

NEWSLETTER OF THE AILA SCIENTIFIC COMMISSION ON LEARNER AUTONOMY

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

Editor: Sara M Cotterall

March 1999 Issue # 5

A WORD FROM THE EDITOR

Welcome to the 1999 newsletter of the AILA Scientific Commission (SC) on Learner Autonomy. As most of you will receive this newsletter in electronic format, you may wish to consult the guide to the contents below, to help you navigate your way around it:

- 1 Review of 1998-99 activities
- 2 AILA 12th World Congress of Applied Linguistics, Tokyo, Japan, August 1-6, 1999
 - a SC Symposium on Learner Autonomy
 - b Keynote Presentation on Learner Autonomy
 - c Symposium on Learner Beliefs
 - d AILA SC Business Meeting, Tokyo 1999 - Draft Agenda
- 3 Proposal for Convenor Nominating Committee
- 4 Forthcoming Conferences
- 5 Contributions from Scientific Commission Members
- 6 Recent Publications on Learner Autonomy

This year's newsletter is significantly larger than earlier issues. This is due to the inclusion of material related to the AILA Congress to be held in August of this year, contributions from new and existing members of the SC (section 5) and a new section on recent publications in the field. Contributions from members include reports on a learner advising project, learning strategy studies, the website of an Italy-based member, and discussion of the potential "technologization" of learning.

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 REVIEW OF 1998-1999 ACTIVITIES

Sara Cotterall and Leni Dam

Membership

There has been an increase in our membership once again, with 225 on the current mailing list. Most of our members belong to an AILA affiliate, although a number live in countries where no AILA affiliate exists. See Section 5 for an introduction to a number of our newest members as well as contributions from existing members. Sara is responsible for maintaining our membership list and for recruiting new members. You can help with this by forwarding your copy of the newsletter to colleagues and encouraging them to contact Sara and become members of the SC. Sara's e-mail address is: sara.cotterall@vuw.ac.nz; her "snail mail" address is: School of Linguistics and Applied Language Studies, Victoria University of Wellington, PO Box 600, Wellington, New Zealand.

Newsletter

At 18 pages, this year's newsletter is the largest to date. Over the period of 5 years, our newsletter has grown from two pages to 18, and from a hard copy only format, to hard copy and electronic formats, with website access as well. In March 1998 the fourth 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 Issue 3, 1997 onwards) is: <http://www.vuw.ac.nz/lals/LALLnews/>

Liaison with AILA

Late in 1998 and again in early 1999, we contributed a report of SC activities to the AILA Scientific Commissions Coordinator. We have also contributed copy to both issues of the AILA newsletter produced in the last 12 months, in the interests of informing AILA members of the work of the Scientific Commission. As Leni reports in Section 2, we have also undertaken to submit papers presented at the symposium at AILA 99 for publication in a forthcoming issue of the AILA Review.

Scientific Commission Convenorship

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, remained as co-convenor until July 1997 to ensure continuity. According to the AILA Guidelines for Scientific Commissions, "The convenors decide, in agreement with the membership, on the appropriate means of working towards their Commissions' goals. Each February they are to report on activities of the preceding year to the International Committee through the Scientific Commissions Coordinator."

We have now been co-convenors for three years and are willing to continue in this role for one more term given that we have now acquired some familiarity with the annual cycle of responsibilities. According to SC rules, we can continue to serve for another term, if that is acceptable to the membership. This question will be discussed at the AILA business meeting, when nominations for convenors will be called for and a vote taken if necessary. If Leni and I were re-elected, we would like to recruit an additional member to assume responsibility for planning the next symposium, given that each of us has assumed this responsibility once. This would allow Leni to focus on updating the LAPI and Sara to concentrate on expanding the membership and developing the newsletter.

In Section 3 of the newsletter, Anita Wenden and Leslie Dickinson contribute a proposal for how SC convenors might be selected in future. Please read this carefully and respond to Anita or Leslie with your comments.

LAPI - Learner Autonomy Project Inventory

Leni Dam

Due to an unexpectedly heavy workload and organising the programme for our symposium in Tokyo in August, the updated version of the LAPI is not yet ready. When it is completed, it will be distributed via the SC's electronic mailing list and via AUTO-L. Therefore, if any of you are working on projects on learner autonomy, please let me know in order to include them on the list. I can be contacted at: Leni Dam, Afdelingen i København/8. afdeling, Emdrupvej 101, DK-2400 Copenhagen NV, Tel. +45 39 69 66 33, ext. 2554, Fax. +45 39 69 01 82, E-mail. Dam@DLH1.DLH.DK

AUTO-L Electronic Discussion Forum

Anita Wenden and Leslie Dickinson, Moderators

AUTO-L 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 has been in operation for two years and with a total of 170 subscribers has almost tripled its membership during this time. In order to promote dialogue and exchange among the members, the list coordinators also invite guest moderators, who provide background information and recent insights on topics related to the promoting of learner autonomy.

Guest moderators and topics for the last year have been:

- 1 Phil Benson - The Constraints of Autonomy
- 2 Elaine Horwitz - Learner Beliefs
- 3 Joan Rubin - Developing Monitoring and Evaluating
- 4 George Jacobs - Autonomy and Collaborative Learning

We would like to take this opportunity to thank our guest moderators for their contributions and to inform you that plans for the upcoming year include an electronic colloquium on self-access in language learning and guest moderator series on (1) implementing autonomy in the classroom and (2) culture and autonomy.

This is also to remind you that the quality of the exchange on the list depends on the subscribers. It is intended as a conduit of information about research projects, materials and methodology, conferences and publications. You are, therefore, encouraged to share this information with list members directly by posting it on AUTO-L or, if you prefer, send it to either one of the list coordinators for posting.

For further information on AUTO-L, contact Anita L. Wenden <wldyc@cunyvm.cuny.edu> or Leslie Dickinson <les-dickinson@churchill.demon.co.uk>.

2 AILA 12th WORLD CONGRESS OF APPLIED LINGUISTICS, TOKYO, JAPAN, AUGUST 1-6, 1999

This section reports on four events scheduled to take place at the AILA Congress in Tokyo in August of this year. First, it reports on the structure and content of the SC's Symposium on Learner Autonomy, including abstracts of each of the presentations. Second, it presents the abstract of Anita Wenden's keynote presentation on Autonomy in Language Learning. Third, it presents the outline of a Symposium on Learner Beliefs, convened by SC members Keiko Sakui and Stephen Gaies. Most of the participants in this symposium are also members of the SC. Finally, it presents the draft agenda for the business meeting of the SC.

a SC Symposium on Learner Autonomy

Leni Dam (SC Co-convenor and Symposium Organiser)

The final programme for our symposium has now been completed and accepted by the organisers in Tokyo. We have managed to design an interesting and varied programme for the day, and it has been a pleasure to be able to include presenters from many different parts of the world. I hope that many of you will have a chance to attend the symposium. For those who cannot attend, I am proud and happy to say that the papers will be published in AILA Review No. 14 in connection with the conference.

Title of symposium: Promoting Learner Autonomy - New Insights

The symposium will consist of a morning and an afternoon session. The morning session (2 hours) is aimed at people interested in gaining an overview of what is going on within the field of learner autonomy as well as for those already working within the area. The morning session will be divided into two 1 hour thematically-organised sessions. In each session, papers related to the theme will be presented during the first half hour and will be followed by half an hour of discussion based on questions/comments from the audience. The papers are concerned with practice as well as theory.

Morning Session A: Dimensions of Learner Counselling

The papers to be presented in this session are:

The ABC's of Learner Autonomy: Awareness, Beliefs, and Counselling of Advanced Foreign Language Learners.

Beverly-Anne Carter, University of West Indies, St. Augustine, Republic of Trinidad and Tobago.

This paper presents the preliminary findings of a project that sought to introduce a group of advanced learners of French to the concept of learner autonomy. It discusses the role of Teacher Awareness, Learner Beliefs and Counselling in the promotion of learner autonomy. With regard to Teacher Awareness, the paper reminds the teacher/researcher of the need to gain a better understanding of the learners' educational background to determine its impact on learner autonomy. It contends that in the case of the learners in this study, their educational background is a constraint on their potential for autonomy. On Learner Beliefs, the paper draws on data collected during the project to discuss how individual and group beliefs about language learning contribute to or hinder autonomy. The paper concludes by recommending a counselling system designed to support the promotion of learner autonomy.

Learner Counselling: Problems, Goals and Beliefs

David Crabbe, Alison Hoffmann and Sara Cotterall, Victoria University of Wellington, New Zealand.

Papers presented at the AILA 1996 Symposium on Learner Autonomy in Language Learning included a number which focused on discourse in learner counselling. This presentation reports on a study of learner-advisor sessions which focused on language learners' strategic thinking and behaviour. The following three questions are addressed:

- 1 How do learners represent problems and identify solutions in relation to their language learning?
- 2 How do learners set goals in their language learning and subsequently evaluate tactics and resources they use to achieve their goals?

- 3 What beliefs about language learning and about themselves underpin the statements learners make and the problems they identify in relation to their language learning?

Approaches to Advising for Self-Directed Language Learning

Richard Pemberton and Sarah Toogood. (Co-authors: Susanna Ho and Jacqueline Lam). Hong Kong University of Science and Technology.

This paper examines the expectations of four advisers and some 50 learners involved in a semester-long self-directed language-learning programme for postgraduate learners. The programme is the subject of a two-year action research project and has just finished its second year of implementation. Drawing on data from a variety of sources, and focusing mainly on case studies of the four advisers and selected learners, we will discuss:

- 1 to what extent learner perceptions match the perceptions of their advisers;
- 2 whether certain styles of advising are appropriate with different types of learner and at different stages in a project.

We will relate these findings to guidelines for advising established elsewhere, report the ways in which we have adapted our differing approaches to advising after the first year of the project, and discuss the effect of these adaptations on the second year of the programme.

Morning Session B: Assessment of Processes and Outcomes (morning)

Papers to be presented in this session are:

Towards an Analytic Approach to Assessing Learner Autonomy: the Construction of Measurement Scales for Self-Direction in Language Learning.

Jose Lai, English Language Teaching Unit, The Chinese University of Hong Kong.

Learner training or learning to learn as a pedagogical practice has received increased attention over the past decade or so. Although positive outcomes have been reported in learners' increased capacity for self-direction in language learning through learner training, most findings tend to be descriptive rather than empirical. This is probably due to a lack of validated measurement scales for assessing the construct "self-direction" in language learning. This paper aims to:

- 1 address the urgent need to adopt a more analytic approach to assessing learners' capacity for self-direction
- 2 more importantly, introduce two validated measurement scales developed to assess learners' self-direction, both at the micro (task) and macro (overall organization) levels of their language learning process.

It is believed that these scales will find universal utility in settings in which learner training is implemented. The rationale, development and validation of these measurement scales will form the core of the discussion.

Talkbase, Tasks and the Assessment of Learner Autonomy and Language Learning

Marie-France Champagne, William Savage, Jonathan Shaw and Richmond Stroupe. (Co-authors: Terry Clayton, Nicholas Dimmitt, Matthew Laszewski, Myint Thein, and Pierre Walter). Center for Language and Educational Technology, Asian Institute of Technology, Bangkok, Thailand.

An action research project by a group of faculty colleagues working as teacher-researchers culminates in qualitative and quantitative measures to assess learners' engagement of their autonomy and the improvement of their language capability through an experiential educational approach. The project begins by reviewing conceptualizations of task, autonomy and language as these have been informed by practitioner-researchers in various disciplines, and developed over fourteen years in the AIT Center for Language and Educational Technology. During the first phase of this year-long study, tasks on our pre-masters program called Talkbase are described, as are their autonomy and language objectives. During the second, assessment measures are designed and piloted, and in the third, implemented and evaluated. The paper problematizes and addresses the interdependent issues of how learner autonomy can be assessed, and how the learning of language can be measured in a manner consistent with a critical pedagogy that explicitly promotes learner autonomy.

The Development of Discourse Behaviour of Young Autonomous Learners.

Lienhard Legenhausen, University of Münster, Germany

The paper will focus on the discourse behaviour of young learners and especially the way this behaviour develops and changes over time. The data are based on the research project LAAL (Language Acquisition in an Autonomous Learning Environment) set up in 1992 (cf. Dam / Legenhausen 1996, 1997 etc). Within this project, which aims to follow the linguistic development of a class of autonomous learners from the beginning to the end of their school career, conversational data were systematically elicited after 17 and 48 months of English. In order to facilitate the interpretation of the recorded conversations, and to compensate for the lack of baseline data, peer-to-peer talks from traditionally taught learners of the same age will be adduced. The paper will go into the question of whether the conversations between peers also provide rich enough input data for developing a 'socio-pragmatic competence'.

Afternoon session: Contexts and Constraints when Developing Learner Autonomy.

This will be a 2 hour session where practitioners and researchers in the field of learner autonomy are given an opportunity to share their views, experiences and insights on the issue of "Contexts and constraints when developing learner autonomy". The session will be opened by four inputs leading to discussion in groups. The outcome of the group discussions will be reported back in plenary at the end of the session.

The four presentations will be:

Deconstructing "the Asian learner": An Action Research Perspective.

Richard Smith, Tokyo University of Foreign Studies, Japan.

It is almost a truism to say that language teaching approaches developed in western countries are not necessarily appropriate in Asian settings. However, it is still far from clear how (western) teachers can seek to teach more appropriately. A typical response has been to argue for revised teaching suggestions on the basis of generalizations (sometimes justified by survey results) about Asian learners. Thus, in the field of learner autonomy, much has been made in different Asian settings of students' supposed collaborative tendencies, with modified self-access or classroom arrangements being proposed which suit students' (alleged) cooperative requirements or capabilities.

However, it seems implausible to suggest that appropriate pedagogy can be developed solely on the basis of such generalizations. At worst, proposals may be seen to derive from essentialist, indeed, orientalist assumptions. This paper argues, then, for a localized, interpretive and recursive (i.e. action research) approach to the development of appropriate pedagogy by teachers of Asian students. In support of this argument, results of learning style / strategy surveys will be contrasted with data from ongoing action research connected with the negotiation and evaluation of self-directed learning in a Japanese university context.

Looking Around: the Institutional and Psychological Context of Learner Autonomy.

Naoko Aoki, Osaka University, Japan.

In Finland I argued with Richard Smith that the issue of cultural incompatibility of learner autonomy requires a critical review of what autonomy and culture refer to. We also emphasized the need to listen to learners' voice before condemning learner autonomy for cultural incompatibility. This paper is a case study in which I try to clarify how learners' voice reflects the institutional and psychological context outside the classroom. As Pierson (1996) argues, social structure in education is thought to influence learners' propensity for autonomy. Learners' attitude towards, or affect associated with, autonomy may also have its root in the institutional environment that surrounds the place where learning actually takes place. The context one needs to take into account in order to fully understand learners' voice may be wider than researchers have normally thought to be. Based on my experience moving into a new university, I shall explore what might be behind the utterances and behaviours of the students. In concluding I shall contend that learners' voice, or its absence, is embedded in the milieu they live in, and that taking it at face value without probing what each learner's authentic thoughts and wishes are, would run the risk of ignoring whether learners are happy with their present degree of autonomy.

Promoting Learner Autonomy through the Use of Critical Reading Strategies.

Vera Maria dos Santos, Linguistics Department, Faculdades Franciscanas, Santa Maria - RS, Brazil.

Due to traditional teacher directed teaching environments in Brazil, it has proved difficult to get learners at university level to act and to interact independently. This paper reports on a study carried out in Santa Maria, Brazil. The subjects were undergraduate students of Language and Linguistics and the main hypothesis was that if strategies on critical reading were specifically introduced to their programs, students would become more autonomous both as readers and as individuals. The study was conducted for a period of two years (1996-1998) and consisted of interviews, some strategies teaching and class observation.

Investigating Contexts for Learner Autonomy: the Case of Teacher and Learner Beliefs and Practices.
Flávia Vieira (co-author: Isabel Marques), Institute of Education and Psychology, Department of Methodologies of Education, Universidade do Minho, Portugal.

Studies of the concept and implementation of learner autonomy have shown that a pedagogy for autonomy must be context-sensitive, but not much research has been done on the contexts where applications have been tried out. Despite the growing emphasis on issues such as cultural variation, learner and teacher representations, teacher autonomy, etc., the focus has been more on procedures and outcomes rather on how those factors act as situational variables which may either facilitate or constrain the introduction of autonomy in institutional settings. The aim of the paper is to present insights from a research study on teacher and learner beliefs and practices based on two parallel survey questionnaires administered to a sample of EFL secondary school teachers and learners in Portugal. Data refer to: teacher/learner sense of agency, teaching/learning behaviours with reference to self-direction, learner perceived ability and willingness to take on responsibility for learning, and learner out-of-class contact with the English language. From an interpretative analysis of main findings, implications will be derived as regards both the feasibility of a pedagogy for autonomy in the (Portuguese) school context and the specific measures to deal with potential constraints.

Poster session:

In connection with the symposium, the following poster session on learner autonomy will be presented:

A Survey of Teacher and Learner Beliefs and Practices with Reference to a Pedagogy for Autonomy in the School Context.

Flávia Vieira and Isabel Marques

The poster presents research instruments and data from a research study on teacher and learner beliefs and practices, based on two parallel survey questionnaires administered to a sample of EFL secondary school teachers and learners in Portugal. Data refer to teacher/learner sense of agency, teaching/learning behaviours with reference to self-direction, learner perceived ability and willingness to take on responsibility for learning, and learner out-of-class contact with the English language. Results are expected to show how teacher and learner beliefs/practices can potentially facilitate or constrain a pedagogy for autonomy in institutional settings.

b Keynote Presentation on Autonomy in Language Learning (Thursday 5 August)

Autonomy in Language Learning: Retrospect and Prospect - Anita Wenden

Introductory comments will situate the notion of promoting autonomy in language learning within the broader context of autonomy as a goal of human development throughout the life span. A retrospective view of the field starting with the mid seventies will follow. Specifically, two general approaches to promoting autonomy that have greatly influenced theory, research, and practice in the field will be described. Development in the practice of learner autonomy resulting from the dissemination of these ideas to various world regions will be outlined and their contribution to the field of applied linguistics summarized. A prospective for the 21st century will outline a three-point agenda to guide further theoretical and methodological developments in the field. It will make explicit the link between the preparation of autonomous language learners and the grander project of preparing citizens for active and reflective participation in the social and ecological forces shaping our global civic culture as we move into the millennium.

**c Symposium on Learner Beliefs about Language Learning
Stephen Gaies and Keiko Sakui**

Compared to research on other constructs which are assumed to be related to individual differences in second-language development, investigation of the role of learners' beliefs began relatively late. However, in the last ten years a substantial body of research on learners' beliefs about language learning has emerged. Much of this research has been aimed at describing the beliefs which different groups of learners have about language learning, in some cases examining the relationship between beliefs and other learner characteristics. Some studies have explored the relationship between beliefs and language-learning behaviours and outcomes. Research on learners' beliefs - encompassing what learners believe about themselves as language learners, about the nature of language knowledge and proficiency, and about the language-learning process - has become an active area in inquiry in its own right and an important component of research investigating the role of metacognitive knowledge in language learning. In addition, research on learner beliefs is viewed as valuable not only for language-learning theory, but for pedagogical purposes as well. Awareness and critical assessment of beliefs by learners are considered an important part of learner training, both for classroom and self-directed learning.

The Symposium has three overall aims:

- a to describe how learners' beliefs about language learning have been conceptualized and investigated during the past decade;
- b to disseminate work in progress as well as research recently completed;
- c to develop an agenda for further research on learners' beliefs about language learning.

The Symposium will begin with a set of presentations focussing on conceptual issues in research on learners' beliefs about language learning: How do beliefs differ from knowledge, and what are the essential features of beliefs? These questions will be addressed from a variety of perspectives: from the perspective of cognitive psychology, through an empirical study of adult second-language learning, and on the basis of an analysis of the metaphors learners use to talk about language and language learning.

A second set of presentations will report recently completed studies of learners' beliefs about language learning. These studies, investigating different groups of learners in different countries, illustrate the variety of research approaches which have been taken to identify and explore learners' beliefs about language learning and their relationship to language-learning behaviours and outcomes.

The final set of presentations consists of two "overview" papers. The first will address methodological options and challenges in research on learners' beliefs about language learning. The second will examine the value and feasibility of identifying cultural influences on beliefs about language learning.

Assigned discussants will respond to the first two sets of presentations. General discussion, in which members of the Symposium audience are invited to participate, will take place following each of the first two sets of presentations and the two overview papers.

Symposium Participants

Co-Chairs: Stephen J. Gaies (University of Northern Iowa) and Keiko Sakui (Konan University)

Symposium Panelists

Ana Maria Barcelos (University of Alabama)
Phil Benson (University of Hong Kong)
Sara Cotterall (Victoria University of Wellington)
Rod Ellis (University of Auckland)
Elaine K. Horwitz (University of Texas at Austin)
Carol Hosenfeld (State University of New York at Buffalo)
Hideko Midorikawa (Showa Women's University)
Yoshiko Mori (Georgetown University)
Gordon Robson (Showa Women's University)
Jonathan Shaw (Asian Institute of Technology)
Mia Victori (Autonomous University of Barcelona)
Anita L. Wenden (York College, City University of New York)

d AILA SC Business Meeting

The draft agenda for the business meeting of the SC (which will take place at AILA 99) currently includes five items. All SC members are encouraged to attend. The organisers have not yet confirmed the time of the business meeting but we will advertise it on AUTO-L as soon as we are informed. Please contact Leni Dam before you leave for Japan to obtain details of time and place.

- 1 Report of activities from the convenors.
- 2 Discussion of the aims of the Scientific Commission (see "Aims of the SC" below)
- 3 Discussion of proposal by Anita Wenden and Leslie Dickinson for electing new convenors. (See section 3 below)
- 4 Election of convenors.
- 5 Any other business.

If you would like to contribute other items for the agenda, please forward them to Leni Dam or Sara Cotterall before July 1, 1999.

Aims of the Scientific Commission on Learner Autonomy

In order to give the membership time to consider item (2) on the agenda prior to the meeting, we have reproduced below the original aims of the SC at its establishment in 1993.

"At its August 1993 meeting, the AILA International Coordinating Committee established a Scientific Commission on Learner Autonomy in response to a proposal developed by Anita Wenden and Leslie Dickinson. At the same meeting it was agreed that the purpose of the Commission was as follows:

- 1 to develop and establish a methodology of language learning
- 2 to stimulate further research in the area of self-directed learning, self-instruction and learner strategies
- 3 to encourage the development of curricula, including appropriate materials and tasks to incorporate language training with learner training in a variety of instructional contexts, and to evaluate these projects."

At the business meeting in Tokyo, we will seek comments on whether any additional aims should now be included to reflect the focus of recent and future activities. Members who are unable to attend the congress and who have views on this topic, are invited to send their comments to Leni or Sara before July 1, 1999.

3 A PROPOSAL FOR FORMATION OF A CONVENOR NOMINATING COMMITTEE

Anita Wenden and Leslie Dickinson

Background

Currently, convenors of AILA's Scientific Commissions are chosen from among those members who happen to be attending the AILA conference. Therefore, only persons who are able to attend the conference are elected, and only those who attend the conference have the power to select the convenor. Such a system discriminates against the members who do not or are not able to go to the conference. The following proposal, which calls for the formation of a nominating committee, aims to remedy this situation. It is based on the practice of some AILA affiliates and other professional organizations in language teaching. In addition, it is our hope that such a committee together with the policies regarding the convenorship set up in Finland, i.e. a maximum of TWO terms for each of TWO co-convenors, will elicit participation by a larger number of the SC membership.

Proposal

It is proposed that a nominating committee be formed with the following responsibilities:

- 1 to select candidates willing to lead the Scientific Commission on Learner Autonomy as convenors for up to two terms
- 2 to oversee the election of the convenor(s)

It is further being proposed that the election of the convenor(s) take place via mail and/or electronically immediately before the AILA conference with the results of the election being announced at the AILA conference meeting and through AUTO-L and the SC newsletter.

Membership of the nominating committee

- a the two former convenors*
- b two other members of the Scientific Commission

*Convenors who held office during the term(s) preceding the election of the incumbent convenors. The convenors would invite two other Commission members to serve.

Responsibilities of the nominating committee

- a send out a call for nominations via AUTO-L and the newsletter six months before the AILA conference (this would include self-nominations)
- b contact nominees regarding their interest in being put on the slate
- c contact other potential persons as needed
- d prepare a slate of all interested nominees (but at least two), giving the background of each including their viewpoints about the direction of the group, their academic affiliation and position, their regional origin.

If elected, nominees would be expected to be able to set aside the time to do the tasks and to maintain communication with their co-convenor and membership in a timely manner.

Procedures for electing the convenors

Members would send their votes electronically to a designated member of the nominating committee if they wished (i.e. did not mind not being anonymous) or conventionally by mail ballot --before the conference. A simple majority would be sufficient to designate a winning candidate.

WE INVITE YOUR COMMENTS, SUGGESTIONS, REACTIONS, WHICH SHOULD BE FORWARDED TO :

Anita Wenden 97-37 63rd Rd. 15e Rego Park, New York United States of America email <wldyc@sunysb.edu> Fax: 718 262 2087	Leslie Dickinson 13 Church Hill, Edinburgh EH10 4BG United Kingdom email <les-dickinson@churchhill.demon.co.uk>
--	---

If we do not hear from you, we will assume you support the idea (or, at least, do not oppose it).

4 FORTHCOMING CONFERENCES

We have received details of the following conferences scheduled in 1999 and 2000. For further information, please contact the person(s) or website listed under each entry.

1999 National Foreign Language Resource Center Summer Institute, Hawaii

“Self-Directed Learning: Materials and Strategies”

June 14-26, 1999

In 1999, the NFLRC Summer Institute will focus on methods, materials and assessment techniques to promote learner autonomy via technology in the less commonly taught languages. A workshop (June 14-26) and a symposium (June 24-26) will be offered. The three-day Symposium will facilitate the sharing of resources, ideas, and information about all aspects of learner autonomy through papers, panels, and demonstrations. Educators interested in self-directed learning are invited to propose papers (45 minutes), panels (1.5 hours), and demonstrations (1.5 hours) on such topics as:

- Empowering learners through development of cognitive and metacognitive strategies
- Creating pedagogical environments for learner autonomy
- Learner autonomy and the use of technology
- Learner autonomy and the less commonly taught languages
- Monitoring and self-assessment
- Self-access materials and resources

For more information and the on-line application form, click on: <<http://www.lll.hawaii.edu/nflrc/S199>> or contact Irene Thompson at: P.O. Box 3572, Princeville, Hawaii 96722, tel/fax (808) 826-9510, <napooka@aloha.net> <<http://www.lll.hawaii.edu/nflrc/IThompson>>

**Workshop on Advising for Language Learning, University of Hull - Language Institute, UK
28-29 June 1999**

The workshop will look at roles, functions, tools needed to promote, support and manage independent learning outside the traditional classroom environment. Amongst the topics of the workshop: analysing learner needs, organising study plans, learning agreements, learning styles, the discourse of advising for learning, language learning strategies and learner development (otherwise known as learner training), the role of technologies in self-directed learning. Philip Riley, CRAPEL, University of Nancy will open the workshop addressing the concept of learner identity.

For further information and registration please contact: <m.mozzon-mcpherson@selc.hull.ac.uk>; tel 01482-465862; fax: 01482-466180 or visit the website at <http://www.hull.ac.uk/langinst>

**Fourth International Conference on Language and Development in Hanoi, Vietnam
October 13-15, 1999**

The fourth International Conference on Language and Development will be held in Hanoi, Vietnam, from October 13-15, 1999. The Language and Development conferences work from the assumption that professionals working in various capacities in development have perspectives and competencies which are valuable to colleagues working in the same contexts, and that we need to find ways of listening to and learning from each other. In Hanoi, the conference will:

- strengthen and broaden networks of practitioners and researchers involved with language teaching and learning in development projects.
- provide a forum for the exchange of ideas and dissemination of information on practical applications of language learning and teaching research in development contexts.
- promote partnerships and interaction between development professionals and language education specialists.

A call for participation is available at: <http://www.clet.ait.ac.th/hanoi/hanoi1999.htm>. Further information can be obtained from: <clet@ait.ac.th>

**Twentieth Congress of the Federation Internationale des Professeurs de Langues Vivantes (FIPLV - World Federation of Modern Language Associations), Paris, France
Language Teaching at the Dawn of the 21st Century -The Challenges of Plurality
July 22-26, 2000**

The global theme of the XXth FIPLV Congress for which papers are being solicited, is that of plurality : plurality both as an aim to be achieved (the promotion and development of multilingualism in which language teaching has an essential role to play) and as a state of affairs which needs to be taken seriously into account in education. This recurring theme runs across each separate analytical domain with regard to the languages concerned, with regard to the public, with regard to pedagogical contexts of ever-increasing diversity and with regard to the materials and auxiliary media at the teacher's disposal.

Call for Papers

Presentation proposals can be sent by email or post to the Congress Organising Committee BEFORE 1 JUNE 1999. Proposals must include the suggested title, the language to be used, the preferred length and an abstract of about one page. The Scientific Council will respond to these proposals by 30 September 1999. The accepted papers will be allocated either to plenary sessions (of 50 minutes), sections (in general 20 minutes, 40 or 60 minutes for workshops, or 5-10 minutes for round-table presentations), or forum sessions (of the same length as the sections). Each section will be devoted to a particular issue reflecting a theme (or several themes) of the Congress. Contributions could also be made in the form of poster sessions. There is no restriction on the choice of language for Congress presentations

For further information, contact FIPLV President, Denis Cunningham at <vsl.dunningham@c031.aone.net.au> or <fiplv2000@citi2.fr>

5 CONTRIBUTIONS FROM SCIENTIFIC COMMISSION MEMBERS

Jeremy Bradford, Martina Wilson and Vicky Wright contributed the following report on their CIEL project.

Integrating Open Learning with the Curriculum: CIEL Project, March 1999

Now in its second year, the CIEL Language Support Network is one of ten language projects funded under the second phase of the Higher Education Funding Council for England's Fund for the Development of Teaching and Learning (FDTL). The aim of the project is to promote the integration of independent learning with the language curriculum through three regional support centres based around the project partners - South Bank, Southampton and Leeds Metropolitan Universities. The three-year project, which started in October, 1997 focuses on six related key areas of open or independent language learning: policy making, management, staff development and support, learner training and support, curriculum design and self-access learning resources.

Over the last few years there has been a steady increase in the provision of well-resourced university language resource centres and laboratories. The general aim being to extend and enhance the learning experience of Modern Language students who, at best, are likely to have two to three class contact hours per week (Mar-Molinero and Wright, 1993; Emery, 1993). Variety of materials and medium can cater for learners with individual needs (and disabilities), interests and learning styles, while variety of task can encourage development of the transferable skills and language learning strategies (O'Malley and Chamot, 1990) which lead to learner autonomy (e.g. Little, 1991; Wenden, 1991).

In practice, however, many resource centres are under-used. The 1995/1996 HEFCE/DENI Quality Assessment Overview Reports for French, German and Iberian languages highlight a serious need for further strategic thinking in the use of specialist learning resources in HEIs. They report a frequent failure to exploit what are often well-resourced language learning centres and audio-visual laboratories and call for the use of these centres and for independent study to be more fully integrated into overall teaching and learning programmes. A national survey of provision in the area of independent language learning in Higher Education (<http://ciel.lang.soton.ac.uk/cielQUES.html>) carried out by CIEL in autumn 1997 has confirmed these concerns.

Through a variety of project activities CIEL has set out to:

- identify current good practice in Modern Languages in the management and provision of independent and open learning resources and their integration with the curriculum and to promote its widest possible dissemination, take-up and implementation;
- raise awareness of the strategic issues involved in planning and managing a strategy for integrating independent learning with the curriculum;
- stimulate a culture in which teachers and learners have the confidence to develop and adopt new ideas, new skills and new teaching and learning strategies;
- move forward developments in independent language learning and to encourage innovative activities including the use of new technologies;
- maximise the use of independent learning resources and facilities and promote the development of learner autonomy through their integration with the curriculum.

CIEL is also offering a programme of regional meetings to provide a local forum for discussion and exchange of ideas and a telephone/email helpline to provide answers to practical questions ranging from copyright issues to selection of equipment and materials. Following a number of focus groups consisting of key practitioners, a series of forthcoming publications will discuss good practice and present a number of case studies.

The Project Team would welcome your thoughts, ideas and suggestions. For further information, visit our website at: <<http://ciel.lang.soton.ac.uk/>>

References

- Emery C. 1993. "Integrating new technology: from multimedia to hypermedia" In Coleman J.A. and Rouxville A.(eds). Integrating new Approaches. The teaching of French in Higher Education. London: AFLS/CILT
- Little D. 1991. Learner Autonomy 1: Definitions, Issues, Problems. Dublin: Authentik
- Mar-Moliner, C. and Wright V. 1993. "Languages and open learning in higher education", System, 21/2:245-255
- O'Malley J.M. and Chamot A.J. 1990. Learning Strategies in Second Language Acquisition. Cambridge:CUP
- Wenden A. 1991. Learner Strategies for Learner Autonomy. Hertfordshire:Prentice-Hall

Andrew Cohen (<adcohen@tc.umn.edu>) reports that he and Amanda Brooks will be presenting a paper at AILA 99 in a Symposium on Psycholinguistic Research and L2 Curriculum Design. Their paper will present the results of a study of direct v translated writing processes. Here is a "sneak preview"!

Direct vs. Translated Writing Processes: Strategic Writing for Intermediate L2 Learners

There has been a prevailing assumption that thinking through the target language while writing in that language will decrease the number of errors resulting from native-language transfer. Yet the results from recent studies on the influence of thinking through the L1 while writing in the L2 have tended to go against the maxim. It would appear that for a percentage of intermediate nonnative writers, trying to think directly in the L2 while writing may actually result in a lowered standard of writing than that which can be produced by writing first in the L1 and then translating. In the translation approach to writing in the target language, past research would suggest that cohesion (e.g., through markers of transition) and syntactic complexity (e.g., clause variety) would be enhanced. Likewise, breadth of expression might benefit as well, since writers would be attempting to use a broader vocabulary and set of phrases, consistent with L1 expression. Possibly grammar would suffer because writers would no longer be using only those "safe" grammatical forms that they know how to use in order to avoid what they do not have full control over.

The study to be presented has investigated the value of including translated writing as a means of obtaining a more complete indication of a learner's written language ability. The research questions for this study were as follows:

- 1 What are the relative advantages and disadvantages of writing essays directly in the foreign language vs. writing the essay in the L1 and then translating it?
- 2 Does rated performance at writing through translation vs. writing directly vary with the target language proficiency level?
- 3 What impact will the proximity of the L1 to the target language have in the relative quality of the essays in both the direct and the translated versions?
- 4 For bilingual writers, what impact will varying levels of proficiency in L1 writing have on the outcomes within the two approaches?
- 5 What strategies do monolingual and bilingual students use in direct vs. translated writing tasks?

Fifty-five students from first semester of second-year French at the University of Miami were selected on an intact-classroom basis for the study. Most of them were native speakers of English but ten were Spanish-English bilinguals, with varying proficiency levels in written Spanish (high, medium, and low). A questionnaire was designed to provide demographic information on the respondents' age, gender, and year at the university, and language background information regarding their dominant language of literacy, their proficiency in Spanish and English writing (through self-assessment based on ACTFL-like descriptors), and their language use patterns at home, at school, and in the neighbourhood. The questionnaire also inquired as to their Freshman English composition performance (grade).

Two composition tasks were performed by all French learners: writing directly in the foreign language and writing in the native language first before translating that essay into French. The two topics (presented in alternating order) were: (1) Do you agree or disagree with this statement? There is nothing that young people can teach older people. Use specific reasons and examples to support your position. (2) Do you agree or disagree with the following statement? Sometimes it is better not to tell the truth. Use specific reasons and details to support your answer. Each topic was provided in a bilingual format, both in the writer's native language and in the foreign language. In the translated writing format, the writers were asked to write the essay in their native or dominant language (allowing for revision if necessary) and then write a French version which was a product of translation. They were to write a draft and then rewrite it, including both more substantial revisions and minor edits

A Strategies Checklist accompanied each of the two tasks, and included possible processing strategies on different phases of each specific set of writing tasks, for the direct and the translated approaches. This checklist was constructed on the basis of empirical evidence of strategy use in similar previous research and on pilot data collected for this study. Writers were thus asked to provide retrospective verbal report as to the extent to which they made use of the various strategies while performing the task. Students were also asked to briefly indicate their reactions to the task – the extent to which they thought exclusively in French when doing the direct writing and their reactions to preparing a French essay through translation. While the data will not be fully analysed until April or May, the expectations are that the study will yield valuable insights into strategies for incorporating translation into the composing process in a foreign language.

Francisco Gomes de Matos reports from Brazil that in a forthcoming article to appear in FIPLV (Fédération Internationale des Professeurs de Langues Vivantes) WORLD NEWS, which deals with language learners' linguistic rights, he has included an item which explicitly relates to autonomous learning. The article is entitled "The grammatical rights of adult learners: a checklist" and includes the following question aimed at language teachers: "Do I assure my learners of their right to learn how to go on building up/refining their grammatical proficiency as autonomous learners?". Dr. Gomes de Matos is currently awaiting publication of his paper but would welcome inquiries from interested SC members at: <fcgm@cashnet.com.br>

Francisco Hernandez Reinoso, an Assistant Professor in Educational Psychology at a university in Cuba, contributed the following summary of recent research on learning strategies in Cuba. Francisco would welcome feedback from colleagues. He can be contacted at Universidad Pedagogica de Piñar del Rio, 4 Rafael Maria de Mendive, Calle Los Pinos Final, Esquina: Ave. Borregos, Rpto: Hermanos Cruz, Piñar del Rio, Cuba. CP: 20 200. His e-mail addresses are: <alexis@upr.edu.cu> and <isprr@upr.edu.cu>.

Learning Strategy Studies in Cuba

Current movements in education and educational policies strengthen the need to see learning and learners as the center of the teaching learning process. In the midst of such movements, psychologists, educators and specialists in the field of education are reorienting many of their studies to aspects such as learning autonomy, learning styles, strategies and individual differences.

Cuba, a tiny Caribbean island with outstanding successes in education and public health among other sectors, is not ignorant of such trends, and despite the fact that the number of studies is limited in comparison with studies of personality, teaching methods and civic and value-formation, learning styles and strategies appear to be a novel and interesting field of study and theoretical controversy.

At present most of the studies on strategies done in Cuba are of an empirical nature aiming at describing the strategic preference of the students and exploring the correlation between strategic performance and individual variables such as motivation, educational level, age, study habits and learning efficiency or academic results.

Sporadic studies have focused on strategic training (e.g. Hernandez's 1998, 1999 pilot and experimental studies implementing a strategic training program for learners of English as a foreign language; Acosta's 1998 action research study aiming at training elementary school learners of English to use the strategies that Hernandez identified as discriminating high from low achieving language learners; Alvarez and Paneque's 1999 experimental training study of processing strategies with 3rd year Psychology students), most of which are oriented to specific skill areas or subjects. There is persistent confusion of a theoretical nature which has to do with the differentiation of strategies and often confused and misused terms such as: methods, techniques, actions, operations, or - the strongest dichotomy- academic skills.

Few, if any, studies have reported a comprehensive analysis of the strategies and their nature, and only one or two have incorporated the notion of training. Strategy studies and the topic itself are popular only within the circle of academics and university researchers and professors, and within this limited circle only in the Psychology and Pedagogy faculties. Discussion of strategies is rare among elementary, secondary and pre-university teachers despite the efforts of the pedagogical universities' personnel to update teachers with information on current directions in educational research studies and results.

In the future, as studies become more popular, as results spread, as more strategy literature gets translated into Spanish and the theoretical questions are answered, discussion of strategies will become common and strategic training studies become more an integral part of teaching programs.

Luciano Mariani (<luciano.mariani@iol.it>) is one of our newest members. He is based in Italy where he is a freelance teacher trainer and materials writer. He has published both journal articles and learner materials related to learner autonomy, learning styles and strategies (mainly in Italy) and is particularly interested in "teacher development to promote learner training". He plans to put many of his materials on-line through his newly created web site at: <http://utenti.tripod.it/learning_paths> and invites colleagues to visit the site and contact him directly for further discussion.

Christiane Momberg writes that she is currently working as a German teacher at Monash University (Melbourne, Australia) and is writing a PhD thesis on language learning strategies in the context of transition from school to university. Learner autonomy is therefore a crucial issue in her teaching and research. She reports that many Australian universities are experiencing a situation very similar to the one Beverly Carter described in the "Members' update" in our 1998 Newsletter.

Christiane's interest in learner autonomy started about 10 years ago when she studied for her MA at the University of Wuppertal with Prof. Dieter Wolff. After teaching in Asia for a few years, she has now returned to study, this time in Australia, and is pleased to see the increased interest and research activity in both learner autonomy and learning strategies. She is therefore very much looking forward to learn about all the new developments and to discuss them with colleagues working on related issues. Christiane can be contacted at the Department of German Studies, Monash University, Wellington Road, Clayton Vic. 3168, Australia, ph/fax (home office) : 61 3 9525 7667, <christiane@melbourne.net>.

David Palfreyman of Bilkent University School of English Language, in Ankara, Turkey contributed the following discussion of the relationship between Fairclough's (1995) concept of the "technologization" of learning to learner autonomy. David can be contacted at: <palfreyman@ada.net.tr>

The Technologization of Learning

In her description of a "course strategy for learner autonomy" in a higher education setting in New Zealand, Cotterall (1995) reviews a set of measures which one school took to try and encourage autonomy in its students. Some of these seem to have been more successful than others: for example, a booklet designed to guide students in monitoring their independent learning activities perhaps represented the teacher's view of learning rather than the students', with the result that students tended not to "make it their own". On the other hand, making more opportunities for students to consult with teachers on an informal basis about their learning seems to have been more successful. While I feel that promoting learner autonomy is a worthwhile goal, I think it is easy both to forget that "learner autonomy" is primarily an educator's concept (rather than how learners themselves understand the learning situation), and also to assume that any system set up with the intention of promoting autonomy will eventually meet with acceptance and success.

An important distinction to make is between what Clark and Ivancic (1997) call "processes and practices". Successful language learners presumably need to go through certain learning processes such as remembering vocabulary, or realizing whether their own language output is adequate or not. However, the learning practices often associated with these (eg vocabulary journals full of mind maps; peer review; self assessment grids) are socio-cultural practices: that is, they are a particular, socially-accepted way of trying to reach a learning aim; and there may be many other means (more or less acceptable to different groups of learners, or teachers) to reach the same end. In fact, the means may come to be valued (or devalued) completely separately from the ends, or even come to obscure the process of learning.

To understand how this can happen, I have found it useful to adapt Fairclough's (1995) concept of "technologization" to the learning situation. Fairclough suggests certain things which happen when language is "technologized" - that is, treated as a means which is more important than its ends. When we apply these features to learning, we might look out for the following:

1 Design and general application of context-free learning techniques.

Learner training is a prime example of particular learning practices being "marketed" as the way to being "the good language learner": an abstract, idealized figure distinct from any real learner in a real social context. Mind-mapping vocabulary, for example, becomes a technique to be learned, as important as or even more important than the actual learning of vocabulary.

2 Pressure towards standardization of learning practices.

This process of “packaging” and “marketing” particular learning practices leads to learners being steered towards a certain limited conceptualization of what they can do as learners. Note the preponderance of vocabulary strategies in published materials which profess to promote learner autonomy, compared with the patchy treatment of grammar-learning strategies. As materials writers tend to look to other successful published materials for inspiration and validation, the proposed range of learning techniques feeds on and limits itself. Contrast this with the range of learning practices used by successful language learners described by Stevick (1989).

3 Emergence of expert “learning technologists”.

The promotion of particular learning practices is in the interests of those who know “the way to learn”. It is interesting to review the changes which have taken place this century in language teachers’ basis of authority: to teach English as a Foreign Language, it used to be considered sufficient to have a good knowledge of English; then a grasp of teaching methodology became a further pre-requisite; and more recently, the language teacher must know not only “how to teach”, but also “how to learn”. Like many other shifts in ELT practice, this has been particularly promoted by native speakers; which is ironic, in view of the relatively poor reputation which native speakers of English have for learning other languages successfully.

4 A shift in the policing of learning practices.

The promotion of particular learning practices means that these techniques need to be monitored and “enforced” to some extent. Thus the teacher checks the students’ vocabulary journals, or their learning booklets; or gives despairing looks at lists of vocabulary with translations into the learner’s mother tongue. Whereas once it was sufficient for students to demonstrate that they had learned something, now it becomes necessary for them to demonstrate that they are learning in the correct way, using “best practice”.

5 Strategically-motivated simulation by learners.

I work in an institution which aims systematically to promote learner independence. However, one by-product of the kind of technologization described above - in particular of the policing of learning practices by teachers, curriculum specialists, etc - is that learners in certain circumstances feel obliged to simulate “received” learning practices. For example, they prepare a token vocabulary journal because they know that the teacher checks them - however informally - on a Friday; or they write an essay in an exam and then afterwards hurriedly note an “outline” of the essay on the opposite page, because they think that this is what the teacher wants to see. These are extreme but real examples from my own teaching situation.

All this does not mean that we should not try to promote learner autonomy; however, it is worth reflecting on our means of doing so. I would like to suggest the following preliminary principles for the appropriate and sustainable promotion of learner autonomy:

- 1 The goals of learner autonomy, and the rationale for them, should be clear to (and ideally shared by) teachers, students and the institution.

As Cotterall (1995) suggests, ongoing dialogue between teachers and students is a key feature, and needs to be facilitated by the institution, for example by allowing quality time for it.

- 2 The focus should be first and foremost on learning processes rather than learning practices.

Techniques for learning should be developed by teacher and students in an exploratory way, with reference to their particular context, and to learning practices already used by learners. For example, I often see students in my own institution poring over textbooks in groups in the cafeteria; but this social learning style is not capitalized upon by the school curriculum.

References

- Clark, R and Ivanic, R. 1997. *The Politics of Writing*. London: Routledge.
- Cotterall, S. 1995. “Developing a course strategy for learner autonomy”, *ELT Journal* 49/3: 219-27.
- Fairclough, N. 1995. “Discourse, Change and Hegemony”, in *Critical Discourse Analysis: Papers in the Critical Study of Language*. London, New York: Longman
- Stevick, E. 1989. *Success with Foreign Languages: Seven Who Achieved It and What Worked for Them*. New York: Prentice Hall.

Franca Poppi and Marina Mozzon-McPherson, two SC members working in Italy and the UK respectively, submitted the following report of a joint project on Language Advising conducted in collaboration with the Italian Ministry of Defence.

The MiSSILE Project

In July 1998 CILTA, the Language Centre of the University of Bologna signed an agreement with the Italian Ministry of Defence to design a multimedia program to be installed in 150 barracks all over Italy. The Project is called Project MISSILE (standing for Military Service Special Initiative in Language Education) and it caters for the needs of Italian servicemen, with particular attention being devoted to those with poor education and coming from economically disadvantaged areas.

About 70,000 servicemen (55,000 conscripts and 15,000 servicemen who have signed up voluntarily for three years) will take part in the first pilot phase of the project which will last one year. The target language is English, but the project is more process-oriented than product-oriented, as the Ministry of Defence is mainly interested in making these young men realise how they can 'learn how to learn'.

The software includes two levels: Elementary and Intermediate. Before starting work on the computer and embarking on what we hope will be an experience of 'self-directed', rather than simply 'self-access' learning, learners have to complete a test consisting of 40 multiple-choice questions. The completion of this test automatically gives the learners information about their performance in general and about the lexico-grammatical areas that have to be revised. In addition to this, it enables the adviser to assess whether the learner will tackle the Elementary or the Intermediate Module.

In fact in our opinion the feature that makes the MiSSILE CD-ROM different from many others available on the market is the fact that in this project provisions have been made for an adviser to support and assist the learners, acting as the learners' counterpart in social interaction and engaging in 'learning conversations' which function as an enlightening process for the learners, as they can illuminate aspects of personal experience that without dialogue might not become conscious or meaningful.

The model used to organise the advising and the support is inspired by the DIAPASON Laboratories (DIAPASON standing for Distributed Interactive and Personalised Audio-visual Study Over Network) a project funded by the University of Bologna, and by the Hull model and their experience in advising for language learning. Marina Mozzon-McPherson, leader of the HEFCE-funded project SMILE and open learning adviser for languages at the University of Hull took part in a series of training sessions for language learning advisers organised by the University of Bologna, Italy.

About 466 language learning advisers received training at the University of Bologna in Italy on a five-day course during which different issues were raised and discussed, such as the importance of autonomy and the advantages of self-directed learning, the transition from teacher to adviser and the professionalisation of the role of the adviser. A book containing the proceedings of the training programme will be available in Spring 1999. Further information can be received by writing to Franca Poppi at <poppi@cilta.unibo.it>

Joan Rubin has just had a paper on Language Learner Self-management published (see details in Section 6). The paper details the components of learner self-management and provides an interactive model which elaborates how these components interact. It combines procedures (often called metacognitive strategies) with the knowledge learners use to effectively use the procedures. Joan reports that she will be giving a workshop for project managers from five European countries who are designing a course for teachers and teacher trainers to make them more proficient in helping their students become more autonomous. The project is sponsored by the Council of Europe and will be held in Uppsala, Sweden, April 16 and 17, 1999. For more information, contact Joan direct at: <j.rubin@erols.com>.

Mia Victori is editing a special issue of *Links and Letters*, a refereed journal in the field of English Studies. The special issue is devoted to Autonomy in L2 Language Learning. Mia welcomes contributions for the 2000 issue in the form of survey articles, articles which present a debate within their field, research articles, or articles which make recent research accessible to the non-specialist. She and her colleagues also welcome reviews of recent books (published since 1995) relevant to the issue. The new deadline for receiving copy is May 15, 1999. If you wish to contribute, please contact Mia for further details at: *Links and Letters*, Issue 7: Mia Victori (issue editor), Departament de Filologia Anglesa i de Germanística, Facultat de Lletres, Edifici B, Universitat Autònoma de Barcelona, 08193 Bellaterra, Barcelona, Spain. Fax: (34 3) 581 20 01, E-mail: <Mia.Victori@uab.es>

6 RECENT PUBLICATIONS ON LEARNER AUTONOMY

This section includes a listing of books, newsletters, journal articles and other manuscripts published within the last 12 months. It also includes advance notice of a number of articles due for publication in 1999.

Collection of Papers on Learner Autonomy from AILA 96

David Crabbe and Sara Cotterall of Victoria University, Wellington, have edited a collection of papers presented at the symposium on learner autonomy held at the 11th World Congress of Applied Linguistics in Finland in August, 1996. The collection is entitled "Learner Autonomy in Language Learning: Defining the Field and Effecting Change" and can be purchased by writing to Peter Lang, Europäischer Verlag der Wissenschaften, Eschborner Landstrasse 42-50, D-60489 Frankfurt a.M., Germany, Tel.: ++ 49/69/7807050, Fax.: ++ 49/69/78070550 or E-mail <101622.27@compuserve.com>.

The papers were contributed by 21 researchers and practitioners in the field of learner autonomy from Asia, Australasia, Europe, Latin America and North America. The collection is divided into two sections. The first section - Defining the Field - focuses on issues of definition. The second section - Implementing Autonomy - discusses interventions aimed at fostering learner autonomy, and is subdivided into three sections: papers which report on working with groups of learners, those which discuss working with individual learners and those which focus on working with teachers.

Electronic Magazine on Language Learning

Phillip Towndrow of Temasek Polytechnic, Singapore, one of our SC members, edits a web-based publication called CILL Matters. CILL Matters is an electronic magazine for students and staff of Temasek Polytechnic (TP) who are interested in Independent Language Learning. Born from the combination of former print-based publications, CILL Matters is designed to keep readers informed of developments in Language and Communication at TP and to publicise the services, materials and staff expertise of the Centre for Individual Language Learning (CILL). The URL where CILL Matters can be accessed is: <http://www.tp.edu.sg/lcd/cillmatters/>. Articles for CILL Matters are invited from readers who wish to reflect upon and share their experiences of independent language learning.

AILA News - Newsletter of the International Association of Applied Linguistics

In November 1998, Richard Baldauf, Stuart Campbell and Peter White produced the first in a new series of twice yearly AILA newsletters. Hard copies were distributed via affiliates but the newsletter can also be accessed electronically at: <http://www.brad.ac.uk/acad/aila/>. We have contributed information on the SC's activities to the first newsletter and intend to do so with all subsequent issues. Notification will be posted on AUTO-L when the next issue of AILA News is produced later this year.

Recently Published Articles on Learner Autonomy

In the interests of keeping our membership informed of recent research reports and other journal articles published in the field, we have introduced a listing of recently published articles on learner autonomy. Members wishing to bring other articles to our attention are invited to post details on AUTO-L.

Barhuizen, Gary. 1998. "Discovering learners' perceptions of ESL classroom teaching/learning activities in a South African context". *TESOL Quarterly*, 32:1, 85-108.

Benson, Phil and Winnie Lor. 1998. "Making sense of autonomous language learning: Conceptions of learning and readiness for autonomy". *English Centre Monograph*, No. 2. University of Hong Kong.

Cohen, Andrew. 1998. *Strategies in Learning and Using a Second Language*. London: Longman.

Drew, Fiona and Ottewill, Roger. 1998. "Implications of the increasing provision of OALF (open or self-access facilities) for course design and delivery". *Language Learning Journal* 17:75-80.

Gardner, David and Miller, Lindsay. (forthcoming 1999) *Establishing Self-Access: From Theory to Practice*. Cambridge University Press.

- Hurd, Stella. 1998. "Too carefully led or too carelessly left alone?" *Language Learning Journal* 17, 70-74.
- Hurd, Stella. 1998. "Autonomy at any price? Issues and concerns from a British HE perspective." *Foreign Language Annals*. 31,2: 219-230
- Kinoshita Thomson, Chihiro. 1998. "Junior Teacher Internship: Promoting cooperative interaction and learner autonomy in foreign language classrooms." *Foreign Language Annals*. 31, 4: 569-583.
- Littlewood, William. 1999. "Defining and developing autonomy in East Asian contexts." *Applied Linguistics*. 20, 1:71-94.
- McDonough, Steven. 1999. "Learner strategies". *Language Teaching*, 32, 1: 1-18.
- Mori, Yoshiko. (due September 1999). "Epistemological beliefs and language learning beliefs: What do language learners believe about their learning?" *Language Learning*, 49:3.
- Rubin, Joan. (due 1999). "Language learner self-management". *Journal of Asian Pacific Communication*.
- Rubin, Joan. 1999. "The Teaching of Learning Strategies" in *Nihongo kyoiku to gakushu sutorateji (Teaching of Japanese as a Foreign Language and Learner Strategies)* edited by Satoshi Miyazaki and J.V. Neustupny. Published by Juroshio Shuppan, Tokyo.
- Vieira, Flávia. 1998. "Autonomia na aprendizagem da língua estrangeira - uma intervenção pedagógica em contexto escolar (Phd dissertation, 1996). Braga, Universidade do Minho, Instituto de Educação e Psicologia: Centro de Estudos em Educação e Psicologia.
- Walter, Pierre. 1998. "Experiential learning in language education: suggestions for TESOL practice." *Prospect (Macquarie University, Sydney)*, 13, 1: 53-67
- Wenden, Anita. 1998. "Learner training in foreign/second language learning: a curricular perspective for the 21st century." *ERIC Reproduction Services ED 416 673*.
- Wenden, Anita. 1999. "Metacognitive knowledge and language learning." *Applied Linguistics*. 19, 4:515-537.
- Yang, Nae-Dong. 1998. "Exploring a new role for teachers: promoting learner autonomy." *System*, 26, 1:127-135.