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JALT2024 International Conference

Moving JALT into the Future: Opportunity, Diversity, and Excellence



November 15, 2024 – November 18, 2024
GRANSHIP Shizuoka Convention & Arts Center

The JALT International Conference will be held at Granship, Shizuoka from November 15th to 18th. Please mark your card for the **LD SIG Forum, An Exploration of Diverse Learner Development Communities** which will be held on **Saturday, November 16th from 2:45 PM - 4:15 PM in the A/V Hall second floor.**

There are also many other Learner Development presentations to enjoy, with plenty of LD SIG members talking about their research and interests. Please click on the link to see a full list of Learner Development events: <https://eur.cvent.me/rMovQ8>

CCLT 8: Stories of Collaborative, Sustainable, and Transformative Learner Development

JALT LEARNER DEVELOPMENT SIG



Date/Time: December 22, 2024 (12:00-17:00)

Location: Otsuma Women's University, Chiyoda-ku, Tokyo. Building F: Poster Rooms F733-737 (Cloak: 732), Plenary Room 742

Format: Face to Face: 3 rounds of concurrent Poster Presentations (40 min with 10 minute Reflection)

Cost: For face to Face event

- Students: free
- Teachers: ¥2,000 (JALT members), ¥3,000 (non-JALT members)

URL: <https://ld-sig.org/events/creating-community-learning-together-8/>

Creating Community: Learning Together 8 (CCLT8) is an informal, supportive conference, taking place on Sunday, December 22, from 12:00-17:00 at Otsuma Women's University, Chiyoda-ku, Tokyo.

Students and teachers are invited to share their experiences, ideas, perspectives, and puzzles, related to the theme “*Stories of Collaborative, Sustainable, and Transformative Learner Development.*”

Collaborative: involving learners collaborating with each other, with their teachers, or with the groups communities, and networks outside the classroom

Sustainable: being sustained over the academic year(s), or beyond

Transformative: involving learners or teachers developing new understandings, ideas, perspectives, or ways of learning/teaching

To involve both learners and teachers in exploring these aspects of learner development, we aim to keep presentations informal and interactive, so digital displays/poster presentations will be the main format of the day.

Multiple digital displays/posters sessions will take place at the same time, in three rounds of 40 minutes, with spaces for discussion and reflection at different points.

If you are unable to attend the conference face-to-face you are invited to submit your presentation materials e.g. (video, poster, audio recording, slideshow). These will be hosted online in the shared conference space for free. Visitors to the online conference space will be encouraged to watch your videos and leave comments up to a month after the conference.

Possible questions to explore:

- What stories of learner development would you and/or your learners like to share?
- How have you encouraged collaborative, sustainable, or transformative education in your classroom?
- Would you share a learning experience that has had a lasting impact on your personal or professional growth in relation to your studies, teaching or research?
- What factors are important when considering collaborative learner development?
- What are the key aspects that make a learning experience either sustainable and/or transformative?
- What are some barriers to achieving truly collaborative and/or transformative learning, and how can they be overcome?

If you or your students are interested, please submit a proposal by following the links below. It'll be great to see you there!

James Underwood & Ken Ikeda



To submit a presentation proposal please click here:

https://docs.google.com/forms/d/e/1FAIpQLSdckA5sHUmBnzRFNHHulepdU7HB9eQZsOW7sl4pTdg0x2iZQ/viewform?usp=sf_link

An Interview with the Co-Editors of Issue 9 of The Learner Development Journal

The Learner Development Journal

学習者ディベロップメント研究部会誌

<https://ldjournal.ld-sig.org/>

ISSN: 2433-5401



Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development

Edited by Stacey Vye, Robert Moreau, Amelia Yarwood, Ivan Lombardi

with Tim Ashwell

Tim: Thank you all for agreeing to do this interview so that the readers of Learning Learning can find out more about LDJ9 and where you are in the process. Can I kick off by asking what each of your interests are in learner development issues, and what appeals to each of you, both personally and professionally, about the theme of issue 9, “Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development”?

Stacey: I have been interested in learner autonomy and its connections with teacher autonomy because I believe teachers (including me) are learners, too. At the 2023 Pan-SIG in Kyoto, the theme of “Engaging With and Exploring Autonomy, Creativity, and Well-Being for Learner Development” came about from discussions with Andy Barfield and Chiyuki Yanase for Chiyuki and me to be featured speakers on the LDJ9 theme at the LD-SIG 30th Anniversary Conference at Gakushuin University in Tokyo. Chiyuki’s research focuses on learners’ and teachers’ well-being and autonomy and the struggles of part-time faculty in Japan, where well-being can alleviate challenging conditions. For me, as a lifelong learner, my interests and research have focused on autonomy and creativity in my doctoral program at the University of Southern California, but I also had a strong foundation in practicing well-being through my work with Nanci Graves. Therefore, because my three research interests are the theme of LDJ9, from the onset of the conversations I had with Andy, I joined the editorial team.

Robert: Autonomy has been a research interest of mine since my student days at Teachers College Columbia University. I have always considered that what happens inside the classroom is only a starting point; that when done effectively, the learning opportunities introduced spark students' curiosity and nurture the idea of life-long learning. Another central theme of LDJ9, creativity, I feel, is an integral part of the teaching-learning process. To motivate our students and keep them interested, our classrooms must be dynamic. Dynamism can emerge from a creative approach in teachers' methods of preparing classroom activities and also in promoting creativity in the solutions our students come up with in completing these activities. Finally, to be truly able to work effectively, teachers must focus on their well-being. I have recently become interested in this aspect of our professional lives, especially after going through the years of isolation that teachers had to deal with when teaching remotely during the Covid-19 pandemic. I am excited to be a part of the LDJ9 editorial team, and to see ideas based around these important themes being shared amongst our vibrant teaching community.

Ivan: At heart, I am a learner. I especially enjoy learning foreign languages. As an independent learner of languages, the exploration of learner autonomy, engagement, and motivation is key to renewing my interest in discovering new worlds through their languages. As a language teaching practitioner, I strive to introduce these concepts to the learners I cross paths with, in the hope that knowing more about how to find learning resources independently and how to keep motivated through the struggles of learning a language helps them see the value of the efforts they put in their studies. Creativity is one of the strategies that I employ in my teaching, and joining the LDJ9 team has also proved to be a great choice for new ideas. Well-being in language learning and teaching is a more recent research interest of mine, and again the process leading to LDJ9 is turning out to be an excellent learning opportunity.

Amelia: Like Ivan, I am a learner at heart. Curiosity has always driven me to open a book, browse the web or do a deep dive into a particular issue. In many ways I've always been an autonomous learner and as a teacher it has always brought me great pleasure to see my students take control of their own curiosity and find ways to develop their understanding and application of new knowledge. The feeling of empowerment - the confidence - that comes with autonomy is intoxicating. Through my own experiences and in conversation with students, I've come to realise that a big part of becoming an autonomous learner is seeking innovative strategies for achieving your personally relevant goals. This is where creativity is necessary. Without it we end up stuck in a loop and that never leads to healthy functioning. The theme of LDJ9 truly is the ultimate triad for learner development.

Tim: Thank you. It seems that you all have deep ties to the three themes of LDJ9 both in terms of how they affect your approach to teaching and how they have been an integral part of your journey as learners. I wonder if we could delve a little deeper. Could you explain something about how the theme of LDJ9 intersects with your teaching contexts and your learners?

Stacey: In my MATESOL program, I was lucky to experience taking the "Fostering Autonomy in Language Learning" at Teachers College (TC) Columbia with Nanci Graves and Alan Mackenzie in 2001. Subsequently, I explored learner autonomy with a focus on reflection, as well as the personal and professional developmental aspects of teacher autonomy. The course was amazing as it incorporated creativity, art, and expressions as forms of learning, along with a unique reading list. The primary textbook was both editions of Phil Benson's "Teaching and Researching Autonomy in Language Learning," which we called the sheep books. After Alan left Japan, from 2006 to 2011, I became Nanci's teacher's assistant (TA) for the course and finally an instructor in TC's final year in Japan in 2012. Alongside my work with TC, I joined the LD-SIG in 2002 to learn more about focusing on the learner to support my students, MA candidates, and myself. Nanci made such deep ties and lasting bonds with her students that strengthened their resilience and support for learner autonomy, and I was so proud to be part of that team. I carry Nanci's influence with me in my current teaching context.

Amelia: I worked for 5 years as a Learning Advisor with English as a Foreign Language (ESL) students at Kanda University of International Studies (Japan) – a hub of research and activity on Learner Autonomy. Now, my advising work (since 2023) puts me in contact with domestic and international students across the entire University of Sydney (Australia) campus. Irrespective of the university, learner autonomy has been the centerpiece of many collegial discussions. The questions are often a variation on; How can we as advisors encourage students – many of whom are under significant external pressures – to take control of their own development? How do we do it without burning ourselves, or our students out?

Tim: Interesting. So, autonomy, in particular, seems to be an ever-present goal in the work you do. It keeps cropping up! But I wonder what brought the four of you together. How did you meet and why do you all share an interest in autonomy, creativity, and well-being?

Stacey: I met Robert in the autonomy course with Nanci Graves in, I believe, 2010. Since 2011, we have collaborated on several autonomy-related presentations and writing projects, including some LD-SIG Forums, and share several interests. We are adjuncts at the Chuo University of Law who provide their instructors with insightful workshops with Andy Barfield! Then, in 2019, I met Ivan for our participation in the LD-SIG PanSIG2019 conference at Konan University in Kobe. We also discussed our interests over coffee and wrote two conference reviews in LL and PanSIG proceedings. I remember editing one of the papers on my tiny phone in a car somewhere in the mountains of Yamagata, and I will never forget how much Ivan helped me edit the Google Doc. draft in real time as I fumbled with my phone. Lastly, in 2021, I met Amelia in the highly recommended Language Advising Certificate year-long program, which includes five courses at the [Research Institute of Learner Autonomy Education \(RILAE\)](#) at Kanda University of International Studies (KUIS). The courses focus on reflective dialogues, systematic support for learners and advisors, and robust readings and viewings. She was my profoundly insightful TA; now, she is an instructor for the course, and I am her TA! After being a TA for a year, I applied and received the Advisor Educator Certificate training to provide education and mentoring for learning advisors. The RILAE Program and Journal leaflet can be found here: [Research Institute for Learner Autonomy Education \(RILAE\)](#). I am so pleased the LDJ9 editorial team joined me, as we work well together and share many common interests in learners and learning.

Ivan: I met Stacey at the 2019 PanSIG conference when we both participated in the LD forum and presented about our learners' perceptions of autonomy and how to scaffold independent study skills moving from a high school context to a university context. Very fitting! As for Robert, we met at a bus stop on our way to the 2023 PanSIG conference in Kyoto and bonded over coffee, and then talked over coffee again about our shared interests in project-based learning and learner development at the recent LD30 conference. I have yet to meet Amelia in person, but I was thrilled to learn that she also joined the LDJ9 editorial team, as I really enjoyed reading [her article featured in LDJ7](#).

Tim: I love the way you have found each other! Bumping into each other at SIG events and at bus stops and chatting over coffee. A beautiful picture of organic, collaborative, professional development! Now, crashing back to earth, I wonder whether you could tell us where you are in the LDJ9 process. What are you and the contributors doing now?

Ivan: We had the latest of many online meetings yesterday (note to prospective LDJ editors: don't falter at the thought! The meetings are aplenty, but they are constructive and quite enjoyable) where we finalized a message to the reviewers. After working together in small thematic response communities and giving each other peer feedback, the authors submitted a revised draft of their articles. If you are reading this on the day *Learning Learning* 31.3 is published, the manuscripts should be safely in the reviewers' hands and ready to receive constructive feedback. Authors will then have their feedback returned and will resume working, both individually and as part of their response community, towards a third draft, which we predict will be ready in February/March 2025.

Stacey: Thanks for your thorough explanation, Ivan! I can add some color to the fact that the four editors have found a magic lunch hour to work when we all are free to get together via Zoom, and we get so much done in a short amount of time. All our notes are in one Google Document, the title of which is “Agenda & Minutes,” which I love, without proper nouns or acronyms like LDJ9. We all know it’s ‘THE’ essential document, the one that we all know well, that keeps us on track.

Tim: That sounds great. You seem to be very well organised and seem to be on track in the process. Good of you too to point out to future potential LDJ editors that the job involves many meetings and that most of these are not unenjoyable!

I wonder if I could ask you next about how the process has worked so far. Have you encountered any bumps in the road or have things moved along quite smoothly? What have been the biggest challenges so far in managing an issue of the LDJ?

Stacey: For me, the bumps in the road have been international time-zone differences between the authors and editors and finding time to meet in our research communities and editors’ meetings. It has slowed our schedule a bit, but we have been attempting to stay on target as editors. LDJ9 is an international team that spans the globe, so what has made the time challenges smoother for us is that Ivan suggested using the time zone identifier app Rallyly, with three Ls: <https://app.rallyly.co/>, which has helped us meet up remotely on Zoom. The free Rallyly app may interest LL readers in connecting smoothly with your international communities. I recommend using the link above because if you try to find it by a search engine online, you may be taken to the U.S. city of Raleigh, North Carolina, instead!

Amelia: In the beginning, things moved incredibly smoothly. Navigating the different semesters (Australia runs opposite to Japan) and the associated workload has been a struggle recently. Thankfully, the team is an amazing group of people – support and kindness are in abundance.

Tim: Working across time zones is tricky, isn’t it? Thank you for the tip. Rallyly sounds very useful indeed. So, finally, I wonder if you could give us a hint about the range of perspectives we will find in the finished Issue 9. How are people approaching the themes of Autonomy, Creativity, and Well-Being for Learner Development? Are there any surprises for you in the way some people have chosen to tackle the subject?

Stacey: We think the range of perspectives approaching the themes of Autonomy, Creativity, and Well-Being are interwoven in and between all the chapters. However, we have created four research communities (RCs) around the four themes of *dialogues between the authors and learners, self-awareness and learning co-constructed by learners and teachers, international classroom-based practices, and classroom-based practices in Japan*. Are there any surprises in the way the subjects are tackled? We seem to have more blind peer reviews than I had expected, in contrast with the open reviews, where the reviewers and authors know each other and engage in reflective dialogues. This indicates that for employment and promotions, the blind peer review process is encouraged by academia worldwide.

Robert: As Stacey mentioned, it is fascinating how the themes between the chapters are becoming interwoven. Working with a research community discussion group is something that is new for me, so it has been interesting to hear the writer’s opinions about the work in a way that extends beyond the paper being written. The author I am working with is doing a practice-based review of a book on creativity in teaching, which will be an interesting addition to LDJ9.

Tim: It will be interesting to see how the three themes connect and merge within and between the different articles that are being written. You may face quite a challenge in trying to introduce all the different strands in your editors’ preface, but that is something you will deal with next year, I guess, when all the articles become more finalised.

Well, thank you all for letting us glimpse the work of an LDJ editorial team and for telling us why the themes of LDJ9 resonate so powerfully with all four of you. There is still another year before LDJ9 is published. I hope you enjoy the rest of the journey and that it continues to be a valuable learning experience. I am sure all of us in the SIG are looking forward to seeing the fruits of your (and the authors') hard work when LDJ9 appears in late 2025.

An Announcement From the Editors of The Learner Development Journal Issue 8

The Learner Development Journal

学習者ディベロップメント研究部会誌

<https://ldjournal.ld-sig.org/>

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Exploring Grassroots, Innovative, and Creative Approaches to Language Learning Materials Development Through Inclusive Practitioner-Research

Edited by Anna Costantino, Assia Slimani-Rolls, Nour Bouacha

LDJ8 will be published at the end of December 2024. This issue will feature seven contributions, including five exploratory inquiries and two practice-related reviews. These inquiries examine the development of pedagogic materials from both the teacher's and learner's perspectives. They deploy approaches ranging from action research to exploratory practice and ethnographic accounts. Translanguaging is explored through art-based pedagogy, plurilingual strategies, and methods to enhance student participation. Moreover, one inquiry investigates how social media can be harnessed to foster genuine learner engagement. The practice-based reviews offer reflections on pedagogic materials representing the viewpoints of a materials developer working on published materials and creativity, and a mentor who supports teachers in enhancing their reviewing skills. We hope readers will gain valuable insights into experiential, open-ended approaches to materials development that challenge one-size-fits-all methods and biases.