

Greetings ごあいさつ

From the Editors Michael Mondejar and Jackie Suginaga

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Greetings all,

This issue of *Learning Learning* comes out a little later than usual, and in a season of mixed emotions. While spring is normally a time of rebirth and renewal, of fresh starts and new beginnings, this spring was marked by the one-year anniversary of the Great East Japan Earthquake, which ravaged the Tohoku region and continues to cast a heavy shadow in the minds and hearts of everyone in Japan. Many of us affected by the quake have come to reflect on our own lives and the lives of our neighbors, and have become determined to aid in the rebuilding efforts either directly via volunteering or indirectly by making donations.



The theme of self-reflection connects all of the contributions in this issue of *Learning Learning*. The issue begins with an introduction to two new SIG members, Steven Paydon and Bill Mboutsiadis. Currently in the SIG publications team, Steven discusses his first encounter with learner autonomy as a child in Australia, as well as how this experience informs his beliefs about teaching today. Bill, the SIG Program Coordinator, describes how principles of learner autonomy influence his teaching beliefs and practices.

Following the introductions are reflective pieces by the 2011 LD SIG Grant Awardees: Ian Alexander Hurrell, Mehmet Boyno, and Michael Wilkins, and Matt Coomber. Ian and Mehmet both detail their experiences at the *Advising for Language Learner Autonomy* conference, held by the IATEFL Learner Autonomy Special Interest Group at Kanda University of International Studies, and what they came away with from the conference. Michael discusses his roots and current research in learner autonomy, as well as his experiences attending the JALT2011 Conference held in Yoyogi, Tokyo last year, and Matthew reflects on both positive and negative experiences at the same conference.

We are also happy to feature in this issue two articles by Mathew Porter and Lee Arnold. Mathew describes an online pronunciation course that he designed, discussing how successful the course was in promoting his learners' autonomous acquisition of phonological knowledge. Lee reflects on how adult learners in private tuition take control of their own learning, and offers some guiding principles for promoting learner autonomy in this particular learning context.

Also featured in this issue is an interview with Phil Benson, one of the plenary speakers at JALT2011 and long-time proponent of learner autonomy. In this interview, conducted by Michael Mondejar and Jackie Suginaga, Phil describes his personal journey with learner autonomy, and the directions which it may take in the future.

In "Looking back", Rachelle Jorgenson, and Tomoko Kurita each offer reflections on the Tokyo LD-SIG get-togethers that have been held on a monthly basis at Teachers College in Suidobashi since December 2011. Darren Elliott, Robert Moreau, and Bill Mboutsiadis also preview different LD SIG forums taking place this year.



This issue of *Learning Learning* reflects the co-operation of many people, and we would like to thank in particular for their contributions and assistance: Phil Benson, Andy Barfield, Richard Silver, Steven Paydon, Bill Mboutsiadis, Ian Alexander Hurrell, Mehmet Boyno, Matthew Wilkins, Mathew Porter, Lee Arnold, Matthew Coomber, Rachelle Jorgenson, Tomoko Kurita, Darren Elliott, Robert Moreau, Kay Irie, Hiromi Furusawa, Hugh Nicoll, Alison Stewart, and Fumiko Murase. Without their invaluable help it would not have been possible to publish this issue. We hope that you will find something of relevance and interest in this issue and as always, we want to hear from you if you are interested in writing articles, reflections, or book reviews, or working on the editorial/translating team.