

Call for Papers: The Learner Development Journal

Exploring the Supervision Process Across Diverse Contexts: Collaborative Approaches

Editors: Sabine Little and Michelle Golledge

The student and supervisor relationship offers a unique opportunity for mutual development. For this issue, we are inviting supervisors and students to submit jointly-authored proposals which explore such development opportunities. This may be a tutor/tutee relationship in which both parties jointly explore a language or culture together, a supervisor/supervisee relationship linked to a specific research topic or course, or a joint exploration of a pastoral care aspect in intercultural contexts. In all cases, an open, sensitive, and collaborative approach to the supervision process holds great learning development potential for staff and student alike.

The fourth issue of *The Learner Development Journal* is due out in the autumn of 2020, and we invite students (at any level of study) and their supervisors to jointly submit papers which highlight a collaborative approach to learner development – with the “learner” here explicitly referring to both the student and the supervisor. Some potential foci of papers might revolve around any of the following topics:

- Cultural/linguistic conventions in the research process
- Contextual explorations around the insider/outsider perspective
- Issues related to data collection
- Ethical considerations within cultural/linguistic contexts, potentially taking into account and querying innate cultural assumptions
- Exploring how supervisors and supervisees may approach an understanding of translation/language in data collection and presentation of research projects, especially if the supervisor does not speak the language of the data collection
- Cultural conventions around the supervisor-supervisee relationship (e.g., pastoral care, sharing of personal stories, aspects of power, respect, face, etc.)
- Collaborative writing up of research

Other relevant aspects not listed here are welcome. The editorial team consists of a student/supervisor team, who in their work focus on learning gained from different cultural or language backgrounds, and so we would particularly encourage contributions that explore mutual learning in relation to culture and language.

The papers should include reflective sections from both student/s and supervisor/s (either separately or jointly), offering potential answers to the following questions:

How can we supervise students, particularly if they come from other socio-cultural and/or linguistic contexts as sensitively as possible?

How can we best negotiate cultural and other expectations and assumptions (from both sides) in such supervisory relationships?

How can we adequately make explicit the learner development that took place through such relationships? What can we gain from making such processes explicit?

How can we help students to negotiate their role as experts, while helping supervisors negotiate their role as potential novices, within a particular context?

You are warmly invited to submit proposals (400-600 words for a full paper, 300-400 words for other texts, such as book reviews, reviews of specific supervisory practices at certain institutions/programmes, etc.). Please note that, for this issue, only student-supervisor collaborative proposals are accepted, and both supervisors and students are expected to contribute to the collaborative process of the journal, engaging in peer reviews, commenting on drafts, etc. The collaborative review process will be supportive and inclusive, and no author team should feel excluded due to language issues - if you feel this is a concern, please contact the editors prior to sending in your proposal. The editorial team also consists of a student-staff team, to ensure the issue is fully collaborative. All papers are expected to show a rigorous approach, exploring the chosen focus critically, and drawing on relevant literature (from relevant cultural contexts, as appropriate).

We would like to encourage contributors to experiment and write in different genres of research writing, such as personal narrative, extended book review, dialogic exploration, multimodal report, poetry, as well as include video and other hyperlinks in their writing. We also welcome book reviews, author interviews, or annotated reading lists critically exploring issues to do with supervisory relationships in cross-linguistic and/or cross-cultural contexts.

With full papers at 5000-7000 words, we are looking for around 4-5 full papers and 3-4 other texts for this issue of The Learner Development Journal.



Writing Schedule

December 5th 2018	Deadline for submission of proposals
January 15th 2019	Announcement of acceptance of proposals
January 16th – February 2019	Sharing paper focus and plans with other contributors (via online community)
March – May 2019	Ongoing writing
June – September 2019	Peer sharing and peer feedback on complete first draft
September 30th 2019	Deadline for submission of first complete draft

October-November 2019	Reviewer feedback
December 2019 – March 2020	Editor feedback and re-drafting
March 31 st 2020	Deadline for the final draft
April – July 2020	Proofreading and final editing
August – September 2020	Finalization for publication
November 2020	Publication

Initial inquiries and proposals should be directed to Sabine Little at <s.little@sheffield.ac.uk>

Please submit the following information in a Word document.

Name (s):

Institutional Affiliation (s):

E-mail:

Member of JALT LD SIG? Yes / No

Proposed Title:

Proposal: Approximately 400-600 words for a full paper, 300-400 words for other texts.

Michelle Golledge, Co-editor

Sabine Little, Co-editor

The Learner Development Journal (<http://ld-sig.org/ld-journal-concept/>) is the online, open-access journal of the JALT Learner Development SIG. Published once a year, the *Journal* is devoted to practitioner-driven research, reviews, and interviews exploring learner development issues in second language education. The *Journal* represents a commitment to group-based professional development and shared exploration. It provides a forum to explore is-

sues related to specific learner development themes in a collaborative and supportive environment. Each issue of the *Journal* contains six to 10 works of varying lengths related to the common theme, reviews of key texts, an interview with or a contribution from a key researcher in the field, and an introduction or conclusion written by the issue editors to provide an overview and context to the whole collection of work. Contributors will work with each other to read and respond to one another's work during the research and writing process. We are especially interested in practitioner research, student participatory research, and co-authored works.

