

Newsletter of the Learner Development SIG / 学習者ディベロプメント研究部会

Learning Learning 『学習の学習』



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Welcome to *Learning Learning* 28(1)! We warmly thank everyone who has generously written for this issue, and we very much hope that their contributions will enable readers to reach new and unexpected perspectives on learner development.

The issue opens with **Greetings and News Update** from LD SIG co-coordinators **Koki Tomita** and **Tetsuko Furukawa** who inform us of all the SIG's activities and plans for 2021. Thank you, Koki and Tetsuko, for all your dedicated coordination work. In a newly revived feature of the newsletter, **Mini-profiles: Sharing Your Learner Development Interests**, 12 members of the SIG (**Brennan Conaway, Naomi Fujishima, Ian Hurrell, Ken Ikeda, Judith Kambara, Mike Kuziw, Tanya McCarthy, Rob Moreau, Yoshi Nakai, Namiko Sakoda, Akiko Takagi, and Dominique Vola Ambinintsoa**) share personal vignettes about what interests, puzzles, and/or intrigues them about learner development. Please feel free to contribute your own mini-profile for the Autumn issue of *Learning Learning*. Just write to <lleditorialteam@gmail.com>. Many thanks!

Next, three new members of the SIG—**Tim Cleminson, Jeff Stewart, and Wan Jung Lin Amy**—contribute to **Members' Voices**. Writing about how he values creativity and collaboration, **Tim** recounts his enthusiasm for using “creative play” in different projects with his learners. Creative play requires students to engage in active decision-making with other classmates. It also encourages them to improvise and take risks to resolve different problems such as “the egg-drop challenge.” **Tim** writes, “*My university classrooms are often strewn with newspaper, straws, spaghetti, tape, hastily hashed-out plans, a fair sprinkling of wonky towers and broken eggs*” Which not only begs the question as to how we might say “wonky towers and broken eggs” in another language, but also leads us, albeit somewhat indirectly, to **Jeff Stewart's** reflections about the impacts of translational software on learners' writing development. **Jeff** asks: Should we as teachers condemn the use of software like DeepL by learners while we may ourselves benefit from using it? More broadly, how might we start to enter into dialogues with our learners about making good use of translation tools for shared quality of life and learning? After considering a range of perspectives, Jeff ends on a note of cautious optimism about the benefits of students using software like Deep L.

In the third **Members' Voices** piece, **Wan Jung Lin Amy** takes us on an extended autobiographical journey of different identities and positioning as a “non-native speaker” of English where she can experience her presence in English-using communities. “*It was not an easy process, and it took many years of constant reflection, evaluation, self-talk, arguing, fighting, negotiation, and frustration to come to this transformation,*” observes **Amy** in her critical appraisal of the varied challenges she has faced. A hearty thank you to **Amy, Jeff, and Tim** for sharing such compelling stories. And, of course, all of you are also warmly invited to share your own **Members' Voices** story or reflection to do with learner development in a future issue of *Learning Learning*.

We are delighted to revive another feature of *Learning Learning*, **Learners' Voices / 学習者の声**, in which learners share stories and reflections of their learning and/or report on a project or research that they are doing related to learner development. In *Stepping up to take action: Beach cleaning as a first step*, **Mifu Yasukuni**, a third-year university

student, writes in Japanese and English about her changing awareness and growing sense of responsibility to take action about pollution and climate change. Please do consider sharing your learners' voices in future issues of *Learning Learning*, too.

Stories of Learning and Teaching Practices follows with three contributions that each have a strong dialogic quality. First, **Prumel Barbudo** and **Stephanie Lim** engage in a reflective collaborative review of a recent book by **Alison Stewart** that explores the life stories of Filipino English teachers in Japan. Sharing close cultural identities with the teachers, **Prumel** and **Stephanie** take up three themes that personally stand out for them in their stories: their teaching paths, their experiences of discrimination, and the politics of ascribing and/or being ascribed simplistic binary identities such as Native English Speaking Teachers (NESTs) and Non-native English Speaking Teacher (NNESTs). Later, in this same issue in **Research and Reviews**, **Michael Carroll** provides a parallel review of **Alison Stewart's** book in which he analyses the theme of identity recognition in the different teachers' stories. We are grateful to **Michael**, **Prumel**, and **Stephanie** for their thought-provoking and mutually complementary reviews of Alison's groundbreaking research.

Continuing with **Stories of Learning and Teaching Practice**, **Will Hall** and **Eric Luong** report on "Dis/Connect", a virtual art exhibition which they organised with their students in the last academic year and which focused on experiences and impacts of distance and isolation in the COVID-19 pandemic. Preparing for this outside of regular class time and in the 2020 summer holiday period, **Eric** and **Will's** students not only created impressive artworks but also learnt how to use various digital tools. What's more, the collaboration that such project work involves spurred the development of their students' autonomous learning.

Expanding on some similar themes, **Chika Hayashi** and **Leena Karlsson** close **Stories of Learning and Teaching Practice** by reflecting on their extended collaboration since 2018 when they gave a joint plenary at the Independent Learning Association conference (ILA2018) in Kobe. Their prolonged dialogue starts from the final moment of their plenary session where they were unexpectedly met with silence. What did this signify for them and for different audience members? As **Chika** and **Leena** ponder this, they gradually shift their reflective gaze towards the challenges of listening to learners' inner voices and adapting to the disruptions of the physicality of learning that the COVID-19 pandemic has brought. In the final part of their elaborate reflection **Chika** and **Leena** contemplate what different meanings writing about their shared learning and their learners has for them.

Chika: "... it's always a chorus of voices in narrative inquiry that the readers will hear... ."

Leena: "... the world of education needs experimental writings, texts emerging from experience; it needs narrative and stories, memories and dreams, the use of imagination and creativity."

We hope you will enjoy reading their inspiring reflection as much as we have. Thank you so much, **Chika** and **Leena**, for sharing this with the readers of *Learning Learning*.

Following this, as a JALT2020 conference grant recipient, **Malik Amir Feroze's Grant Awardee Essay** brings to us his own teaching story and learner development interests, as well as what he especially valued from taking part in the LD Forum, presenting, and participating in other sessions at JALT2020 Online. "*I felt encouraged, socially as well as professionally, to collaborate with like-minded people,*" writes **Malik** as he looks forward to building on these experiences and collaborating with other SIG members in the future. **Research and Reviews** comes next, where, as mentioned above, **Michael Carroll** shares with us his review of **Alison Stewart's** book around the theme of identity recognition in Filipino teachers' lives in Japan. **Michael** starts: "*It's not often that the word "unputdownable" is heard in relation to an academic book, but this book had me engrossed from the moment I picked it up.*" We hope you will find similar thought-provoking enjoyment in reading this engaging review.

Next, **Looking Back** brings together a rich chorus of reflections from the JALT2020 Learner Development SIG Forum in November and the *Creating Community: Learning Together 6* (CCLT6) mini-conference in December 2021. Both events were held online, with presenters and participants invited to share what they had experienced, learnt, and found interesting. The collage of reflections on the JALT2020 LD forum includes responses by 17 individuals to the different presentations about transformative learning communities. These reflections were written during the forum itself in an online Google form, while the suite of CCLT6 reflections were composed in the weeks afterwards. These include writing by Keisen University students **Shiori Kishihara**, **Chika Matsumoto**, **Yuki Murakami**, and **Kristina Reyes**, with their teacher **Lorna Asami**; by **Cecilia Smith Fujishima**, four of whose students (**Rino Yoshida**, **Ayaka Muraishi**,

Remi Hayasaka, and **Nagisa Sato**) presented at CCLT6; by **Patrick Kiernan** of Ochanomizu University about the presentations of four of his graduate students (**Kimika Matsuyama**, **Saki Takei**, **Miho Meguro**, **Ngô Thị Tố Trinh**; by **Will Hall** of Miyazaki International College (MIC) about his collaboration with **Eric Luong** from Kyoto University of the Arts with MIC students **Aya Fukunaga**, **Masataka Ochiai**, and **Serina Yano**; by **Lee Arnold** on “*Learners (and Teachers) in the Virtual Moment*”; and, by **Andy Barfield** of Chuo University, who took part with three of his students (**Mutsumi Kobayashi**, **Wakana Taira**, and **Mifu Yasukuni**). A humongous thank you to everyone for sharing reflections from this groundbreaking student-teacher conference!

In **Looking Forward**, we include news of the **LD Forums** at this year’s PanSIG conference in May and the JALTCALL conference in early June. After this, in **SIG Matters**, comes the most recent financial report of the LD SIG so that you may see where your membership fees go and what LD uses its funds for. Thank you to **Patrick Kiernan**, SIG treasurer, for keeping us all updated here.

Once again, we would like to express our heartfelt gratitude to each contributor.

As we reach the end of this introduction, you will probably have noticed that a great number of writers have contributed in many different genres to this first issue of *Learning Learning* for 2021. May we enthusiastically encourage you to write for the Autumn issue of *Learning Learning*: We would love to hear from you!

You can find full information about the kind of writing that *Learning Learning* aims to include here: <http://ld-sig.org/information-for-contributors/> The deadline for the Autumn issue is 28th August 2021. Please send your writing to us at <lleditorialteam@gmail.com>. Many thanks in advance: We are really looking forward to hearing from you. We also invite reviews of another important publication from 2020, “*Whose Autonomy? Voice and Agency in Language Learning*” edited by **Adelia Peña Clavel** and **Katherine Thornton** and which is freely available as an e-book here. If you are interested in reviewing this anthology of writing from the 2018 Independent Learning Conference in Kobe, please let us know. Thank you.

Wishing you happy reading and learning,

Andy Barfield, lead editor for this issue, together with the *Learning Learning Editorial Team*: **Lorna Asami**, **Ken Ikeda**, **Mike Kuziw**, **Yoshio Nakai**, **Kento Nakachi**, **Hugh Nicoll**, **Koki Tomita**, and **James Underwood**.

24th March 2021

Co-coordinators' Greetings for Spring 2021 |

コーディネーター挨拶

Welcome to another amazing issue of our SIG's newsletter, *Learning Learning*, that many people have contributed to, working hard with the editorial team to put together this issue. I also would like to use these Greetings to reflect upon the year 2020 and formally begin our activities in 2021.

To start, I would like to share our gratitude for the members of the community who joined our activities in 2020 and made them worthwhile. Regardless of the difficulties and challenges triggered by the pandemic, we were able to pull off all of the major events as we had initially planned because of the continuous contribution from each one of you.

Since the last issue of *LL*, we held our SIG Forum with the lead of our Program Chair, Blair Barr, at the first-ever online JALT International Conference in November 2020. At the forum on "TLC from LD: Transformative Learning Communities," Andy Barfield, Oana Cusen, Yuri Imamura, Riitta Kelly, Malik Amir Feroze, Aya Hayasaki, Ken Ikeda and Riho Osaki, and Jim Ronald presented their research findings and community building experiences in their workplaces during the pandemic. At the end of the forum, we congratulated one of the forum presenters, Amir Malik Feroze, as the LD SIG's JALT International Conference Grant recipient. Good work, everyone!

On the same note, we managed to hold the signature event of the LD SIG, Creating Community: Learning Together 6 (CCLT 6), in December 2020 through the tireless efforts of the CCLT Planning Committee (Ellen Head, James Underwood, Ian Hurrell, Ken Ikeda, and Lorna Asami) and Publicity Team Illustrator (Rob Moreau). CCLT6 was held online and drew a large audience. Personally, I participated in the conference as part of the organizing team. Since my task was to host presentations in a Zoom room, I had the chance to join several sessions. I was continually struck by the quality of the presentations. In particular, student presenters did amazingly well in sharing original insights from their learning and development in 2020. We are hoping to upload the videos to the LD

website from the CCLT6 presentations with the permission of the respective presenters. Please watch out for further updates on LD News.

About the administrative report, I would like to share the highlights of our Annual General Meeting (AGM) at the 2020 JALT International Conference. For more detailed information regarding the Committee Report and the minutes of the AGM, please visit our website at <<http://ld-sig.org/welcome-to-the-jalt-ld-sig/annual-reports/>>.

In the LD committee, Yoshio Nakai stepped down from his role as Co-Coordinator, then Tetsuko Fukawa, Membership Chair, stepped up. After Tetsuko stepped down from Membership, Andy Barfield started organizing membership emails for SIG members. Switching focus now to the programme team, Robert Morel decided to leave the Committee. Rob along with Blair Barr had organized a series of LD Forums at past PanSIG Conferences over several years. Fumiko Murase is another officer who stepped down from her long-time *LL* editorial team role in 2020. It has been my pleasure working with you in the team over the past years. For the fresh start of 2021, I am happy to announce that Kento Nakachi is joining the Japanese translation team from this issue of *LL*. We are delighted to be working with you, Kento.

Touching upon the SIG publications, I think it is good timing to bring up the *Learner Development Journal* (LDJ), another platform for LD members to experience professional development through collaborative writing opportunities. From the LDJ Journal Steering Group (JSG), Alison Stewart, another distinguished editor and longtime LD committee member, decided to step down. Replacing Alison, Tanya McCarthy has joined the JSG and been working for the publication of issues 5 and 6 of the journal.

Finally, I would like to mention a change in webmaster for the LDJ website. In 2017, Darren Elliot kindly agreed to create and maintain the LDJ website for an initial period. From my experience, creating and managing a website from scratch takes much time and commitment. I really appreciate

Darren for taking care of the website for the past 4 years and keeping it running smoothly. From 2021, Dominic Edsall will take over this role and work with Hugh Nicoll and me to migrate both the main LD website and LDJ websites to the JALT website. We are looking at the summer for completing this.

Thank you so much, everyone for your contributions to the LD community. We are looking forward to meeting and collaborating with new members to keep our activities dynamic with different perspectives. If you are interested in supporting our activities, please contact us at <ld@jalt.org> or find the relevant person to contact from <<http://ld-sig.org/about-us/>>.

Another important part of the AGM was the treasurer's report. Due to the COVID-19 pandemic, I regretfully inform you that the proposed budget for 2020 was very difficult to follow. However, we were able to save a substantial amount of money by holding our events and regular meetings online. The silver lining of 2020 is that we can offer LD Grants to support our members this year again. Please check our webpage to get further information, especially about how to apply for the grants. <<http://ld-sig.org/grants/>>. March 31st is the deadline for grant applications this year.

For LD program activities in 2021, I would like to mention that we will have forums at the three major conferences as we normally do, and I hope that

2021年春 コーディネーター挨拶

Learning Learning をご覧くださり、ありがとうございます。今号も著者や編集チームが一丸となってまとめあげた素晴らしい内容となっており、メンバーの皆様にお届けすることができて大変うれしく思っております。2020年のSIG活動の振り返るとともに2021年の開始に向けてのご挨拶をさせていただきたいと思っております。

まず最初に、2020年に行われたSIG活動にご参加いただき、活動を盛り上げてくださっ

た皆様にご感謝申し上げます。パンデミックによる様々な困難や不便がある中で、全てのイベントが予定通り開催できましたのも、皆様の継続的なご協力があってこそだと思っております。

前号のLLが発刊されて最初のSIG活動として、2020年11月に行われたJALTでは初めてとなるオンラインのJALT国際大会において、プログラム委

many SIG members will take part. As for conference sites, please note that PanSIG will be online, but JALT CALL and the International Conference will be held as hybrid conferences for now. About our annual conference, CCLT7, we have been planning to move the conference to either February or March to avoid the winter holidays and the end of the academic year.

To close, I would like to announce that Tetsuko and I are going to step down from the Co-Coordinator's position this year. I had a high hope for Tetsuko to become a new Co-Coordinator in 2021 and take a lead in the SIG for a few years, but she decided to step down from the role due to her professional and personal reasons. For myself, it is a bit of shame, but I noticed that I shared the same "New Year's" resolution in the spring issue of LL in 2020. After much contemplation since then, I had decided to stay on to ensure a smooth transition of our administrative duties to the next Co-Coordinator. Having said that, Tetsuko and I are looking forward to working with you the rest of the year and having another exciting year as Co-Coordinator. We both hope to see you in the future and, most importantly, hope you will enjoy this issue of *Learning Learning*.

Koki Tomita & Tetsuko Fukawa (ld@jalt.org)
Learner Development SIG Co-Coordinator

員長のBlair Barrの指揮のもとでSIGフォーラムが開催されました。“TLC from LD: Transformative Learning Communities”をテーマに掲げたフォーラムでは、Andy Barfield、Oana Cusen、Yuri Imamura、Riitta Kelly、Malik Amir Feroze、Aya Hayasaki、Ken Ikeda、Riho Osak、Jim Ronaldがそれぞれの実践現場での研究成果やコミュニティ創出の経験について共有していただき、パンデミックの前後の教育実践を振り返ることができました。フォーラムの最後に、フォーラム登壇者の一人で、JALT International Conference Grantの受賞者となったAmir Malik Ferozeを表彰しました。みなさまのご活躍、本当に素晴らしいです！

On the same note, また、2020年12月にはLD SIGの重要なイベントである Creating Community: Learning Together 6 (CCLT 6)をCCLT企画委員 (Ellen Head、James Underwood、Ian Hurrell、Ken Ikeda、Lorna Asami) と広報のイラストレーター

(Rob Moreau)のご尽力を得て無事に開催することができました。CCLT6はオンライン開催でしたが多くの方々にご参加いただきました。個人的に私も運営チームの一員として参加させていただきました。私はZoomの部屋のホスト管理をしていたので、発表を拝聴することができました。セッションでは、私は発表の洗練された内容に感銘を受けておりました。特に、2020年の学習と発展に関する独創的な洞察を共有して下さった学生さんの発表は非常に素晴らしいものでした。それぞれの発表者に許可をいただいた上で記録した動画をアップロードする予定をしております。詳細はLD Newsのほうでお知らせします。

LD SIGの運営に関する報告としては、2020年JALT国際大会で開かれた総会 (AGM) 出の報告事項から重要な点のみ共有させていただきたいと思っております。報告や議題に関する詳細情報は以下のウェブサイトの方でご確認ください <<http://ld-sig.org/welcome-to-the-jalt-ld-sig/annual-reports/>>。

一つ目の報告は委員会メンバーの交代に関するものです。Yoshio NakaiがCo-Coodinatorの任期を終え、メンバーシップ委員長であったTetsuko FukawatoがCo-coordinatorを務めることになりました。Tetsukoの異動にともない、Andy Barfieldがメンバーシップを管理して下さることになりました。SIG活動へのご貢献に感謝申し上げます。そして、プログラム委員会に関しても次のような異動がありました。これまで数年にわたり、Blair BarrとともにPanSIG ConferencesでのLD Forumを運営して下さったRobert Morelが委員を辞任されることになりました。さらにLL編集委員としてご尽力いただいたFumiko Muraseも2020年に編集委員をお辞めになりました。長きにわたって皆様と運営に関わることができたことに改めて感謝を申し上げます。また、2021年の新たなスタートを期に、日本語翻訳チームにKento Nakachiをお迎えしており、今号のLLの編集作業にも携わって下さっていることについてもご報告いたします。新しいメンバーであるKentoとご一緒できることを光栄に思っております。当SIGの出版に関して言えば、LLとは別のプラットフォームで、アカデミックな知識を共有できるLearner Development Journal (LDJ)についてもお知らせいたします。LDJの紀要委員会では卓越した編集者として長い間ご貢献くださったAlison StiewartがTanya McCarthyと交代することになりま

した。Tanya McCarthyはissue5と6の出版にも携わっていらっしゃいます。最後に、LDJのウェブサイト運営に関する委員の交代についてお知らせします。私個人の経験から見ると、ウェブサイトを作り管理していくのは非常に多くの労力を必要とします。そのウェブサイトの円滑な管理をこの4年にわたって行ってくださったDarrenには深く感謝を表したいと思います。2021年からはDominic Edsallがこの業務を引き継いでくださいます。今後はHugh Nicollと私とともにJALTのウェブサイトにあるLDのページとLDJのウェブサイトの管理を行っていきます。LDコミュニティに貢献して下さっている皆様に、ここに改めてお礼を申し上げたいと思えます。また、今後の学会活動にご協力くださる新しいメンバーのご参加をお待ちしております。ご興味、ご関心のあおりの方は、<ld@jalt.org>か、<<http://ld-sig.org/about-us/>>から各委員にご連絡いただければと思います。

次に、AGMでも重要な項目となる財務に関する報告についてです。COVID-19のパンデミックに伴い、2020年の予算状況は残念ながら厳しいものとなりました。しかし、イベントや会議などをオンラインで行うことで、支出を抑えることができました。また、そのような状況の中でも、明るいお知らせもあり、今年度もメンバーを支援するLD Grantsを出すことができました。Grantsに関する詳細につきましてはウェブサイトをご覧ください <<http://ld-sig.org/grants/>>。今年度は3月31日が申請の期限となっております。

2021年のLDの活動については、LDが関連するイベントや出版について最後の告知をさせていただきたいと思っております。今年は、通常通り3つの大きなカンファレンスの開催を予定しております。多くのSIGメンバーの皆さまのご参加をお待ちしております。カンファレンスについては、PanSIGはオンラインでの実施ですが、現時点ではJALT CALLと国際年次大会はハイブリッド形式で開催される予定となっております。私たちの年次大会であるCCLT7については、2月から3月の間の、冬休みや年度末を避けた時期に開催日を変更する計画をしております。

最後になりましたが、私とTetsukoは今年度をもってCo-Coodinatorの職を辞任する予定であることをお伝えしておきます。Tetsukoには2021年の新しいCo-CoordinatorとしてSIGをまとめていただきたいと考えてはいたのですが、本務や個人的なご

事情で叶えることができませんでした。私にとって非常に残念なことではありますが、この問題を2020年のLLの春号でみなさまと共有し新しい年を迎えるための解決策を模索したいと思ようになりました。次のCo-Coordinatorへの円滑な交代のために、もう少しCo-Coordinatorとして留まろうと考えました。つまり、次年度のCo-Coordinatorと今年度の残りを一緒にさせていただくことで、Co-Coordinatorとしての業務を引き継いでいきたいということです。以上をもってCo-Coordinatorとしてのご挨拶に変えさせていただきます。今年度は皆様にお会いできることを楽しみにしております。この後の論考など、今号のLLをお楽しみいただければ幸いです。

学習者ディベロップメントSIG Co-Coordinators
Koki Tomita & Tetsuko Fukawa <ld@jalt.org>

Call for Contributions

Deadline for the Autumn 2021 issue:

August 31st, 2021

Learning Learning is your space for continuing to make the connections that interest you. You are warmly invited and encouraged to contribute to the next issue of *Learning Learning* in either English and/or Japanese. In order to provide access and opportunities for Learner Development SIG members to take part in the SIG's activities, we welcome writing in different formats and lengths about issues connected with learner and teacher development.

『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語（もしくは英語、及び二言語で）の投稿を募集しています。メンバーの皆様にSIGの活動にご参加いただきたく、形式や長さを問わず、学習者および教師の成長に関する以下のような原稿をお待ちしております。ターで、年に2回（春と秋）オンライン出版されています（ISSN 1882-1103）。学習者の成長、学習者と教員の自律に関するアイデア、省察、経験や興味に関連したさまざまな形式の原稿を収録しています。SIGの多くのメンバーが『学習の学習』に寄稿し、共同体の意識を築き共に学習しています。どうぞ奮ってご投稿され、SIG内でのまたそれを超えた繋がりを築いてください