

Christian Ludwig

Biographical information

I was born in Essen in 1981. After school and a voluntary social year, I studied English, Romance Languages and Literature as well as German as a Foreign Language at the University of Bochum (Germany), University of Córdoba (Spain), and Duisburg-Essen (Germany). During my studies, I spent a year abroad as a language assistant for German and French in the UK. It was during my studies that I discovered my interest in Applied Linguistics and EFL-Methodology.

In my qualitative MA-thesis I investigated the effects of learner autonomy in practice in Danish classrooms. After getting my degree from the University of Duisburg-Essen in 2010, I worked as research assistant in the English Department of the University of Duisburg-Essen (chair Prof. Bernd Rüschoff). Since autumn 2013 I have been acting head of the English for Early Foreign Language learning section at the University of Koblenz-Landau (Germany).

My research and teaching interests extend to a range of topics in EFL-Methodology, including graphic novels, multi-modality, film studies, technology in foreign language learning and learner autonomy. During the AILA Congress in Essen in 2008 I met Leni Dam and got even more interested in the field of Learner Autonomy. Two years later, we organised one of the first LASIG local events in Essen. In 2010, I joined the IATEFL Learner Autonomy SIG and I have been an active member of the SIG committee ever since. Apart from taking care of the membership and the website, I have been involved in the organisation of a number of IATEFL PCEs and SIG Days. In addition, I have experience in organising big and small international events. Among others, I was involved in co-organising a federal congress on foreign language learning in Germany, the third Junior Research Meeting and various Learner Autonomy SIG events all over Europe.

However, my interest in Learner Autonomy is not only of a 'practical' nature. I am co-editor of two e-books investigating Learner Autonomy in different institutional and cultural contexts. Apart from this, Learner Autonomy has been one of the foci of my research. Last but not least, I have established close links with people interested in Learner Autonomy in Europe and beyond. If you wish to know more about my work, please my page on my university's [website](#).

Vision statement

AILA is an international organisation that brings together researchers and practicing teachers from all over the world. Since my first AILA conference in Essen 2008, which I experienced as a student assistant of the former Vice-President of AILA Bernd Rüschoff, I was captivated by the spirit of international conferences. In 2011, I was co-organiser of the AILA Junior Research Meeting at the University of Duisburg-Essen which now has

become a fixed date in the AILA calendar. In Beijing (2011) and even more in Brisbane (2014) I was able to experience first-hand that the Research Network on Learner Autonomy in Language Learning (ReNLA) is not only a very active but also a very special group.

Having been influential in organizing (or Having led the organization of ... _ the AILA Junior Research Meeting which has recurred every year since 2011 (I am happy to say that so far I have attended all of them), I consider it vital to strengthen the bonds between young and more established researchers. In the future we can hopefully stimulate an even more lively exchange between attendees of the Junior Research Meeting and the AILA congress and make sure that learner autonomy also becomes a regular item on the JRM agenda.

However, exchange is also vital on a smaller scale. It is important that members of the AILA REN on Learner Autonomy also have regular opportunities for exchange between the dates of the major international congresses as well as during the congresses, ??Furthermore, it is vital that learner autonomy is on the congress agenda. Therefore, we need to strengthen the connection with the AILA executive board and make sure that the RENLA is visible within and outside AILA.

In addition, I believe that international exchange and cooperation is important. Over the years, I have established close bonds with institutions and researchers all over Europe, Asia and the US. Learner Autonomy is an issue in many countries. Research in the field of learner autonomy needs to develop and also open up to new trends within different cultural contexts and in different fields such as education, Applied Linguistics and, last but not least, EFL-Methodology. In order to develop new ideas it is important that researchers and practitioners in the field of Learner Autonomy know (of) each other and have opportunities to share their ideas and cooperate nationally and internationally. Last but not least, I would be more than happy and also honoured to organise a symposium at the next AILA congress in Rio (2017) which will hopefully be as international, vibrant and successful as the one in Brisbane this summer.