2nd Floor Lobby, Poster Session

Improving English Language Skills Through Enjoying Songs
Koike, Yuko - Tokiwa University
SUN 10:45 AM - 11:10 AM, Room: Online Room 3, Online - Prerecorded Research-

Instructor's Beliefs of Online Machine Learning (OMT) for Language Learning
Uehara, Suwako - The University of Electro-Communications
Sun 1:40 PM - 2:05 PM, Room: 413, Hybrid

And there might be other presentations of SIG members, sorry if not captured!

Presentations with topics somehow related to the CEFR & Language Portfolio
(selected by keywords)

We prepared a word file with the schedule for JALT 2022 on Sat, Sun & Mon.
Please search for keywords as:

mediation

Connectivity: A Pragmatic Approach to Improving Social Interaction Saslow, Joan - Pearson Education; Ascher, Allen - Pearson Education Sun 11:55 AM - 12:20 PM, Room: 501, Online – Live
Decentering and Mediation: Reconciling Theory With Skills-Oriented Teaching Pearce, Daniel Roy - Shitennoji University Mon 12:15 PM - 12:40 PM, Room: 404

portfolio, journal, journeling, diary (diaries), logbook

How Can a Logbook App in eTandem Promote Learner Reflection? Wakisaka, Masako - Kyushu University Sat 11:00 AM - 12:30 PM, Room: 2nd Floor Lobby, Poster Session
Fostering Educational Research and Teaching Methods Through Journal Club Akindele, Tito ; Ellinger, James; Terashima, Alexandra (all University of Tokyo Sat 1:55 PM - 2:20 PM, Room: 413, Hybrid
Study Abroad in Bangkok: Experiences of Japanese University Students Nowlan, Andrew - Kwansei Gakuin University; Fritz, Robinson - Nagasaki University Sat 5:35 PM - 6:00 PM, Room: 403
Learners' Perceived Capacity to Speak Before, During and After Study Abroad Humphries, Simon - Kansai University Sun 2:15 PM - 2:40 PM, Room: 403

Powerlessness and Empowerment: Japanese Students' Study Abroad Reflections Ballou, Kevin - Kindai University, Faculty of Architecture Sun 3:25 PM - 3:50 PM, Room: 410
Positive and Negative Influences of Teaching Mood and Emotional Contagion Burden, Peter - Okayama Shoka University Sun 4:35 PM - 5:00 PM, Room: 403

levels A2, B1

Case Studies in Business Innovation: Widgets Inc. Benevides, Marcos - J. F. Oberlin University; Valvona, Chris - Okinawa Christian University; Firth, Mark - J. F. Oberlin University Sat 11:35 AM - 12:35 PM, Room: 503
Conversations in Class: Improving on Success. Talandis, Jerry - University of Toyama; Richmond, Stephen - Bukkyo University Sat 1:20 PM - 2:20 PM, Room: 412
Test Performances of B1-Level University CLIL Course Students in Japan Fujii, Satomi - Daito Bunka University Sun 11:55 AM - 12:20 PM, Room: 402

CEFR-informed tests: GTEC, IELTS, Oxford, …

Extensive Reading Project With Oxford Reading Club in Our English Program Kiyota, Yoichi - Meisei University Sat 3:50 PM - 4:50 PM, Room: 409
Importance of IELTS Progress Check In Test Preparation Gupta, Juhi - IDP IELTS Australia SAT 5:35 PM - 6:00 PM, Room: 502, Online - Live p
Implementing an Online Placement Test in a Mixed-Level Classroom Thompson, Iefan - Trident College of Information Technology Sun 2:15 PM - 3:15 PM, Room: 409
IELTS

action research

An Action Research of Assessment As Learning Implementation in EFL Writing Wang, Lu - Tokyo Keizai University Sun 10:45 AM - 11:10 AM, Room: 505
Encouraging Exploratory Talk in the Classroom Passmore, Arron - Kyushu Sangyo University Sat 4:25 PM - 5:55 PM, Room: 2nd Floor Lobby, Poster Session
Evaluating Mobile-Assisted Extensive Reading in EFL Coursework Strong, Gregory - Aoyama Gakuin University; Dias, Joseph - Aoyama Gakuin University; Andrade, Melvin - Sophia Junior College; Allen-Tamai, Mitsue - Aoyama Gakuin University Sun 10:45 AM - 11:10 AM, Room: 412
Teaching Notetaking for Academic Lectures: Lessons From Action Research Broadbridge, James - Bunkyo Gakuin University; Kusumoto, Yoko - Tokyo University of Technology Sun 1:05 PM - 1:30 PM, Room: 505
Enhancing Feedback on Speaking With CALL Wilkins, Simon - Tokai University Sun 4:35 PM - 5:00 PM, Room: 404

MEXT

Connecting the Fish Bowl to the Open Seas—Applying SLA and TEFL Principles Yoshida, Kensaku - Sophia University, Sponsored by JALT

Sat 1:20 PM - 2:20 PM, Room: Main Hall JALT Junior Session, *Grammar for Use: Changes in Revised Senior High School Textbooks* Nakazumi, Yukiharu - Kagawa University Sun 3:25 PM - 3:50 PM, Room: 401 JALT Junior Session

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Michelle Steele Best of JALT Award
Best of JALT CEFR LP SIG 0ut of 2021 awarded at JALT 2022 **Gregory C. Birch (Nagano)**

Nominee for 2022 – The winner for his presentation at the August Workshop 2021

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Report on the Language Portfolio Roundtable Talk - 5th meeting

Report on the 5ᵗʰ Portfolio Roundtable Talk **Held on October 29ᵗʰ, 2022 at 3:30 ~ 5 pm,** online
Those who could not make it but who are still interested, the pre-recorded video will be available for one month. And you can give feedback and get answers. Please contact the coordinator.

https://cefrjapan.net/cefr-lp-sig/language-portfolio

Reflective ePortfolio practices to facilitate effective self-regulation in an English for Academic Purposes module

The 5th meeting of the working group took take place on October 29th, 2022 from 3:30 pm to 5 pm, online. The presentation was available beforehand. At 4 pm on of the presenters, Fergus O'Dwyer joined, and we were able to discuss the study.

Fergus O'Dwyer, Kathleen Mitchell & Laoise Sutton
(Marino Institute of Education, Dublin, an affiliate of Trinity College)

Abstract:
This presentation examines student reflective practices in the compilation of an ePortfolio on an English for Academic Purposes (EAP) module as part of a Foundation programme in an Irish tertiary institution. The aim of these digital teaching and learning strategies is to provide students with greater personal choice, innovation and ownership of their learning.
Over 100 EAP students output various products in the year-long module including research essays, seminar discussions, presentations, reading, writing and listening exams. Learners are free to design and select their content which includes, but is not limited to, multimedia podcasts and videos prepared alone or with peers, evidence of the process and peer-reviewed writing drafts and final submissions, reactions to lecturer feedback, reflective journal entries, and personal blogs or vlogs.

End-of-course questionnaires and reflective journal entries are examined with data analysis focusing on the affective aspects of the process (e.g., how they contribute to future academic development). This is followed up by focus group sessions with selected learners to review their portfolio content and their feelings about the process in general. Analysis shows that the reflective practices have a positive influence on learners' levels of self-regulation in writing. The reflection improves academic skills like effective implementation of learning and time management strategies, appropriate response to academic expectations and requirements, ultimately nurturing autonomous and strategic learners by enhancing levels of self-direction and self-awareness. The ePortfolio is central to closing (and restarting) the loop in an iterative learning cycle of self-assessment, goal-setting, action (e.g. essay writing) and reflection, couched within an action-oriented approach (North & Piccardo 2019).

Our conclusion will discuss implications about the effectiveness of reflective ePortfolio processes, and will look forward to how current practices can be modified and adapted to suit individual learner needs.

Report: First, a big thank you to Kathleen Mitchell, Laoise and Fergus O'Dwyer from Marino Institute of Education to prepare the talk with sharing their teaching and approach with a pre-recorded video. Many thanks to Fergus O'Dwyer to answer patiently all questions of our Portfolio Roundtable Talk session. This time we had a different approach to the Portfolio Roundtable Talk meeting. Attendees received the link to the pre-recorded video and had the choice between watching it before or at the beginning of the meeting. Doing it that way we received some questions before the Q&A session started. The hourlong discussion time started with questions as:

Q&A (in selection, in note-taking mode)

Q1: How many students participated in the focus group?

A1: 12 people in the focus group for group interview, 5 groups of 2-3 people

Q2: What kind of questions were asked and how?

A2: Generally, about the course, what did enjoy most, e-portfolio, useful, skills, like-don't like, similar to the survey question, but more qualitative questions, in a group facing each other, talking to each other, not directly to the interviewer, becoming a kind of chat, audio recorded.

Q3: Which survey is used? Did you develop this survey or borrowed from other studies that other researchers developed?

A3: Questions from self-regulation surveys, those were the basis, adapted it to the research question

Q4: What is the platform of this e-portfolio?

A4: Flexible, we use Moodle, integrated is Mahara, we don't find this very useful, free websites are useful for them, e.g., google site, word press, is easiest for them, it is useful for the students to have these skills.

Q5: How do you interpret the fact that e-portfolio did not really motivate many students?

A5: We are not certain about that. Our institution wanted us to ask question, positive / negative questions. Many medical students, they are very pragmatic.

Q6: What led you to decide to change in weighting?

A6: Considering the amount of work.

Q7: Would like to know your speculation of reasons about not so positive responses to e-Portfolio you showed in the slide, "Interpretation of data". The data indicates that students positively reacted to the e-Portfolio. And I am wondering why they are less positive about their future use and motivation promoted by it

A7: Lack of technological skills demotivate them to use e-portfolio, it took some time to upload a video.

Q8: How many lessons has one semester, and how many lessons per week?

A7: 2 semesters: 12 weeks, 15 weeks, 6 h (= 60 min) every week, a lot of work outside the classroom, basically flipped classroom. The EAP module is vital, if not passed, they would not continue.

Q9: Besides the e-Portfolio, what tasks made up the other 95% of the grade?

A9: Essay writing (2x10% essays), discussion improve speaking skills 2 seminars (50%), exams for reading and writing and other.

Q10: Another question concerning the learning diary: Was there some interaction between the learners or each learner and the teacher in the diary? I often experienced that the reflections are shallow and become shorter and shorter by the time if they are only doing it for themselves, without constructive feedback. How did you implement the diary that the students put actual effort in their reflections? And were you able to see progress in their reflections?

A10: The reflective journal worked well, with the learning cycle, peer review for the essay, feedback and improve it, resend, improve then send to the content teacher, what they need to improve. B2 / C1 Can Dos to set their goals, reflection, becoming more task based, after their first essay, out of class work, reflective journal entry every 2-3 weeks, over the weekend (Friday to Monday, and talk about their answers, they have time to modify), bringing reflection into the class is vital. Self-efficacy, to be ready for Trinity

Discuss a topic and then they write, upload, they can see their progress. Reflection incorporated into the classroom, they went up from zero website skills up, as a revision tool.

Learning diary shared in class orally. There are privacy issues, (leave it up to the students), they can share it. Planned, divide in groups for 3-4, share in the group, peer review, easiest would be google docs, public concerns

Comment: Learning with a portfolio is not that important to them, not interesting, but not enhancing their motivation,

Q11: Regarding goal setting, how did students set their goal? Do they have goal setting section or something in e-portfolio? Did you introduce CEFR descriptors and have them choose from them? Also, did they share their goal with teachers or peers?

A11: Second week to self-access, make a smart goal, SMART goals: Specific (make goals specific and narrow for effective planning), Measurable (define what evidence proves making progress and reevaluate when necessary), Attainable (reasonably accomplish goal within a certain timeframe), Relevant (goals align with your values and long-term objectives), Time-based (realistic, ambitious end-date for task prioritization, motivation).

And other questions.

Fergus O'Dwyer stated an emphasis on the learning cycle is important. Despite even David Little see the ELP on a decline, to become acquainted with the ELP and by using it learn a structured way to learn, may have an effect and has impacted language learning, reflective stages of the student's learning practice. The benefits would be that **learning practices** have been improved. By using the ELP students have experienced new learning practices, exercised them, reflected them, what impacted them as a learner and in their future learning. Observing how to learn, may benefit on their learning style, self-efficacy, self, learner autonomy, as they continue.

The next meeting is planned for January/February 2023 and we may pick up some of the topics that emerged during the discussion time. The use of the portfolio and h**ow to operationalize it as a tool.** What kind of questions could help learners to analyze their learning process, to realize, witness their learning process. How students could know, how they develop, see their

progression, development. It is abstract, for students, and for teachers to evaluate the process and the progression and development.

If you are interested in seeing the recording of the 2nd and/ or the 3rd, 4th meeting, there was no recording of the discussion of the 5th meeting, but the pre-recorded video may be available. Please feel free to contact the coordinator of the CEFR & LP SIG.
https://cefrjapan.net/cefr-lp-sig/language-portfolio

ANNOUNCEMENTS on other conferences

Japan Language Testing Association (JLTA)

On **November 5th and 6th 2022**, online, Akita International University will host the 25th Annual Japan Language Testing Association (JLTA) conference.
The theme of the conference: **Teaching, Learning, and Assessment in CLIL**

It will be held online, yet, it has allowed us to reach out to the international community to bring an incredible lineup of plenary and symposium speakers. We sincerely hope you will join us for this fantastic event. Language are Japanese and English.
Program available at: http://jlta2016.sakura.ne.jp/?page_id=1876
Sign up available at: http://jlta2016.sakura.ne.jp/?page_id=352 (scroll for English).

Day 1 (November 5): Workshop
13:00 to 16:30 (with a break), Online, in Japanese
"What is language literacy for Japanese language teachers?" (tentative)
Prof. Sukero Ito (Akita International University)

Day 2 (November 6): Keynote speech, symposium, paper and practice presentations
<Keynote speech>
Teaching, Learning, and Assessment in CLIL
by Dr. Dmitri Leontjev (University of Jyväskylä, Finland)
Assessment, teaching, and learning in CLIL: Challenges and opportunities (tentative)

<Symposium>
Teaching, learning, and assessment in CLIL:
National and International perspectives (tentative)
Coordinator: Prof. Makoto Ikeda (Sophia University, Japan)

Cognition and Language Integrated Assessment
in the Soft CLIL classroom in Japan (tentative)

Panelist: Prof. María Luisa Pérez Cañado (University of Jaén, Spain)
Teaching, Learning, and Assessment in CLIL: What's the European Story? (tentative)
Panelist: Dr. Yuen Yi Lo (University of Hong Kong, China)
Assessment literacy of CLIL teachers (tentative)
Panelist: Dr. Rachael Ruegg (Victoria University of Wellington, New Zealand)
Assessment in full-degree EMI programmes in Japan (tentative)

8th Bremen Symposium from **March 1st through March 3rd 2023**

Call for papers until November 13th, 2022

The Language Centre of the University of Bremen will host and organize the **8th Bremen Symposium** from **March 1st through March 3rd, 2023**.

The topic in 2023 will be

RETHINKING THE ROLE OF LANGUAGE CENTRES:
Flexibility, Relevance & Vision

Proposals for contributions can be submitted between August 1 and **November 31, 2022** via this **link**: https://www.uni-bremen.de/en/language-centre-of-the-universities-in-the-land-of-bremen/language-centre-szhb/conferences-workshops-and-more/bremen-symposium-2023/call-for-papers/submission-of-abstracts

We are looking forward to your contributions and kindly ask you to forward the attached Call for Papers via your mailing lists or to announce it on your website.

Further information on the conference topic, our keynote speakers and planned sessions:
https://www.uni-bremen.de/en/bremen-symposium-2023
Please do not hesitate to contact us if you have any questions. We are looking forward to welcoming many of you in Bremen next year!

Anika Müller-Karabil
Astrid Buschmann-Göbels
Claudia Harsch
Kate Stollmann

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JACET の言語教育エキスポに発表

JACET Language Education Expo
http://www.waseda.jp/assoc-jacetenedu/

JACET の言語教育エキスポに発表・参加申込みいただいた皆様

１．「言語教育エキスポ 2023」 2023 年 3 月 5 日（日）開催について **March 5th, 2023**
　　●開催形態： 現在、対面、ハイフレックス、オンラインの 3 つの方法で実施を予定しています。
　　●発表受付： 2022 年 9 月 1 日（木）より開始 **Call for papers opens on September 1st, 2022**

　　●発表申込方法： 「30 分枠」、「60 分枠（2 人以上の発表)」「90 分枠（3 人以上)」を選択の上、発表要旨を 200 字で 2023 年 1 月 5 日（木）23：59 までに **Cfp open until January 5th, 2023** shiensakai@gmail.com　までお送りください。
　　◆お問い合わせは、土屋佳雅里　gengoexpo2022@gmail.com　まで。

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AR and CEFR Kaken research project

The 3rd year

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. In 2022 we are now in the 3rd year and started to write up the research results. Thank you very much for engaging in the project and helping to make it a valuable success.

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We are looking for the next PanSIG conference, PanSIG 2023:

PanSIG 2023

Kyoto, Kyoto Sankyo University, May 12-14, 2023

Call for papers will be open from mid-November 2022 to January 15th, 2023
For details see: https://pansig.org/

Interested in becoming a volunteer at PanSIG (reviewing, helping onsite, joining the committee?)

Interested in presenting? Do you need support for writing a proposal?

Interested in presenting at the CEFR LP SIG Forum?

PanSIG is a good opportunity to learn more about JALT and the SIGs are working in JALT.

Link: https://pansig.org/

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CEFR LP SIG Newsletter

CEFR LP SIG Newsletter

Featured Article on CEFR and CEFR/CV related topics

Why don't you submit a featured article?

We are looking for featured articles to be included in the CEFR & LP SIG Newsletter. If you have something you want to share (see previous CEFR & LP SIG: Shaun Allen (July 2021), Colin Thompson & Tim Woolstencroft (2019), and FLP SIG Newsletters Judith Runnels (2012), (2010), (2008) and others. The link is below.

https://cefrjapan.net/publications/newsletter

Could be in English or Japanese or even other languages. Any CEFR and CEFR/CV related topics is welcome: Classroom practice, research, discussion, teaching material, conference report, book review, etc.

We are looking forward to your submission. <jalt.cefrlp.sig@gmail.com>

Wanted:

Featured article

for the next Newsletter and further on!

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CEFR Journal

CEFR Journal – Research and Practice

The CEFR Journal launched in May 2019 is developing well and making steady progress. We launched the first issue in May 2019 and now **Volume 4 was published in December 2021** with Fergus O'Dwyer as the editor in chief.

Volume 5 is planned to be published in November 2022
With 5 international contributions

And good news: *CEFR Journal – Research and Practice* has now a **DOI** and each volume and each article respectively: 10.37546/JALTSIG.CEFR. See https://cefrjapan.net/journal

We have a range of articles spanning the globe. Thanks to substantial submissions and an international review and proofreading team, we try to provide substantial peer-support to authors.

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.
We are already looking forward to **Volume 6** with a Call for Proposals and accept proposals by **February 28th, 2023**.

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."

CEFR Journal – Research and Practice

Engage with the editorial team!

We are looking for

Reviewers

Proofreaders

Please contact the coordinator of CEFR & LP SIG by indicating your field of expertise and availability.

Wanted

Reviewers

Proofreaders

Calls, planning, and events
in 2022 and 2023 and further on
- At a glance -

Date	Event	Notes
	2022	
Nov. 5~6, 2022	**JLTA**	online
November 12th-14th, 2022	**JALT 2022**	Fukuoka
Nov 26~27	**Sietar Japan**	online
	2023	
March 1 ~ 3, 2023 Cfp by Nov 13st, 2022	**8th Bremer Symposium**	Bremen, Germany
March 5th, 2023 Cfp by January 5th, 2023	**Language Education Expo** 言語教育エキスポ 2023	online
March 12th, 2023 Cfp by TBA	**JACTFL**	Tokyo, online?
May 12th – 14th, 2023 Cfp by mid-Nov 2022 ~ Jan. 15th, 2023	**JALT PanSIG 2023**	Kyoto
Nov. 24th - 27th, 2023	**JALT 2023**	Tsukuba

For the most updated version of the events, please visit
https://cefrjapan.net/events

Links
CEFR & LP SIG: https://cefrjapan.net
CEFR Journal: https://cefrjapan.net/journal
JALT: https://jalt.org/
Language Portfolio for Japanese University, bilingual (English/Japanese):
https://cefrjapan.net/cefr-lp-sig/language-portfolio

Call for submission CEFR & LP SIG Newsletter no. 37 by January 20th, 2023

The next NEWSLETTER #37 is planned for January-February 2023

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