

Dear members of the CEFR & LP SIG,

This newsletter aims to report the activities of the JALT CEFR & LP SIG in 2018. The CEFR in Asia is a really important and intensively discussed tool in the area of foreign-language education. In a special feature report by our representative, Alexander Imig, you can find his impression of the New Directions Conference 2018 in Malaysia. New Directions is a conference organized by the British Council, mainly in the Asia Pacific area. The next conference is scheduled for December 2019 in Yokohama. We will keep you updated!

The JALT International Conference in Shizuoka took place on the last weekend in November. On the Sunday, we held both the CEFR & LP SIG Annual General Meeting, where we discussed the constitution of the SIG, and the CEFR & LP SIG Forum. Thank you to those who attended.

With respect to future events, the CEFR & LP SIG conference which was originally planned for December 8th has been postponed, and will likely be held in March 2019. We apologize for the inconvenience.

In 2019, we are planning more regional events. We ask all our members to get involved in organizing meetings and mini-conferences. Therefore, we are seeking your cooperation to make this happen.

We hope all members will have a joyful season.

Best regards

Gabriela Schmidt

Your coordinator on behalf of all officers

Coordinator	Maria Gabriela Schmidt
Treasurer	Alexander Imig
Membership	Noriko Nagai
Programs	Gregory Birch
Publications	Naoyuki Naganuma
Journals	Morten Hunke
Publicity	Gregory Birch
Website	Alexander Imig
Officers at large	Valerie Hansford, Shaun Allen, Monika Szirmai, Margit Krause-Ono

A big Thank you to Greg, Noriko, Val and Shaun for their help with NL 23!

This edition of CEFR & LP SIG NL #23 presents:

- 1. Special Feature**
New Directions Conference 2018 in Malaysia
Report by Alexander Imig
 - 2. Annual report 2018 of the JALT CEFR & LP SIG**
 - 3. Announcements**
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1 Special Feature

New Directions Conference 2018 in Malaysia

CEFR Trends in Asia

A report by CEFR & LP SIG officer and representative Alexander Imig

In terms of the CEFR, there is something special going on in Malaysia. The country has started an ambitious program for aligning the university entrance examination (in English) to the CEFR. It was therefore an obvious step for the British Council to hold its sixth New Directions Conference in Kuala Lumpur. “New Directions” is a conference about English language assessment “in connection with academia, policy and practice”, according to the conference website. While there may at times be an overly strong emphasis on testing, if the CEFR is being used, it would be naïve not to consider the effects of testing on the CEFR, as well as the CEFR as a standard for language testing. Hence the topic of the conference was “Standards in Learning Systems”.

An examination of the conference booklet (fifty-two pages) reveals that the term “CEFR” was used sixty-three times. While no plenary session used the term “CEFR” in its title, there were three parallel presentations (“breakout sessions”) about aligning the CEFR to examinations - one by the author (see below), one about “The Alignment of the Malaysian University English Test to CEFR”, and another about an alignment of the CEFR to IELTS. The plenaries too were filled with references to CEFR. One plenary by the Austrian researcher Carol Spöttl (University of Innsbruck) covered the alignment process of the Austrian school graduation exam to the CEFR. Very insightful for the Asian audience was the plenary of Hanan Khalifa, the Director of Cambridge Assessment (University of Cambridge), where she combined findings regarding alignment of the Malaysian University entrance exam to CEFR with an explication of CEFR’s growing international influence (see Cambridge Research Notes, 58, p. 44ff., for more background information).

Despite having no explicit references to the CEFR in the outline, the plenaries in fact made clear references to important aspects of the CEFR. Professor Barry O’Sullivan (Head of Assessment Research & Development, English and Exams Department, British Council) spoke about the Localization of Tests and discerned in this context three types of tests: a test designed for a special context, a licensed test for a local user, and a test which proves a link between different test settings. He made clear that the CEFR is not a testing tool, but includes instruments for linking different settings, and named the ultimate goal for linking global tests

“Personalization”. A glimpse of what this personalization for language learning could be like came out of the talk by Geoff Stead (simply called “I”), who is the Chief Product Officer of the online language-learning tool “Babbel”. He showed how different narrations by computer companies can lead to the production of learning paths. For an estimation of user competences, he also used the CEFR global scales (A1–C2). Professor Han Baocheng (Deputy Director of Foreign Language Education, Beijing Foreign Studies University), too, utilized links to the CEFR in his talk about China’s Standards of English Ability (CSE), which included, as well as some references to the CEFR concept of strategic competence, reference to “Mediation”, while demonstrating impressively that very recent CEFR developments have not passed unnoticed in China.

Three panel discussions displayed critical opinions on (an overuse of) English Medium Instruction (EMI) in some classrooms, clearly proving that the British Council is not promoting a stance of “English at all costs” but is a partner in providing evidence regarding language policies in general and, especially, assessment policies. At the center of this conference was obviously the English (and language) policy in Malaysia, which clearly emphasizes the use of the CEFR by creating an alignment to it of the MUET (Malaysian University Entrance Test). This alignment process is not over, but the plurality of presentations about CEFR use in Malaysia show a critical awareness, including the presentation by this author.

The title (“An EIL-informed CEFR for Academic Writing in the APAC Region”, in the conference section “Impacts”) did not include academic writing in Japan, because writing is on the one hand more localized (writing at a university, according to the curriculum; or even writing for one course) and on the other hand, there are structural problems for writing that perhaps extend beyond the Asian Pacific Countries (APAC). The presentation introduced CEFR and the reception of CEFR in Japan alongside a brief introduction to a CEFR-informed writing class, as a case study. Two questions were raised by the audience: “How can teaching be aligned to the CEFR?” and “What was the role of formative assessment in the classroom of the case study?” The answer to both questions would have required another presentation. Even still, the first question could be answered by referring back to the presentation. The second question was indeed too complex for a qualified answer and can be addressed in the future CEFR & LP research agenda.

The next Open Directions Conference will be held in December 2019 in Yokohama. This offers an opportunity for the CEFR & LP SIG to expand its research network in Asia. Many papers were related to the situation in Malaysia, but also contributions from Vietnam, China, and Japan (not only the one by this author) show that the CEFR is gaining momentum in Asia. Nonetheless, we must keep in mind that the CEFR is not a standard and cannot therefore just be implemented in a top-down manner. Research is showing this very clearly, but this finding has to be localized in different contexts.

URLs

Cambridge Research Notes <https://www.cambridgeenglish.org/research-notes/>

New Directions Conference <https://www.britishcouncil.sg/events/new-directions-2018>

Babbel <https://www.babbel.com/>

Presenters website (with reference list and link to conference page)

<http://www.geocities.jp/dlinklist/ENG/CefrWriting.html>

2. Annual report 2018 of JALT CEFR & LP SIG (November 2018)

The JALT year is roughly from December to November of the following year, from one JALT annual conference to the next one.

JALT CEFR & LP SIG activity report 2018

2.1 Report by the officers

Coordinator (Maria Gabriela Schmidt): In General, the CEFR & LP SIG did well in 2018, fulfilling the new requirements for SIGs to maintain their status and to pass the annual evaluation.

In addition to ratifying our new name, the CEFR & LP SIG (former FLP SIG) was granted full SIG status at the February EBM 2018. This was good motivation and a major step forward in our 10th year! Thank you to all members for supporting the former FLP SIG and the current CEFR & LP SIG.

As a SIG, we took part in the main JALT events in 2018 (the PanSIG Conference in May and the JALT International Conference in Shizuoka) with a SIG Forum and sponsoring a featured speaker. The coordinator did attend all three Executive Board Meetings (EBMs), and Finances and Membership developed steadily. For Publicity, we sent out five newsletters and six emails and posted events on the JALT calendar, ELT calendar, and Facebook. As for Programs, compared with the year 2017, there were not as many visible events in 2018, but the most outstanding was on October 20th on CEFR and CLIL.

Besides events and activities, all CEFR & LP SIG officers were engaged in various activities, especially in research activities related to the Grant-in-Aid (Kaken) project of the Japan Society for the Promotion of Science (JSPS). We did share the developments on the project at PanSIG 2018 and at JALT 2018, and we are looking forward to sharing these efforts in 2019 with all SIG members. Outside of JALT, we presented at the international level at CercleS in Poznan (Poland), as well as at the Asian Conference of Education and New Directions Conference.

Officer meetings & research groups meetings were held throughout 2018: on February 18th (Tsukuba University, Tokyo Campus); from March 18th to 20th (Hayama), for an intensive retreat; on May 19th, during the PanSIG; from July 21st to 22nd (Tokai University, T A K A N A W A Campus); from August 31st to September 2nd (Hayama), for another retreat; on November 4th in Tsukuba; and on December 8th and 9th at Takanawa Campus. For the SIG website we arranged meetings via Skype with ServGate's Maik Heinelt at various times.

Membership (by Noriko Nagai): Our membership grew throughout the year very positively. After fluctuating at the beginning of 2018, the membership numbers rose steadily to 63 on November 1st, 2018! Thank you very much to all members for supporting the CEFR & LP SIG, every single member counts!

Finances (by Alexander Imig): Income: In 2018, we received an annual grant from JALT based on our membership numbers as of March 31st, 2018, as well as shared revenues from our engagement in PanSIG 2018. Expenses were only for postage, the SIG table at events, and for featured speakers. We submitted the Monthly Account Statement (MAS) regularly and our

financial situation is more than sound. Some part of our assets originate from royalties for our book publications (2010, 2015, 2017), and all authors agreed to this. Because the SIG is taking part in a JSPS Grant-in-Aid project (Kaken) we are able to cover the cost of research meetings with this grant.

Publications (by Gregory Birch): We published five newsletters (nos. 19 to 23), which are available online. NL 22 had a special feature on the new CEFR Companion Volume with two contributions, one by Alexander and one by Yukie Saito. NL 23 has a special feature on the New Directions conference and the CEFR in Asia with a contribution by Alexander Imig.

Publicity (by Gregory Birch): Six emails were sent, announcements were posted on the JALT calendar, Facebook and the ELT calendar. The SIG website was updated.

Programs (by Naoyuki Naganuma): In 2018 we took part in various events. The event on October 20th, which was arranged with limited staff, turned out to be a very good and intensive discussion. We would like to pursue these kinds of events.

For Best of JALT 2017, the CEFR & LP SIG nominee was Yukie Saito – Congratulation!

Our member Yukie Saito received the “Best of JALT 2017 – the CEFR & LP SIG” for her contribution to the edited volume EPS 6 (English Profile Studies, Volume 6, 2017), “Developing a portfolio for English as a tool for global communication”. The award was presented at the ceremony at JALT on November 24th, 2018 at 19:30 pm.

Yukie Saito receives
the certificate
from JALT President
Richmond Stroupe



Best of JALT 2016 recipient for FLP SIG:
Jack Bower (nominated in 2017)
Best of JALT 2014 recipient for FLP SIG:
Sergio Mazzarelli (nominated in 2015)

Help us to create a legend. — If you want to make suggestions for the “Best of JALT 2018 – CEFR & LP SIG”, contact the coordinator with a qualified presentation or publication related to JALT CEFR & LP SIG contents in 2018 by June 30th, 2019.

About the CEFR & LP SIG AGM – Because of the low attendance at the AGM in Shizuoka, we have to think of other ways to hold an AGM and make relevant decisions on SIG matters.

2.2 Detailed reports of CEFR & LP SIG activities in 2018

2.2.1 PanSIG 2018 Conference

On May 19th and 20th, the **PanSIG 2018 Conference** took place in Tokyo at **Toyo Gakuen University** (Hongo Campus). The CEFR & LP SIG took part with officers involved in the organizing committee as well as hosting a SIG table and of course the SIG Forum with our member and officer Rebecca Schmidt as a special guest. This year, the CEFR & LP SIG sponsored **Mark DeBoer** as a **featured speaker** at **PanSIG**, giving a talk on CLIL and why the CEFR is useful for assessment.

On Sunday, May 20th, 2018 (11:00–11:25, Building 4, Room 4404) Mark deBoer (Akita International University) gave a talk on **Conceptualizing a model for assessment in CLIL**.



The efficiency of CLIL instruction has been researched extensively, demonstrating its positive impact on learners. Yet, an underrepresentation of assessment as the focus of CLIL research has resulted in an unclear understanding of what assessment in the CLIL classroom should look like or aim at. Applying CEFR principles and dynamic assessment practices, the premise that knowledge is co-constructed in social interaction through the use of language mediating subject matter and subject matter mediating the language, is one starting point for conceptualising and implementing CLIL assessment. This monistic perspective of teaching, learning, and assessment in the CLIL classroom was discussed.

The **CEFR & LP SIG Forum** (Sunday, May 20th, 2018, 16:00–17:30, Building 4, Room 4502) focused on **CEFR and Curriculum**.

In recent years, many universities in Japan are revising their curriculum using the CEFR or CEFR-J. This CEFR & LP SIG Forum addressed this topic by inviting presenters of some selected universities as good-practice case studies. These concrete examples are clear, offering deep insights into curriculum change. The Forum aimed to provide an open exchange of experience, challenges, and perspectives.

Our invited speaker was Rebecca Schmidt from Miyazaki International College, who discussed the challenge of adapting the CEFR to one's own course plan. Rebecca Schmidt's experience helped to provide a hands-on insight. She is co-author of the featured article in our FLP SIG NL (October 2012) on how to adapt the CEFR-J, as well as a co-author on the case study of Hiroshima Bunkyo Women's University (chapter 8) in the edited volume EPS 6.

2.2.2 Yamagata Chapter

Our officer Naoyuki Naganuma, who is a professor of the International Education Center at Tokai University and was a committee member of MEXT for setting learning attainment targets in the form of can-do lists in foreign-language education, was invited by JALT Yamagata Chapter as a presenter on May 12th, 2018.

The title of the talk was “Use of a Can-do List as an Autonomy and Motivation Support Tool”. His talk addressed the following topics: English becoming a subject in the 5th and 6th grades of elementary school under the new course of study from 2020. What we can expect from this change. The issue of assessment is now one of the biggest concerns. However, an accurate grading of student performance does not encompass everything about assessment. Setting a can-do list to guide achievement goals and indicators of progress gives students and teachers a long-term perspective for learning. In addition, such a list helps to promote learner and teacher autonomy. Furthermore, a can-do list can be a great source of motivation. Designing your own classroom activities based on a can-do list to enhance self-efficacy was discussed. There was a focus on the recently published MEXT materials, "We Can!" and "Let's Try!", created especially for the transition period.

2.2.3 CERCLES 2018 Poznan

The proposal of our research group on “Teacher development: Resources and devices to promote reflective attitudes toward their profession” was accepted and we had the opportunity to hold a workshop at XV CercleS 2018 (www.cercles2018.put.poznan.pl) in Poznan, Poland, presenting our research project for the first time and our SIG for the second time at a CercleS International Conference, the first time being in 2014. CercleS (www.cercles.org) is a highly renowned organization holding international conferences every two years for the European Confederation of Language Centres in Higher Education. Presenters are eligible to publish in the journal *Language Learning in Higher Education*.

We presented the results of our third JSPS Grant-in-Aid research project (Kaken), introducing the situation of foreign-language teaching in Japan related to the CEFR and the purpose of our SIG. The first part of the hands-on workshop focused on how to analyze the can-do descriptors and to modify them for the participants’ own class objectives. The second part dealt with how to create tasks for assessment using the modified descriptors. The hands-on approach of the workshop was very much welcomed, and the discussion and feedback were very positive. See some selected answers from the feedback:



- (1) “I understood it already but I think the way you colored the texts in the chart was very helpful to make it more accessible to students.”
- (2) “I’ve got some detailed information and an algorithm of how this can be done.”
- (3) “I think it was very interesting to see a presentation prepared by you who live and work in and come from Japan.”

It was really a very special opportunity to share our research and thoughts and to exchange opinions on using the CEFR in various contexts. The CEFR in Europe is considered normal, but

the amount of research and the discussion happening in Japan on the CEFR is a very diversified situation and should be disseminated more in different international contexts.

The next CercleS conference will be held in Brno, the Czech Republic, from September 10th to 13th, 2020.

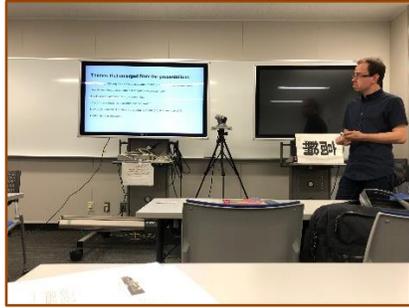
2.2.4 Asian Conference on Education (ACE 2018), Tokyo, October 14th, 2018

The coordinator Maria Gabriela Schmidt held a workshop at the ACE 2018 conference in Tokyo, attended by an international audience especially from Asian countries. The workshop “The CEFR: Steadily paving the way in Japan and Asia – Practical perspectives” introduced the results of a JSPS research project on developing a tool-kit for teachers aiming to use the CEFR and the 2018 published CEFR Companion Volume (CEFR/CV) efficiently. Many practitioners are willing to use the CEFR, but when doing so, they get lost in the amount of information and complexity. This workshop used a concentric approach starting from practical classroom activities and tasks as the center of teaching, aligning the activities and tasks to can-do descriptors, taking assessment into account, trying to include teacher and learner autonomy, and going into bigger cycles up to the curriculum. This easy-to-follow approach was designed to help practitioners to connect each step to CEFR and CEFR/CV and to identify the resources. The impact of the CEFR concerns teachers of other languages throughout Asia as well. China, Malaysia, and Vietnam in particular have very ambitious programs. The workshop was conducted in a very interactive manner, thanks to the engaged audience. It was a very special way to share the results of our research and the needs of teachers from various countries.

2.2.5 Assessment for Learning – Symposium & Assessment and CEFR

On Saturday October 20th, 2018, a symposium was held at Tokai University in Tokyo with the theme: *Assessment for Learning (AfL): A chance to open a discussion - Perspectives on Assessment, CLIL, and CEFR*. The symposium was hosted by the JALT CEFR and Language Portfolio SIG in conjunction with Tokai University at Takanawa Campus.

The coordinators of the event were Dmitri Leontjev (University of Jyväskylä, Finland), Mark deBoer (Akita International University, Japan), and Naoyuki Naganuma (Tokai University, Japan). The symposium was a preview of an upcoming book - ‘*Assessment for Learning in CLIL Classrooms: Conceptualisations and Practical Applications*’ (Eds.) (deBoer and Leontjev) - with presentations made by a number of contributors to the planned volume. Following the presentations, the presenters and attendees of the symposium engaged in a round-table discussion about the research and concepts that were presented. There was a very lively discussion by all and a very engaging event with very positive comments overall.



The presenters were:

Dmitri Leontjev: Assessing for understanding in a CLIL classroom

Mark deBoer: Learner-learner interactionist dynamic assessment instances in CLIL

Chris Carl Hale: Academic Culture as Content Self-assessment in the CLIL Classroom in the International Liberal Arts University

Hidetoshi Saito: Assessing formatively in CLIL-oriented junior high EFL lessons in Japan

Thank you to all those who attended and made this a great day! We look forward to the next chance to have this kind of symposium!

2.2.6 British Council New Directions 2018

On October 22nd and 23rd, 2018, the New Directions Conference 2018 was held by the British Council in Kuala Lumpur, Malaysia. New Directions is a “conference for English Language Assessment specialists in connection with academia, policy and practice; showcasing innovative approaches and research locally, regionally and internationally...”

(<https://www.britishcouncil.my/new-directions>)

See the special feature article on this event! Representative Alexander Imig

2.2.7 JALT 2018

2.2.7.1 JALT 2018 CEFR & LP SIG events

JALT 2018 CEFR & LP SIG Annual General Meeting

Sunday, November 25th, 2018, 11:35 - 12:20, Room 905

All members of CEFR & LP SIG and those interested in becoming members were invited to take part in the annual AGM. All SIG officers submitted a report on their activities in 2018. The topics for discussion were the revision of the SIG’s constitution, the election of officers, and the plan for 2019. However, there were not enough attendees to accomplish this.

JALT 2018 CEFR & LP SIG Forum

Sunday, November 25th, 2018, 12:30 - 14:00, Room 1003

CEFR-Informed Teacher Training and Development

Although it is not discussed extensively in the CEFR, it is well recognized that teacher training and development are essential once the CEFR is to be incorporated in language teaching and assessment and implemented in the local context. This forum discussed CEFR-informed

resources to support teacher training and development with reference to the new CEFR Companion Volume (2017), the ECML's EPOSTL and CEF-ESTIM, and Equals' EPG. Other materials and several case studies were also discussed.

ECML: European Centre for Modern Languages (<https://www.ecml.at/>)
EPOSTL: European Portfolio for Student Teachers of Languages
CEF-ESTIM: CEFR-level estimation grid for teachers
EPG: European Profiling Grid (of the organization Equals)
(<https://www.equals.org/resources/the-european-profiling-grid/>)

2.2.7.2 JALT 2018 CEFR & LP SIG members presentations

CEFR-Based Curriculum at a Japanese University by Timothy Wilson (Hiroshima Jogakuin University), on Saturday, November 24th, 11:00 AM - 12:30 PM; Poster, Tenji Gallery (6F)

This paper presented the progress of an ongoing study of how a CEFR-based curriculum at a private Japanese university is being implemented. It explored how English is being taught in a new basic English language-learning program called Step-Up English, which runs parallel to the CEFR scale (A1-A2), and is a goal-oriented, performance-based approach to language teaching with a clear set of learning objectives and can-do statements.

Text Memorization for Developing Speaking Skills by our member Michael McAuliffe, (Doshisha University) on Saturday, November 24th, 11:35 AM - 12:35 PM; presentation, Room 903

This presentation described the development, implementation, and outcomes of a one-to-one English-language course for an elementary-level student (CEFR A2). In addition to form- and meaning-focused activities, the instruction requires the learner to memorize and reproduce sentences and short passages. The presentation outlined the rationale for memorization in this context and explored the ways in which the process and product of memorizing contributed to the learner's spoken-language development.

2.2.7.3 JALT 2018 CEFR related presentations

A Four-Skills Program for the Japanese JHS/SHS by Robin Reid (Baiko Gakuin University) on Saturday, November 24th, 12:10 PM - 12:35 PM; Poster, Hikae 1 (1F)

As trends in English education in Japan continue to evolve towards greater emphasis on practical communicative ability, more educators are wondering about the feasibility of four-skills programs at the junior and senior high school level. This presentation discussed a current six-year, four-skills program based around CEFR-benchmarked textbooks and Cambridge Exams. The presenter and participants looked at the basic structure, materials, and methodology being used in the program and discussed opportunities and limitations.

Using CEFR-J for Assessing Teacher Workshops by Yoshiaki Ehara, Ryoji Murakoshi, and Peter Parise (Kanagawa Prefectural Institute of Language and Culture Studies) on Monday, November 26th, 3:05 PM – 3:30 PM; presentation, Room 910

Teacher education workshops should consider the learning outcomes for both the teachers and their students. To investigate changes in student development and delineate the causal relationship between workshop content, teacher development, and student learning, the

presenters administered the CEFR-J in pre- and post-surveys to Japanese high school students. The results showed diverse student proficiencies, and varying trajectories of development in students' four skills, providing insights into instructional options to enable more inclusive language education.

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3 Announcements

**Call for Papers at the JALT PanSIG 2019 Conference
in Kobe on May 18th and 19th, 2019**
(Konan University, Cube Campus, Nishinomiya)

CEFR & LP SIG Forum “CEFR – Application and Perspectives in Japan”

NEW! NEW! NEW!

➤ Deadline for submission to the SIG Forum is **January 14th, 2018**.

Contact the SIG coordinator for more information.

Next year’s PanSIG 2019 Conference (<http://pansig.org/>) will take place in Nishinomiya at Konan University on May 18th and 19th. This would be a great opportunity to get involved in the SIG, in JALT and connect with the FLT community. The CEFR & LP SIG will be active in PanSIG 2019, a grassroots experience you should not miss! If you are interested, please feel free to contact me or our officers at JALT International Conference or by email.

Get involved at PanSIG as a volunteer: reviewing process submissions, working with the organizing team, presenting at the SIG Forum, being at the SIG table, reviewing publications.

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Call for Papers for the CEFR & LP SIG Forum at JALT 2019

JALT 2019 will be held on November 1st to 4th, 2019 in Nagoya !!!!

The Deadline for the CEFR & LP SIG Forum is January 28th, 2019.

Contact the SIG coordinator.

Deadline for vetted submissions: February 1st, 2019. See more details at JALT website.
<https://jalt.org/conference/jalt2019>

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2019 Conference Schedule with CEFR-related topics – Overview

- January 12th, 2019 Nanzan University, Nagoya: CEFR/CV Discussion (in Japanese)
http://rci.nanzan-u.ac.jp/europe/ja/news/item/20190112_poster.pdf
- January 26th, 2019 Sophia University, Tokyo: CLIL のシンポジウム
「CLIL の多様性と複言語コミュニティー」 in English
<http://dept.sophia.ac.jp/is/solific/news/>
- February 28 to March 2, 2019 7th Bremen Symposium: Rethinking the Language Learner
- March 2nd & 3rd, 2019 CEFR: Principles and Reality. International Conference
国際研究集会 CEFR の理念と現実 mainly in Japanese and French
Organized by Noriyuki Nishiyama; Location: Kyoto University
<http://www.flae.h.kyoto-u.ac.jp/kaken2018/>
Guest speaker: **Enrica Piccardo**, Nathalie Auger and others
- March 10th, 2019 JACET 言語教育エキスポ Language Education Expo, Tokyo,
Waseda University Building 11, 4th floor (in English, Japanese)
- March 10th, 2019 JACTFL, Tokyo, Sophia University (in Japanese)
<http://www.jactfl.or.jp/>
- March 23, 2019 CEFR-J in Kyoto, Doshisha University (English, Japanese)
- April 19th, 2019 CEFR & LP SIG and Tokyo Chapter – Joint event**
18:30 – 20:30 at Rikkyo University, Tokyo
- May 18th & 19th, 2019 JALT PanSIG 2019 Conference in Kobe !!!!**
- October 2019 IAFOR – Asian Conference on Education (Tokyo)
- November 1st to 4th, 2019 JALT 2019 in Nagoya !!!!**
Submission Deadline FEBRUARY 1st, 2019
- December 2019 British Council: New Directions Conference in Yokohama

TBA in 2019 CEFR & LP SIG – Conference and CEFR & LP SIG Regional Conference

JALT CEFR & LP SIG Newsletter #23, December 2018

The next newsletter, #24, is planned to be published in February 2019.

If you have any reports or news to be included, please contact one of the officers!
