

## LOOKING FORWARD 今後のイベント

### Interviews with the Editors of the Learner Development Journal Issues 1, 2, and 3

『The Learner Development Journal』誌（第1号、第2号、第3号）編集者との対談

『The Learner Development Journal』誌は、JALTの学習者ディベロプメント研究部会発行のオープンアクセスジャーナルです。同誌は、第二言語習得の学習者の成長に関する諸問題について、実践者主導による研究、各種レビュー・インタビューなどを中心に掲載。2017年秋に、創刊号をオンラインで出版する予定です。

ここでは、アリソン・スチュワート、ティム・アシュウェル、アンディ・バーフィールドの3氏をホスト役として、今後発行予定の3号それぞれの編集者との対談をお届けします。対談では、編集者間での協力、著者、査読者など、雑誌発行にまつわる人々とのエピソードなどについて伺いました。各号の編集チームは、それぞれ出版に向けて違った段階にありますので、会員の皆さんには、さまざまな編集過程に触れていただけたと思います。また今後、編集者や投稿者、査読者などとして『The Learner Development Journal』誌に携わっていただく際の参考となれば幸いです。

『The Learner Development Journal』誌について、詳しいことは学習者ディベロプメント研究部会のウェブサイト：<http://ld-sig.org/ld-journal-concept/> までどうぞ。

*The Learner Development Journal* is the online, open-access journal of the JALT Learner Development SIG, devoted to practitioner-driven research, reviews, and interviews exploring learner development issues in second language education. Its inaugural issue was published online in the autumn of 2017.

Here, Alison Stewart, Tim Ashwell, and Andy Barfield of the journal's steering group interview the editors of the first three issues about their experiences of working together with each other and with the writers, reviewers, and others involved in the issue's creation. As each editorial team is at a different stage along the path to publication with their respective issue of the journal, it is our hope that these three interviews will make the journal and editorial processes familiar to everyone in the Learner Development SIG, as well as encourage SIG members to consider becoming in the future an editor, contributor, reviewer, or member of the Journal Steering Group.

To find out more about the journal, please visit the current Learner Development SIG website at <http://ldjournalsite.wordpress.com/>.

## An Interview with the Co-Editors of Issue 1 of *The Learner Development Journal*, “Visualizing Learner Development”

Darren Elliott and Hugh Nicoll, with Alison Stewart

**A**lison: Thank you, Darren and Hugh, for taking part in this email interview. I'd like to start, if I may, by asking about your particular interests in learner development issues, and what appeals to you about the theme of the issue 1, “Visualising Learner Development.”

**Darren:** Some of my recent research has been into learners' metaphors for learning, and ways in which those metaphors connect to autonomous actions and beliefs, so when this theme was suggested I saw an instant connection. Of course, metaphor is just one way of “visualizing.” I wanted to see how other teacher-researchers in different contexts interpreted the theme. I am really happy with the diverse range of ideas and voices we will be presenting in the first issue.

**Alison:** Thank you, Darren. How about you, Hugh?

**Hugh:** Visualising Learner Development as a theme for the first volume of the journal feels like a natural fit for me in several senses. First of all, I suppose, because I was aware through my first teaching experiences of the cyclical/reciprocal nature of the teaching/learning continuum, and that they literally and metaphorically made me aware of learning environments as new worlds that I needed to imagine fully in order to navigate and understand. I am remembering first my work with elementary school children who lived in the neighborhood of the church my family

attended in Washington, D. C. in the 1960s. We had moved to D. C. from rural Maine, so acting as a reading and writing tutor (as a junior high school student myself) with mostly 8 to 10 year old African American boys constituted a challenging and engaging introduction to the complexity of the world. My second shaping experience began just after I graduated from high school, when I started training to become a mountaineering instructor.

Those experiences took me back to the woods of my early childhood, but also triggered efforts on my part to link the physical, conceptual, and leadership challenges of working in outdoor education to ideas of an intuitive sense that my natural way of framing learning and teaching questions is essentially kinaesthetic, and having become a professor of American literature and cultural history, I see all of the key issues in learner development as part of a great interdisciplinary continuum, where, like Darren the centrality of metaphor is fundamental to the journeys we undertake as learners and as teachers.

**Alison:** So, whereas Darren, your interest in this theme is the natural continuation of the research you've been doing recently, Hugh, your interest has very deep roots that extend back through your long career as a teacher: an interesting contrast. But both of you see metaphor and other ways of visualizing or experiencing learner development as crucial to its realization, right? I share your views about the importance of metaphor, but I've tended to think of it more as abstract concepts rather than concrete images. So I'm looking forward to discovering some of the different approaches that you have been working with for this first issue.

But first, as this is the first issue of a new journal, I'd wonder if you would briefly describe the process of starting a new publication from

scratch? And can you give us an idea of how many people are actually involved in this process?

**Darren:** I came into the process a little after the decision had been taken to start the journal, although as is usual with the LD SIG, the consultation process has been fairly transparent. As I understand it, the concept behind this journal goes back to previous LD SIG publications like *Autonomy You Ask!* (AYA) and *More Autonomy You Ask!* (MAYA) (which I read in the UK as a graduate student) and *Realizing Autonomy* (to which I contributed). That is, we are hoping to offer writer-researcher-practitioners a chance to collaborate much more closely than they would on a regular journal. We (Hugh and I) have worked fairly closely with the writers of each paper, and at various stages each of the writers have read and commented on other papers submitted to the first issue. A couple of the papers we received were almost complete, but have been rewritten after commentary from other writers. Some of the papers started off as research notes or proposals and have taken a lot more work to build into the final versions we will see published soon.

We also have a Review Network drawn from the LD SIG membership who have looked at later iterations of each paper and given yet more useful feedback. Each paper will have been seen by at least half a dozen people, all of whom have made astute observations, before completion. Fundamentally, we hope that this journal will be supportive and collaborative. We aim to develop papers, rather than accept or reject submissions.

I'll be honest... I don't really enjoy the fiddly bits at the end of the process, but we have a great team of proofreaders, reviewers, and technicians sweating over the final product. Being curators of the first issue is both especially onerous and a great privilege. On the

one hand, we have to do everything from scratch, but that enables us to shape the journal as we would like to see it (to some extent, at least).

**Hugh:** Not a lot to add to Darren's description of the process above, though of course, having been involved in LD SIG projects since 1994, I have benefited from the collaborative processes by which *AYA*, *MAYA*, *Realizing Autonomy*, and other more recent projects have been brought into the world.

Like Darren, I find the "fiddly bits" a big challenge, especially now that I am retired, but as too-busy adjunct faculty, trying to juggle research writing and editing with the realities of my current part-timer's life. That said, the sometimes hard slog of engagement in others' re-writing challenges is both tough and inspiring.

**Alison:** That sounds like quite a mammoth venture, and I know that you are both still hard at work on the "fiddly bits" involved in finalising all the articles as well as the new website for the journal. I wonder if I could home in on the various stages that you describe in order to find out more about the concept of the journal and the way you are attempting to realize it in the first issue.

First of all, your work with the authors: I notice you use the term "writer-researcher-practitioner"—one step up from the more familiar "researcher-practitioner"! How does writing become part of the process of research and practice, and how do you see your role as editors in this process? Furthermore, when you say, Darren, that some of the papers were submitted as almost complete and then rewritten in response to reviewers' comments, whereas others were submitted as research notes or proposals and required a lot of work to develop, could you tell us a little more about what worked well and what you hope that

prospective writers (and editors) in future issues could aim for?

**Darren:** I added writer to the term as it was always our intention to work with the writing more closely if required. The usual process is to complete the research, write up the paper, and submit it to various journals. Most of the time, editors will only accept papers which need little revision. However, because each issue of our journal is themed fairly specifically it is unlikely that an “off-the-peg” article would fit—actually, we rejected several good papers because they didn’t match our theme (although we did take the trouble to suggest more appropriate homes for each of them).

The paper we worked on the most was one which came to us as a proposal rather than a piece of completed research. For various reasons, the research didn’t go entirely to plan... but the process of reworking the goals was really interesting. It’s actually rare that research DOES work out exactly as intended, of course. What was particularly interesting for me from an editorial perspective was assisting the “writer-researcher-practitioners” in repositioning themselves within the data they had and coming up with a paper which was quite different from the one they had originally proposed.

**Alison:** You mention the Review Network—members of the SIG with a special interest or expertise in the subject of the issue—who got involved in reading the articles in the later stages of the process. Can you tell us more about their role and how they contributed to the articles?

**Darren:** After the writers had commented on one another’s papers and revised their own on that advice, we distributed the papers amongst a network of LD SIG members. Each of the papers was reviewed by two of the

Review Network members. As far as possible, I tried to match “contrasting” reviewers to each paper—that is, I hoped that by choosing two reviewers with different backgrounds we may get wider perspectives in the feedback. The Review Network is fairly diverse in nature so we were able to achieve that, I think.

**Hugh:** I’m going to jump in and write a little about the upcoming stages as we move toward the completion of the project: Final proofing and layout, then uploading (actual publication) to the web. It looks like we’re going to need to complete a two-step move, for practical reasons, which will involve moving the current SIG web site <ld-sig.org> to a new WordPress install on the JALT server, and then create a subdomain for the journal. This is perhaps tediously technical as a subject for some members of the SIG, but in the interests of transparency, it may be good for people to understand that beyond the conceptual and logistical challenges of editorial communications and policy discussions, there are further logistical and aesthetic challenges in creating the final draft files in pdf format and creating a web site for sharing the articles.

**Alison:** So, the publication of the new journal still involves a whole range of important decisions to be made about what it should look like and where it should be kept. From my own position in the sidelines as a member of the steering group with Tim and Andy, I know that many of these “fiddly” processes have been collaborative and consensual, even though that is not easy, especially as we get closer to the date of publication.

But, all credit to you, Hugh and Darren, the issue is on target to come out as scheduled next month. No spoilers, but can you give us a preview of what we will find in it?

**Darren:** Sometimes English teachers can find themselves tucked away in their own parochial pockets so personally I want this to be an international journal. I can tell you that we have papers from Italy and Finland in the first issue, which I am very happy about. Hugh and I are still working on our introductory paper so we are picking out the threads that run through the articles and tying them together. One point that stands out is that the papers are largely research that has emerged from practice, rather than research conducted for its own sake. This is also very pleasing, and I think accessible and inspirational for other teachers considering dipping their toes into the murky waters of research.

**Hugh:** I couldn't agree more about how pleasing it is to be working with teachers who are committed to research writing that is growing out of their exploration of the dynamics of the teaching-learning relationship. We are also looking forward to the final chapter, a reflection on the issue as a whole, from Alice Chik. Some LD SIG members may remember the workshop on visualizing learner development that she led at the JALT 2015 international conference.

**Alison:** Yes, I remember it! A really stimulating session that opened up new possibilities for exploring identity and learning.

It's wonderful to see the project of creating a new international, practitioner-based journal coming to fruition with this issue. I have no doubt that the articles in it will be met with a great deal of interest in the Learner Development SIG and beyond, and perhaps lead to new practices with new puzzles and problems for further research.

Darren and Hugh, thank you both so much for taking the time to talk about your work on the journal, and good luck with the final stages!

## An Interview with the Co-Editors of Issue 2 of *The Learner Development Journal*, "Qualitative Research Into Learner Development"

Chika Hayashi, Masuko Miyahara and Patrick Kiernan, with Tim Ashwell

For the second issue of the journal the editors are Chika Hayashi, Masuko Miyahara and Patrick Kiernan. At the time of writing, they are working with the contributors as they approach the deadline for a first full draft of their papers. All three editors are based in Japan, but Patrick is away on an extended sabbatical at the University of Birmingham in the UK. I wanted to start the email interview with them by asking what appeals to them about the theme of Issue 2 of the journal, "Qualitative Research into Learner Development."

**Tim:** Chika, Masuko, and Patrick many thanks for doing this email interview when the deadline for the first full drafts for Issue 2 is looming.

I wonder if we could start with your own interests in learner development issues, and what personally and professionally appeals to each of you about the theme of issue 2, "Qualitative Research into Learner Development."

**Chika:** A decade ago, I carried out a qualitative research study on learner development. It was very impressive to me not only because it was my first longitudinal semi-intervention research but also because I myself realised the dynamic process of qualitative research. In addition to interview and observation, the data collected through a double-entry journal that I constantly exchanged with a teacher connected me to the core of her

internal aspects and helped me to understand her complexly interwoven identity. Triangulating the data, I felt that the whole process of qualitative research is like a catalytic activity between participants and researcher as well as among data. Reflecting on my research history, qualitative approaches are something that I have been fascinated by and also desired to explore for a long time. I am looking forward to engaging in another catalyst activity with Masuko, Patrick, and all the contributors in this issue!

**Masuko:** The idea of learner development and autonomy in language education has been fairly well established now. There are currently a great deal of research studies that examine LD from various perspectives and in a diversity of contexts, and a large number of them appear to take a qualitative approach. However, when we read these published works, only a few attempt to discuss the methodological challenges of the research itself. I thought it is now time to stop, and reflect on these issues before moving forward to the next stage of LD research.

**Patrick:** The thing that excited me about the topic of this issue was the focus on qualitative methodology. Although learning development has of course been studied quantitatively and qualitatively, it seems to me that the issues that are of real interest, at least to teachers like myself, are the ones that can only really be explored qualitatively. The way learner autonomy is tied up with personal identity and relationships inside and outside the classroom means that there is much to be learned from the kind of fine grained analysis that qualitative methods provide. Qualitative approaches also potentially offer a more natural role for the teacher-researcher. At the same time, qualitative research has tended to be misunderstood or misrepresented as something inferior to quantitative research or as merely a stage

towards quantitative verification. Hopefully, as Masuko suggests, this issue will be an opportunity to take stock and celebrate the rewards of qualitative approaches. Also, as Chika points out, there are real rewards from sharing ideas with contributors and fellow editors.

**Tim:** It seems as if all three of you have developed an interest in qualitative research (QualR) over a number of years and that you see your involvement in this issue of the LD Journal as a way to take stock and to share your own experiences with others. Maybe you also see this as an opportunity to expound some of the strengths of a QualR approach as well as challenging some of the misconceptions that you feel surround it?

**Patrick:** Yes, certainly in my case, I would agree with that assessment.

**Tim:** I wonder if I can move on to a second set of questions? Could you each tell me about getting this issue of the Journal off the ground? How did you organize the call for contributions/proposals and how did you go about inviting a guest contributor (Anne Burns)? Also, could you explain why you chose to hold a one-day retreat for all the contributors and tell me how that went?

**Patrick:** Well, although this is an editorial team, I think teams always work best with a leader and Masuko both invited me to join the issue after volunteering herself and has been instrumental in coordinating everything including inviting Anne Burns as a guest contributor. She has incredible charm with getting people to do things! Meanwhile, among other things, Chika did an amazing job of organizing a retreat for the contributors to share initial thoughts face to face. Sessions on Skype

and email communications have also made it feel a very collaborative process.

**Chika:** I joined the team after almost everything had been organised, so the retreat was the first collaborative activity I engaged in with the other editors and contributors. To my surprise, all the contributors joined the session although we were based in different places and even countries! Before the retreat, we created a set of outlines about the proposals and shared it with all the contributors so that they could read it beforehand. At the retreat, each contributor explained about their research proposals and then received feedback from the other contributors as well as the editors. It was a serious but friendly atmosphere and some members went out for dinner afterwards. After the retreat, some of them expressed their desire to have social/academic gatherings on a regular basis! It was a pity that Patrick could not join us for the retreat, but he was there for emotional support as well!

**Masuko:** After the proposal had been accepted by the Journal Steering Group (JSG), the first thing was to get a line-up for the editorial team—a group of people who would not only be interested in the topic, but also editorial work. Secondly, they would draft up the CfP, and at the same time decide the schedule or flow of the project. We tossed around the draft for this with the members of the JSG several times, and I believe it was through this process that things became clearer. Setting up the deadlines was quite tricky.

Our first major event was the retreat. I was skeptical at the beginning because we had a range of contributors from different parts of the world, and was not sure if things would work. Overseas authors and people who were not able to join us in person participated through Skype. The time difference was a bit tricky, but we were able to pull it off. It was great in the sense

that we not only were able to talk to each other about our projects, but it gave us an opportunity to get to know each other. I believe this made it easier to communicate. Chika, thanks for taking the lead in organizing the event. For this issue, we were very fortunate to have Dr. Anne Burns as a guest contributor. I happen to know her through her work, and when I met up with her at JALT 2016, I talked to her about our project as well as the possibility of writing a short commentary for the issue. To my surprise, she very generously agreed to this.

**Tim:** The retreat (both face to face and online) sounds like a really great idea! You seem to have been able to forge a bit of a group identity and, as you say, this has probably helped a lot with communications since.

**Masuko:** Yes, I think if you can put a face to a name, it gives people a sense that they are indeed interacting with another human being, so to speak, and not just talking to a ‘machine.’ This is really important especially when you have a group of people from all over the world with different expertise and experience. For me, this is the most fun and interesting part in a project like this.

**Tim:** OK, so moving on to the writing process itself: Could you tell me how you have found working with writers on their first drafts and scaffolding writer-to-writer interaction?

**Patrick:** Well, of course, everyone is different and so far, after settling on the initial outlines, I have found one writer sharing the whole process with me and another keeping me in suspense (laughs). But yes, seriously, the discussion I have had with one writer has allowed me to see how intimidating it can seem to present an intimate study as “Qualitative Research.” At one point, I thought we might end up with one less contributor, but it has been impressive to witness how pushing beyond such

worries can really generate a lot of energy. This has also fed into my own thoughts about learner identity as well as inspiring me to get things done myself.

**Chika:** So far, I regularly contact the contributors to see how things are going and provide support whenever necessary. Once I receive their first draft, I will work more closely with them. Also, some members from LD Journal Review Network will join later, so I am looking forward to seeing how the collaborative process will be expanded and even transformed throughout the whole process of the project!

**Masuko:** We are just about to start receiving first full drafts. Since people are all busy with their daily things, I think it is important for editors to give gentle reminders, and ask for outlines, etc. This helps not only the authors to consolidate their ideas, but also gives us, the editors, a chance to see how things are proceeding, and give our feedback whenever necessary.

**Tim:** So, plenty of reminding and cajoling mixed in with “support”...?! But, interesting how interacting with people who are writing about qualitative research requires a lot of sensitivity and how it can help you reflect on some of the knotty issues for people engaging in QualR. I wonder if this is one of the more rewarding aspects of being an editor—being challenged to understand the topic from another perspective and to expand your own understanding as a result.

Finally, could you tell me how you work together as co-editors? Has it been easy to keep yourselves and the other contributors to a fairly clear schedule? What have been the joys and challenges of working as a team of three? Etc.

**Patrick:** For me the biggest concern has been the issue of working at a distance. I am not

entirely comfortable with Skype and missing out on the retreat, altogether, I was afraid that I would end up out of sync with everyone. However, in spite of being very obviously busy with work and many other commitments Chika and Masuko have done an amazing job of keeping a line of communication and keeping on top of the schedule and communication with both me and the writers. A case in point was that after the retreat they prepared a detailed report, which really put me in the picture. I feel that both Masuko and Chika are people I can really trust with similar outlooks making for what feels like a harmonious team.

**Chika:** This is my first time to work as an editor, but Masuko and Patrick invited me to the team in a natural and friendly manner, so I could join the team smoothly. We regularly contact each other and report on what is going on between the contributors, so I can see that we are moving on at our own pace, keeping our schedule in mind. More importantly, I believe that a mutually supportive environment that Masuko and Patrick naturally co-constructed before or at the initial stage of the issue is one of the key elements for a novice editor like me to embark on a new collaborative project with experienced editors.

**Masuko:** As the chief editor, I think my main job was to keep things rolling, so to speak. This is, thus, what I have been doing: providing updates, sending out reminders, etc. Patrick and Chika are the ones that are really doing the “job.” We have created a very friendly, warm and supportive atmosphere, and I am certainly lucky to be working with them. We have just started, but I am looking forward to working with them.

**Tim:** It sounds like a dream team! A blend of experience and energy! It is great that Chika feels comfortable in her first editing role. It is

exactly what we hope the Journal will do: nurture new editors and writers. I hope your example will inspire others both within and outside the SIG to step forward and join in the development of the Journal. Thank you to all three of you for sharing your thoughts so openly. And, of course, good luck with Issue 2!

### **An Interview with the Co-Editors Of Issue 3 of *The Learner Development Journal*, “Learner Identities and Transitions”**

Christina Gkonou, Jim Ronald & Yoshio Nakai, with Andy Barfield

For the third issue of the journal the editors are Christina Gkonou, Jim Ronald, and Yoshio Nakai. At the time of writing in August & September 2017, they are working on developing the Call for Papers and sharing ideas about how they want to approach developing their work with each other together. While Jim and Yoshio are based in Japan and are active members of the Learner Development SIG, Christina is the director of the MA TESOL programme at the University of Essex in England and is the SIG's guest at JALT2017. I wanted to start the email interview with Christina, Jim, and Yoshio by asking about their particular interests in learner development issues, and what appeals to them about the theme of the issue 3, “Learner Identities and Transitions.”

**Andy:** Christina, Jim, and Yoshio, many thanks for doing this email interview at the same time as you are starting to get know each other and work on the Call for Papers for issue 3 of the journal. Perhaps a good place to start would be with your own interests in learner

development issues, and what personally and professionally appeals to each of you about the theme of issue 3, “Learner Identities and Transitions.”

**Christina:** I have always been interested in how learners “change” throughout the process of learning a foreign language; and by “change” here I refer to changes to and shifts in both their level of cognitive and linguistic development and also their personalities and identities, i.e., who they are as learners and as individuals. A number of transitions take place when learning a foreign language (for example that of becoming a speaker or user of a new language, getting to know more about a new culture etc.) which are fascinating to investigate and reflect on.

**Jim:** The two sides of this theme, learner identities and transitions, have become increasingly important to me as I’ve noticed how changed identities, even just titles, can make a massive difference. For example, at conferences last year I noticed a great difference in student helpers: ones I’m sure were labelled “sign holders” did just that, while others who realized that they were the welcoming face of the conference really took on that role. Just a small example, but it reminded me how important these issues are, and how I need to learn more about them!

**Yoshio:** Building on what Christina and Jim have said, speaking of learner identities reminds me that “learner” is just one of aspects of someone appearing in the context of language learning. So, I always think and see learners as complex organisms with various kinds of identities trying to realize different identities through learning and using languages.

**Andy:** You all point to many questions not just around how learners see (and think about

seeing) different identities and transitions that they can create and perform, but also about how (and why) others create, assign and enable or constrain the development of identities and transitions for learners too ... as well as questions of focus on individual learners and/or groups of learners ...

**Christina:** Yes, it would indeed be very interesting to look at learner identities and transitions individually and as a coherent whole, that is to say how they are shaped in the language classroom and also how learners and their identities function with connection to other environments they are embedded in.

**Yoshio:** Raising questions about learner identities and transitions for me is about how language teachers and supporters may better know the complexity of learner and language learning and explore what and how we can do for them through teaching and supporting, for instance in the language classroom.

**Jim:** I'm also very interested in learning from the various ways that language teachers and learners view and deal with these issues—in that way being an editor is at heart a fairly selfish activity!

**Andy:** You each have a great sense of learning from working with a group of teacher-researchers together. As you are getting to know each other, I was wondering how you feel about working together as editors in this project, developing communities of practices with writers, responding to them, and seeing things through to publication...

**Christina:** Jim, Yoshi, and I have only met virtually, but I am sure we all look forward to meeting in person very soon. Working with them will be a wonderful opportunity to exchange views on a topic that is of great interest to us all and also work towards

supporting our writers and ensuring that the papers that will be part of this special issue inform each other and lead to a better understanding of learner identities across different contexts.

**Jim:** As Christina mentions, we have never met (but I'm looking forward to it!), and that adds a dimension that I hope we are getting used to. Anyway, to me the heart of language use is not how we get things done, but how we can build good relationships as we work together. We'll make mistakes, misunderstand each other, maybe let each other down at times... but our challenge is to deal with all that—to work well as a team, to get the job done, and to appreciate each other better!

**Yoshio:** I really appreciate that I can have this wonderful opportunity. Working with Christina and Jim as editors is a big challenge for me as a researcher on learner autonomy and a language user as well. This seems to me that I am exercising autonomy to realize what I want to be as a researcher using English.

**Andy:** It's great to see those challenges from such a proactive perspective. And speaking of challenges, how is drafting the Call for Papers going?

**Christina:** We are nearly there with the Call for Papers, and I think Jim and Yoshi have wonderful ideas about how best to describe the content of this special issue and what we, as guest editors, would envisage for it. More to follow soon so stay tuned!

**Jim:** We're getting there! (As British Rail once lamely claimed...) Making it a cooperative venture from the start does take more time than having just one person do a first draft, but we're hoping it'll be worth it for everyone involved in Issue 3. Contributions won't follow quite the

same path, but we hope that the shared venture element will be true for all of us.

**Yoshio:** As working has just started, any clear ideas doesn't hit on me at the moment, but I hope that we can create the communities of practices of learner autonomy researchers and practitioners where we can discuss our ideas freely about learners.

**Andy:** Are there particular reviews and interviews that you feel might be an integral part of issue 3 too?

**Jim:** Just a thought, but a kind of annotated bibliography would be a very useful part of the mix—whether as one person's contribution or as a kind of shared reading project. Any takers?!

**Yoshio:** I'm really looking forward to seeing how everyone involved in this issue reach towards new understandings through discussing from various perspectives with autonomous and cooperative practitioners. As Jim said, I think it is because contributions will go along different kinds of path, and this will bring new discovery of issues of learner identities and transitions.

**Christina:** It's difficult to tell at this stage, and it will largely depend on what proposals and contributions we will receive to ensure that we maintain cohesion in the issue, but overall it would be interesting to also interview practitioners and researchers who work on the theme of learner identities. They will bring different perspectives to the topic as well as suggestions for researching and addressing learner identities in the classroom, as Jim and Yoshi also highlight.

**Andy:** Yes—things are still unfolding as you talk through your ideas with each other and imagine different possibilities for this project. It's fascinating to see this sense of emergent “co-understanding” and “co-imagination” developing between you. Many thanks, Christina, Jim, and Yoshi, for sharing the start of your collaboration, as well as your hopes in wanting to bring together a group of teacher-researchers to explore “learner identities and transitions.”

We're looking forward to hearing more from you as the Call for Papers takes shape—and as potential contributors start imagining how they may take part in such explorations with their learners, with you as editors, and with other teacher-researchers (or “writer-researcher-practitioners” to use Darren and Hugh's term) in the group that forms and works together on Issue 3 of *The Learner Development Journal*. I hope you have the chance to talk with many different people at JALT2017—and with each other too.

**To read the completed Call for Papers for Issue 3, please visit**

**<https://ldjournalsite.wordpress.com/issue-three-identities-and-transitions-2019/>**

Initial inquiries and proposals should be directed to Jim Ronald at [jmronald@gmail.com](mailto:jmronald@gmail.com).