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This issue of Learning Learning is dedicated to Richard Silver, former co-coordinator of the Learner Development SIG, who tragically died in March this year at the way, way too early age of 37. In an opening collective tribute, Alison Stewart, Kay Irie, Darren Elliot, Andy Barfield, and Katherine Thornton recall the outstanding qualities that Richard brought to the learner development community, while Ann Flanagan, Oana Cusen, and Matt Coomber fondly recollect their memories of Richard as a wonderful personal friend. In dedicating this issue to Richard, we would like to celebrate the decency, kindness, and charm that he shared with others in the different areas of his life.

Richard would want us not only to celebrate, but also to continue, and this we do by bringing together a cornucopia of writing on learner development in the 25th year of Learning Learning.

In Members’ Voices Fuyu Terashima, Paula Bailey, Ivan Lombardi, Kerry Winter, Keiko Nakamura, and Branden Kitchmeyer - all new members of the SIG in the last several months - write about their interests and experiences with learner development from autonomous individual learning of single languages to multilingual challenges from childhood through to the present, to introducing different approaches to learning with the International Baccalaureate (IB) at a high school in Tohoku, as well as the use of drama for student-directed project work with nursing students in Tokyo and discovering a renewed sense of community and learning after the 2016 Kumamoto Earthquakes. If you are also new to the SIG and have not yet written for Learning Learning, please feel free to contribute to Members’ Voices in the autumn issue later this year. We would be delighted to hear from you before September 30th.

With voice and agency as key themes of the 2018 Independent Learning Association conference taking place from September 5th to 8th in Kobe, a trio of short articles heralds Whose Autonomy? Voices and Agency in Language Learning. In the first piece Jo Mynard looks at supporting learners through dialogue both inside and outside the classroom, with a particular focus on Advising in Language Learning (ALL) as a way to guide learners to find voice and exercise agency in their language learning and use. Joint plenary conference speakers, Chika Hayashi and Leena Karlsson, follow with a dialogic exchange of letters in which they “re-story” the development of their collaboration and shared interests in learner autonomy. Chika and Leena touch on the emotional textures of learning and of working together with learners on collective biographies to appreciate deeply their learners’ “insider” experiences and voices. The third in the trio features a conversation between the conference chairs - Ann Mayeda, Hisako Yamashita, and Steve Brown - about their reflections, plans, and hopes for ILA2018. Among several innovative features, Ann, Hisako, and Steve highlight a parallel learner conference where students from local schools and universities will be able to present and discuss their learning...
experiences, then later join the main event. We hope that many LD members will attend the Kobe conference, and if you do, we encourage you to share your reflections in the autumn issue of Learning Learning. See http://ld-sig.org/information-for-contributors/ for more information.

Talking of conferences, last year’s Learner Development SIG JALT2017 grant awardee, Imogen Custance, continues by reviewing the wide range of presentations that she went to in Tsukuba and what she learnt in the process. In Free Space, Rick Mitcham reports on a new online journal for student academic writing that he recently launched. Then, in Research and Reviews, Satomi Fuji summarises her doctoral research into student language anxiety and explores how she has tried to develop more learner-supportive and learner-sensitive practices in her own teaching. Perhaps there is some learner development research, or a book, article, or website to do with learner autonomy, learner development, and/or teacher autonomy that you would be interested in reviewing for Learning Learning in relation to your own learner development practices and puzzles? We welcome short reflective reviews of between 750 and 1500 words. Many thanks in advance for contacting us (see further below for our contact details) if you would like to do this.

In the Looking Back section a diverse group of LD aficionados share their reflections, both short and long, on the Learner Development forum at the recent PanSIG conference in Tokyo. These are followed by reports from Jim Ronald, Agnes Patko, and Jenny Morgan on local get-togethers in Hiroshima, Kansai, and Tokyo. Last but by no means least, in Looking Forward, we include an invitation for you to contribute to Video Voices at ILA2018. Blair Barr and Robert Morel - this year’s hard-working LD programme team - next spotlight the LD forum at JALT2018 in November at Shizuoka Convention & Arts Center (Granship), Shizuoka City, before Huw Davies, the SIG treasurer, rounds things off with a succinct account of what LD has been using its funds for. If you have any questions or suggestions about the SIG’s finances, feel free to contact Huw.

All in all, over 35 writers have contributed to this issue. We express our thanks, not only for the range of issues that they have written about, but also for willingly developing their writing over multiple drafts, in different genres, and inevitably engaging with unexpected puzzles, conundrums, and questions to do with learner development in the process. In working on this issue together, we have tried to establish an open collaborative approach to editing with each writer. At least two members of the editorial team, sometimes more, have responded to each writer’s drafts, with the aim of helping writers develop the clarity of their writing, as well as a sharper focus in articulating their particular interest in “learner development.” We are learning as we go, and you are very welcome to join us if you would like to learn together about writing, editing, responding, and/or translating, for shared personal and professional development.

As the newsletter of the Learner Development SIG, Learning Learning remains an accessible space for all SIG members to explore learner development creatively and critically with others. The term “learner development” itself is as elusive of precise definition as it was 25 years ago, when the
first issue of Learning Learning was published. The challenges in exploring the relationships between learner development and learner and teacher autonomy brought the first members of the SIG together in 1993/1994; in this 25th year, we are drawn to revisiting a range of fundamental questions as we reflect on the focus of our SIG and our shared activities. These include:

* What meanings might learner development have for you/us/our students in 2018? Why?

* What different interests do you/we/they see learner development as covering?

* What contradictions do you/we (and your/our learners) encounter in aiming for greater autonomy and empowerment in your/our/their learning?

* And how might we/you/they continue to explore and promote learner development within the affordances and constraints of different educational systems and structures?

* How might engagement with these questions help us - as learners, teachers, members of different communities, and informed citizens - resist pervasive pressures and attacks on inclusion and equality as public values in civil society?

We would like to give some focus to such questions in this 25th anniversary year, and to this end we invite you to contribute short reflections of 400-800 words on such matters for the next issue of Learning Learning. Please note that the deadline for sending in your writing is September 30th. We’re looking forward to hearing from you.

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Newsletter of the JALT Learner Development SIG <http://ld-sig.org>
Members’ Voicesに原稿をお寄せください。〆切は9月30日です。
ヴォイスとエージェンシーを主要テーマとした2018年のIndependent Learning Association国際会議「Whose Autonomy? Voices and Agency in Language Learning」が、9月5日に神戸で開催されます。ILA2018に先立ち、3本の寄稿をいただきました。まずはJo Mynardが、対話を通じて教室の内外で学習者をサポートすること、特にAdvising in Language Learning (ALL)を学習者が自身のヴォイスとエージェンシーを発見し、言語学習と使用のための一つのガイドとしての役割に焦点を当てた小論を寄せてきました。またプレナリーピーカーとして登壇予定のChika HayashiとLeena Karlssonによる往復書簡では、二人が発表の経緯と学習者オートノミーに関する共通の関心を共有し、学習の情意的側面と学習者との協働、「内部者」としての経験や声を理解すべく学習者と取り組んでいるバイオグラフィに関する言及をしています。そして三本目は、チェアマンを務めるAnn Mayeda, Hisako YamashitaとSteve Brownによる対話です。三人は、ILA2018についての省察、計画、そして期待について語っています。中でも特に強調されていたのは、地元の学校や大学生による会議の開催です。同時開催されるこの会議で、学生たちは自身の学習体験について発表・議論し、その後、メインのイベントに合流する形となっているそうです。ぜひ皆さんも、ILA2018に参加しましょう。そして、ぜひ次号の『学習の学習』に感想を寄せください。詳しくは、http://ld-sig.org/information-for-contributors/をご覧ください。
国際大会と言えば、続いて昨年の学習者ディベロップメントSIGのJALT2017助成金受賞者のImogen Custanceの登場です。Imogenは、つよく行われた幅広い発表と、そこで学んだことについてレビューを寄せてきました。Free Spaceのコーナーでは、Rick Mitchamが最近自身が創設した、学生のアカデミックライティングを掲載するオンラインジャーナルについて報告してきました。そしてResearch and Reviewsのコーナーでは、Satomi Fujiが、学生の第二言語不安に関する博士論文をまとめてくれました。この研究でSatomiは、学習者に寄り添った、より学習者をサポートできるようなティーチングを試みています。『学習の学習』では、学習者ディベロップメント、学習者オートノミー・教師オートノミーについて、SIGメンバーが興味を持つような、また、疑問に答えようの研究、書籍、記事、ウェブサイトなどについて、750語から1,500語の小論の寄稿を募集しています。応募は、下記連絡先まで。たくさんのご応募をお待ちしております。
Looking Backでは、LDの熱心なメンバーが東京で行われたPanSIG conferenceについての省察を共有し、Jim Ronald, Agnes Patko, Jenny Morganが広島、関西、東京で行われたget-togetherについて報告しています。続いてLooking Forwardでは、ILA2018のVideo Voicesの参加に関する情報を記載し、本年度のLDプログラムチームのBlair BarrとRobert Morelが、JALT2018（11月に静岡グランシップで開催予定）を取り上げております。また本
Welcome to Learning Learning! We would like to extend a warm welcome to the readers of the spring and summer issue of Learning Learning, Learner Development SIG’s online newsletter. We hope that it will give you many chances to reflect on new perspectives on learner development and second language education.
First and foremost, we would like to thank all the members and officers for their tireless contributions to the development of the Learner Development SIG. In looking back at the past few months, working on the LD Grants selection, PAN SIG, and the current issue of Learning Learning highlight our first quarter of 2018. Yoshio and I have been very fortunate meeting and cooperating with members and officers to create a more collaborative and inclusive LD SIG community during this period.

For the SIG’s activities in 2018 some changes in the committee have taken place since November last year. First, the chairs of ILA2018, Ann Mayeda, Hisako Yamashita, and Steve Brown, joined the LD committee to foster a close relationship between the conference and the LD SIG around this major learner autonomy event of the year. Darren Elliot also joined The Learner Development Journal steering group, while Andy Barfield stepped down. Darren is working closely with the editors of issue 3 on learner identities and transitions. In early February, due to work commitments, Arnold Arao stepped down from being the lead editor for Learning Learning. Yoshi and I would like to thank Arnold for his LL work in 2017. From February this year Fumiko Murase, Ken Ikeda, and Sean Toland joined the editorial team to work collaboratively with grant awardees on developing their writing for Learning Learning. In March James Underwood also volunteered to help with editing and do layout, and, together with Andy Barfield, James agreed to coordinate the SIG’s publication activities for 2018. April saw Kio Iwai, a new member of the SIG in 2017, joining Jenny, Kris, and Sami on the SIG grants committee, while in May Ian Hurrell stepped back from coordinating Tokyo get-togethers to focus on his new work responsibilities. A big thank you to Ian for his work in helping to organise the get-togethers in the last year, and a warm welcome back to Ken Ikeda in hosting the Tokyo get-togethers again at Otsuma Women’s University. Just as Kio has done - and Yoshi and myself too! - as members of the Learner Development SIG you are very welcome to step forward and take part in the LD SIG committee. We would be very happy to hear from you, so please do contact us at our email addresses further below.

For the past few months, the grants team had committed to selecting the applicants for the 2018 SIG grants. The programme team has also done a wonderful job organizing the Pan SIG conference in May. Thanks to both teams, the LD SIG had a successful forum at the conference, and one of the SIG grants was awarded to Rick Mitcham at the conference, which led to a wonderful discussion with Rick and Jenny Morgan about learner development and Rick’s presentation. The other awardees - Gretchen Clark, Miki Iwamoto, and Gregory Lambert (all JALT International Conference Grant recipients) - will receive their grants later this year. At the current moment, we are in search of a volunteer who is willing to serve as a treasury officer after the November Annual General Meeting. We welcome not only experienced but also new members who do not have any experience in accounting. You would be working with the current treasurer, Huw Davis, until you feel comfortable with your new responsibilities. Even after you take up the position, the Treasury committee in JALT will
support you anytime by offering what you need to solve the puzzles and troubles. We would like to follow up with you about the current financial situation of JALT as a whole and its effects on the SIGs. JALT as an organization went through a financially difficult time in the 2017-2018 fiscal year. At the last Executive Board Meeting in Ogaki, JALT’s financial committee proposed the reduction of the amount of annual funding to each SIG. After two days of intensive discussions, the proposal passed. At the moment, we cannot offer the exact amount of the reduction, but we predict that it would not cause the LD SIG a lot of pain.

Speaking of budgets, while it might be too early to mention, we would like to remind you of the 2019 annual grants that the LD SIG offers its members. Abstract submission process starts in March and ends in April, which leads to the screening and announcement process in May. We strongly encourage members who do not have financial support from their institutions to apply for the grants to get access for your professional development and research networks. In the next year, we will be more effective in promoting the grants by sending advance announcements and reminders for you. In the meantime, we would also like to ask you to mark your calendar for the 2019 grants. For more detailed information, you can visit our grant page here: http://ld-sig.org/grants/.

For the publication of this current issue of LL, the expanded editorial team have worked closely with contributors to develop their writing, sharing their feedback on drafts with each other, and focusing on many different questions to do with learner development. We hope that all of the contributors enjoyed these journeys of discovery and benefited from this collaborative approach. So, to end, a shout-out to the readers of the 2018 spring/summer issue of Learning Learning. We hope that all of you will have a wonderful summer and we look forward to seeing your contributions in the autumn issue!

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Newsletter of the JALT Learner Development SIG <http://ld-sig.org>
Development Journalでは、Andy Barfieldが代わりDarren Elliotが編集委員として加わり、現在は次回公刊予定の Issue 3 (learner identities and transitions) の編集作業に関わってください。また、『学習の学習』では本務の都合によりArnold Aragoが編集長を降りられました。Arnoldには、2017年度の多大な貢献に感謝を申し上げたいと思います。Arnoldの退任後は、2月からFumiko Murase、Ken Ikeda、Sean Toldanが編集チームのメンバーとなり、助成金受給者との編集の作業に関わっていただいています。そして、Andy Barfieldと編集やレイアウトのお手伝いをしてくださいましたJames Underwoodに3月から正式にSIGの2018年の公刊に関するコーディネートをお願いすることとなりました。SIGへの新たな参加者には、4月にKio IwaiをSIGのメンバーとして、Jenny, Kris, SamiをSIG Grants委員会のメンバーとしてお迎えしております。しかし新メンバーの参加がある一方で、Ian Hurrellが本務に専念するためTokyo get-togethersのコーディネーターを5月をもっておやめになっています。Get-togetherの運営をしてくださったIanには大変感謝を申し上げます。同時に、オーガナイザーとして大妻女子大学のKen Ikedaが戻ってきてくれます。Kio、そして私たちもそうだったように、Learner Development SIGでは、メンバーとしてLDSIGの委員会の運営に携わってくださる方を歓迎いたします。もしご関心のおありの方は下記のメールアドレスにいつでもご連絡をお待ちしております。LDSIGは、JALTのSIGの中でも多くのイベントを実施する最も盛んに活動を行っているSIGの一つです。活気に満ちた環境は、これまでのSIGのメンバーの皆さまや運営スタッフの絶え間ない努力のお陰です。

ここ最近の数か月振り返ってみても、Pan SIGコンファレンスの運営や2018年度のgrantの申請者の選考など、Grantチームやプログラムチームの皆様のおかげでフォーラムを無事に終えることができましたし、カンファレンスではMitcham Roderick Ellisに助成が送られ、RickのプレゼンテーションやLearner developmentに関してRickとJenny Morganとの有意義な議論を交わすことができました。また他には、Gretchen Clark、Miki IWamotoそしてGregory Lambertが今年の下半期の研究助成金を受賞する予定となっております。

現在、会計を担当してくださる方を募っております。会計に関する経験の有無は問いません。会計の業務に慣れていただくまでの間は、現在の会計担当者であるHuw Davisと業務を進めていただき、業務内容の引継ぎが終われば、その後はJALTの会計委員がサポートを行います。

また、JALTでは、JALTの一員であるLDSIGの皆さまの研究支援を行っております。JALTは2017年〜2018年度は財政的に厳しい状況にあり、大垣で開かれた常任理事会では、JALTの会計委員から支援額の削減について講演がありました。2日間集中的に議論がなされましたが、支援額の削減案が採択されました。正確な削減額は提示できませんが、この減額がLDSIGの発展を阻害するものではないと考えております。

予算に関連して、まだ時期は早いのですが、2019年度の研究助成についてお知らせしてお
なります。すでにご存じの通り、アブストラクトの申し込みが3月に開始し、4月に締め切り、5月に結果をお知らせしました。この研究助成は、専門的力の開発のための支援を受けるチャンスがない方や研究のネットワークをお持ちでない方に強くお勧めしております。次年度はこういった情報は前もってお知らせし、周知に努めたいと思います。ご興味のある方はぜひ2019年度の支援申請に関するスケジュールを確認してください。以下のURLで詳細を記載しております。http://ld-sig.org/grants/

最後に目下編集中である『学習の学習』の次号の公刊についてですが、編集チームを拡大し、Learner developmentに関する様々な切り口からの論考の協働的な推敲作業を進めております。この編集に関わっておられる皆様にはこの機会が有意義なものになりますように願っております。最後になりますが、『学習の学習』の読者の皆様、今年も素敵な夏になりますように、そして、秋号への投稿をお待ちしております。

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Coordinators, LD SIG

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