

As the cold winter weather winds its way ever southward, I would like to extend a very warm welcome to the fall edition of *Learning Learning*, the Learning Development SIG's biannual online publication. Fall is often a busy time for educators as we not only wrap up the term but also begin preparations for the upcoming academic year. It is also a bust time for JALT as SIGs and their members busy themselves to prepare workshops, seminars and presentations for the upcoming International Conference on Language Teaching and Learning. We hope that you can take advantage of some of the great opportunities to re-examine and refresh your practice at this year's events.

Central to this year's conference is *transformation in language education*. In this issue, we present several articles that examine two fundamental concepts to transformation, motivation and autonomy. Unlike appeal, which is often transient and has its origin in external factors, motivation consists of a conscious and deliberate effort to engage in an activity to bring about change. Key to this is learner autonomy, which places the responsibility of learning in the hands of the learner.

This issue of *Learning Learning* brings together the observations and investigations of Learner Development members who attempt to respond to such questions as "What motivates my students?" "How can classroom learning become meaningful?" "How can we transcend classroom practice to make learning authentic and applicable?". Farrah Hasnain examines student motivation in her classroom as she attempts to develop a learning framework based on the interchange of language and culture; Adrian Wagner shares his experiences with learner autonomy as he facilitates the development of engaged and active language learners; drawing from the work of Mihály Csíkszentmihályi (pronounced *chick-sent-me-hi*) on *flow*, Darin Scheider shares his perspective on exposing learners to meaningful challenges that create opportunities for growth and engagement.

Turning toward teacher motivation, Trevor Raichura shares with us his experiences learning Japanese by bridging the gap between textbook learning and practical, real-world applications, while Andrew D. Tweed sheds some interesting light on self-directed learning in his interview with the creator of a popular Japanese-learning website. Maybe you've heard about it? Dominic G. Edsal

shares some of his studies and challenges us to rethink learner autonomy through an epistemological lens.

In an interview with Jenny Morgan, Christina Gkonou from the University of Essex, explains how learner diaries can function as effective assessments to inform and guide learner development. Sean H. Tolland reflects on his own experiences and insights gained at the 2016 JALT CALL.

In addition, you can also find how the Learner Development SIG has grown and developed over the past year, and in what direction the SIG plans to move in the coming years.

With so much to read in this issue, we hope that you enjoy what we've put together and perhaps even find something that motivates you! We invite you to share your responses and ideas with other members of the learner development SIG on the LD-SIG forums or in your own observations and reflections of your practice and experience.

However, before you begin, I'd like to take just 25 seconds of your time to quickly introduce myself. My name is Arnold F. Arao and I am the new editor for *Learning Learning*. I am excited to be part of this publication and am looking forward to hearing your comments, questions or suggestions. Please feel free to drop me a line at [learninglearning.editor@gmail.com](mailto:learninglearning.editor@gmail.com) and let me know how we're doing. Well, my 25 seconds are almost up; so, with further ado ...

Happy discovery!



*Arnold Arao, Head Editor*

*On behalf of*

*Lee Arnold, Andy Barfield, Charlotte Murakami, and*

*Alison Stewart*

*(Learning Learning Editorial Team)*

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## はじめに

厳冬の時期が南の方角にもやってまいりましたので、年2回発行されるLDのオンライン出版物である『学習の学習』秋号を温かく迎えたいと思います。秋になると学期末の総括だけでなく新年度に向けた準備も始まるため、教員にとっては忙しい時期になります。JALT/SIGも同様で、国際年次大会でのワークショップ、セミナー、プレゼンテーションの準備でメンバーは忙しくしております。大会に参加される皆様が、自分自身の実践を省察しリフレッシュされることを願っております。

本年度の大会テーマは言語教育における変容です。そこで本号では、変容、モチベーション、オートノミーに関する2つの核となる概念を考察した論文が多数ございます。アピールは一時的なものであることがほとんどで外的要因に依りますが、モチベーションは変化をもたらす活動に従事する意識的かつ入念な努力から成ります。この鍵となるものが学習者オートノミーであり、学習における責任は学習者に委ねられています。

学習者のモチベーションを高めるものは何か、教室での学習を意義あるものにするにはどうすべきか、学習を現実的で応用可能なものにするためには、どのようにして教室実践の枠を超えることができるのかといった問いに対する答えを探究しようとするLDメンバーの見解や考察を寄せ集めたものが本号です。Farrah Hasnain は言語と文化のインターチェンジに基づく言語フレームワークを開発しながら、教室での学習者のモチベーションに関して考察します。Adrian Wagner は積極的かつ主体的な言語学習者の発達を支援した学習者オートノミーに関する自身の経験を共有します。Darin Scheider は Mihály Csikszentmihályi の研究を基盤に、学習者に成長と関与の機会にチャレンジさせることに関する見解を述べます。

教員のモチベーションについては、Trevor Raichura がテキスト学習と実生活・実社会での応用の間のギャップを埋める自身の日本語学習経験を共有し、Andrew D. Tweed は人気のある日本語学習サイトのクリエイターとのインタビューで、自主学習を異なる視点から見つめ直します。また、Dominic G Edsal は自身の研究を共有し、認識論的観点から学習者オートノミーの再考を提示する。

また英国エセックス大学の Jenny Morgan と Christina Gkonou のインタビューでは、学習者の日記が学習者の発達を示し導く効果的な評価方法としていかに機能するかを説明し、Sean H. Tolland は 2016 年度の JALT CALL での経験と知見を省察する。

さらに本号では、LD SIG がこれまでにどのように発展してきたか、また今後の方向性についても知ることができるでしょう。

本号は大変読み応えのあるものですので、楽しみながらお読みになり皆様のやる気を起こさせるものに出会えることを願っています！皆様の感想やアイデアそして実践や経験の見解や考察についてもLD SIG フォーラムで他のメンバーと共有していただきたいと思っております。

本号をお読みいただく前に 25 秒頂戴し、自己紹介をさせてください。私は Arnold F. Arao と申します。『学習の学習』の編者を新しく務めさせていただきます。この出版に携わることができ嬉しく思っております。皆様からのコメント、質問、提案を以下のアドレス宛にお送りいただければ幸いです。

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25 秒があつという間に経ってしまいました。

アラオ・アーノルド／林 千賀

## MESSAGE FROM THE LD SIG COORDINATORS

November is a busy time for JALT organizations and the LD SIG is no exception. Just about the time this issue of *Learning Learning* is released, members of the LD SIG committee will be meeting in Nagoya for our annual general meeting (AGM). The JALT constitution requires all chapters and SIGs hold an AGM to report on their state of affairs, hold elections, and discuss the future of their groups. SIG members are dispersed throughout Japan, so this is a perfect time to put faces to email addresses and talk in person about the SIG, its mission, and how we can improve the services we offer to our members.

Preparing for the AGM, we have read reports from each of the committee teams and are happy to be able to announce that the SIG has continued to fulfill its mission of supporting learner and teacher development. There are active get-together groups in Tokyo, Kansai, and Hiroshima, and this is the first year that each group will be holding an event for students and their teachers: Tokyo will hold the third Creating Communities mini-conference in December, Kansai just recently held their first “From Kansai to the World,” a student-led conference, and Hiroshima will have their eighth annual inter-university Scrabble competition in December. In addition, the SIG continues to focus on producing publications of high quality and maintains a policy to support less experienced writers and writing styles that differ from the standard academic article format. This approach allows us to grow and develop as teachers, researchers, and learners together. One exciting project to look out for is the inaugural issue of the SIG’s new journal, which should be released in the spring of 2017.

The SIG is able to do so much thanks to the dedicated service of a handful of volunteers, people often already busy with their careers and families, who are asked to sacrifice their private time to help organize, edit, review, write receipts, design flyers, and a range of other duties without complaint and with a positive energy that is inspiring. We are grateful to be able to work with so many amazing people on this committee.

However, as it is November there will be changes to our committee after the AGM. It is with sadness that we have accepted resignations from a few long-standing committee members who have decided to move on, but they have helped introduce new members to the teams. These changes will be announced in the next issue of *Learning Learning*. One change we can mention here, however, is the addition of Arnold Arao to the *Learning Learning* team. Arnold first took over the role of Layout Editor from Monika Szirmai with the special edition and now, with this issue, takes over the Head Editor position from Alison Stewart. We are grateful to Monika and Alison for their long years of dedicated service to *Learning Learning* and are very excited to welcome Arnold to the LD team!

The reports also revealed current challenges that the SIG is facing. One is the need for volunteers to join the committee. The SIG has a very supportive team-based system led by experienced team members. This allows for a period during which new volunteers can shadow and duties can be allocated appropriately, giving volunteers the opportunity to grow into their new roles. Please get in touch with Mathew or Mayumi if you are interested in joining the committee, particularly if you are interested in helping with *Learning Learning*, coordinating, publicity, or the web site. We are also still coping with changes to the base grant we receive from the JALT national organization. At this year’s AGM, one of the most important conversations we will have is how to better budget our operating fund to support grants for members, publication projects, and events. Finally, we are also interested in learning more about our members. *Why did you join this SIG? What do you hope to get out of your membership? Are you satisfied with what the LD SIG’s services?* How to explore these questions is another item on the agenda at the AGM.

The AGM is open to all, so if you are attending JALT2017, please stop by the AGM in room 1202 on Saturday from 3:35 to 4:20. The LD forum will be held in the same room just after the AGM finishes. We hope to see you there!

Mayumi Abe & Mathew Porter  
*Coordinators, LD SIG*