# Call for Papers
The Learner Development Journal, Issue Three

Theme: Learner Identities and Transitions
Deadline: February 5th 2018

Learning and using a language affects us personally, in how we see ourselves, and in how others see us, and in what we become as language learners or users. We may go through marked shifts of identity, according to the contexts we find ourselves in: expressive adult L1 users becoming people of few words (and many gestures) in a new language; L2 learners becoming L2 users beyond the classroom; struggling learners becoming confident learners—or vice versa; purposeless students becoming vision-driven learners; solitary learners becoming social, cooperative learners; learners taking on roles as advisors, teachers, researchers…

Learner identities and transitions are integral to learner development and touch on many different questions:
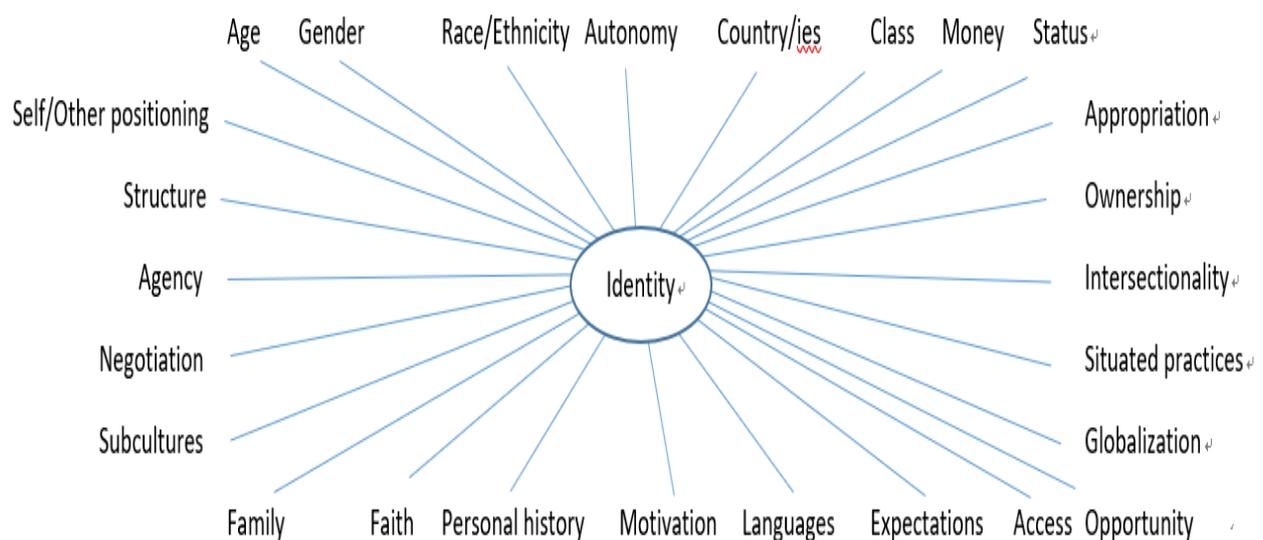
The third issue of *The Learner Development Journal*, due out in the autumn of 2019, is an opportunity for a group of teacher-researchers to come together and develop inquiries to explore:

- o the changing identities of language learners and users
- o how learners see their own identities and negotiate the changes that they go through
- o different affordances, barriers, and forces involved
- o the roles that others play in such processes of learner development
- o other factors and conditions affecting learner identities and transitions.

You are warmly invited to submit proposals (400-600 words for a research paper, 300-400 words for other texts) for practitioner research into such questions in relation to the overall theme of learner identities and transitions.

We would like to encourage contributors to experiment and write in different genres of research writing, such as personal narrative, extended book review, dialogic exploration, multimodal report, poetry, as well as include video and other hyperlinks in their writing. We also welcome book reviews, author interviews, or annotated reading lists critically exploring issues to do with learner identities and transitions. Co-authored texts where teacher-researchers carry out joint work would be gladly received too.

With research papers at 5000-7000 words, we are looking for around 4-5 full papers and 3-4 other texts for this issue of The Learner Development Journal.

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Research and Writing Schedule

February 5th 2018	Deadline for submission of proposals
March 15th 2018	Announcement of acceptance of proposals
March 16th – April 2018	Sharing research interests and plans with other contributors (possibly a one-day retreat in late March)
June – July 2018	Talking through research development and analysis
August – September 2018	Peer sharing and peer feedback on complete first draft
September 30th 2018	Deadline for submission of first complete draft
October – November 2018	Reviewer feedback
December 2018 – March 2019	Editor feedback and re-drafting
March 31st 2019	Deadline for the final draft
April – July 2019	Proofreading and final editing
August – September 2019	Finalization for publication
October 2019	Publication

Initial inquiries and proposals should be directed to Jim Ronald at <jmronald@gmail.com>

Please submit the following information in a Word document.

Name (s):
Institutional Affiliation (s):
E-mail:
Member of JALT LD SIG? Yes / No
Proposed Title:
Proposal: Approximately 400-600 words for a research paper* 300-400 words for other texts.
(*For research articles, we also welcome manuscripts in Japanese. Proposals in Japanese should be approximately 500-750 words /500－750 文字の英文要旨.)

Christina Gkonou, Co-Editor   **Yoshio Nakai, Co-Editor**   **Jim Ronald, Co-Editor**

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The Learner Development Journal (http://ld-sig.org/ld-journal-concept/) is the online, open-access journal of the JALT Learner Development SIG. Published once a year, the *Journal* is devoted to practitioner-driven research, reviews, and interviews exploring learner development issues in second language education. The *Journal* represents a commitment to group-based professional development and shared exploration. It provides a forum to explore issues related to specific learner development themes in a collaborative and supportive environment. Each issue of the *Journal* contains six to 10 works of varying lengths related to the common theme, reviews of key texts, an interview with or a contribution from a key researcher in the field, and an introduction or conclusion written by the issue editors to provide an overview and context to the whole collection of work. Contributors will work with each other to read and respond to one another's work during the research and writing process. We are especially interested in practitioner research, student participatory research, and co-authored works.