

学習の学習 Learning Learning

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Welcome to the first *Learning Learning* of the new century! In this issue, we continue to explore some of the many interconnections in Learner Autonomy, within Japan, across Asia, and beyond.

Several pieces in this issue highlight the inter-relatedness of learner autonomy and teacher autonomy, both suggesting that teacher autonomy is a condition for learner autonomy, as well as showing how the two can develop hand in hand. Learner/teacher autonomy will also be a prominent theme of the upcoming College and University Educators SIG conference, *Developing Autonomy*, in Shizuoka on May 12th and 13th, co-sponsored by the Learner Development SIG.

In this issue, we explore links between learner autonomy and computer-assisted-language-learning. We hope, too, that you enjoy the distinctly international feel to *Learning Learning*, with contributions from Britain, Hong Kong, Korea, Portugal and Taiwan, as well as Japan. The articles here span the range from the highly constrained, textbook- and examination-dominated Taiwanese school system, to more liberal university settings, and, also, a Korean alternative learning centre and culture factory for students who have opted out of the formal educational system.

Looking towards Learner Development SIG events at the PAC3/JALT conference in November in Fukuoka, we are delighted to report that the Learner Development SIG is sponsoring a co-featured speaker workshop on sustainable learner and teacher autonomy by Fakrul Alam from Bangladesh and Richard Smith from Britain. Not only that, but this year's Learner Development Forum will also include presenters from Thailand and Hong Kong as well as

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