Responses (1st December 2010) to the online SIG survey on Future Directions

If you are a member of the Learner Development SIG, please share your thoughts about why you joined the SIG and what the SIG means for you in terms of your own (personal &) professional development:

Total responses to the survey:	29	Answered the question:	27	Skipped the question:	2

- I was invited to take part in an LD SIG Forum at a JALT conference before I was actually a member or more than slightly familiar with the idea of autonomy in education. I was also very new to JALT as a whole then, so the LD SIG and people in it were a welcoming way into less peripheral participation in JALT and in a community of language teachers in Japan who seemed to have broadly similar interests. Several people I knew and respected were also in the group so that was another reason for joining.
- I hadn't known so much about autonomy as an issue when I first joined, and LD-SIG has helped redeem that.
- I was really impressed by what LD was focusing on: learner development. I interpreted that learners being the center or agent of the learning.
- I had just taken an autonomy course at TC and decided that this was the SIG that most interested me.
- I was/am interested in autonomous learning as well as reflective teaching
- I joined the LDSIG soon after I joined JALT. CUE and JALT held a mini conference at MIho on Learner Autonomy, which I attended and presented a session. I got to know the LD SIG folks at that overnight conference and was impressed with the depth and breadth of their interests and their professional knowledge. Of course the warmth, informality, humor, and sparkling personalities of the members in attendance had as much to do with my decision to

	join LD SIG as my desire to exchange ideas with educators who share the same interests as mine! And all the opportunities to contribute also was a factor in my decision to join and to stay on.
•	I am not currently a member of the SIG, but I value the work being done and the relationships the SIG has allowed me to cultivate. Learner autonomy is among my main interests in EFL, though I am not so concerned about the research side of things.
•	To have contact with professionals in field of LA in Japan. Enables me to feel in touch with Japan-based developments.
•	I write reading/listening materials for autonomous learning. The SIG is useful to me mainly for finding out what others are developing or using. Also, the informal SIG meetings held locally are better for info exchange than the stiffly programmed chapter meetings.
•	To find out more about the awareness of students' own learning.
•	It means opportunities to reflect on my own teaching and to find ways to improve them.
•	I have been interested in learner and teacher autonomy. The SIG helps me to promote my research.
•	After attending the retreat with CUE and LD at Shizuoka (2001 or 2) I was very interested in the work of both groups. There were a lot of inspirational characters in LD and the tone of the dialogue seemed to resonate with what I wanted to try and do as a teacher.
•	I wanted to stay connected to like-minded teachers. I have not been able to attend as much as I like due to time conflicts, but when I do it rejuvenates my motivation and I feel more connected.
•	I joined the LD SIG because at that time there were few people around me with an interest in learner autonomy. I thought joining would give me more opportunity to talk with people who shared the same interest. Since joining my interest in learner autonomy has become more focused on self-access learning and self-directed study and I find JASAL to be more closely related to my needs now.
•	I came to realize, quite a while ago, that my teaching meant nothing if it didn't result in my students' learning. No big deal, except that it changes everything! The LD SIG has opened my eyes to what my job is or can be, to the value of community for an environment in which teachers can develop and find fulfilment.
•	At first I was Interested in Autonomy . . . then got interested in the *Learning Learning* articles, the people in LD, and their research interests,
•	not a member

- I joined the SIG after meeting Richard Smith and Naoko Aoki at the Autonomy in *Language Learning* conference in Hong Kong in 1994. In some senses the SIG means everything to my professional development: it is the doorway through which I found entry into a community of practice in language teaching and applied linguistics that made sense to me, that resonated with my previous and on-going experiences in literature, outdoor education, and life in general.
- I joined the SIG after finishing my PhD as a way to connect with other teachers and explore new avenues of professional self-development.
- I was working on my MA at the time and interested in learning strategies, learner development and autonomy. A fellow MA student and another Yokohama JALT member were also talking very positively about the LD SIG, and how active it was with publications and other activities.
- Why? The people. I really like sharing ideas and other professionals in the SIG do to. What it means to me? A chance to reflect on my understanding of how to incorporate the learner's view on the classroom.
- Joined years ago...interested in learning...feel that is where the focus should be in teaching and learning.
- I joined LD because I wanted to learn more about how to help my students become autonomous learners.
- I joined the SIG as I saw it as the natural counterpart to teacher development. I was heavily involved in TD at the time. After a few years I shifted my focus more or less to the LD SIG as I found the focus on both learning and teaching much more interesting than a sole focus on teaching and modes of teacher development.
- I joined the LD-Sig in 2002 at the JALT National conference, because I enjoyed the Forum that year with the four corner posters, which would be the start of AYA and I liked how Phil Benson was very engaged with the participants and seemed like a real guy, rather than a guru. This helped me to think the SIG was a safe egalitarian and fair place to be.
- I joined the SIG because somehow I was recommended by someone to write an article for *Learning Learning*, and just got sucked in after that. Actually, I think I had been a dormant member for a few years, but the impulse to get involved came through personal contacts and through LL
- I joined the SIG because I wanted to meet people outside of my work or school who share interests in autonomy and motivation and possibly learn and carry out research together.

1. What are some significant ways in which membership of the SIG has contributed / is contributing to your (personal &) professional development?

Total responses to the survey:	29	Answered the question:	27	Skipped the question:	2

• One way has been through practice. The SIG has given me chances and support for: presenting my research at various types of workshop, retreat and conference; writing about my teaching for SIG publications; editing SIG publications and trying to develop collaborative relationships between writers and editors in writing projects; organising retreats and conferences. The support of more experienced colleagues in the SIG and the chance to work together on these projects, learning as we go, has made the biggest contribution to my own professional development. Some SIG conferences, especially retreats for SIG members that have centred more on reflective dialogue and discussion more than on conventional presentations, have also had a big impact on my thinking about my own teaching.
• See 1.
• The SIG has provided a lot of opportunities to make presentations and to write papers through collaboration.
• Based on my busy schedule of work and TC classes, I have yet to attend a meeting. Still, I plan to do so in the future
• I have many contacts through the SIG
• LD SIG offers many opportunities to present and publish. Of all the SIGS, LD seems to have the most going on in these areas. Also LD-ers have a wide range of interests and talents- Members are very interested in exchanging ideas and working on collaborative projects. I have learned so much from these interactions. Finally, the collaborative nature of the SIG has allowed me to participate in both friendships and projects that help me grow personally and professionally.
• I am now a strong proponent of self-access learning and have established a self access and writing center at my university that I plan to expand in the near future.
• Development of personal networks and the ensuing discussions. Being aware of (and therefore able to participate in) PD events outwith the annual JALT conference.

- I'm always a bit mystified by this train of thought. The SIG's name says it is about LEARNER development, not ours. All of JALT contributes to our professional development, in ways so obvious they shouldn't need any comment.
- Local get-together, writing in Language Learning, and participating in the book project all contributed to professional development.
- Gives me a friendly forum to discuss my classroom practice and views on teaching, which I don't get in my school or at seminars
- The book project
- The SIG forum
- I pick up techniques and structures from others, often by reading articles eg in the AYA and MAYA anthologies. I have become more confident through having a lively peer group in which to discuss and share my teaching experience. Having fora for informal sharing as well as presentations is valuable for me,
- Not only have I received good advice and ideas from others, but also I have been able to have papers published in the newsletter.
- I do enjoy reading "*Learning Learning*" and I find my copies of AYA and MAYA disappearing from my desk and mysteriously returning again quite often. This means that others around me, like myself, find them useful. Also, when I used to attend meetings, it was great meeting people within the same field and learning about different systems. It is also a good opportunity for networking and being notified of jobs opening up that were connected to learner autonomy.
- Learning from other members - from their presentations, attitudes, example.
- Realizing the value of being an active language learner, of Spanish, Korean, Japanese, to be able to help my learners better - and enjoy learning!
- Learning to be a sensitive, encouraging editor.
- Giving direction to my development as a teacher, so that my slogan for me and my students is "It's up to me!
- Interactions with members at the LD meetings at Teachers College, at conferences in Japan, and conferences aborad.
- n/a
- However, writing a chapter for the forthcoming 'Autonomy' book has been of great interest, and adds to the cv!
- Membership in the SIG has allowed me to work with a number of wonderful people, and to network with educators around the world; sometimes a "stay against confusion" and sometimes encouragement to weather the inevitable storms, as well as the more practical ways in which it provides research perspectives, publishing projects to participate

in, etc.
• Professional development: editing experience (*Learning Learning* and *Realizing Autonomy*); articles, reviews and reports for LL; organising and participating in JALT LD SIG Forum; participating in local get-togethers • Personal development: Expanding network of fellow teachers; motivation and support for developing teaching and research
• 1. LD SIG get togethers in Tokyo - connecting with like-minded, motivated educators. • 2. JALT National conference grant recipient (Thank you!) • 3. One of my first publications was consequently in *Learning Learning*. Thank you again! I also learnt a lot from Andy Barfield, who edited my paper, about an approach to editing that helped the writer to better find their voice with support from an editor that was much more collaborative and horizontal in nature than some of the experiences of others I've heard about. This has stayed with me and underlies my own practice now, both as an editor and MA tutor, and I really appreciate this. • 4. Involvement in LD SIG activities & events. • 5. Currently involved with a chapter for the LD SIG book on *Realizing Autonomy*
• Networking • Providing an opportunity to publish • Growing as a professional network
• 1. meeting a whole bunch of people within the SIG and beyond who I enjoy seeing, talking with, and learning with/from - that as true now as it was then • 2. great friendships • 3. being in the SIG has really helped me change and develop the way I teach, learn and relate • 4. different publication projects (AYA, the newsletter) have been a lot of fun and have changed me
Oh, everything: • Personal: - Learning to work with others while under stress - Made great friendships - Learn about associations and teamwork (including efficient ways of organizing, stagnent ways of running things, people with short tempers, as well as generous hearts and minds)

• Profesional: - I don't distinguish the two, which can bother others, but I'll try to stick to professional: - Opportunites to share and receive information about autonomous learning practices in person and through *Learning Learning* and LD-Sig events. - Support from more experienced peers in writing/reflection to publish papers. - The list could go on and on...
• Membership of the SIG has been important as it helped me to find new directions after my PhD. Exploring learner development has helped me in my teaching, but more importantly, I have found conversations about work - the place more than the practice - to be extremely valuable. The SIG has provided a number of learning experiences for me too - editing and layout of *Learning Learning*, and of course, editing the book.
• I feel I have grown as a learner, teacher, and person by getting involved in the SIG. Big thanks goes to all the people I met through the SIG.

2. Your main area of work (or study) in language education is:

Total responses to the survey:	29	Answered the question:	29	Skipped the question:	0

elementary school/young children	6.9%	2
junior high school	6.9%	2
high school	10.3%	3
language school	3.4%	1
college/university	86.2%	25
business/company classes	6.9%	2
other	3.4%	1

3. Please indicate which Learner Development SIG events you have attended in the last 18 months or so:

Total responses to the survey:	29	Answered the question:	29	Skipped the question:	0

a meeting concerned with the Realizing Autonomy book project	44.8%	13
the SIG forum at JALT2009 in Shizuoka	48.3%	14
the SIG AGM at JALT2009 in Shizuoka	27.6%	8
the SIG party at JALT2009 in Shizuoka	37.9%	10
the Nakasendo workshop on self-assessment in Tokyo in June 2010	34.5%	10
the Moveable Feast one-day conference in Osaka in October 2010	20.7%	6
a local area get-together organised by the SIG (Hiroshima, Kobe-Osaka, Tokyo)	41.4%	11
another event that strikes you as related to the LD SIG's focus	13.8%	4
none of the above	6.9%	2

4. For you, what kind of educational focus are you looking for when you take part in an LD SIG event as a participant or presenter?

Total responses to the survey:	28	Answered the question:	27	Skipped the question:	1

- I want a chance to explore the connections between theory, research and practice with other teachers and a chance to think together about specific teaching/learning situations and the challenges they raise for practice in way that draws on our own research and theorising. I am looking for an environment that draws eclectically on disciplines, traditions and approaches beyond applied linguistic/language teaching, that critiques the assumptions of applied linguistics/language teaching and that questions the dichotomies, such as teacher-learner, language learner-language-user and native-non native, that fracture our thinking. I am looking for innovative ways of engaging with other members through discussion and sharing of knowledge, interests and questions. I am also looking for a self-reflexive approach to thinking about teaching and learning that questions relationships, identities and power in the teaching/learning process.
- Autonomy, I guess? Do we motivation too?
- improving my teaching approach, broading my views about teaching and learning, etc.
- I am looking to see how autonomy is present in other teaching contexts and am always interested in adapting within my context based on new information.
- classroom practice
- Of course Learner autonomy is my primary interest, but I am also looking for ideas that challenge my ways of thinking and bring new methods and learning strategies to my attention. I am particularly interested in opportunities related to writing, research, and exploring new ideas and new perspectives with my colleagues and peers.
- Tips and techniques for choosing materials and guiding self access learning.
- Ideas related to LA research and practice, especially self-assessment, self-access and learning advising.
- I want to find better ways to help students learn outside the classroom as well as inside. I'm especially interested in web resources and how we can motivate students actually to use them.
- Teaching methods, learner autonomy, materials

• Social-cultural theory based approaches
• Learner and teacher autonomy
• Structures which provide scaffolding for developing autonomy as well as developing language. Experiential learning and a place to analyse the experience of teaching and learning.
• Everything from student and teacher development, ideas for classes and areas of possible research.
• ...not sure how to answer this. I am just curious about recent developments in the field.
• Classroom applicable information and ideas
• Sometimes I'm looking for a jolt - a perspective that challenges and changes me - or may do that for others. Sometimes I'm looking for fresh ideas - how to..., or "what I did"... • Sometimes I'm looking for community - talking with a group of colleagues and friends with many shared goals.
• autonomy, agency, for teachers and students. • humanism in education • the social side--great people are in LD SIG
• n/a. • However, were I to present, I would be focusing on trying to involve learners more actively in classes; enabling them to present their ideas; focus on fluency/self-expression, rather than only attempting to produce the one correct answer.
• Mostly I look forward to sharing, or being jolted out of my familiar territories (habits of mind), and challenged to think in new ways.
• I'm looking to explore and expand my understanding of how learners learn. I prefer a broad approach rather than a narrow focus, as I think there are insights to be gained from different disciplines and approaches
• Learner and/or teacher development & autonomy.
• Not sure what is meant by "educational focus", but when I eventually do present at an LD SIG event, I would hope that I would get feedback and encouragement.
• how to help adult learners learn autonomously
• I'm looking for good conversations and discussions about learning (for learners and teachers), about what we call learner autonomy, and about content-based learning and criticality. I am looking for non-method, too.
• For me, I would like to attend all, either as a participant or the presenter. With two people in my family and one income,

the only thing holding me back is the money to get to non-local venue.
• I'm looking for new insights, practices and theories about learning/teaching that I can apply to my teaching context, talk about to my students and colleagues, or just ponder about.
• practices to foster learner (and recently teacher) autonomy

5.   Members of the SIG are currently completing the third anthology of Japan-based practitioner research into learner autonomy ('Realizing Autonomy'), to be published by Palgrave Macmillan in 2011.

If you are a member of the project, what has been the story of your involvement in this project? What has been meaningful and developmental for you about the whole process of your involvement and that of others?

If you are not part of the 'Realizing Autonomy' project, what kind of SIG projects would you find it exciting to take part in in the future (such projects don't need to be book-based)?

Total responses to the survey:	29	Answered the question:	24	Skipped the question:	5

- I think projects, particularly conferences, that involve collaborations with other JALT SIGS, with non-JALT organisations such as JACET and with groups in other countries (perhaps via online meeting/conferences) are important. But these should be around issues that raise possibilities and challenges equally for all groups concerned. It's best for us to avoid joining in other conferences to help out if their themes don't reflect key issues in theory and practice for members of the SIG. So collaborative events around issues that raise new questions about autonomy and development are great. Our own SIG events - we've called them retreats in the past - where we can come together in a more reflective mood are also good. And we have a tradition of developing innovative ways to get together and to have forums, workshops and other sessions and we should continue to explore these rather than join in a lot of conferences that have more orthodox presentation formats.
- Books are good - also conferences (more in Kansai, please!), maybe put some older published material online if it's not selling any more?
- It was great to be able to read a couple of chapters (work-in-progress) as a reviewer.
- The collaborative efforts of the five authors of the chapter was both challenging and rewarding. It has been interesting to read about other teaching (autonomous) contexts outside of my own teaching context.
- Oh Good Goddess! - I could rap rapsodically (is that even a word?) for days about this project- You really shouldn't ask! Suffice to say- I have learned so much as a writer from my colleagues' support and suggestions, not to mention the helpful insights and infinite patience of the editors. My article is so much better than it ever could have been had I

worked entirely alone. I am more convinced than ever of the value of collaboration in professional development and in the honing of research and writing skills- This has been a great experience in every way.
•   Just sharing and socializing with members of the SIG is enough for me. It's a great bunch!
•   Any publishing project/conference.
•   I think there is a lot of overlap in purpose with the ER SIG and maybe some others. "Cross-fertilized" projects are always interesting.
•   Peer reading and responses from the editors has been meaningful by all means. It gave me more confidence in using peer reading in my own teaching.
•   I'm involved in the 'realizing' project. It's only the third full research-type article that I've published, so it is great experience in terms of receiving feedback and redrafting for publication. It is great to know that others are interested in what happens in my classroom.
•   I was able to contribute to the project through positive interdependence.
•   I think collaborative publications are great and also poster sessions, mini conferences.
•   I would like to sponsor and put on a workshop.
•   Annual conference (showcase?) on learner autonomy topics, especially for first time presenters to get feedback from 'experts' on research projects.
•   I am a member of the project and have found the interaction, multiple perspectives, and revision and editing process beneficial. Learning to transfer more researched focused writing to more "everyday practice" writing has been a new challenge.
•   Opportunities to write up research/classroom involvement in academic publications are very rewarding. It is unusual, in my experience, to actually mean, converse, and exchange opinions with other writers of chapters in an book, so being able to visualise and interact with other project members is beneficial. Peer reviewing, likewise, is usually undertaken blind. In this case, having met the writers makes giving feedback easier, as reactions/understanding can be gauged beforehand, which makes comments more appropriate (I hope!).
•   I have been a peripheral participant and attended a planning meeting in July 2009. Would definitely be interested in working with others on future book projects, or on an on-going web-based project of linked blogs, focused mostly on teacher reflections and/or discussions of pedagogies for autonomous learning.
•   I have been fortunate to have been involved in the project from the outset and to have worked on it up to now as a co-editor. For me, the whole project has been exciting - from collaborating with other members to form an idea, call for and select proposals, gather authors for a retreat weekend, work closely with authors to develop their chapters, read and

reflect on autonomy to write our own introduction to the anthology, develop and submit a proposal to publishers, etc etc. Working with others, particularly with another editor, has been most meaningful for me, but feeling that there are sources of support and information everywhere (from the publishers, from more experienced members of the SIG, from people not directly involved in the book project) has been most rewarding.

• *Realizing Autonomy* project: meaningful moments and development processes:
  - opportunity to write about an innovative practice that has been well-received and I would like to share
  - meeting with other authors to talk about our chapter ideas, share & develop them as well as be involved in the process of developing the book
  - peer-to-peer review
  - seeing how the editors, Kay & Alison work, and working together with them has been a real pleasure :-)

• Am involved-
• Really interesting experience. I realized some of the problems that my students face when doing an assignment, I also faced. Fortunately, the editors were very focused and helped me contribute my first chapter... Thanks
• I am not a member of that project, although I am aware a little of how it has been doing. I think the *Realizing Autonomy* project is an incredible achievement for members of the SIG, and I am thoroughly disappointed at the lack of effort to bring the RA group more into prominence in the SIG's plans (so far). For my own development a significant process has been working with teachers on their stories of engagement with learner autonomy issues.
• N/A
• As one of the co-editors, this has been a major milestone in my professional career as a language teacher (and maybe in my life, though it sounds rather grand to say so). Working on something from very beginning to the very end, seeing it through from the first seeds of ideas to calling for and vetting proposals, organizing a weekend retreat, working closely with authors to develop chapters, and particularly working with another editor with whom to share ideas and problems - all this has been immensely rewarding. It helps me in my current job, giving me the confidence to propose and initiate ideas for curriculum reform and faculty development. It's also given me the confidence and experience to take on a much larger editing job of the JALT Proceedings.
• It has been a great journey of collaboration and learning. It is so wonderful to be working on a clearly focused project together. The process itself is a great achievement. I think working on a focused project (book, conference, research) is the most rewarding and meaningful experience people can gain by joining SIGs.

6.   The 'Realizing Autonomy' project has involved a large group of people over a couple of years, and the SIG would like to celebrate the achievement of all those who have taken part together with the publication of 'Realizing Autonomy' at a conference in 2011.

One position is that the LD SIG should team up with CUE and join its conference in July next year. The reasoning is that many of the keynote speakers at this conference from Japan and outside are closely connected with the learner autonomy field.

A different position is that LD should organize its own one-day conference in its own style, including keynote speaker(s), and try to offer something different from a bigger mainstream conference. Part of the thinking behind this position is that the SIG risks losing its own sense of identity if it always teams up with other groups to do joint events outside of the annual JALT conference.

Another view is that the LD SIG would have a much better sense of its own identity and future directions if it organized such a celebration under its own steam.

As an LD SIG member, what are your thoughts about an event to celebrate the publication of 'Realizing Autonomy' in 2011?

What for you are the benefits of organizing such an event in a particular way?

Total responses to the survey:	28	Answered the question:	28	Skipped the question:	1

- I think it is good for the SIG to have it's own event for this and a high profile speaker would be good to attract attention to that and to the publication. More important though would be to use the event to explore issues that are raised by the publication that we can take forward as a group and as individual practitioners. For that, it might be nice to have high profile or outside figures address the issues raised by the book in terms of their own interests. And/or to have

contributors to the book (and readers) contribute their take on what issues the book raises.
• I think factionalism of every little SIG having their own conference all the time ultimately dilutes JALT's mission and quality. I therefore think that, at least sometimes, joint conferences like that proposed are a good thing.
• For the next year, I myself will be quite occupied with things at work, etc., so I can't do much to help with LD, but in my humble opinion, celebrating the LD projects as LD themselves sounds good. (Of course, LD can promote the book at the CUE Conference - by having a table there or something.
• Joining with other groups would benefit the marketing aspect of the anthology and it is always nice to collaborate with other groups who may have advice based on their own experiences. I think that it would be great to celebrate the publication as it is also going to donate all of the royalties to a charity that was chosen through a poll of the authors involved.
• I think things always overlap so I don't see a problem with the first position above. Doing things independently also is good to bring more specific focus on the members' interests.
• I think things always overlap so I don't see a problem with the first position above. Doing things independently also is good to bring more specific focus on the members' interests.
• I am almost always pro-collaboration because the richness of diverse interests and approaches inspires creativity and exploration of ideas and pathways we might not otherwise consider. However, our collaboration should be with groups whose interests are closely allied with LD SIG interests. CUE and LD SIG have many points of intersection that could be fruitful for collaboration- as Teacher Ed and Portfolio SIGS have been this year. Not all SIGS are as well suited to our interests and direction. With all the strong personalities in LD SIG, I hardly worry about our losing our identity- I don't think we are all that fragile- or that narrowly focused. Of course, internally, we need to have ongoing discussions about future directions, ideology, and so forth, but we have several spaces for doing so- LD List, discussion list, *Learning Learning*, area get-togethers etc. I cannot see that collaborative events weaken our identity in any way. I feel our unique signature is apparent in all of our collaborations- and that part of LDSIG's appeal and strength is the ability to bring groups together for mutually beneficial development.
• Not sure. The publications in the SIG have not been a major draw for me. Again, I am not particularly interested in EFL research (except when it reveals that our intuitions about teaching/learning are incorrect--which is rare).
• I think an event specifically to celebrate the publication of the book would be appropriate. I think this would help to emphasise the identity of the SIG.
• I guess it all depends on whether the content of "*Realizing Autonomy*" is notably cross-disciplinary or not. If it is, then events held jointly with SIGs representing the other disciplines are appropriate.

- Idealistically, organizing an independent one-day conference sponsored by the publisher will be meaningful. However, teaming up with another SIG has its advantages if the conference must be in July next year and if low budget is concerned. An independent event will take more time to select the venue

- I think the sig should organize its own event. I think an LD mini-conference might also be worth doing separately from a book launching - more precisely, I think the book launching could be conceived of as a gala-evening type event, separate from a conference, especially because of the large number of people involved in it.

- If possible, LD should organize its own one-day conference.

- Either way I think it would be good to make a decision which allows the maxiumum number of writers from the book to be there, and to get the maxiumum exposure to potential readers.

- This is the first I have heard of it.

- (see comment above) Newcomers to the field tend to have many ideas (whether good / not so good) and it would be useful to have a venue to get feedback on unfinished or yet-to-be-started projects. This could be like a large exhibition hall. It would also be a good place to show the new book and discuss ideas for future books.

- A separate event would be better. With CUE, several aspects of education will be covered and LD may get lost in the mix.

- Apart from the issue of clashing with / losing attention from the CUE conference, I think the LD SIG only one day thing might be best. Otherwise it may risk up being a hyphenated other half - when in fact to me the SIG is more of a hub. Also, it may be that over in one day isn't the best shape for the conference- what about from lunch on day one to lunch on day two, for example?

- My preference would be for the first option, as an opportunity to meet/listen to a wider range of people. This may also help to publicise the book further and help it reach a wider audience.

- I think it would be valuable to participate in the CUE conference, and perhaps to provide a preview of a larger celebration of the *Realizing Autonomy* project. As far as RALE celebration goes, I would be most interested in particpant reflections and initiatives that would encourage development of next-step projects, furthering the learning and developments achieved in the RALE project itself.

- Personally, I am in favour of a separate LD SIG event to showcase the book, as well as to provide a focus for LD members and the local get-togethers to work on and present their research and thinking on learner development.

- I think both are valuable and mutually complimentary.
- Learning through collaboration is important just as learning independently in our own time and space. Just as I think this applies to individual, I think this applies somewhat to the LD SIG as a group in relation to other groups.

- I'm definitely in favour of an event to celebrate the publication of *Realizing Autonomy*. Given the number of presenters involved, short presentations (e.g. pecha kucha) or any other use of 7 minutes per author/editor might be a good way to go.
- Make it our own. I think there are more than enough chapters that would be interested in hosting the event ... even better. Have different authors present at different places around Japan - ROAD TRIP! Set it up so that we have presenters in Osaka, Hokkaidou, Tokyo ... making presentations. It would be great for the authors (they get to present on their research) and the SIG (the presentations would enable greater publicity)... We could even hold another event in which a featured speaker could come in, with presentations from the chapter authors presenting after... too much?
- Don't think LD will lose its identity by teaming up for a project or two...what is listed above does not read as "always"...why not do several of the above...have one day book release parties throughout Japan with simple programing...north, kanto, kansai, south....and a special event at CUE...given resources, working with someone may be the way to go...I always feel collaboration (which is a core value of LD) always pays off more than going it alone.
- I would be more excited if LD organizes its own one-day conference to celebrate the publication. I hope we could have a lot of opportunities to discuss with authors to develop thoughts even further.
- I would like to see the SIG do its own conference, and aim maybe to do this in Hiroshima. I think another great achievement in the last few years has been the local area get-togethers, and I think involving the Hiroshima group might re-activate it and also take us as a SIG into some new spaces. I personally hope we can use such a conference to celebrate the RA project and LD SIG, possible name change and all.
- We need a stronger solo presence in developing who we really are. I feel the SIG appears weaker in providing solo events and keeping up a website. Is there something stopping from growth? Or are people tired? Is it a combination of both or something else?
- I'm in favour of organising a separate event to celebrate the book and also to give LD members a focus for collaborative research and get-togethers.
- It would be nice for the SIG to host a one day conference in autumn. But I will be happy to go along with any one that people feel most effective.

7.   One suggestion is that the SIG create a new website as a (mainly Japan-based) shared resource for autonomy in language education (different autonomy-related publications, example in-class and outside-class learning materials, an annotated bibliography about learner and teacher autonomy publications, and so on).

Would you find such a resource useful or not useful?

If useful, what would you most want to see such a website provide?

If not useful, what kind of web presence do you feel it would be good for the SIG to develop?

Total responses to the survey:	29	Answered the question:	29	Skipped the question:	0

• I think a Japan-based bibliography would be more useful than one that covers the same general ground as, say, the bibliography on Hayo Reinders' website. I also think a critical, thematic bibliography that highlights work in other areas of applied linguistics, and beyond, with relevance to learner autonomy and development (including a critical, problematising kind of relevance) would be useful and interesting. I think this would need to be an annotated bibliography with notes about how particular publications or groups of publications connect with, or raise questions, for the theory and practice of learner autonomy/learner development. Working on developing this kind of bibliography might be an interesting project in itself for SIG members, and a way of thinking in new problematising and inter-disciplinary ways about learner autonomy and development.
• See 6.
• It would be good to have such resources, but maintaining the website is a looooot of work, I believe. I think as a SIG simple one would be okay. It'd be ideal to have such a resourceful website, but asking one person to take care of the web would be a bit too mcuh, wouldn't it? If the SIG has enough budget, we could outsource it, but I don't think we do – do we?
• I am involved with the MYOL (Mind Your Own Learning) group and we will launch our blog in the coming months. Stacey Vye has already provided a link to the LD SIG if memory serves correctly. A blog for the LD SIG might also be a good way to get people involved but perhaps this has already been achieved with the issues being addressed and

replied to already. LATAD
• Yes, that would be very helpful.
• Yes, this sounds like a productive venture. One of the great things about LD SIG is how many different forums and opportunities for participation we create. This sounds like a potentially very useful resource - that being said, I am sure there are other equally useful ways to maintain a web presence- If people have the interest and the time to devote to such an enterprise, I say we should do it - the form perhaps should follow the interests and and expertise of those who have the time and interest to develop it. • My personal interest in the website would be to have a convenient way to keep up to date with new research and treads in Learner dev and autonomous learning and teaching. I am also interested in political aspects of Learner development/ learner autonomy such as discussions about teachers fostering autonomy in students in situations where their own autonomy is restricted, the professionalization of the teaching profession and other such themes and issues.
• Yes, I think this would be useful.
• Useful. Would especially like a social networking function to be incorporated.
• Yes, that would be useful, especially if there is a thorough list of tagged and annotated links. Maybe it should be a wiki. That would make it fairly easy to update.
• Adding new pages to the present website is fine with me.
• THe more content on the site the better. *Learning Learning* as a sub-section with easier access to articles would be great. Proceedings of SIG mini-conferences would also be very useful. I believe there is a blog attached to the site too - It seemed to have been dormant for some time last time I checked it - it might be good to get get-together participants to share their reflections directly on that blog rather than email them to one person who needs to collate them all ...
• It is very useful. I want to see a website for learner and teacher autonomy.
• Having a searchable database of articles (including classroom activity-related articles) would be good. I think that participation in the LA bog didn't take off that much. Not sure if the energy is out there to do a regular meeting on line. MASH's idea of having courses on line is interesting but I am not sure the extent to which it would be appropriate for LD. I don't have net connected at home so on line time is limited.
• I think we need to start to look at other forms of new media than just a website. There are so many more forms and ways to develop a presence. For example, podcast, blog or facebook page.
• I know "*Learning Learning*" tried to make their website more interactive and that was not so successful. There are just so many things online now that it's hard to choose what to sign up to. A website of course is useful, but what would

make it stand out from all the others? and who would keep it updated?
• It would be useful. I'd like a comparison of what's done in regards to LD in other countries compared to Japan.
• Not sure - need to think about it.
• I would probably visit. I like reading *Learning Learning* issues on the homepage now. I would be interested in using the new website in a similar way, a source for research, a database of research papers and references.
• This would be a useful resource for further research/writing, or to refer my post-grad students and colleagues to.
• I think I've mostly answered this question in my response to question 6 above, but would certainly support the development of a new, collaborative website that could function as a virtual community center, and perhaps help participants find research partners, peer reviewers for their on-going work projects, etc.
• Yes, I would find it useful. My concern is that a website of this kind would need someone committed to keeping it updated, and this could end up being an onerous chore for whoever that person is. On the other hand, it could be something that a team of people could work on - the next SIG project?
• Yes, I think it would be useful, especially for those investigating various areas of development & autonomy. One challenge might be to keep it up-to-date, especially as the number of publications worldwide continues to increase.
• It would be useful for those professionals looking for research material. Having an advance search for *Learning Learning*, would be really useful...
• no really suggestions to offer here....i find maintaining a website is quite a chore and one that is hard to do over several years as volunteers come and go...not a reason to do nothing but something to be addressed.
• I would find it very useful: especially, example learning materials / bibliography about learner autonomy.
• In discussions with another teacher in Europe, one thing that has come up is the lack of support for new teachers wanting to foster LA in their classes. Many people come back to Leni Dam's book as the moment a light went on, but Leni's book is just one take. I hope the website could provide a range of alternatives views and materials.
• Updates as frequent as they can be about upcoming events and Uploading resources that bridge the gap between autonomy theory and practice....and keep *Learning Learning* up on the website. It's our stregnth!!
• I would find this kind of resource useful. It would be good to have a resource where *Learning Learning* could be more prominently displayed and more easily accessed. Annotated bibliography would be good - but whose? Teacher and learner narratives about development would be good. A site is a good idea, but it needs to be kept updated all the time. Perhaps this could be the responsibility of a separate web site or resources officer?
• To house links to useful resources for autonomy practitioners

8.   This question concerns the name of the SIG and how people identify with it. Different positions have emerged about this issue in recent online discussions, and these are outlined below.

One view is that the term Learner Development is OK and people understand what it means. The thinking here is that Learner Development signifies clearly what the SIG is focused on in its activities (publications, newsletter, events, annual forum, website, discussion list and so on) and has 'brand recognition'.

A different point of view is that the name of the SIG no longer signifies anything clear to people outside the SIG. Learner development is a term, this view says, that does not connect clearly any more with the focus of its activities (publications, newsletter, events, annual forum, website, discussion list and so on).

Another position argues that the SIG should re-name itself and re-align itself with an identifiable field of research such as Learner Autonomy. Although 16 years ago - when the SIG was founded - the term Learner Autonomy itself was not well recognised, it has now become a major area of activity (conferences, publications, research, MA courses, teachers' professional identity), so the name of the SIG should reflect this in some way.

Below are some possible names for the SIG.

Which one(s) do you most identify with? Which one(s), for you, best reflect(s) the SIG's different activities and communicate an appropriate identity for the SIG?

- Autonomous Learning (AL)
- Autonomy in Language Education (ALE)
- Autonomy in Language Learning (ALL)

- **Learner Autonomy (LA)**
- **Learner Autonomy and Development (LAD)**
- **Learner Development (LD)**
- **Learner Development and Autonomy (LEDA)**
- **Learner and Teacher Autonomy (LATA)**
- **Learner and Teacher Autonomy & Development (LATAD)**
- **something else**

Total responses to the survey:	29	Answered the question:	29	Skipped the question:	0

• Initially I liked Autonomy in Language Education best and I still think it is useful to have a name that integrates teaching and learning, rather than positioning us as teachers talking about our (less-expert) learners. I also think, though, that we should be about critiquing and problematising the concept and practices of learner/teacher autonomy, not promoting or celebrating them as a method or an answer. In that sense it is useful to keep the idea of development in the name as a counter-weight to autonomy, as a way of continuing to ask how autonomy relates to learners' (and teachers') development. I also think the decision about the name should come out of a discussion of what we are about as a SIG, not become the discussion itself, so it may be useful to hold off on a decision on the name whilst other discussions go on.
• ALL is by far the catchiest. LEDA is good, too, since it retains our original name.
• To me, LD sounds great! (Basically, it was the reason that I joined in the SIG. I feel that autonomy is one aspect of learner develompent.
• LATAD would be my first choice but some may say that this is too long. My second choice would be the much shorter ALL.
• I like LATA because it includes both sides. I think Autonomy should appear somewhere.
• Learner Development - because the others are unnecessarily descriptive (or redundant) or too limiting - I especially dislike limiting our focus to language education or language learning. I have too many issues with existing language education paradigms. Also the distinction between language acquistion and language learning gets muddled.
• So much of what we do is transferable to other fields - I don't see why we would not want to promote that

transferability. (JALT LD SIG covers the Language teaching part anyway.)
• Autonomous learning is something even more ill-defined than LD (or maybe misappropriated is the better word), is claimed by too many other groups, and sometimes not really in sinc with what most of us do. I see autonomous learning as a stage of learner development, but not the whole schtick.
• Learner Development includes teachers as well as students (Aren't we all learners?) and all aspects of learning. (besides which I treasure the associations with Learning disabilities and Liver disease.)
• Learner Autonomy (LA), or Learner Development (LD)
• I like Autonomy in Language Education (ALE). This describes the SIG's focus clearly, and is inclusive of both teacher and learner autonomy.
• Frankly, I've never understood what "Learner Development" is supposed to mean, unless it is just another name for Learner Autonomy and the promotion thereof. I've struggled to figure out what this SIG is about, even though I've been in it for a while. Many meetings (and reports from them) seem overly touchy-feely and devoid of substantial content. Above all, I'm opposed to confusing Learner whatever with Teacher whatever. We are not trying to learn the same things as the students, and if we throw the two together the SIG won't very obviously be "about" anything at all. Best name: Learner Autonomy
• Autonomy in Language Learning (ALL)
• From the above, ALE appeals most. Personally I'm not specifically focused on Autonomy, but rather Social-Cultural Approaches to language. So for me, SCALE (social-cultural approaches to/in language education) would sum up my interests.
• LATA
from my point of view it ain't broke!
• LD
but the substance is more important than the name
• LATAD is more encompassing and I find that the focus is on both learner and teacher.
• I like Learner Development. The word "autonomy" is really vague and I hardly ever use it now.
• LATA
• Learner Development
or
• Learner Autonomy and Development (though it sounds a bit of tautologious?)
• Actually I like LD because I am a developing learner, and I am interested in developing learners. But any name is fine .

. . I think voting on it is a good idea.
• LATAD covers all aspects, but is too verbose. LEDA is probably a better option, but has the problem of being misinterpreted as only relating to learners, not teachers.
• I would favor "Autonomy in Language Education (ALE), as it seems the broadest, but simultaneously precise.
• I like the broadness of Learner Autonomy. However, if a specific focus is felt to be helpful to inject more energy and purpose into the SIG at this point, I would go for Autonomy in Language Education or Autonomy in Language Learning.
• Learner and Teacher Autonomy & Development (LATAD) seems to best reflect what I've got out of the SIG since I've been a member. On the other hand, I appreciate that this may overlap with other SIGs.
• LD
• I think the SIG does more than Autonomy regardless of recent focus...LAD or LEDA work for me.
• ALL
• I agree that LD doesn't indicate clearly enough what the SIG is about. It's an old sofa that we sit on, and it's not good for our backs, but if we can get into a comfortable position, it feels OK…
• ALE: Learner Autonomy and Development in Language Education (LADLE) sounds too much like spoon-feeding?
• ALE • ALL • LATA But it is not only the name change we need, also having new fresh engergy and people changing posts would work well along with the new name.
• I like titles that reflect the fact that we are about language learning - so ALE and ALL.
• ALE

10. This survey has, as mentioned in the invitation to take part in this survey, no decision-making force. It is merely a tool for enhancing our discussions with each other about our professional activity within this SIG.

We would like to thank you for taking part in this survey. We would also like your permission to make your responses (fully anonymously) public in due course.

Please share here your thoughts about whether that is OK.

Please do also indicate if you would like to take an active role in the SIG in the future, and, if so, in what way(s) you would like to contribute. Many thanks!

Total responses to the survey:	29	Answered the question:	26	Skipped the question:	3

- I'd like to be involved in some capacity in the future but my enthusiasm for that depends a bit on how discussions in the SIG go. I would find a collaborative, outward looking, inter-disciplinary and innovative approach to exploring autonomy and development in language education a great incentive to becoming more involved again. I'm not sure in what capacity but probably around organising events, or with publications or perhaps with developing a bibliography, if it was an interdisciplinary and critical one.
- Yes, you can make my responses public.
- I hope to be able to join a meeting when my schedule allows for my full participation.
- It's OK.
- ok and ok - whatever you need me to do as long as there are no numbers involved.
- Sure, no problem with publicizing my responses.
- I am not, at present, available to take a more active role in the SIG, but I will continue to lurk online and frequent events, because many of my favorite JALT folks are members of the SIG, and I generally like the tone and content of events.
- Permission given!

- That's OK. Realistically you would have to strip off the geographic info and maybe even compile the responses to each question separately to make the results fully anonymous. Anybody from Hiroshima could guess who I am based on what I said above. (I don't care, actually, but others might.)

- Please go ahead and disclose any of my responses. The book project realized owing to the leaderships of the two editors and with the support of readers and writers. Thank you everyone!

- OK, use comments as you see fit. I'd suggest that the survey could have been announced a bit more officially - as if it had been considered by the sig management and distributed on its behalf.

- Would love to participate more, but like most teachers my first objective is to keep getting my yearly contracts resigned - unfortunatley my employer has no concept of professional development, let alone academic research, for lowly english teachers.

- The book project
  The SIG forum

- sure. I will wait and see as my job is up in the air but happy to keep on in some role if I am still in Japan.
  Many thanks to you too Andy!

- It is okay and if time permitting I would like to take a more active role in the SIG in the future.

- I am extremely busy, but once my life gets back to normal, I will be back with LD SIG again.

- Permission granted.

- Yes - fine!
  And yes - but not sure how... Let's talk!

- OK to share my thoughts publically.
  I hope to keep meeting everyone at conferences, reading, talking, thinking, presenting, publishing . . . thank you to everyone!

- OK
  No good at any form of admin or management, but would be happy to be involved in further writing/research projects, and speaking at conferences on related topics.

- Can't really imagine not being involved as an officer/regular participant in SIG activities, especially publishing, internet use and communications, event planning, etc.

- Many thanks for designing this survey!
  I would certainly like to continue to play a role in the SIG. Next year, I would be interested in helping to organize a conference, and continue to be involved in publications, perhaps as part of a team to re-think, re-vamp the website.

- I think I'm still currently a Member-at-large and would like to remain as such :-)
  Cheers!
- Further discussion is good so long as it leads to action.
- Thank you Andy, for doing this!
- Thank you for making this survey! I hope a lot of people respond and share their reflections and positions! It should be very interesting if at least 20 people do this survey. It's taken me 15 minutes or so.
- Thanks for this!
- Thank you so much for creating this survey. It must have taken a lot of work. My one criticism is that it also takes quite a lot of time to read and answer. I wonder if this would put people off a bit. Could it be shortened?
- Thank you for your initiative and creating this survey. I hope many people will