

ReNLA Bulletin, December 2013 (<http://ailarenla.org/bulletins/renla-bulletin-december-2013/>)

Dear ReNLA members,

Here are the full contents of this December 2013 *Bulletin*:

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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/>

Harry Kuchah Kuchah (editor) hkuchah@yahoo.com

December 2013 *Bulletin*: Item 1

Message from the convenors

Welcome to AILA ReNLA's latest *Bulletin*. It has been almost a year since our last one and we have achieved quite a lot during this period, as you will see in this issue of the bulletin. The beginners' resources list went online in June 2013. A list of doctoral theses completed in the field of learner autonomy has also been posted to the website. The members' publications list has been updated. We have been busy with coordinating the AILA symposium (Brisbane, 2014), which will be led by David Palfreyman (Zayed University), Andy Gao (University of Hong Kong), Alice Chik (City University of Hong Kong), Garold Murray (Okayama University), Terry Lamb (University of Sheffield), and Harry Kuchah (University of Sheffield). The symposium will discuss new developments in research on learner and teacher autonomy, and is a result of the online discussion among members earlier in 2012 and 2013.

In 2014 we hope that even more will be happening on our website and on our AUTO-L mailing list. We would like these means of communication among members to be as interactive as they can be. We will appreciate your participation very much!

Naoko Aoki, Alice Chik and Richard Smith
Convenors, AILA Research Network on Learner Autonomy, 2011-14

December 2013 *Bulletin*: Item 2

'Inside ReNLA'

a. Longevity of ReNs, and future of ReNLA

In our last *Bulletin* (January 2013), I reported that, despite repeated requests from us for the restriction on lifetime of Research Networks ('ReNs') to be removed from the AILA website (to match what we were told had been achieved via our 'campaign' of 2011), this had still not occurred. This is still the case - the only change that happened in AILA bylaws was that 'the life of a ReN is not expected to be longer than six years' became 'Generally, the life of a ReN is not expected to be longer than six years'. At least this enables us to apply again for a further three-year period of renewal from 2014 to 2017 (we have, of course, been around for much longer than six years already, previously as an AILA 'Scientific Commission' and now for coming up to nine years as a Research Network). We will make the application for renewal following the AILA 2014 congress in Brisbane but there is always the possibility we'll be told that our 'time is up'. In the January *Bulletin* we asked for opinions of members as to what our next steps should be but didn't receive any feedback, so it does not seem as if there is an appetite for a further campaign for change like that of 2011 (when we at least made it very clear to AILA that we expect to carry on as an AILA Research Network). However, we will report to members immediately if there appear to be any difficulties with our request for renewal when this comes up in late 2014.

(Richard Smith)

b. Publication of AILA 2011 papers

Papers given at the AILA 2011 ReNLA Symposium, along with some given at the Canterbury 'Cutting Edges' conference supported by ReNLA, also in 2011, have been edited by Garold Murray for publication in a Palgrave Macmillan book, *Social Dimensions of Learner Autonomy*, due to appear in 2014, before the Brisbane AILA Congress.

December 2013 *Bulletin*: Item 3

Research agenda discussions:

Learner autonomy has become an increasingly popular idea among language educators. The number of researchers studying learner autonomy has dramatically increased in the past decade, while their interests have diversified. This is a good sign that our field is alive and kicking, but the field as a whole may be running the risk of losing a sense of direction. The Research Network therefore started a AUTO-L discussion in 2012 as to which areas are particularly worth our attention and what research agenda each area might have. We have developed this discussion into a ReN-sponsored symposium proposal for AILA 2014 in Brisbane. The five papers to be given there are as follows:

PRESENTATION 1:

TITLE: Researching the Spatial Dimension of Learner Autonomy

PRESENTERS: Terry Lamb (University of Sheffield) and Garold Murray (Okayama University)

SUMMARY:

In this presentation we propose a research agenda exploring the spatial dimension of learner autonomy. What is the relationship between space, place and autonomy? Given that spaces are social constructions, how do the meanings that learners attach to a space transform it into a place and influence their autonomy?

PRESENTATION 2:

TITLE: Learner Autonomy in the Web 2.0 Era

PRESENTER: Alice Chik (City University of Hong Kong)

SUMMARY:

The rapid growth and globalization of digital media offers opportunities for informal second and foreign language (SFL) learning and use. How do learners appropriate digital tools and spaces for SFL learning? What does learner autonomy contribute to SFL learning? What are the impacts on researching learner autonomy in digital environments?

PRESENTATION 3:

TITLE: Learner Autonomy in the developing world.

PRESENTER: Harry Kuchah (University of Sheffield)

SUMMARY

Learner autonomy as a concept has its origins in Europe, and for a time there were even questions about whether it had relevance for other educational cultures. This presentation suggests that it may have special relevance now for learners in developing countries, and specifically in less well-resourced contexts.

PRESENTATION 4:

TITLE: Learner autonomy in groups

PRESENTER: David M. Palfreyman (Zayed University, UAE)

SUMMARY:

Autonomy has historically been associated with 'independence'; but what about interdependence? For example, how does learner autonomy fit with sociocultural approaches to understanding language learning? Or with collaborative approaches to language teaching? What kind of groups foster autonomy and how does autonomy contribute to social learning?

PRESENTATION 5:

TITLE: Language teacher autonomy and social censure

PRESENTER: Xuesong Gao (The University of Hong Kong)

SUMMARY:

Language teachers' autonomy has been increasingly undermined by bureaucratic management and marketisation of education. Our practice and performance has been subject to close social scrutiny. It has become critical for us to address the challenge of social censure in order to assert ourselves as autonomous language teachers.

We hope that the symposium would provide opportunities to enhance further international collaboration in research and, in due course, help create a new body of knowledge related with learner autonomy. Please join us in the discussion at the symposium. We would appreciate your contribution very much.

(Naoko Aoki, Alice Chik, Richard Smith, AILA ReNLA Convenors 2011-2014)

December 2013 *Bulletin*: Item 4

Beginners resource project

Naoko Aoki, Kerstin Dofs and Sarah Mercer have been compiling a list of resources for learner autonomy beginners. The idea behind the project is to provide some basic pieces of literature in various autonomy-related fields that do not require a lot of previous knowledge and can serve as jumping off points for further reading. As promised in the January 2013 issue of our *Bulletin*, the initial stage of the project is now complete and the list is on our [web site](#). As we intend to keep updating the list, we would welcome your feedback and any information about new introductory publications.

(Naoko Aoki, Kerstin Dofs, Sarah Mercer)

December 2013 *Bulletin*: Item 5

Recent Publications by Members

The list below provides details of recent members' publications in the area of learner autonomy.
(Lorna Carson)

Peer-reviewed journal articles

Boyno, M. (2012). Some pedagogical innovations in nurturing autonomous EFL learners. *Energy Education Science and Technology Part B – Social and Educational Studies, Special Issue 2*, 197 – 204.

Crabbe, D., Elgort, I. & Gu, P. (2013). Autonomy in a Networked World: Special Issue. *Innovation in Language Learning and Teaching, 7*(3).

Dang, T. T. (2012). [Learner autonomy: A synthesis of theory and practice](#). *The Internet Journal of Language, Culture and Society*, 35, 52 – 67.

Gibbes, M., & Carson, L. (2013). Project-based language learning: An activity theory analysis. *Innovation in Language Learning and Teaching*. DOI: 10.1080/17501229.2013.793689

Mariani, L. (2010). Beliefs and attitudes: A key to learner and teacher progression. *Perspectives, A Journal of TESOL-Italy*, 37(1), 7 – 20.

Morrison, B. R., & Navarro, D. (2012). Shifting roles: From language teachers to learning advisors. *System*, 40(3), 349 – 359.

Morrison, B.R. (2011). Self-directed learning modules for independent learning: IELTS exam preparation. *Studies in Self-Access Learning Journal*, 2(2), 51-67.

Reinders, H. (2013). Language learning on the go. The potential of location data for language learning and teaching. *Modern English Teacher*, 21(3).

Reinders, H., & Loewen, S. (2013). Autonomy and language learning behaviour. The role of student initiation and participation in L2 classrooms. *Study in English Language Teaching*, 1(1), 1 – 11.

Books and special issues of journals

Barfield, A. & Delgado Alvarado, N. (Eds) (2013). [Autonomy in language learning: Stories of practices](#). Canterbury, England: IATEFL Learner Autonomy SIG.

Barkhuizen, G., Benson, P., & Chik, A. (2013). *Narrative inquiry in language teaching and learning research*. London: Routledge.

Benson, P., & Cooker, L. (Eds.) (2013). *The Applied linguistic individual. Sociocultural approaches to identity, agency and autonomy*. Sheffield: Equinox Publishing.

Huang, J., & Benson, P. (Eds.) (2013). Autonomy in Foreign and Second Language Education: Special Issue for The 16th World Congress of Applied Linguistics. *Chinese Journal of Applied Linguistics*, 36(1).

Ushioda, E. (Ed.) (2013). *International perspectives on motivation: Language learning and professional challenges*. Basingstoke: Palgrave Macmillan.

Book chapters

Mariani, L. (2012). Researching high school students' beliefs about language learning. In Pedrazzini, L., & Nava A. (Eds.), *Learning and teaching English: Insights from research* (pp. 307 – 331). Milano: Polimetrica.

Morrison, B.R. (2012). Learning lessons: Implementing the autonomy approach. In Pattison, T. (Ed.), *IATEFL 2011 Conference selections* (pp. 73 – 75). Canterbury: IATEFL.

Morrison, B.R. (2013). Creating diagnostic frameworks for supporting focused, effective, self-directed learning. In Pattison, T. (Ed.). *IATEFL 2012 Conference selections* (pp. 47 – 49). Canterbury: IATEFL.

Morrison, B. R. (2013). Learning behaviors: Subtle barriers in L2 learning. In Schwieter, J. (Ed.), *Studies and global perspectives of second language teaching and learning* (pp. 69 – 89). Charlotte: Information Age Publishing.

Reinders, H. (2013). Self-access and independent learning centres. In Chapelle, C.A. (Ed.), *The encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.

Ushioda, E. (2012). Motivation. In Burns, A., & Richards, J. (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 77 – 85). Cambridge: Cambridge University Press

Ushioda, E. (2012). Motivation: L2 learning as a special case? In Mercer, S., Ryan, S. & Williams, M. (Eds.), *Psychology for language learning: Insights from research, theory and practice* (pp. 58 – 73). Basingstoke: Palgrave Macmillan.

Conference proceedings/online articles/newsletters

Benson, P. (2012). Autonomy in language learning, learning and life. *Synergies France*, No. 9, 29 – 39. URL: <http://ressources-cla.univ-fcomte.fr/gerflint/France9/france9.html>

Hobbs, M. & Dofs, K. (2013). *ILA (Independent Learning Association) Conference Selections 2012*. URL: <http://www.independentlearning.org/proceedings.html>

Mariani, L. (2012). [Le strategie comunicative interculturali. Insegnare a interagire in un'educazione linguistica plurilingue e multiculturale](#). DOI: 10.6092/2037-3597/2825

Morrison, B.R. (2011). The bespoke syllabus, objective setting and WIN analyses. *Independence – IATEFL Learner Autonomy SIG Newsletter 52*, 16 – 18.

Morrison, B.R. (2012). From student-centred teaching to learner-led learning. *Independence – IATEFL Learner Autonomy SIG Newsletter 54*, 10 – 12.

Mynard, J. (2012). Raising awareness of learning processes with technology tools. *Proceedings of the Asian Conference on Technology in the Classroom*, Osaka, Japan, 1 – 9.

Mynard, J. (2013). Enhancing the learner-controlled discourse of learning with technology tools. *Independence*, 13 – 16.

Reinders, H. (2012). [The end of self-access? From walled garden to public park](#). *ELTWO Journal*.

We invite members to consult and add their own publication details to the language learner autonomy bibliography maintained by Hayo Reinders, URL:

http://www.innovationinteaching.org/autonomy_bibliography.php/

Additionally, Richard Smith maintains a comprehensive bibliography of 'Learner Autonomy Books, Reports and Proceedings' going back to 1977, with some links to online or digitalized publications: www.warwick.ac.uk/go/circal/dahla/histories/books/

Doctoral theses

We have been trying to enrich the resources ReNLA offers with regard to doctoral theses on learner autonomy. Many thanks to Dr. Bruce Morrison, Dr. Jo Mynard, and Dr. Mehmet Boyno, who have agreed to share links to their theses with us:

Morrison, Bruce. 2003. [*The development of a framework for the evaluation of a self-access language learning centre*](#). The Hong Kong Polytechnic University.

Mynard, Jo. 2003. [*Synchronous computer-mediated communication and learner autonomy in female Emirati learners of English*](#). The University of Exeter, UK.

Boyno, M. 2011. *An analysis of the factors influencing learner autonomy in the Turkish EFL context*. Cukurova University, Adana.

(Link: <http://sosyalbilimler.cukurova.edu.tr/tez/1628/learner%20autonomy>)

However, we are hoping to provide links to even more theses or abstracts of theses. Here is a list of PhD theses, ordered by year of completion, which we have heard about but cannot (yet) provide a link to. We will in any case be adding these to the list of PhD theses already on the ReNLA website (<http://ailarenla.org/theses/>), but please contact us if you are the author of the thesis and can offer an abstract or a link to the thesis itself.

1. Palfreyman, David. (2001). *The socio-cultural construction of learner autonomy and learner independence in a tertiary EFL institution*. Canterbury: Canterbury Christ Church University College, Department of Language Studies, UK .

2. Eun, Seon-hwa. (2001). *Contextual autonomy in EFL classrooms: A critical review of English teaching methods in South Korea*. The Ohio State University, USA.

3. Athanasiou, Androulla. (2004). *Supporting East Asian undergraduates in British higher education: The impact of a learner training intervention*. University of Warwick, UK.

4. Chu, Man-Ping. (2004). *College students' and their teachers' perceptions and expectations of learner autonomy in EFL conversation classrooms in Taiwan (China)*. Texas A&M University – Kingsville, USA.

5. Blin, F. (2005). *CALL and the development of learner autonomy – an activity theoretical study*. The Open University, UK.

6. Chiu, Chi-Yen. (2005). *Teacher roles and autonomous language learners: Case study of a cyberEnglish writing course*. The Pennsylvania State University, USA.

7. Ruan, Zhoulin. (2006). *Metacognitive knowledge in language learning and writing: A study of self-regulation in a Chinese ELT context*. University of Reading, UK.

8. Liu, Jing. (2007). *Learner autonomy and Chinese university students' English proficiency: A quantitative and qualitative study*. Regent University, USA.

9. Wu, Pi-Chu. (2008). *Social networks, language learning and language school student sojourners; A qualitative study*. University of Warwick, UK.

10. Jiang, Xiaoli. (2008). *Constructing concepts of learner autonomy in language education in the Chinese context: A narrative-based inquiry into university students' conceptions of successful English language learning*. University of Warwick, UK.

11. Inomata, Kimiyoshi. (2008). *Japanese students' autonomy in learning English as a foreign language in out-of-school settings*. University of San Francisco, USA.
12. Hsieh, Hui-Chun. (2010). *Self-access center and autonomous learning: EFL college students' motivations, activities and perceptions of learning effectiveness*. Indiana University, USA.
13. Wei, Y.C. (2011). *Understanding students' learner autonomy through practitioner research*. University of Warwick, UK.
14. Cooker, L. (2012). *Formative (self) assessment as autonomous language learning*. University of Nottingham, UK.
15. Ding, Alex. (2012). *Barriers to teacher autonomy: A case study of teachers-as-collaborative learners on a blended TESOL MA course*. University of Nottingham, UK.
16. Ogawa, Kyoko. (2012). *EFL learner autonomy and unfamiliar vocabulary learning*. Temple University, USA.

We hope the details we have provided about doctoral work in the field will be useful to current and future researchers. Please contact any of us if you would like to add details of another thesis, change details we have already listed, or provide a link to an abstract or the full thesis.

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Peter Huang (peterjh@hkbu.edu.hk)

Richard Smith (R.C.Smith@warwick.ac.uk)

December 2013 *Bulletin*: Item 7

Membership update

ReNLA constitutes a unique network of like-minded individuals with interests in language learner autonomy, self-access language learning, language learning strategies and related areas. Since the Jan 2013 Bulletin our membership numbers have continued to grow and the Research Network is flourishing with close to 452 members. The membership list has been updated for your convenience. As already reported to members, we have been taking important steps to consolidate the AUTO-L and ReNLA mailing lists. Finally, if you would like your home page to be included on the list of current members on our website (<http://ailarenla.org/membership/>), then please send the link to Alice Chik, alice.chik@gmail.com.

June 2013 *Bulletin*: Item 8

Website update

The website (<http://ailarenla.org>) continues to receive steady traffic. In a typical month, the site receives around 900 hits. The busiest months were January (when a bulletin was mailed out) and June (when there was an email notification that beginner resources for autonomy had been posted). During these

busy months, there were over 2000 hits. Apart from the homepage, the most visited pages in the year 2013 were as follows:

- Beginner resources (850 views)
- Article by Jo Mynard on the role of the learning advisor (744 views)
- Publications page (657 views)
- LALL homepage (435 views)
- Article by Xuesong (Andy) Gao on teacher autonomy (412 views)
- Article by Manuel Jiménez Raya on the EuroPal project (385 views)
- Theses page (336 views)

The site has received visitors from 125 different countries in 2013. The top ten are:

- Japan: 1868
- United Kingdom: 1685 visitors
- Turkey: 784
- United States: 708 visitors
- Hong Kong: 548
- Vietnam: 517
- Poland: 491
- Malaysia: 351
- Australia: 307
- Algeria: 304

Jo Mynard

December 2013 *Bulletin*: Item 9

AUTO-L update

Since earlier 2013, we have merged the mailing list of ReNLA with AUTO-L, and now ReNLA is also looking after the AUTO-L list. All up-to-date information on conferences, publications and ReN matters is disseminated through the AUTO-L List. Current ReN members have been added to AUTO-List. If you do not receive messages from AUTO-L, please contact Alice Chik (alice.chik@gmail.com).

December 2013 *Bulletin*: Item 10

Upcoming Conferences

Doing Research in Applied Linguistics 2 / Independent Learning Association Conference 2014 (DRAL 2/ILA 2014): King Mongkut's University of Technology Thonburi, Bangkok, 12-14 June 2014

As the AILA ReNLA committee, we are happy to publicize an upcoming event on doing research in applied linguistics and independent learning. It is organised by King Mongkut's University of Technology Thonburi in Bangkok-Thailand, in association with Macquarie University and the Independent Learning Association. You can find the details of this event at the conference website (<http://sola.kmutt.ac.th/dral2014/index.php?q=node/1>). We are also proud that this event is another one which is supported by AILA ReNLA (<http://ailarenla.org/>).

For general enquiries, contact Sonthida Keyuravong sonthida.key@kmutt.ac.th, sonthidak@yahoo.com

For registration, contact Natjiree Jaturapitakkul natjiree.jat@kmutt.ac.th

For proposal submission, contact Richard Watson Todd irictodd@kmutt.ac.th

To view the conference website, go to <http://sola.kmutt.ac.th/dral2014>

Matters of the Mind: Psychology and Language Learning Thursday 29th May – Saturday 31st May, 2014, University of Graz, Austria

The international conference “Matters of the Mind: Psychology and Language Learning” will bring together scholars from across the globe interested in the role of psychology in language learning and teaching. It aims to generate new insights on a range of issues currently challenging this vibrant field, such as discussions of theoretical frameworks, methodological decisions and practical implications. It will cover a wide range of topics including autonomy, beliefs, emotions, metacognition, goal setting, strategies, group dynamics, motivation, the self and willingness to communicate, among others. We hope that you will join what promises to be an exciting debate. As part of the conference, we are proud to announce 5 plenary speakers:

- Andrew Cohen, University of Minnesota, USA
- Zoltán Dörnyei, University of Nottingham, UK
- Jean-Marc Dewaele, University of London, UK
- Paula Kalaja, University of Jyväskylä, Finland
- Ema Ushioda, University of Warwick, UK

In addition to the plenary sessions, the programme will also consist of workshops, symposia, parallel paper sessions and poster sessions.

For further details, please visit the conference website at: www.unifdz.at/pll2014

Or contact the conference team via email: pll2014@uni-graz.at