

Kerstin Dofs is currently the Manager of the Language Self Access Centre (LSAC) at Christchurch Polytechnic Institute of Technology (CPIT) where she has worked for twelve years. She has previously worked as an English language teacher in Sweden and New Zealand and has an advising qualification, a Master of Arts in Language Learning and Technology, through the University of Hull, UK. She is now undertaking PhD studies, and her research interest lies in the area of language learning strategies, self-access and autonomous learning and how these presently are dealt with in non-English speaking background (NESB) mainstream (i.e. non-language) courses.

Moira Hobbs has worked at Unitec in Auckland for the past fifteen years – initially as an English for Speakers of Other Languages (ESOL) teacher, but now she has a 0.5 role as Manager of the Language Learning Centre and Teacher Resources and a 0.5 role as an Academic Development Lecturer for students from a range of vocational disciplines. She has a continuing commitment to helping students achieve their short and long term learning goals, and has long-term research interests in self-access learning and autonomy.

For the past seven years, Kerstin and Moira have formed a fruitful collaborative research and peer support partnership, and have been attending and presenting their various publications and research findings at a range of conferences both nationally and internationally. This has given them a broad network in a range of countries in the world which will be useful for the AILA convenor work.

As AILA co-convenors 2014–2017, they would work to gain assurance from the AILA ReN Committee that we maintain the research Network status of the ReN on Learner Autonomy, and ensure that there is a stream for learner autonomy in language learning and research at the next conference in Rio 2017. They would be available to organise a ReN symposium (followed by Business Meeting) for the 18th World Congress of the International Association of Applied Linguistics in Rio, including blind reviewing the abstracts and posting these on the website. After the conference, they would publish an edited collection of papers and prepare a report on the ReN's activities during the three year term to submit to the AILA ReN Committee. They would also be happy to continue to offer ReNLA support for certain conferences with an autonomy theme.