

## IN THIS ISSUE: *LEARNING LEARNING*, VOLUME 29, ISSUE 1

### 今号について

Welcome and warm greetings to all of you, our readers at *Learning Learning*. By the time you receive this issue, spring will be in the air and perhaps the cherry blossoms will be in bloom. I am excited to bring to you our first issue of the year that will surely brighten your day. Heartfelt thanks go out to my co-editors who have diligently worked with many authors to check and polish each article.

Starting us off in the right direction is our new co-coordinator, **Tim Cleminson**, who has already been involved in Learner Development events this year, such as the monthly LD SIG Get Togethers. He will introduce upcoming events and publications as well as invite everyone to join a variety of opportunities. Please keep in mind that if you or someone you know might be interested in co-coordinating the LD SIG with Tim, to let him or any one of us know at <[ld@jalt.org](mailto:ld@jalt.org)>.

In our previous issue last autumn, I mentioned that we had restarted our “Mini-profiles” section where members can share a short piece about what interests, puzzles, and/or intrigues them about learner development. We warmly welcome Emily Choong, who joins us from chilly Niigata as a first-year member of our LD SIG and tells us about her ALT work and podcast. Our second Mini-profile was sent to us by Henry Foster, a longtime Kyoto resident with research interests in task-based learning and the role of technology and materials in language education.

**Megumi Uemi** is featured in Members’ Voices, writing about the role of self-esteem in language learning. She spent many of her childhood years in Bangkok, Thailand, where she first began to learn English, then continued her university studies in the United States. Megumi went full circle by returning to Bangkok as a teacher and describes her impressions in working with the students there. Following this experience, she moved to Tokyo and her observations on Thai and Japanese students in the area of self-esteem has become an

impetus for her further studies. We eagerly encourage Megumi in her work and hope that she will continue to publish with us in the future.

Our own editor, **Ken Ikeda**, has contributed a moving article for our Free Space called “Making sense of my father’s life and language traumas.” Ken has come to realize that what his university students share about themselves might be from an unexpected place not seen by our eyes. His father’s tumultuous history that spans his birth in Japan to his childhood in China, terrible experiences in WW2, return to Japan, and eventual immigration to the United States take us on a journey that illuminates one individual’s language history and and may change our perspective on what students are willing to reveal about themselves in our classes.

Looking back at the 2021 CCLT7 last December, we have nine participants who have submitted their reflections with us. Thank you to **Sungyeon Kim, Yuki Kinoshita, Arisa Minami, Kaori Moriizumi, Makoto Namiki, Saki Ogawa, Izumi Sekiguchi, Ririka Takami, and Huiyan Zheng** for sharing your impressions with us and we hope that you will visit us again in a future CCLT and or publication!

Next, **Blair Barr** has compiled three JALT Learner Development SIG Forum presentation abstracts and six reflections for us from the JALT International Conference last year. The theme for the forum was on “Learner development SIG identities.”

Another Looking Back event from this year is the monthly LD SIG Get Togethers from January, February, and March that are reported on by our co-coordinator **Tim Cleminson** and LD members **Tim Ashwell, Ken Ikeda** and **James Underwood**. This year’s theme for the Get Togethers is on finding and developing reading groups.

As we Look Forward, we will continue to have the usual monthly LD SIG Get Togethers. Then, from the 17th-19th of June we can hear LD

members at the JALTCALL Forum (hybrid) in Kyoto speak on the topic of “Exploring creative play in the classroom: Innovative approaches to learner development.” Following this event will be present for the PanSIG Forum to be held at the University of Nagano from the 8th-10th of July on the subject of “(Re)Imagining Language Education” focusing on the question “What is the future of language education in a post-pandemic world?” In the autumn is our annual JALT International Conference that will be at the Fukuoka International Congress Center from November 11th-14th on the theme of “Learning from students, educating teachers.” The JALT 2022 LD Forum and CCLT8 events are hopeful future events and will be announced when (and if!) details are finalized.

Many thanks go out to our LD Treasurer, **Patrick Kiernan**, who has prepared our latest financial report. In spite of the fact that JALT has suffered from an overall loss in membership, resulting in all SIGs experiencing a sharp budget cut, LD continues to have a good balance of funds and is able to continue to keep up its vibrant calendar.

May I close by once again thanking all the hard-working editors on this *Learning Learning* team and the many contributors to this spring issue. I would like to encourage our readers to consider submitting your own article in our next issue and our editors will happily assist you to tell your stories of learner development that you are experiencing. If you would like to join our group of editors yourself, please send us a message at <[LLeditorialteam@googlegroups.com](mailto:LLeditorialteam@googlegroups.com)>. We thank you all for your generous participation and look forward to an exciting year.

**Lorna Asami**, lead editor for 29.1, on behalf of the Learning Learning editorial team:  
**Ken Ikeda, James Underwood, Mike Kuziw,**  
**Hugh Nicoll**  
Tokyo, March 2022

**Learning Learning Editorial Team**  
<[LLeditorialteam@gmail.com](mailto:LLeditorialteam@gmail.com)>

Those working on Learning Learning share a commitment to working together in small teams. We aim to learn together about writing, editing, responding, and/or translating, for our shared personal and professional development. Some areas where we would like to encourage SIG members to take part and work together on *Learning Learning* include:

- Layout and Design
- Members' Voices
- Looking Back
- Research and Reviews

If you are interested in any of these areas of working together (or have other areas of interest) and would like to discuss your interest and ideas, please email the *Learning Learning* editorial team <[LLeditorialteam@gmail.com](mailto:LLeditorialteam@gmail.com)>

## CO-COORDINATORS' GREETINGS FOR SPRING 2022 |

### コーディネーター挨拶

Hello, I'm Tim Cleminson hailing from Okayama, land of Momotaro, your peachy new Co-coordinator for 2022 ;-)

Although, as I pen this intro, the peach branches are bare in the depths of a chilly February. I don't know about you, but, recently, I've caught myself thinking about Spring. Because winter has been a drag. A sea of masked faces at uni, or unblinking screens of black boxes on Zoom. Got to admit, at times, teaching has felt pretty 'remote' regardless of the platform.

So, you know, thoughts of blue skies, cherry blossom, groups huddled together on bright, blue tarps toasting the ephemeral beauty of being...that gives me a sense of hope and joy. Transitions to something good and uplifting, yes please, double helpings. And that transition starts here, with the Spring version of *Learning Learning*. It's a chance to hear about all the wonderful work our community makes possible, and all the opportunities to get involved. So, come on, let's dive in and get a shot of 'collegial goodness' in the arm!

But firstly, I'd like to thank you and all the SIG officers who make the SIG such a vibrant and supportive community. Given all the challenges we are facing, it's amazing that we have kept the SIG so strong. It's not something we should ever take for granted. This SIG lives because we care and take the time to connect with and support each other. And this year is no exception.

### 2022 Events

In 2022, we have real, live face-to-face conferences with fascinating (hybrid) forums to look forward to:

1. PanSIG - Challenging Conventions: Opening up New Spaces in Learner Development



2. JALTCALL - Exploring Creative Play in the Classroom: Innovative approaches to Learner Development
3. JALT International - Reflecting on challenges and achievements in diverse learning environments

We have monthly online Get-Togethers to boost well-being by connecting, sharing, and getting professional support. Hopefully, we can get back to more regional GT events too. We will be planning another Creating Community: Learning Together spectacular for students and practitioners to come together and learn.

### 2022 Publications

Our publishing teams will be working on finalizing the Learner Development Journal 6 on learner development issues outside the classroom. At the same time, another team is initiating the Learner Development Journal 7 on challenging conventions on learner development research.

And all the while the *Learning Learning* team is documenting this great work. They are the heartbeat of the SIG. LL creates new opportunities to connect, share experiences, publish ideas, and offer thanks. In short, all the things that make us feel human and a community become strong.

So, I'm sending out massive high-fives to all the volunteers working hard to develop the SIG. And I'm sending out a big welcome to members who want to join our teams this year. There is still a space for a co-coordinator to work with me. And there are always opportunities to join the program, publicity, and members teams. Send me an email at <[ld@jalt.org](mailto:ld@jalt.org)> anytime, I'd love to chat. In the meantime, here's a toast to you all, underneath the cherries, on your blue tarps drinking in the here and now - to you and LD adventures, and the coming of Spring (capital 'S' intended).

And, finally, a big thank you to Sayaka Karlin for checking the Japanese translation - you're a star!

## ご挨拶

こんにちは、桃太郎の国、岡山からやってきた  
2022年の新コーディネーターのTim Cleminsonで  
す。今、この文章を書いているのは、肌寒い2月  
の半ばです。皆さんはどうかわかりませんが、私  
は最近、春のことを考えるようになりました。と  
いうのも、冬が長引いたからです。冬はつらいも  
のです。大学ではマスクした顔の海、Zoomではま  
ばたきもしない黒い箱の画面。正直なところ、プ  
ラットフォームがどうであれ、教えるということが  
かなり「リモート」であると感じることがありまし  
た。

青い空、桜、ブルーシートの上で肩を寄せ合  
って乾杯している人たちのことを考えると、希望が  
湧いてきます。何か良いこと元気が出ること、そ  
してその両方はラーニングラーニングの春版から始  
まります。私たちのコミュニティが実現している  
素晴らしい学習環境と、参加する機会について知る  
ことができるチャンスです。では、目からうろこ  
が落ちる話に飛び込みましょう。。。

まず最初に、SIGをこのような活気ある、協  
力的なコミュニティにしてくれている皆さんとSIG

役員の皆さんに感謝したいと思います。私たちが  
直面しているあらゆる課題を考えると、SIGをここ  
まで強く保てたことは素晴らしいことです。これ  
は決して当たり前のことではありません。私たち  
がお互いを気遣い、時間をかけてつながり、サポー  
トし合っているからこそ、このSIGは存続している  
のです。そして、今年も例外ではありません。

## 2022年イベント

今年以下の通り対面による会議と興味深い  
(ハイブリッド) フォーラムが実施されます。

1. PanSIG - Challenging Conventions: 学  
習者育成における新たな領域を切り開く
2. JALTCALL - 教室での創造的な遊びを探  
求する。学習者育成のための革新的なアプローチ
3. JALT International - 多様な学習環境  
における挑戦と成果の振り返り

私たちは毎月、オンライン懇親会を開催し、  
つながり、共有し、専門的なサポートを受けること  
で「well-being」を高めています。できれば地域  
ごとのGTイベントも再開したいです。

また、Creating Community: Learning  
Together を企画する予定です。教員や学生が集ま  
り、共に学ぶためのイベントです。

## 2022年の出版物

私たちの出版チームは、教室外での学習者育成の問題を扱った『Learner Development Journal 6』の最終版に取り組む予定です。同時に、別のチームは、学習者育成研究の慣例に挑戦する『Learner Development Journal 7』を創刊する予定です。

Learning Learning チームはこれらの素晴らしい仕事を文書化しています。彼らは、SIGの中心的存在です。LLは、つながり、経験を共有し、アイデアを発表し、感謝を伝える新しい機会を作り出しています。要するに、私たちが人間らしさを感じ、コミュニティが強くなるためのすべてのことです。

私は、SIGの発展のために懸命に働いているボランティアの皆さんと、大きなハイタッチをしています。そして、今年、私たちのチームに参加したいと思うメンバーを大歓迎します。私と一緒に働いてくれるコーディネーターを引き続き募集しています。また、プログラム、広報、メンバーの各チームに参加する機会も常にあります。

いつでも [ld@jalt.org](mailto:ld@jalt.org) までメールをください。ぜひお話ししたいです。

まずはあなたとLDと春の訪れに、乾杯！

Learning Learning 『学習の学習』

<[LLeditorialteam@gmail.com](mailto:LLeditorialteam@gmail.com)>

学習の学習のスタッフは、少人数のチームで一緒に仕事をすることにコミットしています。私たちは、個人として、また専門家として成長するために、執筆、編集、回答、翻訳について共に学ぶことを目的としています。SIGメンバーが『Learning Learning』に参加し、一緒に仕事をすることを奨励したい分野は以下の通りです。

- レイアウトとデザイン
- 会員の声
- 振り返り
- 研究・レビュー

これらの分野またはその他の分野に興味があり、話し合いたい方は、Learning Learning 編集部

<[LLeditorialteam@gmail.com](mailto:LLeditorialteam@gmail.com)>までメールをお送りください