

ReNLA *Bulletin*, May 2011

Dear ReNLA Members,

We are writing to tell you that the latest AILA Research Network on Learner Autonomy *Bulletin* is now available on the RenLA website: <http://ailarenla.org/>

In this *Bulletin* we provide some additional information about the ReNLA symposium at the upcoming AILA World Congress in Beijing in August. We ask you to note the items concerning the ReNLA Business Meeting and the ReNLA dinner which will take place during the congress.

We would also like to remind you about the ReNLA-supported conference, ‘Cutting Edges – Autonomy and Community in Language Learning, Teaching and Training’, which will be held at Canterbury Christ Church University, 1-2 July 2011. There is also information about a Call for Papers for another ReNLA-supported conference, ILA 2012 in New Zealand.

Here are the full contents of the *Bulletin*:

1. Upcoming Events

- a. *Cutting Edges – Autonomy and Community in Language Learning, Teaching and Training*, Canterbury Christ Church University, 1-2 July 2011
- b. AILA World Congress Beijing, August 2011: ReNLA Symposium and other presentations, plus ReNLA Dinner
- c. Kanda University of International Studies Japan / IATEFL LA SIG: *Advising for Language Learner Autonomy*, November 2011

2. Call for papers

5th International Independent Learning Association Conference 2012, August-September 2012

3. Membership Update

4. Recent Publications

5. ReNLA Business Meeting

We look forward to receiving more contributions for *Learner Autonomy in Language Learning*: <http://ailarenla.org/lall/>. Please browse back issues to see examples of the kinds of report, review and article (short or long) that we would like to publish. There are no set deadlines, and we will upload relevant contributions as and when we receive them.

Also, if you have relevant event announcements or notices of recent publications that you would like us to bring to members' attention, please let us know and we will include them in the next *Bulletin*. Until you hear from us again, we invite you to consider exploring the website from time to time and leaving comments or questions where appropriate: <http://ailarenla.org>

Best wishes

Garold Murray & Richard Smith

Joint convenors, AILA Research Network on Learner Autonomy in Language Learning

1. Upcoming events

- a. **‘Cutting Edges – Autonomy and Community in Language Learning, Teaching and Training’, Canterbury Christ Church University, 1-2 July 2011.**

For more information on this ReNLA-supported event, please visit the conference website:

<http://www.canterbury.ac.uk/arts-humanities/english-language-studies/LanguageStudiesConf.aspx>

- b. **AILA World Congress Beijing, August 2011: ReNLA Symposium and other presentations, plus ReNLA Dinner**

- The AILA Research Network on Learner Autonomy Symposium will be held at the 16th World Congress of the International Association of Applied Linguistics in Beijing on **Friday, August 26, 9:00–12:00 in Para Room 7**. The theme of the symposium is ‘Social Dimensions of Autonomy’ The names of the presenters and the titles of their papers, accompanied by full abstracts, can be seen here:
<http://ailarenla.org/events/beijing2011>
- We would like to congratulate ReNLA members Tin T. Dang of La Trobe University, Australia, and Diego Mideros of the University of the West Indies St. Augustine Campus, Trinidad and Tobago, who have both been chosen to be recipients of the Multilingual Matters-AILA Solidarity Award. This grant will enable them to attend the AILA Congress and present papers in the ReNLA symposium.
- A symposium on ‘Learner Autonomy in the Classroom: Insights from Practitioner Research’, moderated by Christine O’Leary, will be held on **Thursday, 25 August, Para Room 5**.
- We would like to provide details of other autonomy-related presentations by ReNLA members via our next Bulletin. If you are presenting a paper at the AILA Congress,

please contact Richard (R.C.Smith@warwick.ac.uk) with the details **by 30 June**. Please use the following template when you submit your presentation details.

Line 1: Day, Date

Line 2: Time, Location

Line 3: Title

Line 4: Name of presenter and affiliation

Line 5: Short summary (50 words, same as you submitted to AILA)

For example:

Wednesday, August 24th

11:00-11:30, Para Room 17

Social language learning spaces: Affordances in a community of learners

Naomi Fujishima and Garold Murray

This paper reports on an ethnographic inquiry into the language learning affordances available to English and Japanese foreign language learners through their interactions in a social learning space at a Japanese university. The authors examine these opportunities and identify the conditions which supported the emergence of a community of learners.

- **ReNLA Dinner:** At each AILA congress prior to the ReN symposium, it has been the custom for the presenters and the convenors to meet for dinner, the purpose being to get acquainted or to renew acquaintance before the symposium. For this conference, we would like to extend an invitation to all ReNLA members attending the congress to get together for dinner on **Wednesday, 24 August**. If you are interested, please inform Richard Smith (R.C.Smith@warwick.ac.uk) **by July 31st at the latest**, with any dietary requirements. We will provide more details after that, when we know how many people would like to come along.
- c. **Kanda University of International Studies Japan / IATEFL LA SIG: Advising for Language Learner Autonomy, November 2011.**
Deadline for proposals: June 30 2011
See the website for more details: <http://learnerautonomy.org/advising2011.html>

2. Call for Papers

5th International Independent Learning Association Conference 2012, Wellington, New Zealand, 30 August – 2 September 2012. Call for papers (deadline 4 November 2011) and further information here: <http://www.ila.net.nz/>

ILAC is an international conference for passionate teachers, learners, and researchers in the field of independent learning and the theme for 2012 is "**Autonomy in a Networked World, Te Tū Motuhake i te Ao Kōtuitui**". The conference sub-themes are intended to capture dimensions of the relationship between the personal, social and cultural identity of the learner, the self and the 'other' as agents of learning, the learning environment, and the role of assessment for the autonomous learner.

3. Membership Update

We are delighted to announce that since the January 2011 *Bulletin* we have received a large number of new membership requests – we have gained 29 new members, from Colombia, UK, Japan, Taiwan, Mexico, Israel, Iran, New Zealand, United Arab Emirates, Malaysia, Hong Kong SAR China, Lebanon, and Macau SAR China. This takes our total membership to 392.

For those of you who have an [Academia.edu](https://www.academia.edu) profile, we now have an AILA ReNLA page under the 'Memberships/Mailing Lists' tab for you to follow. If you can't immediately find the mailing lists tab, please click 'Add more' in the far left column of your profile, then search for AILA ReNLA.

If you do not currently have an [Academia.edu](https://www.academia.edu) profile and would like to make use of this social networking facility to meet AILA ReNLA colleagues, please explore the [Academia.edu](https://www.academia.edu) site. We would like to stress that this site is not managed by the AILA ReNLA, and the AILA ReNLA holds no responsibility for it. Communications concerning AILA ReNLA business will continue to be made using the email mailing list held by the Membership Chair. Members should use the AUTO-L mailing list to ask questions and discuss relevant issues.

Lucy Cooker

4. New Publications

Since the last *Bulletin* went out, three books have been published in the area of learner autonomy in language learning:

Murray, G., Gao, X., & Lamb, T. (Eds.) (2011). *Identity, motivation, and autonomy in language learning*. Bristol: Multilingual Matters.

This ReNLA publication is a collection of the papers presented at the symposium at the AILA World Congress in Essen Germany, 2008, accompanied by papers from other ReNLA members which explore the links between identity, motivation and autonomy. This book is available at a 20% discount if ordered from the publisher's website: <http://www.multilingual-matters.com/display.asp?isb=9781847693723>.

Gardner, D. (ed.) (2011). *Fostering autonomy in language learning*. Gaziantep: Zirve University. Available at <http://ilac2010.zirve.edu.tr>

This on-line publication is a collection of the papers presented at the ReNLA-supported *1st International Foreign Language Teaching Conference: Independent Learning* held at Zirve University, Gaziantep, Turkey, in June, 2010. This book can be accessed for free at <http://ilac2010.zirve.edu.tr>.

青木直子・中田賀之（編）『学習者オートノミー 初めての人のためのイントロダクション』ひつじ書房（2011） [Aoki, N. & Nakata, Y. (Eds.) (2011). *Gakushuusha autonomy: Hajimete no hito no tame no introduction*. Tokyo: Hitsuji Shobo.]

This publication is a Japanese translation of the Kjisik et al. (2009) book, *Mapping the terrain of learner autonomy: Learning environments, learning communities and identities*, which was comprised of selected paper from the Independent Learning Association 2007 Japan conference. For more information on this recent publication, visit the publisher's website:

<http://www.hituzi.co.jp/hituzibooks/ISBN978-4-89476-539-9.htm>

In addition, members have informed us of the following publications:

Nishida, R. & Yashima, T. (2010). Classroom interactions of teachers and elementary school pupils as observed during a musical project in a Japanese elementary school. *System*, 38(3), 480–490.

Reinders, H. (2011). Towards an operationalisation of autonomy. In A. Ahmed, G. Cane, and M. Hanzala (Eds.), *Teaching English in multilingual contexts: Current challenges, future directions* (p. 37-52). Cambridge: Cambridge Scholars Publishing,

Reinders, H. & Balcikanli, C. (2011). Learning to foster autonomy: The role of teacher education materials. *Studies in Self-Access Learning*, 2(1), 15—25.

Reinders, H. & Cho, M. (2010). Extensive Listening Practice and Input Enhancement Using Mobile Phones: Encouraging Out-of-Class Learning with Mobile Phones. *Tesl-EJ*, 14:2.

Reinders, H. & Wattana, S. (2011). Learn English or Die: The effects of digital games on Interaction and Willingness to Communicate in a Foreign Language. *Digital Culture and Education*, 3(1), p. 4—28.

If you would like to have your latest publications (2010-2011) listed on the site, please send references **in APA style**, at any time, to Garold (garold.murray@gmail.com).

5. ReNLA Business Meeting

A ReNLA Business Meeting will be held at the AILA World Congress, Beijing, August 2011, following the ReNLA symposium on Friday, August 26, i.e. from 11:30-12:00. If you have items that you would like to see on the agenda or opinions you would like to have aired, whether or not you can attend, please contact Richard (R.C.Smith@warwick.ac.uk) and Garold (Garold.Murray@gmail.com)