ReNLA *Bulletin,* February 2012 (http://ailarenla.org/bulletins/renla-bulletin-february-2012/)

Dear ReNLA members,

Here are the full contents of this January 2012 Bulletin:

1. Message from the newly elected convenors
2. Articles in *Learner Autonomy in Language Learning* (August 2011 edition)
3. Membership Update
4. Upcoming Events
   a. IATEFL symposium
   b. Poland conference
   c. ILA
5. Recent Publications by Members
6. 'Inside ReNLA'
   a. Minutes of the Business Meeting in Beijing, August 2011
   b. Overall report on ReNLA activities in Beijing
   c. Longevity of ReNs, and renewal of ReNLA

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

Naoko Aoki, Alice Chik and Richard Smith

(Convenors of the AILA Research Network on Learner Autonomy in Language Learning, 2011-14)

February 2012 Bulletin: Item 1

Message from the newly elected convenors

As recently elected convenors of the AILA Research Network on Learner Autonomy in Language Learning (ReNLA for short), we would like to thank you for your support, and thank also Terry Lamb for organizing the election at the end of last year. We'd also like to express great gratitude - on behalf of all members - to Garold Murray for all the work he put in as joint convenor during 2005-11.

We also pay tribute to Richard Pemberton, who convened the Research Network (then known as a 'Scientific Commission') from 2002 to 2005. Members have already heard the very sad news that Richard passed away on 19th January. We have posted a brief account of Richard's career and contributions to the field of learner autonomy on the ReNLA website (please see http://ailarenla.org/richard-pemberton/), and we will be commemorating Richard more fully in the next issue of *Learner Autonomy in Language Learning*.

Since we were elected as convenors, we have been discussing together how we can bring our election statements into reality while building on the achievements of the last years. Here are some plans we have come up with so far, all of which depend for their success on your participation:

Expanding the committee and encouraging the development of new ideas

Lucy Cooker and Jo Mynard helped the former convenors, Garold and Richard, with membership and homepage maintenance respectively and they are happy to continue with their work with us. At the moment, therefore, we are a committee of five. We would like to triple membership of the ReNLA 'committee' to refresh our activities, enlisting in particular members who are doing or have recently completed doctorates in the field and who have

fresh ideas for ReNLA activities as well as experienced practitioners/researchers. Please get in touch with us as soon as possible if you'd like to join others in an active committee leading developments in any of the areas listed below:

Enhancing interaction

We would like to significantly enhance useful interaction among members during the three years leading up to the next AILA Congress, via website, online discussions, regional conferences/symposia etc. We will seek to do so by developing a more interactive platform on the existing ReN website to allow faster and more social interaction, and by providing stimulating content.

Drawing up research agendas

We wish to help re-energize the field of learner autonomy by encouraging identification of key areas for further work and by leading discussion of research priorities in each area. This will hopefully lead to a variety of research agendas and will enhance further international collaboration in research. Relatively new fields such as exploring learner autonomy in the digital age need to be considered as well as more established areas. We aim to start the process of identifying research topics and agendas soon, via AUTO-L.

Enhancing the e-Bulletin and *Learner Autonomy in Language Learning*

We'd like to continue to ensure that we bring out Bulletins twice a year, making this more regular (e.g. in January and around June). We will try to enhance the contents of *LALL*, e.g. by introducing more interviews.

Members' publications

Garold was watching out for members' publications and provided information on new publications through the Bulletins and our web site. We'd like to continue with this service and possibly expand it by, for example, eliciting (or writing) reviews of recent publications for LALL and/or interviewing authors/editors of recent publications, again for LALL.

Doctoral theses

We are aware that there have been many doctoral theses written in the field of learner autonomy in the last decade, but these are rarely announced to an international readership. We would like to do so, and – even better – link to pdf versions, if these can be made available. We would like there to be someone on the committee (a current or recent PhD student probably) to take on this specific role of surveying and improving access to recent/ongoing doctoral work.

Providing resources for 'beginners' in the field

We aim to develop a list of resources for learner autonomy beginners and put it up on the website. So much information is circulating and it is not necessarily easy for people starting to learn about learner autonomy to lay their hands on literature that suits their interests and concerns. We would like to create a jumping-off point for those people.

If you'd like to join us on the new committee in taking forward these or other activities please do get in touch with us.

Best wishes

Naoko Aoki (naoko0323@mac.com)
Alice Chik (alice.chik@cityu.edu.hk)
Richard Smith (R.C.Smith@warwick.ac.uk)

Joint convenors of the AILA Research Network on Learner Autonomy in Language Learning, 2011-14

February 2012 Bulletin: Item 2

Previously unannounced articles in *Learner Autonomy in Language Learning,* August 2011 edition

An incomplete issue of *LALL* appeared in August 2011 containing a tribute to Mia Victori [hyperlink here: http://ailarenla.org/lall/august2011/tragant/], and has been built up since then with the following further articles which have not yet been announced to members:

On Q, by Lucy Cooker with Mike Nix [hyperlink here: http://ailarenla.org/lall/august2011/on-q/]

ReNLA in Beijing: AILA 2011 conference report [hyperlink here: http://ailarenla.org/lall/renla-at-the-aila-convention-beijing-2011-conference-report/]

Feel free to use the comment boxes on each page to provide feedback or raise questions for further discussion.

February 2012 Bulletin: Item 3

Membership Update

Since the July Bulletin our membership numbers have continued to grow and the Research Network is flourishing with close to 400 members. A more detailed update will be available in the next Bulletin.

The 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. We are currently investigating ways of enabling our members to make the most of this networking opportunity. The first stage is to make our membership list more informative – and make one-to-one contacts more possible – by including links to members' websites. If you would like your website to be included on the membership page, then please send the link to Lucy Cooker at lucy.cooker@nottingham.ac.uk. Some members have requested that our website enables a more interactive means of social networking. We are still investigating possibilities and hope to make further progress on this during 2012

Lucy Cooker

Item 4

Upcoming Events

      a. IATEFL symposium

      ReNLA-supported symposium on 'Assessment for learner autonomy' at the IATEFL 2012 conference in Glasgow, Scotland, March 2012

      The provisional date for the symposium is Tuesday 20th March – room to be confirmed.

      The speakers are:

      Fumiko Murase (Tokyo University of Agriculture and Technology, Japan)

          Measuring Language Learner Autonomy

      Maria Giovanna Tassinari (Freie Universitat Berlin, Language Centre, Germany)

Self-assessing Learner Autonomy: Tools and Approaches

Lucy Cooker (The University of Nottingham, UK)

Assessment AS autonomous learning

Carol Joy Everhard (Aristotle University, Thessaloniki, Greece)

Stepping-stones to autonomy: peer and self-assessment in EFL higher education

Linda Murphy (The Open University, UK)

Assessment for autonomy: bridging the gap between rhetoric and reality

b. ReNLA-supported event: Autonomy in language learning and teaching: Techniques, strategies and resources. Konin, Poland May 8th-10th, 2012. https://sites.google.com/site/konferencjaautonomia/.

The conference will be devoted to promoting learner autonomy in the language classroom.

The plenary speakers are Danuta Gabryś-Barker, David Little, Kazimiera Myczko, Richard Smith, Weronika Wilczyńska, and Maria Wysocka.

Abstracts of proposed papers in the range of 200-300 words should be submitted by e-mail to konferencjaautonomia2012@gmail.com by March 20th, 2012

C. ReNLA-supported Conference: Independent Learning Association Conference 2012, Victoria University of Wellington, New Zealand August 30 – September 2nd, 2012. http://www.ila.net.nz/

Dick Allwright, Xuesong (Andy) Gao, Mike Levy, Paul Nation and Sue Starfield are keynote speakers.

Call for papers is now closed, but the registration is open. Very early bird rates apply till 15th April.

Item 5

Recent publications by members

2011 seems to have been a very productive year for members. Here is some of their work. I also included some pieces that were published before 2011 but that are not yet listed in our home page. Many thanks to those of you who sent me information at a very short notice! These entries will be added to the complete list of members' publications at http://ailarenla.org/publications/

Oh, last but not least important, Multilingual Matters have released a kindle edition of the latest ReN publication, *Identity, Motivation and Autonomy in Language Learning*. The book is currently available from the following sites:

Amazon.com: http://tinyurl.com/3ut7dvq

Amazon.co.uk: http://tinyurl.com/3ttxdq7

Amazon.de: http://tinyurl.com/3dr5d4a

(Naoko Aoki)

Books

Cohen, A. D. (2011). *Strategies in learning and using a second language*. Harlow: Pearson Education.

Dofs, K. & Hobbs, M. (2011). Guidelines for Maximising use of Independent Learning Centres: Support for ESOL Learners. Wellington: Ako Aotearoa. http://akoaotearoa.ac.nz/download/ng/file/group-7/guidelines-for-maximising-student-use-of-independent-learning-centres.pdf

Everhard, C., & Mynard, J. with Smith, R. (Eds.). (2011). *Autonomy in language learning: Opening can of worms*. Canterbury: IATEFL.

Irie, K. & Stewart, A. (Ed.). (2011). *Realizing autonomy: Practice and reflection in language education contexts*. Basingstoke: Palgrave Macmillan.

Jiang, X. (2010). *Learner autonomy in Chinese contexts: University students' conceptions.* Saarbrücken: VDM publishing house.

Morrison, B. (Ed.). (2011). *Independent language learning: Building on experience, seeking new perspectives.* Hong Kong: Hong Kong University Press.

Trebbi, T. & Miliander, J. (2011). (eds.). *Educational policies and language learner autonomy in school: A new direction in language education?* Dublin: Authentik.

Book chapters

Benson, P. (2010). Measuring autonomy: Should we put our ability to the test? In P. Amos & L. Sercu (Eds.), *Testing the untestable in language education* (pp. 77-97). Bristol: Multilingual Matters.

Chacón-Beltrán, R. (2009). Life-long learning and learner autonomy in English as a foreign language instruction: Technological solutions in the European Space for Higher Education. In M.L. Pérez Cañado (Ed.), *English language teaching in the European Credit Transfer System: Facing the challenge* (pp. 187-195). Bern: Peter Lang.

Cohen, A. D. (2011). L2 learner strategies. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 681-698). Abingdon: Routledge.

Cotterall, S. (2011). Six outsiders and a pseudo-insider: International doctoral students in Australia. In A. Lee, & V. Kumar (Eds.), *Best practice in doctoral education* (pp. 49-62). Kuala Lumpur: UPM Publishers.

Cotterall, S. (2011). Identity and learner autonomy in an Australian university. In B. Morrison (Ed.), *Independent language learning: Building on experience, seeking new perspectives* (pp. 57-72). Hong Kong: Hong Kong University Press.

Dam, L. & Legenhausen, L. (2010). Learners reflecting on learning: Evaluating versus testing in autonomous language learning. In P. Amos & L. Sercu (Eds.), *Testing the untestable in language education* (pp. 120-139). Bristol: Multilingual Matters.

Lamb, T. (2010). Assessment *of* autonomy or assessment *for* autonomy?: Evaluating learner autonomy for formative purposes. In P. Amos & L. Sercu (Eds.), *Testing the untestable in language education* (pp. 98-119). Bristol: Multilingual Matters.

Palfreyman, D.M. (2012). Bringing the world into the institution: Mobile intercultural learning for staff and students. In J. E. Díaz-Vera (Ed.), *Left to my own devices: Learner autonomy and mobile-assisted language learning* (pp. 171-188). Bingley: Emerald.

Trebbi, T. (2011). Authentic texts and the development of learner autonomy. Case 7. In M. J. Raya & F. Vieira (Eds.), *Understanding and exploring pedagogy for autonomy in language aducation: A case-based approach*. DVD. Dublin: Authentik.

Trebbi, T. (2011).Students planning language learning. Case 8. In M. J. Raya & F. Vieira (Eds.), *Understanding and exploring pedagogy for autonomy in language aducation: A case-based approach*. DVD. Dublin: Authentik.

Trebbi, T. (2009). Plurilingualism versus monolingualism: a paradigmatic shift in language didactics? In W. Wiater & G. Videsott (Eds.), *Migration und Mehrsprachigkeit. Von der individuellen zur gesellschaftlichen Mehrsprachigkeit* (pp.135-147). Frankfurt: Peter Lang.

Trebbi, T. & Gjørven, R. (2008). Fremmedspråkfaget-et fag på nye veier. In P. Arneberg & L. G. Briseid (Eds.), *Fag og danning-mellom individ og fellesskap* (pp.111-125). Bergen: Fagbokforlaget.

Ushioda, E. (2011). Motivating learners to speak as themselves. In G. Murray, X. Gao, & T. Lamb (Eds.), *Identity, Motivation and Autonomy in Language Learning* (pp.11–24). Bristol: Multilingual Matters.

Ushioda, E. & Dörnyei, Z. (2012). Motivation. In S. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp.396–409). Abingdon: Routledge.

Journal articles

Castellano, J., Mynard, J., & Rubesch, T. (2011). Student technology use in a self-access centre. *Language Learning and Technology*, 15(3), 12-27.

Cohen, A. D., Pinilla-Herrera, A., Thompson, J. R., & Witzig, L. E. (2011). Communicating grammatically: Evaluating a learner strategy website for Spanish grammar. *CALICO Journal, 29*(1), 145-172.

Cotterall, S. (2011). Doctoral pedagogy: What do international PhD students in Australia think about it? *Pertanika Journal of Social Sciences and Humanities,* 19(2), 521-534.

Cotterall, S. (2011). Doctoral students writing: Where's the pedagogy? *Teaching in Higher Education,* 16(4), 413-425.

Gardner, D. & Miller, L. (2011). Managing self-access language learning: Principles and practice. *System*, 39(1), 78-89.

Gardner, D. and Miller, L. (2010) Beliefs about Self-Access Learning: Reflections on 15 years of change. *Studies in Self-Access Learning Journal*, 1(3), 161-172.

Hafner, C. and Miller, L. (2011) Fostering learner autonomy in English for Science: A collaborative digital video project in a technological learning environment. *Language Learning & Technology*, 15(3), 201-223.

Little, D. (2011). The Common European Framework of Reference for Languages: A research agenda. *Language Teaching*, 44(3), 381-393.

Mercer, S. (2011). Understanding learner agency as a complex dynamic system. *System*, 39(4), 427-436*.*

Mynard, J. (2011). Learning environments that facilitate reflection on language learning. *JALT CALL Journal*, 7(3).

Mynard, J. (2011). The role of the learning advisor in promoting autonomy. *Learner Autonomy in Language learning*, January. http://ailarenla.org/lall/january2011/mynard_b_2011/

Mynard, J., & Stewart, A. (2011). Learner autonomy in the Japanese context: A conversation. *Independence*, 52, 32-36.

Nakata, Y. (2011). Teachers' readiness for promoting learner autonomy: A study of Japanese EFL high school teachers. *Teaching and Teacher Education*, 27(5), 900-910.

Navarro, D. & Thornton, K. (2011). Investigating the relationship between belief and action in self-directed language learning. *System*, 39(3), 290-301.

Rubin, J. (2010). Language teacher education: Challenges in promoting a learner-centered perspective. *Revista Canaria de Estudios Ingleses*, 61, 29-42.

Trebbi, T. (2011). The Potential of ICT for a New Educational Paradigm: Towards generalizing access to knowledge. *American Journal of Distance Education*, 25(3), 152-161.

Trebbi, T. (2009). Le potentiel des TIC pour un nouveau paradigme d'enseignement: Vers la démocratisation de l'accès au savoir. *Distances et Savoirs, 7(4)*, 589-601.

Trebbi, T. (2008). Elevautonomi. Kronikk i *Fremmedspråksenterets nyhetsbrev,* mars 2008. www.fremmedspraksenteret.no/index.php?ID=14380

Trebbi, T. & Barfield, A. (2009). Unveiling teacher and learner beliefs: an interview with Turid Trebbi. *Independence,* 47, 9-15. http://www.learnerautonomy.org/issue47.html

Ushioda, E. (2011). Why autonomy? Insights from motivation theory and research. *Innovation in Language Learning and Teaching,* 5(2), 221–232.

Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning,* 24(3), 199–210.

Ushioda, E. & Chen, S-A. (2011). Researching motivation and possible selves among learners of English: The need to integrate qualitative inquiry. *Anglistik: International Journal of English Studies* 22(1), 43–61.

Ushioda, E., Smith, R., Mann, S. & Brown, P. (2011). Promoting teacher-learner autonomy through and beyond initial language teacher education. *Language Teaching,* 44(1), 118–21.

Valdivia, S., McLoughlin, D., & Mynard, J. (2011). The importance of affective factors in self-access language learning courses. *Studies in Self-Access Learning Journal,* 2(2), 91-96. http://sisaljournal.org/archives/jun11/

Item 6

'Inside ReNLA'

a. Minutes of the Business Meeting in Beijing, August 2011

Available here: http://renautonomy.files.wordpress.com/2009/11/minutes-of-the-renla-business-meeting26august2011.pdf

b. Overall report on ReNLA activities in Beijing: see the report in *LALL* August 2011 here:
http://ailarenla.org/lall/renla-at-the-aila-convention-beijing-2011-conference-report/

c. Longevity of ReNs, and renewal of ReNLA

Just prior to the AILA Congress, the 'governing body' of AILA had an hour-long discussion of issues pertaining to Research Networks such as ours, and decided that there should no longer be a limit of six years on their lifetime. We can therefore continue to apply to AILA every three years for renewal. This positive outcome came about after some persistent lobbying in which our ReN took the lead, and which involved finding out how AILA works as an organization, enlisting other ReNs' support, sending a statement to all representatives on the governing body, and – not least – individual ReNLA members lobbying representatives on the governing body from their own country. We heard from some Executive Board members that there was general recognition during discussions of how active and productive the ReN (previously, Scientific Commission) on Learner Autonomy has been. We can now celebrate 18 years of continuous existence – and look forward hopefully to many more years to come!