

**NEWSLETTER OF THE AILA SCIENTIFIC COMMISSION  
ON  
LEARNER AUTONOMY IN LANGUAGE LEARNING (LALL)**

<http://www.vuw.ac.nz/lals/LALLnews/>

**Editor: Sara M Cotterall**

**March 1998 Issue # 4**

**A WORD FROM THE EDITOR**

Welcome to the 1998 newsletter of the AILA Scientific Commission (SC) on Learner Autonomy in Language Learning. As most of you will receive this newsletter in electronic format, here is a guide to the contents to help you navigate your way around it:

- 1 Report to the Membership
- 2 Update on AUTO-L - electronic discussion forum
- 3 Update on LAPI - Learner Autonomy Project Inventory
- 4 AILA 12th World Congress of Applied Linguistics, Symposium on LALL, Tokyo, 1999
- 5 Forthcoming conferences
- 6 Update on Scientific Commission Members
- 7 New Publications on Learner Autonomy

If you have access to the worldwide web, you may prefer to access the newsletter at the following URL:  
<http://www.vuw.ac.nz/lals/LALLnews/>

**1 REPORT TO THE MEMBERSHIP: Review of 1997-1998 Activities**

Sara Cotterall

**Membership**

There has been an increase in our membership, with 197 on the current mailing list, as opposed to 160 at the same time last year. Most of our members belong to an AILA affiliate: see Section 6 (Update on SC Members) for information on some of our newest members. I am responsible for maintaining the membership list and for recruiting new members. You can help with this by passing on your copy of the newsletter to colleagues and encouraging them to contact me and become members of the SC. My e-mail address is: [sara.cotterall@vuw.ac.nz](mailto:sara.cotterall@vuw.ac.nz). My "snail mail" address is: School of Linguistics and Applied Language Studies, Victoria University of Wellington, PO Box 600, Wellington, New Zealand.

**Newsletter**

In March 1997 the third annual newsletter of the SC was mailed electronically and via conventional mail to all the Scientific Commission's members. In the same month, the text of the newsletter was placed on a website, where all future issues will also be available. The URL at which you can read the SC newsletters from 1997 onwards is: <http://www.vuw.ac.nz/lals/LALLnews/>

**Scientific Commission Organizational Structure**

At its second meeting (AILA 11th World Congress, Jyväskylä, Finland, 1996), the Scientific Commission elected Leni Dam and Sara Cotterall as co-convenors of the Scientific Commission. Anita Wenden, one of the two original convenors, agreed to remain as co-convenor for several months to ensure continuity. In July 1997 Anita resigned as co-convenor, confident that information necessary for the continued smooth functioning of the SC had been communicated. We are grateful to Anita for her assistance and guidance over the past year.

At Jyväskylä in 1996 it was decided that, in future, convenors should be elected on a rotating basis. Every three years, one of the convenors (usually the person serving for the second term) will step down and one new member will be chosen to fill the vacated post. Nominations for the position of convenor of the SC will be called for prior to AILA 1999. Time will be allocated in the Tokyo symposium schedule for this purpose.

## **Special Thanks**

We extend special thanks to Anita Wenden who served as co-convenor from 1993-1996 and again from 1996 to July 1997. Together with Leslie Dickinson, Anita founded the SC. As co-convenor, she co-edited the SYSTEM (1995) special issue on Learner Autonomy and the Special Session held at AILA 1996. Anita also launched AUTO-L (the electronic discussion forum) in February 1997 and continues to moderate the forum.

## **2 UPDATE on AUTO-L - ELECTRONIC DISCUSSION FORUM Anita Wenden**

AUTO-L has been in operation for almost one year. It is an electronic discussion forum whose purpose is to promote dialogue and exchange among language teachers and researchers involved in the following subfields of language learning and teaching: learner autonomy, self-directed learning, learning strategies, learner development, learner independence, learner training and self-access. It is also intended as a conduit of information among subscribers about research projects, materials and methodology, conferences and publications related to the above areas.

This past year, the list has provided information on research findings (e.g. on beliefs, on learning strategies); guest moderators have provided us with background information on motivation (Leslie Dickinson) and self-assessment (Gillies Haughton). Subscribers are all busy and, perhaps, this has limited the extent of our actual discussions. However, those discussions that have occurred have been lively. Plans for the next few months include two special guest moderator series on:

- 1 The constraints of learner autonomy (Phil Benson) - launched March 14, 1998
- 2 Learner beliefs (Elaine Horwitz)

If you would like to become a member of the list, please contact Anita Wenden at: [wldyc@cunyvm.cuny.edu](mailto:wldyc@cunyvm.cuny.edu)

## **3 UPDATE ON LAPI - LEARNER AUTONOMY PROJECT INVENTORY Leni Dam**

Last year's newsletter included a brief description of what LAPI is and how it works. The first LAPI list (compiled in 1994 by Anita Wenden) included two entries which described classroom projects for promoting learner autonomy (Huttunen, Savage); two others referred to some aspect of the development of self-access centres (Lin, Wright/Piper); and four of the projects described research which either documented the strategies used by specific groups of learners (Reinoso, dos Santos) or the effectiveness of learner training (Cohen, Dam/Legenhausen, Thavenius). Two of the projects, already referred to above, (i.e. Cohen and Huttunen) also focused on teacher education.

Within the last year a few new entries have been received, including something on the development of learner autonomy at lower and upper secondary school levels (Isabel Serrano) and something on self-assessment (Michael Harris). Also see Section 6 of this newsletter - Update on SC Members - for a brief account of a project which Marina Mozzon-McPherson and colleagues have recently submitted to the LAPI. If you would like to submit a project description or to receive a copy of the revised list then contact me at the address below.

During this last year a number of people have asked for copies of the LAPI-list. However, it is now time to update the list. Therefore, if you would like to add something to your previous entry or enter the list with a new project, then please send me a description of your project according to the specifications below, before 1 September 1998. A revised version of LAPI will be available by 1 October, 1998. Until 1 October you can obtain a copy of the existing list by contacting me at : Leni Dam, Vårgyvelvej 42, DK - 2690 Karlslunde, Denmark; Tel: +45 46 15 09 24; Fax: +45 39 69 01 82; E-mail: [DAM@DLH1.DLH.DK](mailto:DAM@DLH1.DLH.DK)

### **LAPI Entry Specifications**

If you wish to submit details of a project on learner autonomy for inclusion in the new LAPI, please send your entry to Leni Dam and include the following: Name, Address (E-mail/fax/snail-mail), Telephone, Project Title,

People and Institutions involved in the project, Short description of the project, Beginning and end dates of project. Please also state whether you already are a member - or would like to become a member - of the Scientific Commission on Learner Autonomy.

#### **4 AILA 12th WORLD CONGRESS OF APPLIED LINGUISTICS, TOKYO, JAPAN, AUGUST 1-6, 1999 Leni Dam (SC Co-convenor and Symposium Organiser)**

The second circular about the AILA 12th World Congress in Tokyo 1999 has now been sent out. If you have not yet received a copy, please contact your national affiliates or contact the Japanese organizers directly: Secretariat for the 12th World Congress of Applied Linguistics (AILA '99 Tokyo) Simul International, Inc. 13-9 Araki-cho, Shinjuku-ku, Tokyo 160, Japan. Phone:+81-3-3226-2822. Fax:+81-3-3226-2824; E-mail: AILA99@simul.co.jp; WWW: <http://langue.hyper.chubu.ac.jp/jacet/AILA99/>. Below you will find information relating to the congress on three topics:

- A AILA SC on Learner Autonomy Symposium and Poster Session
- B Call for Papers and Poster Presentations
- C Funding and Grants

#### **A AILA SC ON LEARNER AUTONOMY: SYMPOSIUM AND POSTER SESSION**

A year ago when you received our first newsletter, some of us had just met in Finland and "AILA '99 Tokyo" seemed far away. Now the organising committee has sent out its second circular about the conference in Japan, inviting proposals for symposia, paper presentations, and poster sessions. In the circular the organisers state that the time allotted for each symposium session is 2 hours, that a symposium cannot comprise more than two sessions (one in the morning and one in the afternoon of the same day), and that at least 60 minutes per session should be allotted for discussion. Following on from our suggestions in last year's newsletter, we have proposed a symposium which comprises two sessions. It is our hope that the topics treated in the symposium will be further covered and discussed in poster sessions integrated as far as possible with the symposium itself. You will find below details of our proposed symposium for AILA '99.

#### **SYMPOSIUM**

We have decided to call the Symposium of the Scientific Commission on Learner Autonomy - "Promoting Learner Autonomy - New Insights". The symposium has two principal aims:

- 1 To arrange a programme of interest to experienced and novice practitioners and researchers within the field.
- 2 To gather as many people as possible who are actually working with the concept of learner autonomy (in practice as well as in theory), both to share and clarify interpretations, and to support and build practical and research initiatives.

Under the suggested title it should be possible to continue from where we left off in Finland. However, the final programme will depend on the proposals which come in. With regard to the format of the symposium, positive feedback from both sessions in Finland suggests that we should be aiming at including:

- 1 As many short inputs as time allows, presenting the "state of the art" within defined areas.
- 2 A combination of theory and practice.
- 3 Interaction between speakers and audience.
- 4 An opportunity for experienced practitioners and researchers to share their experiences and insights as well as discuss possible future projects within the field.

Taking this into consideration the following symposium format is proposed:

#### **Morning session (2 hours)**

This will be a session for people who are interested in getting an overview of what is going on within the field of learner autonomy as well as for people already working within the area. The morning session will be divided into two 1 hour sessions. Each session will include 3-4 papers on defined topics presented during the first half hour, followed by half an hour's discussion based on written questions/comments from the audience. The papers will deal with practice as well as theory.

### **Afternoon session (2 hours)**

This will be a session where practitioners and researchers in the field of learner autonomy are given an opportunity to share their experiences and insights as well as discuss further the views brought forward in the morning's session. The afternoon session will be led by a few amateurs leading to group discussions. The outcome of the group discussions will be reported back in a plenary session.

### **POSTER SESSION**

This session is allocated one day and will include presentations on a wide range of topics including learner autonomy. We feel that it would be a good idea to relate poster presentations on learner autonomy to the content of the symposium in order to get the best out of both.

### **B CALL FOR PAPERS AND POSTER PRESENTATIONS**

If you are interested in presenting a paper or being an amateur at the symposium, or in presenting a poster session related to the symposium, then please send your proposals **no later than 1 July 1998** to: Leni Dam, Vårgyvelvej 42 DK - 2690 Karlslunde, Denmark, or E-mail: DAM@DLH1.DLH.DK , or Fax: +45 39 69 01 82. When choosing from among the proposals received, the keywords will be "New Insights". Accordingly, it seems relevant to consider the following questions: What was covered in Finland? What was not covered? What kind of questions came up? What questions remained unresolved?

### **PROPOSAL FORM - AILA 99 SYMPOSIUM OF SCIENTIFIC COMMISSION ON LEARNER AUTONOMY**

"Promoting Learner Autonomy - New Insights", August 1-6, 1999, Tokyo, Japan

Family Name:

First Name:

Title:

Department:

Institution:

Mailing Address:

Phone:

Fax:

E-mail:

Please tick type of presentation:

- a Paper in the morning session
- b Amateur in the afternoon session
- c Poster presentation

Title of contribution:

Name(s) of presenter(s):

Keywords:

Brief abstract (approx. 150 words):

As the number of possible presenters at the Symposium is limited, you may like to consider submitting a proposal for a paper presentation in the main AILA congress under one of the 35 topics listed in the Second Circular. Please note that the deadline for proposals for the main AILA congress is **31 May 1998**. As it is not clear at present whether the Congress Organizing Committee or the Scientific Commission will decide which poster presentations will be accepted, please submit your poster proposals directly to the Organizing Committee by **31 May 1998** and send Leni Dam a copy.

## **TOKYO 99 - POSSIBILITIES FOR FUNDING/GRANTS**

### **Solidarity Awards**

AILA intends to make up to 10 Solidarity Awards to outstanding established or promising new scholars to ensure their participation in the 1999 AILA congress. It is possible for a Scientific Commission to support an application from people belonging to either of the following categories:

- 1 individuals who are currently making a significant contribution to the work of the Commission and who could not otherwise afford to go to AILA 99
- 2 individuals from a developing country or central Europe who are doing important work in the field of learner autonomy that we would like to hear present a paper at AILA, and who would otherwise be unable to attend.

Details about applications for the Solidarity Awards were distributed together with the second circular (pink sheet). Contact Dr. Jill Bourne (E-mail: [j.bourne@soton.ac.uk](mailto:j.bourne@soton.ac.uk)) for more information. If you would like the support of the Scientific Commission, you need to send the SC convenors (Leni Dam and Sara Cotterall) a detailed letter indicating why you believe your application should be supported by the SC. In addition, you need to send all the necessary documentation to the Equality Sub-Committee of the AILA Executive Board. The deadline for applications is 31 July 1998.

### **Special Grants for Overseas Participants**

The Japanese organising committee is also offering grants to encourage the participation of overseas researchers. The organising committee is offering a number of Registration Grants (deadline: 31 December 1998) and Accommodation Grants (deadline: 1 November, 1998). See the second circular for details.

## **5 FORTHCOMING CONFERENCES**

We have received details of the following conferences scheduled in 1998. For further information, please contact the person(s) listed under each entry.

### **IATEFL CONFERENCE, KRAKOW, POLAND, MAY 14-16, 1998**

“Focus on Learning Rather than Teaching - Why and How?”

This conference is organised by the IATEFL Learner Independence SIG in cooperation with Leni Dam, and will be concerned with the following questions:

- Why do we see the development of awareness of learning as crucial in today's language classrooms?
- What do we know about learning from theory and from practice?
- What kind of research has been done so far?
- What are the implications for teacher and learner roles?
- What kind of setting supports learning, rather than teaching?

The conference will include talks and workshops - and a mixture of the two - where participants can relate inputs and ideas presented to their own context. The talks and workshops will adopt a theoretical as well as a practical approach and are aimed at teachers at all levels, teacher trainers and advisers. Keynote speakers include Professor David Little, Trinity College Dublin; Professor Lienhard Legenhausen, Münster University, Germany; and Ms Leni Dam, Royal Danish School of Further Education, Copenhagen, Denmark.

The conference will start on Thursday after lunch and will end on Saturday after lunch, making space for sightseeing in Krakow. Registration for members of IATEFL from Western Europe is 50 pounds sterling; registration for members of IATEFL from Eastern Europe is 12 pounds sterling. Registration for non-members of IATEFL is 60 pounds sterling; registration for non-members from Eastern Europe is 20 pounds sterling. Registration includes tea/coffee and a buffet the first night. The venue for the conference is the old part of the city. IATEFL are providing some information on local hotels, but delegates will need to make their own bookings. For further information, contact: “Focus on Learning”, IATEFL, 3 Kingsdown Chambers, Whitstable, Kent CT5 2FL, UK; Fax: +44 1227 274415 or [iatefl@compuserve.com](mailto:iatefl@compuserve.com) or <http://www.man.ac.uk/IATEFL>

### **IATEFL, OXFORD, ENGLAND, 30 MAY, 1998**

"Encouraging Reflective Learning - A Learner Independence SIG Event"

St Clare's, Oxford, Saturday 30 May, 1998, 10:00 - 16:30

There has been enormous progress in recent years in developing the concept, underlying theory, and practical applications of learner independence. A good deal has already been achieved; but in a rapidly developing area there is a constant need to re-examine what we do - in order to exploit fully the opportunities offered by new technologies.

This event aims at addressing the need for reflection in both learners, and teachers, at such an exciting stage. Speakers include Barbara Sinclair (University of Nottingham); Richard Smith (JALT); Diane Slaouti (CELSE, Manchester) and others.

Cost if booked before May 1: £35 (IATEFL members)/£40 (non-members)

Cost if booked after May 1: £40 (IATEFL members)/£45 (non-members)

Refreshments and lunch are included in the registration fee. Please pay by UK cheque or Eurocheque [payable to IATEFL], VISA or Mastercard. Cancellations received after May 15 will not be refunded. To enrol, please contact: IATEFL, 3 Kingsdown Chambers, Whitstable, Kent CT5 2FL, UK; fax +44 (0) 1227 274415; e-mail: IATEFL@compuserve.com

### **CALL FOR PAPERS**

The organisers are calling for proposals for workshops, which will be 75 minutes long. Workshops are expected to be primarily practical in nature, to complement the 45 minute plenary sessions (given by Barbara Sinclair and Richard Smith) which will examine many of the issues above. Facilitators are already available for computer workshops, but proposals for workshops that would use language laboratory or listening equipment would be welcome, as well as any proposals that were not dependent on specific technology. The deadline for papers is Saturday 28 March 1998. For papers please contact: Mark Stone, 32 Bartlemas Road, Oxford, OX4 1XX, United Kingdom; fax +44 (0) 1865 724809; e-mail: m.stone@iname.com

### **WORKSHOP ON ADVISING FOR LANGUAGE LEARNING, HULL, 2-3 JULY 1998**

University of Hull, Language Institute, Hull, United Kingdom

This workshop intends to highlight key issues in language advising in relation to language learning and learner autonomy. It will focus on this emerging profession and its functions both in a practical and theoretical framework. Amongst the areas to be explored will be the role of language advising in the University of Hull; effective implementation of language advising according to an institution's needs, through the case studies of the universities of Nottingham Trent and Ulster; new technologies and advising and analysis of the tools for good language advising.

The workshop will be of interest to language advisers who want to meet with other advisers and want to find out more about the Professional Network of Language Advisers (PLAN) and project SMILE (Strategies for Managing an Independent Learning Environment); language support staff who are already based in self-access centres who are interested in ways of implementing a more effective link between advising, teaching, learning and resources; language centre managers who want to implement an effective and efficient language advisory service and want to gain an overview and awareness of the issues involved

The fee for the workshop is: £50 (not including accommodation and meals). The course leader is Marina Mozzon-McPherson, Open Learning Adviser of the University of Hull, Language Institute. Contributors include Vicky Wright - Director Project CIEL (other speakers to be confirmed). For further information, please contact:

Elizabeth Bradley, Language Institute, on Tel: +44 - (0) 1482- 465862/466172; Fax: +44- (0) 1482- 466180  
e-mail: E.Bradley@selc.hull.ac.uk

### **JAPANESE ASSOCIATION FOR LANGUAGE TEACHING CONFERENCE: 20-23 November 1998**

JALT98 - "Focus on the Classroom: Interpretations", Omiya, Japan.

This conference will take place at Sonic City, Omiya, near Tokyo, Japan. This year's special guest speakers are David Little from Trinity College, Dublin, and Leni Dam from the Royal Danish Institute of Educational Studies, Copenhagen, Denmark. Main speakers include Mark Clarke from University of Denver in Colorado, USA, Mike McCarthy from Nottingham University, England, Kei Imai of Daito Bunka University in Tokyo and Tim McNamara from the University of Melbourne, Australia. Together with 300 other presentations by language teachers from Japan and other countries, a lively social programme, and an excellent educational materials exhibition, the 24th Annual International Conference of the Japan Association for Language Teaching promises to be very special.

If you have any questions about JALT98, please contact the JALT Central Office, Urban Edge Bldg., 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110, JAPAN. Tel: +81-3-3837-1630; Fax: +81-3-3837-1631. For updated information about JALT98, check conference information at: <http://langue.hyper.chubu.ac.jp/jalt/main/jalt98.html>

## 6 UPDATE ON SCIENTIFIC COMMISSION MEMBERS

[In this issue, in an attempt to expand our information network, I asked some of our newest members to introduce themselves and their work to you. Ed]

**Tim Black** works as a language trainer in Switzerland where he trains hospitality industry staff using principles of learner autonomy. Tim says: "In the last five years, I have worked full time at two schools in Switzerland: Wall Street Institute, and DCT Hotel Careers Centre, where I am the Senior English teacher. My interest in learner autonomy has come from my own education and teaching experience.

DCT is a hotel school offering Diplomas in Hotel Management. Ninety percent of our students come from Asia, predominately China. At DCT we have two English programmes: English as a Foreign Language (EFL) and English Communication (ENC) which is part of the normal undergraduate programme. On the EFL programme we aim to re-educate the way students learn English. Most of our students are teacher-centred due to the way they have been taught English in their own country. However, most EFL teachers are taught to develop learner independence. This is reflected in the way we receive our teacher education and the materials produced by the industry. I believe that learning a language is like learning a skill. It is similar in manner to learning to drive a car or play an instrument in that it needs constant practice. The students, on the other hand, see it as an academic subject, information to be memorized and then forgotten after the test.

All the students have to have a learner's dictionary (Oxford Word Power) and a grammar practice book (English Grammar in Use) - these are their tools. The students must decide when it is best to use the dictionary. With the grammar book we ask them to do the diagnostic test at the back and explain how the book is designed as a grammar reference practice book. We also have a book box and students have to borrow a book a week. These books are graded readers at their level. There is no book report or list of comprehension questions; it is simply reading practice. The course book we use is Headway New Intermediate and Headway New Intermediate Practice Book with key. By the end of the eleven weeks the students have changed their attitudes and take responsibility for their learning. On the second shorter EFL course we look at ways the students can practise their English by using the internet, story cassettes, watching English TV, going to the cinema and any other ideas which suit the students' needs and interests. If anybody is interested in more information, they should contact me on my e-mail: [t.black.dct@tic.ch](mailto:t.black.dct@tic.ch)".

**Beverly Carter** has just become our first member of the SC in Trinidad and Tobago. She writes of her interest in learner autonomy: "I have been teaching French since 1979 when I returned home to Trinidad after a four year French government scholarship in Besançon, France. Most of my teaching career has been spent at the secondary school level, teaching French to 11 to 18 year olds, but for the last six years, I have been teaching post-secondary students in our university's French Department. What struck me when I first began in my new post was how difficult it was for most students to make the transition to higher education. Our students do a placement exam into secondary school at age 11 and then do the Cambridge GCE 'A' exams for matriculation into university. Along the way, they have been spoonfed and tutored in and out of school to ensure success, and have pretty much lost all sense of what it means to be responsible for their own success. My efforts to change that, in an unstructured kind of way, were met with great resistance by my

students, who felt that I was not doing what good teachers are supposed to do. When I stumbled across learner autonomy and began reading the literature on it, it provided some empirical evidence for what my instincts had always told me, and a more structured frame-work in which to find ways of empowering my advanced learners of French". [Beverly has sent a full description of her current research project with first year university students to the LAPI. She can be contacted at: [carters@carib-link.net](mailto:carters@carib-link.net)

**Jacques Coulardeau** of the "Association Internationale de Psychomécanique d'anglais de Spécialité et de Didactique des Langues" has written from Olliergues in France to report on a test of "The Four Basic Cognitive Learning Strategies" which he and his colleagues have developed. Those wishing to obtain a copy of the test and further information about it, should contact Dr Coulardeau at: 8 rue de la Chaussée, BP 9, 63880 Olliergues, France.

**Irma Huttenen** has written advising us of the publication of a report entitled "Council of Europe's Common European Framework for Language Learning, Teaching and Assessment". The report contains a theoretical framework and approximately 50 pages of illustrative scales of different aspects of language proficiency (and learning as well) that can be used for describing, planning, evaluating and assessing both learning and teaching. Irma believes the report is a good tool for the development of learner autonomy in a way that helps both learners and teachers know where they are. Copies of the report can be obtained from: Council of Europe Publishing Sales Unit, F-67075 Strasbourg, Cedex, France. Tel.: + 33 (0)3 88 41 25 81; Fax: + 33 (0)3 88 41 27 80; e-mail: [sophie.lobey@seddoc.coe.fr](mailto:sophie.lobey@seddoc.coe.fr)

**Marina Mozzon-McPherson** of the University of Hull in the United Kingdom has recently contributed to the LAPI a report of a project which aims to bridge the gap between the provision of self-access facilities and student use of these facilities. The project (called SMILE) involves a partnership between the University of Hull and the University of Nottingham Trent and the University of Ulster. SMILE seeks to:

- ï ensure a better match between the provision of resources for modern languages and students' perceptions of their learning needs
- ï raise awareness of the important role of language advising amongst teaching and support staff
- ï involve learners and teachers in the effective use of independent learning strategies in and out of the classroom
- ï share resources which proved useful in supporting language learning (leaflets on language learning strategies, templates for tandem learning, needs analysis etc)
- ï create an infrastructure to deliver credit-bearing modules in language learning strategies and a Diploma in Language Advising

For further information about SMILE, please contact: *Project Leader* - Marina Mozzon-McPherson, Tel: 01482-465862; Fax: 01482-466180; Email: [M.Mozzon-Mcpherson@selc.hull.ac.uk](mailto:M.Mozzon-Mcpherson@selc.hull.ac.uk)

**Michael Müller-Verweyen**, who presented a paper at the AILA 96 Symposium on Learner Autonomy in Finland and last year edited a collection of papers on learner autonomy, has moved from the Goethe Institute in Munich, Germany to the Goethe Institute in Kyoto, Japan. His new e-mail address is: [gikyo\\_sl@mbox.kyoto-inet.or.jp](mailto:gikyo_sl@mbox.kyoto-inet.or.jp)

**David Palfreyman** joined the SC in March 1998. He is doing PhD research in Bilkent University School of English Language, Ankara, Turkey, which provides pre-Faculty programmes for students going on to study in English in Bilkent University. David writes: "My research is an ethnographic case study of how the students and teachers interpret a curriculum which ostensibly aims to "develop students' potential as independent learners". This aim is supposed to be achieved through a range of aspects of the curriculum (self-access with counselling; classroom methodology and learner training; assessed "independent study assignments" and other means). The main things which interest me in our situation are:

- a the mismatch of ideas (influenced by the different cultural backgrounds of the teaching staff and of the students) about what learner independence is, whether our students can get it, and how it should be encouraged.