

# CEFR Journal

## Research and Practice



Japan Association for Language Teaching (JALT)  
CEFR & Language Portfolio SIG (CEFR & LP SIG)

Volume 2 (June 2020)

ISSN 2434-849X

Title: CEFR Journal – Research and Practice

Type: Online Journal

URL: <https://cefrjapan.net/publications/journal>

Contact: [journal@cefrjapan.net](mailto:journal@cefrjapan.net)

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ISSN: 2434-849X  
J-STAGE, SCOPUS & Web of Science

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# CEFR JOURNAL—RESEARCH AND PRACTICE

## VOLUME 2

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## Introducing the Association of Language Testers in Europe (ALTE) CEFR SIG

Carmen Peresich, ÖSD | Universität Klagenfurt

The ALTE CEFR SIG investigates and critically discusses real-world CEFR use and misuse. The group stays updated on current CEFR developments and its members conduct their own research into the use, misuse and usability of the CEFR in specific contexts. The CEFR SIG presents itself as a forum for test developers as well as researchers, who are invited to share their ideas, research results and practices concerning the Common European Framework of Reference for Languages in the regular group meetings (as a rule, twice to three times per year), and to discuss their ideas, findings and approaches with peers.

Being a SIG with a rather long tradition, a considerable amount of research projects and publications has originated from the members' work. In the recent past, the SIGs focus of interest was to investigate the use of the CEFR in language tests that grant access to higher education (e.g., universities) and to the labor market—for more details see e.g., several articles by Cecilie Hamnes Carlsen, Bart Deygers, Koen Van Grop, Nick Saville, Beate Zeidler, Dina Vilcu. The ALTE CEFR SIG took part in the development of two different grids for the analysis of sample performances and tasks. In addition to working on CEFR-related research questions, the SIG is also interested in collaborating with others. A recent example for this is the Council of Europe Survey on policy and practice relating to the linguistic integration of migrants in the member states conducted 2018/2019 in cooperation with the ALTE LAMI SIG. The findings of this study were presented in October 2019 in Strasbourg at a conference organized by the Council of Europe.

Until November 2019, the ALTE CEFR SIG was chaired by Bart Deygers (KU Leuven) and Cecilie Hamnes Carlsen (Western Norway University of Applied Sciences). They have been followed by Carmen Peresich (ÖSD – Österreichisches Sprachdiplom Deutsch | Universität Klagenfurt). Concomitant with this change comes a new focus to the CEFR SIG: In the near future, the group will concentrate on the Companion Volume to the CEFR (2018) and its impact on language testing as well as on test development—e.g.: How can and will the consistently enlarged plus-levels affect language testing and assessment? Does the newly introduced pre-A1-level influence the A1-level? Does the new scale for Phonologic Control eliminate the criticism toward the former scale? Moreover, the ALTE CEFR SIG as well as EALTA will collaborate in the revision of the Manual for Relating Exams to the CEFR when this is undertaken. Another project, in which the ALTE CEFR SIG will participate, which has just been started by the Council of Europe, is a database/online-tool of CEFR/CV descriptors. Despite its focus, the CEFR SIG remains open to any new impetus, ideas and research questions. Anybody interested in further information is hereby invited to contact [carmen.peresich@osd.at](mailto:carmen.peresich@osd.at), and to visit the ALTE website: [www.alte.org](http://www.alte.org).

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### Submission (Call for Abstracts)

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

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

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

**[journal@cefrjapan.net](mailto:journal@cefrjapan.net)**

## Guidelines

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

### *Peer review guidelines:*

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

1. Reviewers must give unbiased consideration to each manuscript submitted for consideration for publication, and should judge each on its merits. Since, we employ a double-blind review, the text you have been provided with ought to have no reference to race, religion, nationality, sex, gender, seniority, or institutional affiliation of the author(s). Please, notify us immediately were any such information still detectable in the anonymised text you received.
2. Reviewers should declare any potential conflict of interest prior to agreeing to review a manuscript, including any relationship with the author that may potentially bias their review.
3. Reviewers are strongly advised to keep the peer review process confidential; information or correspondence about a manuscript should not be shared with anyone outside the peer review process.
4. Reviewers should provide a constructive, comprehensive, evidenced, and appropriately substantial peer review report. For your convenience, we are providing you with a 'reviewing matrix' you may choose to use at your own discretion. We would also like to kindly ask you to provide us in the journal editorial team with a final overall assessment of the text's publication potential – please, see bottom of this document.
5. Reviewers must avoid making statements in their report, which might be construed as impugning any person's reputation.
6. Reviewers should make all reasonable effort to submit their report and recommendation in a timely manner, informing the editor if this is not possible.
7. Reviewers should call to the journal editor's attention any significant similarity between the manuscript under consideration and any published paper or submitted manuscripts of which they are aware.

### *Author instructions:*

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



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