

JALT CEFR & LP SIG

Newsletter No. 42 – November 2024

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Dear members of CEFR & LP SIG,

The season changes, the temperature is mild and the fall term keeps us busy. Looking forward to JALT International Conference, we will keep you updated.

The JALT International Conference from November 15<sup>th</sup> to 18<sup>th</sup>, 2024 will be held in Shizuoka (Granship). Please visit the SIG table!

In this issue there will be a preview of CEFR related events at JALT International, because the CEFR LP SIG will have quite some highlights to offer.

We invited Morten Hunke (Brandenburg University of Applied Sciences) as a SIG-sponsored Featured Speaker, with two workshops.

And moreover, the CEFR LP SIG Forum will accommodate three presentations.

The Best of JALT of CEFR LP SIG chosen from 2023 will be awarded at JALT 2024 to our member Rebecca Schmidt (Miyazaki International University) for her inspiring presentation on *CEFR Mediation Activities, CLIL Classes and a Notebook* held at JALT 2023 in Tsukuba.

Please look closely at the CEFR and portfolio related presentations at JALT events for picturing next year's candidate for Best of JALT of CEFR LP SIG.

**The Workshop for Kaken Research Proposal in July had a good resonance. Thank you for your interest. We hope that some of the proposals will work out!!!**

This issue will give reports on the **collaborative Kaken project** which started in April 2020, and ended in March 2024 with good news. The project was successfully conducted and laid the base for a solid outcome of case studies. The resulting book proposal was accepted by Springer, and we are looking forward to the international book publication in 2024 involving eleven members of the research team: **ten JALT members, nine CEFR LP SIG members and one international collaborator.**

The incentive we received from the API (Action-oriented, Plurilingual and Intercultural) Education Forum, an initiative by Enrica Piccardo and Brian North developed further, and they will have monthly meetings on the first Thursday of each month. The next meeting will be on November 7<sup>th</sup>, 2024.

The SIG AGM will be held in fall online, after JALT 2024. SIG Members will receive an individual invitation. We need to amend our SIG constitution. The Auditor and the Board of Directors of JALT are urging each SIG to amend their SIG constitution, especially on the voting procedures.

Take good care as the temperature is changing fast this season.  
Hopefully something in this newsletter will draw your attention.

*Gabriela Schmidt*

SIG President behalf of all officers of CEFR & LP SIG

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CEFR LP SIG Events at

**JALT International 50<sup>th</sup> Conference 2024**

in Shizuoka (Granship)

**CEFR LP SIG - Featured speaker at JALT 2024**

**Morten Hunke** (Brandenburg University of Applied Sciences) is a long-term CEFR LP SIG member and officer. He has teaching experience in the UK, Sweden, Germany, and Japan. He was in charge of strategy and innovation at the high-stakes test developing TestDaF-Institute in Bochum, Germany. He is a member of EALTA. He is co-founder and a co-editor of the CEFR Journal – Research and Practice, which has gained a lot of international attention. He is an author and co-editor of various publications.

Featured Speaker Workshop (60 min.)

**CEFR Quo Vadis? – Myths, Recent Trends, and Perspectives**

Morten Hunke - Brandenburg University of Applied Sciences

Saturday, November 16th, Time: 12:25 PM - 1:25 PM (60 minutes), Room: 1001-2

Summary: The recent development of the CEFR looks towards creating opportunities for more transparent language education, with an emphasis on mediation to raise awareness and foster inclusion in the interaction of groups with diverse backgrounds. As a framework it aims to develop excellence for learners and teachers at the same time by its reference levels. The speaker will exemplify by a range of international case studies what the CEFR contributes to the future.

Practice-oriented Short Workshop (25 min.)

**The Journey of the CEFR Journal: Multiplying Best Practice**

Morten Hunke (Brandenburg University of Applied Sciences)

Sunday, November 17th, Time: 12:35 PM - 1:00 PM (25 minutes), Room: 1001-2

Summary: Creating a platform for teachers, researchers, practitioners in the field of language learning and teaching has been the prime objective of this journal. We pride ourselves in helping, aiding, and guiding (potential) contributors along the way to getting published. We have incorporated the principle of epistemic respect into our reviewer guidelines. And we have installed strong peer review components into the reviewing process. In short, we are attempting to multiply best practice, in many ways.

Featured Speaker Attributes: Morten has been a regular contributor to JALT in many capacities over the years. Morten's outlook is always towards new pathways and alleyways in regards to his great passions: language learning and teaching and international mobility. Morten has worked and researched on a variety of aspects of cross-cultural communication and interaction. He is currently taking a particularly keen interest in international mobility as well as the adaptation of the CEFR – especially outside of Europe – but has also explored uses of literary formats and performances in the

realm of language learning and teaching. His multiple experiences in many contexts globally, make him an ideally suited contributor to JALT2024.

Featured Speaker related Citation References (Selected on the CEFR):

O'Dwyer, F., Hunke, M. & Schmidt, M. G. (2020) The EALTA UKALTA 'Roadmap' conference – The CEFR: a road map for future research and development – meeting overview. CEFR Journal – Research and Practice, Vol. 2, 89-97.

Hunke, M., O'Dwyer, F. & Imig, A. (2018). The CEFR as an immigrant in the globalised world? In A. Brandt, A. Buschmann-Göbels & C. Harsch (Hrsg.), *Der Gemeinsame Europäische Referenzrahmen für Sprachen und seine Adaption im Hochschulkontext* (238-248). Bochum: AKS-Verlag.

Schmidt, M., Nagai, N., Naganuma, N. & M Hunke (2017). CEFR による教育改善 (Improving CEFR-informed Education). JACET 教育問題研究会 : 言語教育エキスポ 2017 (JACET Education Issues Research Association: Linguistics Education EXPO 2017): Waseda University, Tokyo, 66-69.

## CEFR LP SIG Forum at JALT 2024

### CEFR LP SIG Forum

#### ***The CEFR and CEFR/CV in the classroom - Needs of teachers***

Short Summary: This Forum addresses three topics related to the needs of teachers using the CEFR and CEFR/CV efficiently, by tailoring it to their specific classroom settings including a discussion.

**Saturday, November 16th from 2:45 PM to 4:15 PM, in room Hikae 2 (1F).**

#### **Presenters**

**Yoko Oi (Waseda University):**

*Analyzing Writing Task Difficulty for Japanese University Students*

**Abstract:** This study examines the difficulty of writing tasks commonly found in academic writing textbooks used by Japanese university students. Understanding task difficulty helps teachers sequence writing assignments effectively and assists textbook authors in refining their content. Additionally, awareness of task difficulty can help students progressively develop their writing skills. The study involved 50 Japanese university students aged 19 to 21, along with two experienced Japanese English teachers as raters. The research was conducted in three phases. In the first phase, the two raters analyzed thirty academic writing textbooks using the CEFR Grid for Writing Tasks v. 3.1. The same teachers later assessed the students' writing. The second and third phases focused on identifying and analyzing the most common writing tasks using the FACETS software (Linacre, 2021, Ver. 3.83.6). The analysis revealed that "explaining" and "narrating" were the most frequent tasks, with examples including illustration and describing others for "explaining," and time order and self-introduction for "narrating." In the second phase, 12 frequently occurring tasks were selected for further difficulty analysis based on the textbook review. In the third phase, students were asked to complete these 12 tasks in English without dictionaries during regular classes. Their work was evaluated by the raters using a four-component assessment: (1) task fulfillment, (2) structure and coherence, (3) vocabulary accuracy, and (4) grammar accuracy. Each component was scored out of five, for a total possible score of 20 points. The results indicated that the illustration task under "explaining" was the most challenging, whereas writing a letter was the easiest task for the students.

**Noriko Nagai (Ibaraki University):**

*Mediation for transforming the conventional 4 skill-based classroom to a dynamic action-oriented language classroom*

**Abstract:** This presentation will propose a transformative shift from the conventional model of language teaching, which focuses on the discrete development of language skills, to a dynamic, action-oriented, project-based classroom using Mediation, newly introduced in the CEFR Companion Volume (Council of Europe 2020). This paradigm shift advocates a view of language as a cognitive tool for thinking deeply and articulating that thinking through collaboration. The presentation will begin with an exploration of the concept of mediation and three types of mediation activities and mediation strategies. Mediation activities, particularly Mediating Concepts activities, help learners to use language as a cognitive tool to think about a controversial issue in society and to articulate that thinking while developing ideas in a collaborative way. The presentation will then turn to the practical implementation of relational and cognitive mediation descriptors to a project-based learning. The descriptors to be used include "facilitating collaborative interaction with peers," "collaborating to construct meaning," and "facilitating conceptual talk." The presentation will identify the competencies and strategies that need to be acquired, and then provide some examples of concrete tasks performed in and out of the classroom while completing a sample project. Participants will gain insights into structuring the project to align with these descriptors and foster collaborative learning experiences. The presentation will explore this innovative approach to language teaching and offer practical insights and strategies for seamlessly integrating the CEFR's concept of mediation and its scaled descriptors into the classroom.

**Maria Gabriela Schmidt (Nihon University):**

*Considering dynamic and formative assessment of interactive tasks in the classroom*

**Abstract:** The underlying research question for this presentation is what kind of assessment supports the action-oriented approach of the CEFR Companion Volume with interactive tasks at the center. As tasks involve not only the linguistic performance level (spoken or written) which can be captured with summative assessment, interactive tasks with peers are including collaboration, negotiation of meaning, mediating concepts. The tasks include therefore aspects of a dynamic interactional process. Formative assessment can support learners to become aware of issues while performing the tasks, summative assessment will evaluate the outcome, their end-product. But to what extent can collaboration, negotiation of meaning, mediating concepts be appropriately included in the evaluation of interactive tasks? This presentation will have a look at *Dynamic Assessment* (Poehner, 2008; Lantolf & Poehner, 2004) and *Formative Assessment* (Dylan, 2018) to examine possible criteria for discussing exemplary tasks from the VIT Tool box project (ECML, Johann Fisher, 2024).

**Selected Presentations of CEFR & LP SIG MEMBERS**

Saturday, November 16th 12:25 PM

***Enhancing Learning Through Collaboration: Insights from CEFR***

Ochiai, Naoko -Ibaraki Prefectural University of Health Sciences

Sponsored by Ibaraki JALT Chapter

- 12:25 PM - 12:50 PM, Room: Hikae 2 (2F)

This presentation explores incorporating group and pair work in language education,

emphasizing mediation in the common European framework for reference of languages (CEFR) companion volume (CV). By aligning textbook exercises with collaborative tasks and using AI and digital tools (like Padlet, AnswerGarden, Wordwall and Kahoot!), students interact with new peers, enhance their language proficiency and social skills while reducing anxiety. This approach demonstrates an increased effect of collaborative learning in the CEFR CV.

Saturday, November 16th 16:50-17:15

***Introducing the CEFR and Language Portfolio: Learner Views***

Colin Rundle (Soka University), Nelson Forrest (Soka University), Lian NgGee (Soka University)  
16:50 PM -17:15 PM, Room 904|219

This research investigates the introduction of the common European framework of reference (CEFR) and a Japanese version of the European language portfolio in a private university. Online materials to introduce the CEFR and portfolio were developed and used in English classes over one semester. A questionnaire was administered three times to monitor students' understanding and evaluations of the CEFR and the portfolio. The results suggest how to effectively introduce the CEFR and use portfolios.

Saturday, November 16<sup>th</sup>, 17:50-18:15, Practice Room 2 (B1)、70

***Bringing Taiwan and Japan Closer: A COIL Experience***

HsuJeng-yih Tim (National Kaohsiung University of Science and Technology), Gregory Birch (Seisen Jogakuin College)

This study documents a collaborative-online-international-learning (COIL) exchange between a Taiwanese and Japanese university. This study explored changes in students' willingness to communicate in English, learning engagement, intercultural awareness, and student performance during presentations as well as teacher and student views of course effectiveness. The findings suggest that the exchange has enhanced students' engagement and improved intercultural awareness. It is confirmed that trust, team dynamics, and task selection are essential components of a successful COIL course.

## **Selected Presentations with the Keyword – CEFR and/ or Portfolio**

Saturday, November 16th 11:15 AM -11:40 AM, Conference Hall 630

***Transforming English Language Education in Japan***

Robert Chartrand - Kurume University

In response to Japan's declining demographics, I advised a private high school in Tokyo to transition from traditional English teaching methods to a curriculum focused on practical skills, aligned with the CEFR and Cambridge English Qualifications. Challenges included reconciling MEXT requirements with global standards and improving teaching quality. Strategies employed were online reading and vocabulary programs, along with international exchanges to boost literacy, motivation, and cultural understanding. English education became more practical and engaging.

Saturday, November 16th 11:15 AM - 12:15 PM, Room: 1002

***Phonetic, Lexical, and Interactional Cues to Proficiency***

Francesco Cangemi - University of Tokyo

Quantifying L2 proficiency is a challenging task. This is particularly true for real-life situations, which are difficult to capture in standardized tests. To quantify real-life proficiency, I combined phonetic,

lexical, and interactional metrics. From a 1-hour corpus of video recordings of English interviews with Japanese students, I extracted pruned speech rate, variety of lexical types, and percentage of between-interviewer transitions. These three simple metrics correlate well with students' CEFR and TOEIC scores. (Japanese subtitles included).

Saturday, November 16th 11:50 AM - 12:15 PM, Room: Hikae 2 (2F)

***Enhance L2 Writing?: AI for Beginner-Level College Students***

Emi, Hennessy - University of Fukui, Sponsored by Hokuriku JALT Chapter

Is using ChatGPT helpful in editing writing assignments? The presentation will cover its impact on a general English class of 27 1st-year engineering students at a Japanese national university who have a common European framework of reference (CEFR) level of A1. The speaker will introduce class design, preliminary analysis of ChatGPT feedback, student feedback through questionnaires, and pre- and posttest results to assess if there is any observable benefit of using ChatGPT in EFL.

Saturday, November 16th 5:50 PM - 6:15 PM, Room: 905 JALT Junior Session

***The Magic Formula for Orthographic Mapping***

Kenner, Keff - University of Nagano, Sponsored by Shinshu JALT Chapter

This study explores the effectiveness of teaching phonics and Dolch sight words on reading readiness to second language learners at the elementary school level. Buttressed by phonics and graded readers, most students attain a common European framework of reference (CEFR) Level A1 by the 5th or 6th grades. The teaching of phonics lays the groundwork for decoding skills while the intensive learning of sight words provides the sight strategy to become skilled readers.

Sunday, November 17th 9:30 AM- 9:55 AM, Room: Hikae 2 (1F)

***Replacing Textbooks: A Case Study in Curriculum Redesign***

Robert Cochrane - Nanzan University

This case study of a yearlong academic English course examines a holistic, process, and production-based curriculum, which replaced traditional exams with portfolio-style assessments. Designed around a task-based and/or project-based framework, the curriculum enhanced both language and academic skills by exchanging conventional textbook-style activities with collaborative research projects. This presentation discusses the theoretical foundations, design, and assessment processes of the approach, as well as insights from students' experiences and perceptions.

Sunday, November 17th 9:30 AM- 9:55 AM, Room: 1003

***Exploring Psychology of Language Learning in a CLIL Course***

Eduardo Castro - KUIS; Dominique Vola Ambinintsoa Razafindratsimba - KUIS

This presentation introduces a content and language integrated learning (CLIL) course designed to provide university students with knowledge, skills, and strategies to comprehend and manage psychological factors in language learning. We also discuss our findings from the analysis of questionnaires and portfolio reflections, which suggest that the reflection on psychological factors related to language learning led to an increase in students' self-awareness, self-perception, sense of personal growth, and the creation of a positive learning community.

Sunday, November 17th 12:00 PM - 1:30 PM, Room: UMI (EME), Poster Session

***Prioritizing the Writing Process Through Research Portfolios***

Todd Hooper - Setsunan University

With the growing use of machine translation and AI by students, it is necessary to adopt a process-oriented approach to writing. In this presentation, the speaker will introduce how research portfolios can be used to emphasize the writing process. Advice on how to build these portfolios and how to discuss and use them with students will be given. Examples from the speaker's 4th-year seminar will be provided.

Sunday, November 17th 1:45 PM- 2:10 PM, Room: A/V Hall (2F)

***Introducing Envoy by IDP a New Online Adaptive English Test***

Josephine Williams- IDP Education (Envoy by IDP), Sponsored by Envoy by IDP

Envoy by IDP is a new online, accurate and adaptive English language proficiency test. Designed with teachers in mind. Envoy is powered by the latest AI technology, delivering CEFR-aligned results within 2 hours of taking the test. It is flexible in design, and can test one or multiple skills depending on your organization's needs. Join us to hear more about this innovative new product and how it can help create efficiencies and assess your students.

Sunday, November 17th 2:55 PM- 3:20 PM, Room: 1202

***A Path to Excellence With AI-Driven Placement Tests***

Sabine Thépaut - Kansai Gaidai University

This session explores a novel AI-based solution to improve English placement accuracy in educational settings and to address traditional methods' limitations. It details the development of an AI-based English placement test, including algorithm training and test design aligned with common European framework of reference (CEFR) benchmarks, and findings from a pilot study at a private Japanese university. Participants will learn how to create accurate, efficient, and cost-effective placement tests for their institutions.

Sunday, November 17th 5:25 PM - 5:50 PM, Room: Hikae 1 (1F)

***Scrapbooking Social Issues in University English Classes***

Hanna Kunert - Komazawa University

This presentation reports on the implementation of a new style of reading/writing course at a Japanese university. The goals were threefold: to give students access to examples of authentic language; to raise students' social awareness, and to the "academic scrapbooking" as an alternative to both published textbooks and online portfolios. The successes and challenges of this course will be reported on, as well as what changes were made for the following semester.

Sunday, November 17th 6:00 PM - 7:00 PM, Room: 1002

***Beyond the Binder: Crafting Portfolios for Success***

Jack Hayford IV - NIC International College in Japan; Andrew Lawson - NIC International College in Japan

This workshop explores the transformative potential of portfolios to cultivate academic English and digital literacy skills. Through reflection, real-world application, and peer feedback, attendees will discover how portfolios enhance motivation, critical thinking, and finding great meaning in homework assignments. Drawing from research and practical examples, educators will gain insights into guiding students in portfolio creation, fostering student ownership of their learning, and preparing them for success across various contexts.

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## **Congratulations !!!**

Best of JALT 2023 awarded in 2024

**CEFR & LP SIG Best of JALT Award**

This was kind of a tough vote. According to JALT Director of Program and Liaison the vote can be done by officer voting. The following presentations were eligible to be voted on as the Best of JALT of CEFR LP SIG delivered in 2023, nominated in 2024 for the Best of JALT Award:

Rebecca Schmidt

***CEFR Mediation Activities, CLIL Classes and a Notebook***

This was held on Sunday, November 2023, from 10:25 AM - 10:50 AM.

The prize will be awarded at JALT 2024 on Saturday, November 16<sup>th</sup>, 2024.

Congratulations !!!

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Watch out for who can become the best of JALT this year to be awarded at JALT 2025!!!

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**REPORTS from events related to the CEFR**

**CEFR - International – Conference Reports**

**International CEFR related networks:**

**The newly formed Action-oriented, Plurilingual and Intercultural (API) Education Forum holds an online workshop series in fall 2024 from September to December on the first Thursday each month.** The time in Japan is from November onwards midnight.

API Education Forum, which is an international community of academics, teachers, teacher educators, curriculum developers, administrators, and policy makers in the broad field of language and literacy education, has been initiated by the CEFRi Expert Group. Presently it announces the 2024-2025 series of online presentations as a successor to the 2021-2023 series of CEFRCV-related online workshops offered by the Council of Europe. The purpose of the new API series of events is to present and discuss with members and friends of the Forum new research and pedagogical developments, as well as resources, publications, initiatives and events – and much more!

If you are interested to attend, write an email to Brian North or contact the SIG president. It is held online and is free of charge.

September 5th, 2024 (online): *Mediation as negotiation of meanings for plurilingualism* by Bessie Dendrinis, Johann Fischer, Kia Karavas.

This session will introduce the recently published book with a similar title. After an introduction to the publication and the chapters in it, two of the chapters will be presented in more detail.

October 3th, 2024 (online): *Plurilingualism: Recent Resources and Research from Canada* by Angelica Galante, John Wayne N. dela Cruz and Lana F. Zeaier.

This session will present McGill University's Plurilingual Lab and its Plurilingual Guide: Implementing critical plurilingual pedagogy in language education plus give a brief update on developments in Canada.

**November 7th, 2024** (online): *Mediation as implemented in Germany and Austria* by Elizabeth Kolb, Belinda Steinhuber.



This session will give an overview of developments regarding mediation and plurilingualism in the two countries, including a presentation of the Austrian online resources for (upper secondary) plurilingual lessons.

**December 5th, 2024** (online): *The action-oriented, plurilingual classroom* by Enrica Piccardo. This session will present the action-oriented plurilingual scenarios developed in the LINCDIRE project, the results of research implementing them and the resulting recently published book *La classe plurilingue*.

### **API conference - June 19-20, 2025**

The first API conference will be held in Rome (Italy) in June 2025 in person and online. The CfP (on June 19<sup>th</sup> 15 min. slots) is still open until November 29<sup>th</sup>, 2024. Please visit the [conference website](#) prepared by Danielle for further details, the Call for Papers, Registration process, important dates.

Brian North

Chair, API Education Forum

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Reports on International Conferences

### **AILA 2024 August 11-17, 2024** AILA 2024 conference in Kuala Lumpur

See <https://aila2024.com/>

The Kaken research team Noriko Nagai, Gregory Birch, Jack Bower and Gabriela (representing the Kaken research team and the JALT CEFR LP SIG) presented on August 16<sup>th</sup>, 2024 a workshop at AILA 2024 and had the opportunity to establish relations with CEFR researchers in Malaysia.

The next AILA 2027 will be held on August 9 – 13, 2027 in Vancouver, Canada.

<https://aila2027.com/>

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CercleS 2024 conference, **September 12 - 14, 2024** in Durham, Great Britain

### *Multilingualism & the Anglosphere*

<https://www.durham.ac.uk/departments/centres/foreign-language-study/cercles-2024/programme/>

Noriko Nagai and Gabriela (representing the Kaken research team and the JALT CEFR LP SIG) presented on September 13<sup>th</sup>, 2024 a workshop (online).

The next Cercles conference will be held in the year 2026.

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Barcelona Alignment Conference 2024

October 18<sup>th</sup> – 20<sup>th</sup>, 2024 in Barcelona

**October 18–19, 2024** at Blanquerna – Universitat Ramon Llull, Barcelona,

Responding to the CEFR Alignment Handbook,  
*Sharing experience of alignment activities and reflecting on lessons learned*  
 Report will follow

<http://cefralignconfbcn.blanquerna.edu/programme/>

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## Upcoming conferences in 2025

**CEFR-J Symposium**, Kyoto, March 25 - 26, 2025. Cfp will open in November 2024.

**21<sup>st</sup> EALTA** conference in Salzburg, 28-31 May 2025.

Read more: <https://ealta-annual-conference.org/>

Call is open until November 30<sup>th</sup>, 2024. You can submit your proposals [here](#).

First **API Forum conference** in Rome on June 19-20, 2025

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## Future PanSIG conferences are planned as follows:

PanSIG 2025 will be held May 17-18, 2025 at Kanda University of International Studies (神田外語大学) in Mihama Ward, Chiba City, Chiba Prefecture. The conference chair will be Robert Dykes; the site co-chairs will be Jennie Roloff Rothman and Prateek Sharma. The PanSIG 2025 conference theme is **Agency and Autonomy**.

CEFR LP SIG will engage in PanSIG 2025. The JALT PanSIG conference is a conference organized by volunteers of the JALT SIGS and has its own cozy profile emerging from the cooperation of the SIGs. It is planned, organized and conducted from the SIGs and by the SIGs for everybody who enjoys collaborating and sharing for your own personal and professional development.

The CEFR LP SIG (former FLP SIG) has been actively taking part in PanSIG conferences mostly every year since its beginning, with a SIG Forum, presentations, volunteering for various tasks (registration, sponsors, handbook, communication, conference chair, reviewing (proposals or PanSIG journal), etc.).

If you are interested in becoming a volunteer and helping PanSIG to become a success

as in the other years, please contact Gabriela Schmidt or Noriko Nagai.

More details will follow soon. If you are interested in getting involved in the team, please contact the SIG president. Volunteers are needed for various tasks, for reviewing, at the conference, and more.

<https://pansig.org/>

<https://pansig.org/participating-SIGs>

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PanSIG 2026 in Nagoya, Chukyu University

Conference Chair Maria Gabriela Schmidt, Site Chair Phil Nguyen

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## Good news and Gratitude to our SIG members

We are happy to announce the outcome of our Kaken research project, the **collaborative Kaken project** which started in April 2020, and which ended in March 2024 with good news. The project was successfully conducted and laid the base for a solid outcome of case studies. The resulting book proposal was accepted by Springer, and we are looking forward to the international book publication in 2024 involving eleven members of the research team: **ten JALT members, nine CEFR LP SIG members** and **one international collaborator**. We are grateful to all our wonderful CEFR LP SIG members for your continuous support, your precious feedback, your hard work, and your patience with the topic and the project and us.

Gregory C. Birch, Noriko Nagai, Maria Gabriela Schmidt, Jack V. Bower (Editors)  
(2024, November):

### Putting the CEFR into Practice Through Action Research. Reflecting on Principles for Foreign Language Teaching.

Singapore: Springer.

Foreword by Anne Burns

With seven unique case studies using action research from  
Mark de Boer & Dmitri Leontjev,  
Rebecca Schmidt,  
Engel Villareal,  
Paul Wicking,  
Gregory C. Birch,  
Takanori Omura and  
Colin Rundle.

With expert-comments by Neus Figueras, Brian North, Fergus O'Dwyer and David Little.

Outcome of KAKEN research 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).

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**CEFR Journal – Research and Practice**

**Volume 7 already is under way.** We look for reviewers and proofreaders.

**The editorial team of the CEFR Journal – Research and Practice**

Fergus O’Dwyer, Dmitri Leontjev, Elif Kantarcioğlu, Gabriela Schmidt, Morten Hunke

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**Up Coming Conferences, Colloquia, Events in 2025 forward**

7<sup>th</sup> ICLHE East Asia regional group annual symposium, January 25<sup>th</sup> 2025, Saturday, Ryukoku University (Kyoto, Japan).

CEFR-J Conference, March 25-26, 2025, Kyoto

PanSIG 2025, KUIS, Chiba

EALTA 2025, Salzburg

API Forum Conference, Rome (June 2025)

JACET conference (end of August)

JALT 51st conference Oct 31 – Nov 2nd, 2025 in Tokyo

PanSIG 2026, Nagoya, Chukyo University

CercleS 2026

JALT 52nd conference Nov, 2026 in Nagoya

AILA 2027

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Membership of CEFR LP SIG stands at 46 on October 13<sup>th</sup>, 2024

For events, please visit: <https://cefrjapan.net/events>

Call for submission CEFR & LP SIG Newsletter no.43 by December 20<sup>th</sup>, 2024  
With the year-end report of CEFR LP SIG.