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Hello and greetings to all of our readers at *Learning Learning*. I hope that you will be inspired and encouraged by the many people who have written for this issue of our biannual online newsletter. I would also like to send out a heartfelt thanks to my co-editors for their support in my first venture as lead editor. It has been a great experience for me personally and one of firsthand learner development for sure!

Our Learner Development SIG coordinator, **Koki Tomita**, will open this autumn issue with our SIG news and a farewell as he hands over the reins to our incoming coordinator, **Tim Cleminson**. We have so appreciated Koki's work here along with his co-coordinator **Tetsuko Fukawa** in LD with the many events and publications that they have planned, directed, and participated in. We will miss their leadership, but are glad to know that our SIG will be in good hands with Tim.

We have recently restarted a section called “**Mini-profiles**” for our busy members to be able to share snippets about what interests, puzzles, and/or intrigues you about learner development. **Kayoko Horai** wrote to us telling us a bit about the disruption that the 2019 Kumamoto earthquake and then Covid19 pandemic brought to her personal and professional life. We are very thankful that she is safe and glad that she is able to continue to be with us.

In **Members' Voices**, **Szabina Adamku** relates her story of focusing her research interests on learner autonomy and self-regulated learning in her home country of Hungary. Now in Tokyo, she says that she sees similarities in how language learning is approached in Hungary and Japan. She is presently researching vocabulary learning practices and doing qualitative studies to discover more about students' self-regulated learning. **Dominique Vola** tells us that the beginnings of her study of learner autonomy with students in Madagascar served as the impetus to earning a Ph.D in fostering learner autonomy. She is presently at the Kanda University of International Studies, researching advising, self-directed learning, and in-class reflection. **Tim Murphey** brings up an important point that teachers should remember who our students are as they are learning and growing and have all of their future careers ahead of them. He uses the word “partnerism” and highlights works from Riane Eisler that emphasize dependency on one another over having a domineering worldview and agenda. **Kaori Suzuki** writes about the teacher who inspired her dream to become fluent in English and tells of how she has come to realize the importance of her influence in the classroom to help learners form their identities as English speakers in a global environment.

In our **Free Space**, is an article by **Tim Ashwell**, **Andrew Barfield**, and **Alison Stewart**. In 2015, they founded the Learner Development Journal, our SIG's online open-access annual publication and formed its first Steering Group. As they consider Inclusive Practitioner Research, they show us new genres and ways of writing with increased collaboration between author and editor. I hope that you will take up their invitation to contribute your reflections to the knot of issues at the end of their article which were raised by the participants of the Learner Development Journal Issue 5 that is to be soon released.

The next section of our 28.2 issue are two special stories about **Learning and Teaching Practices**. The first is a Zoom interview by one of our own editors, **Ken Ikeda**, with **Jackson Koon Yat Lee**, a university teacher in Tokyo. Ken interviewed Jackson about his conflicted feelings as he learned English and moved from Hong Kong to Canada and then to Japan. Ken comments on how Jackson's language experience resonates with his own personal experiences and shares Jackson's reasons for choosing language education as a career. Our second story is by **Cecilia Smith Fujishima** and **Adrienne Johnson** who explain how they have adapted exit cards for use in their online classrooms to ascertain their students' progress, feelings, and a sense of the class as a whole. They show us that exit cards are easy to use and invaluable as a tool to improve the communication between teacher and learner.

Following **Learning and Teaching Practices**, is **Looking Back**, where **Blair Barr** compiled reflections from sixteen attendees of the Learner Development SIG Forum at **PanSIG 2021** on the presentation theme of “Challenges in Multilingual Learner Development.” Another Learner Development event covered in this Looking Back section is the online **Get-Together** that was held in July and September. There were reflections from July's meeting on topics such as an Exploratory Practice board game by **Tim Cleminson** and limits of learner autonomy by **Ian Hurrell**. The September **Get-Together** featured such topics as how to encourage learner involvement in hybrid classrooms, CEFR standards, and SMART goals.

Upcoming events for our SIG for the remainder of the year include the next **Get-Together** at the end of October (which will have been finished at the release of this newsletter), the [annual JALT International Conference from November 12-15](#) which will be held online this year on the theme of “Reflections and New Perspectives.” Please join Learner Development SIG members **Aya Hayasaki, Gareth Barnes, and Sakae Onoda** at the **LD Forum** on November 13th from 18:30-19:30. Then, on December 12th from 14:00-16:30, we will have a modified version of our annual **Creating Community: Learning Together (CCLT) conference**, with this year geared to give our students center stage on the theme of “Quality of Life and Learning.”

Concluding this issue is our **Treasurer’s Report** by **Patrick Kiernan**, with the good news that in spite of a severe budget cut from the JALT Central Office, our SIG has managed to stay healthy and in the black.

I would like to close by encouraging those who are considering writing for us, to peruse our **Information for Contributors** at: <http://ld-sig.org/information-for-contributors/> to find the right section for your personal and reflective story of learner development. The editors here at *Learning Learning* are ready and willing to help you to tell your personal story of learner development. If you would like to join our group of editors, please send us a message at <Leditorialteam@googlegroups.com>. We thank you all for your participation and for making this SIG such a vibrant and warm place to be.

Lorna Asami, lead editor for 28.2, on behalf of the *Learning Learning* editorial team: **Ken Ikeda, Mike Kuziw, Hugh Nicoll, Koki Tomita, James Underwood**
Tokyo, November 2021

Co-coordinators' Greetings for Autumn 2021 |

コーディネーター挨拶

Welcome to the fall issue of SIG's newsletter, *Learning Learning*. Thank you very much to the many people who have contributed to this issue, working hard with the editorial team to put together this issue. In these greetings, I would like to reflect on our activities since the last issue and write my farewell to you as a Co-Coordinator of the Learner Development SIG.

To begin, I extend my appreciation to each one of the members and officers who contributed to our SIG activities throughout the year. Our activities were so informative and engaging because you made our activities worthwhile. In particular, I would like to express my appreciation to the contributors (Kayoko Horai, Dominique Vola, Nicole Gallagher, Tim Murphey, Kaori Suzuki, Szabina Adamku, Jackson Lee, Cecilia Smith Fujishima, Adrienne Johnson, Blair Barr, James Underwood, Ian Hurrell, Andy Barfield, Patrick Kiernan) and editors (Andy Barfield, Mike Kuziw, Kento Nakachi, Yoshio Nakai, Hugh Nicholl, and James Underwood) of this issue of *Learning Learning* led by Lorna Asami and Ken Ikeda. Thanks for the terrific job, all!

Next, I would like to address my gratitude to all presenters and members who joined our online forums and Get-togethers (monthly meetings). We should not forget to appreciate the dedication and commitment of my fellow officers, Blair Barr, Ken Ikeda, James Underwood, Ian Hurrell for hosting our events. 2021 has been another challenging year for all of us in the field of education. In the midst of such uncertainties, we needed to have a place where we could connect to share our views and ideas and overcome the challenges that we were facing. At the 2021 PanSIG Conference in May, we had 13 presenters (Isra Wongsarnpigoon, Ellen Head, Akiko Nakayama, Andy Barfield, Alison Stewart, Lorraine de Beaufort, Kevin Mark, Rita Kelly, Jussi Jussila, Yuri Imamura, Alex Shaitan, Chie Tsurii, and Kizuna Fuse) under the theme of *Local and Global Perspectives: Plurilingualism and Multilingualism*. In June, we also held another forum to share our insights on learner development at the JALT CALL Conference with the theme *Reimagining Learning Communities Online*. For this forum, the LD SIG had an amazing list of speakers, which featured Leticia Vicente Rasoamalala, Martin Mullen, Satoko Watkins, Dominique Vola Ambinintsoa Razafindratsimba, Gareth Barnes, Lee Arnold, and Yuta Sato. Please check the following URL for more details of our online forums. <https://ld-sig.org/events/>

Now let's look at the events coming up in the rest of 2021. In November, we will have our final forum in 2021 at the online JALT International Conference with the theme of *Learner Development SIG Identities* on November 13th from 10:45 to 12:15. Join us at <https://jalt2021.edzil.la/session/2327>. On the same date, we are going to have our Annual General Meeting where all LD members can join and discuss topics regarding the LD SIG.

I imagine a lot of LD members have been looking forward to hearing updates from us on our annual signature conference, *Creating Community: Learning Together*. After much consideration and discussions among our officers, we decided to take a break from holding the event for this year. Instead, we have been planning to have a small-scale festival theme meeting for our students. You will hear from us about the event soon, so please check your email box for the news.

In 2022, we will face a big decline in the number of officers. We are looking for volunteers who can work together to create a wonderful community as Co-Coordinator, Program Chair, editors of *Learning Learning*, a *Learner Development Journal* Steering Group member, and online Get-together team. If you are interested in taking one or more roles in our SIG, please contact Co-Coordinators at ld@jalt.org.

To close, I would like to thank all the members and officers who supported me in the total four years of my tenure as a co-coordinator of the LD SIG. The past four years have been an incredible journey, and filled with joy and appreciation. In particular I would like to thank Andy, Yoshi, Ellen, Ken, Blair, Tetsuko, Patrick and Hugh for supporting me and sharing a number of great pieces of advice since the beginning of my tenure. Thank you all! After the November AGM, Tetsuko and I will completely step down from the Co-Coordinators role and support Tim Cleminson, one of the incoming Co-Coordinators. Once again, thank you so much for your support. I am looking forward to meeting all at the Forum and AGM.

Thank you LD and bye for now.

Outgoing Learner Development SIG Co-Coordinators
Koki Tomita & Tetsuko Fukawa