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THE NEWSLETTER OF THE LEARNER AUTONOMY SPECIAL INTEREST GROUP

MARCH 2017 Issue 69

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IATEFL LASIG Day 5 April 2017

10:25-11:30	 **Carol J. Everhard (Greece)** ***Self-access and autonomous learning: Deconstructing and reconstructing two misconstrued concepts* (talk)** An alarming number of myths and misconceptualisations have arisen related to the two key concepts of autonomy in language-learning and self-access learning. Drawing on her own experience and research, Carol will first deconstruct and lay bare these two core concepts and then proceed, using examples from theory and practice, to reconstruct them. The importance of developing inner (internal) resources and exploiting outer (external) resources will be highlighted. **Amanda Bradford (USA)** ***Why M-reader works: What students tell us* (talk)** As online extensive reading programs become popular, it's important to understand why. This presentation will discuss why M-reader motivates students and how these ideas can improve extensive reading programs everywhere. 
11:30	**Coffee break**
12:30-13:00	 **Ben Knight (U.K.) & Sergio Ferreira (Brazil)** ***What works best for students learning English online?* (talk)** The talk examines research into students' behaviour in online self-study components and their perceptions of what was most effective, and the implications for designing blended learning programmes.
13:00	**Lunch break**
14:20-14:50	**Michelle Schirpa (Brazil)** ***Active and learner-centered listening through Drama techniques* (talk)** This talk aims at reviewing what active listening is and demonstrating how Drama techniques can be an empowering tool in promoting learner-centered, process-focused, active listening through carefully adapted Drama exercises into ELT. 
15:05-15:35	 **Sanja Wagner (Germany) & Alla Goeksu (Germany)** ***Working with migrant/refugee pupils in a plurilingual classroom* (talk)** Showing and discussing examples from our classroom practice we will show how pupils coming from different cultural and linguistic backgrounds learn English more effectively, if they are given tasks to choose from and if they are allowed to draw upon their cultural knowledge as well as their home languages.
15:35-15:50	**Christian Ludwig (Germany)** ***Open Forum*** In our Open Forum - following directly after Sanja Wagner's & Alla Goeksu's talk - the latest news from the SIG (committee elections, finances, membership, etc.) will be presented. Furthermore, and just as importantly, the forum will give space for members as well as non-members to come up with their ideas for the future running of the SIG. 
15:50	**Coffee break**
16:25-17:10	**Steve Taylore-Knowles (U.K.)** ***Personalised and independent learning in print and digital contexts* (workshop)** By exploiting opportunities for personalizing learning, we can create the conditions for independence to develop. An analysis of various contexts highlights directions in which teachers can take any given lesson. 
17:25-18:30	**Forum** Three examples of authentic language learning projects where students are actively engaged in developing their autonomous, linguistic and social competencies.  **Eunjoo Byun (Korea)** ***Korean folk tales in English: a cooperative project across continents (talk)*** This project allowed Korean students to create and send English language story books using Korean folk tales to a U.S. school where the school's students would then read and send back book reviews to Korea. This project discovered how each country's traditional tales can perform as a medium of motivation and communication for second language learning. **Yoojin Kim (Korea)** ***Critical and creative writing through 5Es (talk)*** For a long period of time, Korea has been through serious innovation in English education in terms of the two key factors: learner autonomy and peer teaching in language learning. Drawing on her own experience, Yoojin will firstly introduce the main teaching-learning model she applied to enhance these key factors, and then present some examples of her students' activities. The importance of collaboration with other peers and helping each other in language learning will be highlighted.  **Hye-jeong Kim (Korea)** ***Gallery project to improve language learners' key competencies (talk)***  Imagine the language classroom that looks like an art gallery! In the gallery project, students take part in group work as well as gallery tour and presentation. This project is designed to improve students' 3 key competencies: autonomous, language and social competencies. Students try to solve problems in groups, improve language skills and experience how to cooperate with others.
18:30	**End of day**

INDEPENDENCE

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Newsletter of the IATEFL Learner Autonomy Special Interest Group

From the Editors

We hope that Independence 69 finds you in good health and full of energy and enthusiasm. The contributions to this issue remind us that, in many countries where learner autonomy represents a major departure from the norm, for teachers as well as students, tact and diplomacy, small steps, careful scaffolding and good communication are keys to success.

In ***Articles,*** Kasim Koruyan presents the research he did with Nazife Aydinoglu on teachers' attitudes to the feasibility and desirability of learner autonomy according to country of origin, whilst describing the workshops they carried out to help teachers discover practical ways of implementing the theory. In ***Stories,*** Ruth Wilkinson finds that rethinking language courses is hard not so much for students as for fellow teachers, and calls for bridge-building and diplomatic skills

In ***Columns,*** Lucius von Joo finds that video time capsules offer an ideal vehicle for self-assessment and reflection on the language learning progress. In ***Reflections***, Olya Sergeeva reviews the 4th webinar in the LASIG series: *Language learning beyond the classroom*, delivered by David Nunan, in which he discussed how we can help learners use language outside the classroom. Gail Ellis reflects on our 5th Webinar, delivered by David Little, entitled *Learner autonomy and the education of primary pupils from immigrant families.* As the title suggests, Little explained how, by moving beyond traditional ideas about use of the home language in school and at home, a learning environment was created where linguistic and cultural diversity flourished, encouraging both multilingualism and autonomy.

In ***Reviews,*** Carmen Joy Denekamp talks us through the *ILAC Selections: Proceedings of the 5th Independent Learning Association Conference*, (Victoria University of Wellington) edited by Moira Hobbs and Kerstin Dofs. Simona Duška Zabukovec reviews *Realizing Autonomy: Practice and Reflection in Language Education Contexts*, edited by Kay Irie and Alison Stewart, and Colin Mackenzie reviews *Identity, Motivation and Autonomy in Language Learning, e*dited by Garold Murray, Xuesong Gao and Terry Lamb.

This issue looks forward to the 51st annual IATEFL conference, with upcoming LASIG activities in Glasgow advertised between the covers. We look forward to seeing many of you there.

With very best wishes,

Ruth Wilkinson, Irena Šubic Jeločnik and Djalal Tebib, Carol Everhard and Diane Malcolm

Letter from the coordinator

Dear Members,

I hope that you all had a peaceful start to the New Year as well as some time to recharge your batteries for an exciting IATEFL year 2017 to come. You might have noticed that our newsletter is gradually getting a new layout. Please tell us what you think of the new look, or give us any other feedback by using the contact form on our website. On another note, "Good things come to those who wait" as the saying goes, and that is certainly true for the members' area on our website which was launched a few days ago. All members will now be able to download their issue of *Independence* directly from our website. We are already working on improving the members' area infrastructure in the near future and hope to offer you additional services soon. For any questions regarding Independence Digital contact Djalal Tebib (Djalal.tebib@icloud.com) and regarding our website our Webmaster Natanael Delgado Alvarado (ndelgado@ujed.mx).

Before taking a glimpse into the future, I don't want to miss this opportunity to thank the whole LASIG committee for their work and commitment in the past year. As current coordinator, I am truly privileged to work with such an international, enthusiastic, and dedicated group of colleagues and, if I may say so, friends.

However, the beginning of a new year is not only the opportunity to look back at the past but also the moment to look at what lies ahead of us. I am already looking forward to welcoming many of you to the 51st IATEFL annual conference from the 4th – 7th of April in Glasgow. The LASIG PCE committee (Leni Dam, Lienhard Legenhausen, Christian Ludwig) have been working hard to make the 2017 PCE *Affective Dimensions in Language Learner Autonomy: From Theory to Practice* an unforgettable start to the conference. This year, the PCE will take place on the 3rd of April. We are honoured to welcome back one of last year's IATEFL plenary speaker Scott Thornbury. Scott's talk 'Taking the bull by the horns: de-fossilizing my Spanish' will allow participants to partake in his experiences as a native speaker of English learning Spanish. In addition to a variety of international talks and poster presentations, Scott will also offer a workshop on practical approaches to affective dimensions in learner autonomy. For a sneak preview of the programme, please visit our website. Following the PCE, you will have the opportunity to visit the exhibition (new for 2017) and to attend the official opening of the conference and enjoy a glass of wine or juice with us. As in previous years, we will kick off the event on the 2nd of April in the evening with a dinner at one of Glasgow's culinary gems. Find out more about our 'traditional' pre-PCE dinner on our website and please use the contact form or send an email directly to me if you would like to start off the conference in a cozy atmosphere with like-minded people. Furthermore, this year's Learner Autonomy SIG day will take place on Wednesday 5th April. A promising and varied programme awaits you, including our annual Open Forum with news from the committee.

In addition to this, the annual conference in Glasgow will see the first edition of the meet-the-SIGs event on the first night of the conference. This evening is part of the official IATEFL evening events and will give old hands as well as newbies the opportunity to meet other SIG members in a convivial atmosphere. After the official programme, LASIG members and people interested in joining our SIG will go for a meal and enjoy Glasgow's metropolitan nightlife. Further information can be found on the main IATEFL website but you are also welcome to contact Sandro (sandro.amendolara@helsinki.fi) or myself (christian.ludwig@ph-karlsruhe.de) for further information.

I am happy to announce that Glasgow is not the only opportunity to meet the LASIG crowd. Almost 5 years after the last conference in the beautiful capital of Styria, our next local event in Graz, Austria, is set for

the 2nd and 3rd of June 2017. The title of the event is *Learner Autonomy: Current Practice and Future Developments*. Anja Burkert, our local organiser, is really pulling out the stops to make Graz 2017 once again a memorable two days. You can find out more about our Graz plenary speakers: David Little, Leni Dam, and Sarah Mercer, on the local conference website. Feel free to contact Anja (anja.burkert@aon.at) if you have any questions. For registration, please go to IATEFL & SIG Events in the IATEFL website members' area at: http://secure.iatefl.org/events/event.php?id=112.

For those of you who cannot make it to either of the events or would simply like to continue the discussion online, our on-going webinar series is the perfect opportunity to stay tuned. Our confirmed speakers for 2017 are Jo Mynard (KUIS, Japan) and Cynthia White (Massey University, New Zealand). While Jo will focus on the future of self-access learning in the web 2.0 era, Cynthia White will talk about *Locating autonomous practices in contemporary arenas for language learning*. Curious to find out more? Keep yourself posted on our website. If you have any questions or ideas for further webinars, please contact Giovanna Tassinari (giovanna.tassinari@fu-berlin.de).

I would also like to draw your attention to the LA blog advertisement. Sandro, our blog editor, is currently looking for people interested in sharing stories of local practice in a global world. Please contact him (sandro.amendolara@helsinki.fi) if you are interested in contributing.

Last but not least, the learner autonomy community relies on your ideas and your input. Therefore, if you have any ideas for new e-books or would like to edit one yourself, please contact our Publications Officer Jo Mynard (jomynard@gmail.com) who will be happy to guide you through the process.

I hope to have the opportunity to welcome most of you at one or more of our virtual or online events.

Best wishes,

Christian Ludwig (LASIG coordinator)
christian.ludwig@ph-karlsruhe.de

Did you know that IATEFL has an online shop where you can purchase relevant books produced by IATEFL for your professional development? Visit https://secure.iatefl.org/onl/shop.php for more information on what's available.

Want to contact IATEFL trustees, IATEFL committee members or IATEFL Head Office staff? Find all contact information here or check out the back pages of the *IATEFL Voices* bi-monthly magazine.

Articles

Language learner autonomy: Teachers' perceptions and their practices

Kasim Koruyan, Kingdom of Saudi Arabia in collaboration with Nazife Aydınoğlu, Turkey

Kasim Koruyan from Turkey has been teaching English for nearly 11 years. He has been working in the Kingdom of Saudi Arabia since 2013 as a language instructor and lead teacher. He is passionate about his teaching and implementing learner autonomy.

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Nazife Aydınoğlu from Turkey has been teaching for over 40 years at university level. She loves teaching poetry with learner autonomy and the majority of her lessons are learner-centred. She is married with two children.

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Background

Language learner autonomy (LLA) has been defined as "the ability to take charge of one's own learning" (Holec 1981, p.3). Some researchers conceptualise LLA as independent learning (e.g. Holec, 1981) others as interdependence or collaborative learning (e.g. Kohonen, 1992). Only limited studies (Duong, 2014; Al-Asmari, 2013) address what LLA means to language instructors and their practices for promoting LLA. The results in these two studies show that the participants recognized the importance of LA in language learning, yet most of them found it difficult and/or not feasible to apply it in their contexts. Another study by Camilleri (1999) investigated 328 teachers from six European contexts (Malta, The Netherlands, Belarus, Poland, Estonia and Slovenia). Teachers were found to be positive about involving their learners in the learning process; however, they were not positive about learner involvement in the selection of textbooks.

The aim of this study is to expand on Borg and Al-Busaidi's (2012) project to find out about language instructors' perceptions and their LLA practices. Why teachers' beliefs? Because those beliefs, according to Borg and Al-Busaidi (2012, p. 6) "can powerfully shape both what teachers do and, consequently, the learning opportunities learners receive". Therefore, the development of LA in language learning classrooms is more likely to be influenced by teachers' beliefs about what autonomy actually is, its desirability and feasibility (Borg & Al-Busaidi, 2012).

Borg and Al-Busaidi measured the beliefs and reported practices regarding learner autonomy of 61 teachers of English at a university language centre in Oman using questionnaires and interviews. Their findings highlighted a range of ways in which teachers conceptualised LLA as strategies for independent and individual learning. Those teachers had positive theoretical dispositions to learner autonomy along with their less optimistic views about the feasibility of promoting it in the classroom due to their students' lack of motivation and limited experience of independent learning.

Methodology: Contexts, sample and data collection

The data were collected from 1789 EFL university (45 universities and 5 colleges) language instructors from 13 countries in the period of 2013 – 2016. We distributed 2480 questionnaires, of which 1789 were returned. Of the participants in the Kingdom of Saudi Arabia (KSA), 890 held CELTA qualifications but only 71 had studied TESOL at undergraduate level (see Table 1 below). Data collection and processing followed a mixed-method design using questionnaires, interviews and informal group discussions. The questionnaires were used in this

study because they were efficient in terms of research effort, time and cost (Dörnyei, 2010), and were focused and easy to conduct on a large scale. Internal consistency of the questionnaires was tested and the Cronbach Alpha Reliability Rating was found to be 0.95 (see Appendix A for the questionnaire items). Most of the items were adopted from Borg and Busaidi (2012) and adapted to the new learning contexts. Their data collection methods are very comprehensible. 'Should' statement items were added to further explore the participants' practices regarding learner autonomy in their classrooms. Some of the added items were used for the purpose of double checking, that is to determine the consistency of the participants' answers.

The questionnaires were distributed face to face in the KSA, Turkey and Northern Cyprus, while social media and e-mail distribution was used in other countries. We had permission for distribution from line managers in the KSA and heads of department in Turkey and Northern Cyprus but participants from other countries were our colleagues, friends and friends of friends met at conferences and on Facebook. Twenty-nine instructors collected the data. This study also included follow-up semi-structured interviews with the participants who had completed the questionnaires and willingly volunteered to be interviewed. 6 specific questions were determined in advance (see Appendix B for the interview schedule). The purpose of the interviews was to further explore teachers' responses in the questionnaires. They shed further light on the issues covered while at the same time allowing for elaboration, clarification and in-depth exploration of certain areas depending on the way in which the interview developed. Out of 871 volunteers who wanted to be interviewed, 87 from all the participating countries were interviewed, of whom 65 were interviewed face to face and 22 through Skype. The interviews lasted around 15 minutes each. It was not feasible to interview all the volunteers due to constraints of time and distance.

Country where data was collected	Numbers of participants, their qualifications and data collection procedures
The Kingdom of Saudi Arabia (KSA)	N = 1057 (2 universities, 998 native speakers, 890 CELTA, 8 ELT, 71 TESOL Graduate) and 4 instructors collected the data
Turkey	N = 311 (9 universities, 28 native speakers, 86 CELTA, 289 ELT, 6 TESOL Graduate) and 4 instructors collected the data
Northern Cyprus	N = 89 (3 universities, 11 native speakers, 15 CELTA, 74 ELT, 3 TESOL Graduate) and 2 instructors collected the data
Greece	N = 86 (4 universities, 6 native speakers, 39 CELTA, 83 TESOL Graduate) and 3 instructors collected the data
Brazil	N = 67 (4 universities, 13 native speakers, 58 CELTA, 62 TESOL Graduate) and 4 instructors collected the data
The UK	N = 57 (2 universities, 49 native speakers, 46 CELTA, 13 TESOL Graduate) and 2 instructors collected the data
Australia	N = 43 (3 universities, 43 native speakers, 41 CELTA/TEFL, 5 TESOL Graduate) and 2 instructors collected the data
The US	N = 32 (7 universities, 32 native speakers, 18 CELTA/TEFL, 7 TESOL Graduate) and 2 instructors collected the data
Germany	N = 12 (2 universities, 4 native speakers, 9 CELTA, 10 TESOL Graduate) and 1 instructor collected the data
Dubai	N = 11 (1 university, 10 native speakers, 8 CELTA, 8 TESOL Graduate) and 1 instructor collected the data
Switzerland	N = 7 (1 university, 2 native speakers, 5 CELTA, 4 TESOL Graduate) and 1 instructor collected the data
Austria	N = 7 (1 university, 3 native speakers, 3 CELTA, 6 TESOL Graduate) and 1 instructor collected the data
Abu Dhabi	N = 6 (1 university, 6 native speakers, 6 CELTA, 5 TESOL Graduate) and 1 instructor collected the data
Canada	N = 4 (1 university, 4 native speakers, 4 CELTA/TEFL, 4 TESOL Graduate) and 1 instructor collected the data

Table 1: Countries and characteristics of study participants

Workshops and implementation of LLA

In order to establish whether participants were familiar with the concept of learner autonomy and how it is implemented, workshops were devised and presented to as many as possible. A total of 12 workshops were presented by the first author and 2 colleagues to over 800 participants at two universities in KSA and two universities in Turkey (see Table 2 below).

	1st workshop	2nd and 3rd workshops	4th workshop
First author (N=586) KSA	September, 2013-2016	PDW, March, 2013-2016	February, 2013-2016
First author (N=72) Turkey	February, 2014-2015	February, 2014-2015	February, 2014-2015
1st colleague (N=156) KSA	September, 2013-2016	PDW, March, 2013-2016	February, 2013-2016
2nd colleague (N=25) Turkey	February, 2014	February, 2014	February, 2014

Table 2: Workshop schedules

The workshops lasted an hour each plus 10 minutes group discussion followed by the distribution of questionnaires. Before the workshop, an e-mail about professional development materials was sent to the language instructors to read and research about LLA. After each workshop, positive feedback was received. For those who were not able to attend the workshops in KSA, handouts adopted from Borg and Al-Busaidi (2012) and adapted to suit the contexts concerned were sent along with materials from and summaries of our professional development workshops related to LLA. The aim was to give those instructors a chance to read and do some research about the concept before filling in the questionnaires. The workshops introduced the following areas: content and process for implementing LLA in the classroom; strategies for implementing learner autonomy; the desirability and feasibility of LLA in their contexts and potential pitfalls hindering LLA.

The first workshop in KSA which was delivered at the beginning of October started with two brainstorming activities showing teachers in LA classrooms through YouTube videos: https://www.youtube.com/watch?v=ndXMIUFdqIY; https://www.youtube.com/watch?v=uUk7Lm_JxuY.. Instructors were asked to discuss the videos in groups of five for 3 minutes, comparing their own classrooms with what they had seen in the videos. At the end of the workshop, teachers were asked to reflect on the professional development materials sent by e-mail and the workshop activities. In the second workshop, teachers were asked to reflect on frameworks (e.g. Borg & Al-Busaidi 2012; Chappelle 2000; Scharle & Szabó 2000) and strategies (Chamot et. al. 1999; Oxford 1990) for implementing LLA. Before the third workshop, they were asked to apply those frameworks and strategies in their classrooms. We elicited their thoughts about the desirability and feasibility of LLA in their classrooms, as well as its potential pitfalls. In the last workshop instructors were asked to reflect on how much LLA had influenced their professional practice positively. Finally, the questionnaires were distributed to be filled in at their convenience and collected a week later.

Results and discussion: Teachers' perceptions and practices

Based on the data collected from the participants through the questionnaires, the overall trend of participants' responses was very positive about LLA. The overwhelming majority of the participants, especially those in western countries, agreed about what learner autonomy meant to them as teachers, stressing the importance of LLA, and its crucial role in the language learning process, as reflected in the following remarks:[1]

"There can be a positive attitude towards learning and the problem of motivation can be solved if the learners are proactively committed to their own learning" (Turkey).

> "To a great extend … I always integrate elements of autonomy which I gradually increase e.g. I present them [students] with options regarding materials or homework and I ask them to choose which one suits them/ they like" (Switzerland).

[1] All quotes are given verbatim and have not been corrected for grammar or spelling.

"I feel they are [autonomous], as I do my best to encourage them and lead them to autonomy" (Greece).

"Oh yes, they are ... by trying to encourage students to care about their learning and helping them to actively participate" (Australia).

"The majority of them like to be independent and do project work and they love it" (Germany).

"The focus is on learning rather than teaching so my students are doing the actual job which is the learning, therefore, to some extent they need to be responsible for what they are doing" (UK).

Despite expressing positive views about autonomy, however, 28% of participants from Middle Eastern contexts, including Turkey, agreed with 'should statements' such as "You should explain every language point to your students in the class; You should decide all the content your students learn in the class; You should tell your students how they should learn after class" (see Appendix A for the questionnaire items). These beliefs seemed to contradict their responses to other items in support of LLA. This impression is further confirmed by the following statements:

"I don't think my students have the capacity to choose any activity for the class ... because the system they were in was a teacher-centred teaching" (Northern Cyprus).

"My students don't have the ability to think for themselves" (KSA).

"I am the responsible for their learning and I know their needs...I don't think they are aware of their learning" (Turkey).

"Students have no autonomy because they have no motivation to learn and ability choose ... because there are no real consequences for not learning" (Dubai).

A few teachers had mixed feelings about their learners:

"Some are very autonomous; some others are not despite my efforts. I believe that some learners want to be dependant to the teacher because they feel safer this way. In such cases I know progress to autonomy will be very slow or that students will do the bare minimum regarding this e.g. watch films in English (without subtitles)" (Switzerland).

"I feel that some of my students are able to decide on what to do and when to do and how to do but some of my students are still in need of support and help, and coach to study more and do the tasks more on their own independently" (Northern Cyprus).

"It depends on my students background, some are autonomous and some are not" (Brazil).

Further information from the follow-up interviews explored teachers' responses to the questionnaires in more detail based on their answers to the questions below.

Question 1: What does 'learner autonomy' mean to you as a teacher?

All countries defined LA similarly but a participant's answer from Dubai was comprehensive:

"Learner autonomy is when a student is responsible for his/her own learning" (Turkey).

"Students complying with doing self-studying" (KSA).

"Being aware of one's weaknesses and strengths in a learning environment, being able to self-evaluate, being aware of learning strategies, being able to ask for help after identifying the specific area to improve, having established study skills and discipline" (Dubai).

Question 2: To what extent, according to you, does learner autonomy contribute to L2 learning?

Participants from all countries expressed the importance of LA in L2 learning:

"Immensely" (KSA)

"Very much" (The US)

"A lot" (Abu Dhabi)

Question 3: To what extent do you feel your learners are autonomous?

In answer to this question, nearly all those participants in Western countries had positive views, but some participants from the Middle Eastern countries, Turkey and Greece had different views:

"Close to zero, apart from a few unusual students" (KSA).

"Not a great extent" (Dubai)

"Not at all" (Turkey)

Question 4: To what extent do you say you actually promote learner autonomy?

Again, nearly all participants, with some exceptions, promoted LA:

"sometimes … by trying to encourage students to care about their learning." (KSA).

"I try to help my students to be responsible for their own learning but to be honest I don't really promote their autonomy" (Turkey).

"I always try my best but it depends on students" (the UK).

Question 5: What challenges do teachers face in helping their learners become more autonomous?

While the majority of the participants in western countries complained about time constraints and the busy schedule, the others mentioned:

- Prescribed curriculum and materials
- Learners' focus on passing the exams
- Learners' focus on attendance
- Lack of motivation among students
- Learners' learning background

Question 6: How desirable and feasible do you feel it is to promote learner autonomy in your context?

Participants' answers to this question are summarized in Table 3 below.

Australia (N= 43)	Undesirable= 0	slightly desirable= 0	quite desirable= 43
	Unfeasible= 0	slightly feasible= 3	quite feasible= 40
Canada (N= 4)	Undesirable= 0	slightly desirable= 0	quite desirable= 4
	Unfeasible= 0	slightly feasible= 1	quite feasible= 3
Switzerland (N= 7)	Undesirable= 0	slightly desirable= 0	quite desirable= 7
	Unfeasible= 0	slightly feasible= 0	quite feasible= 7
The UK (N= 57)	Undesirable= 0	slightly desirable= 3	quite desirable= 54
	Unfeasible= 4	slightly feasible= 13	quite feasible= 40
Germany (N= 12)	Undesirable= 0	slightly desirable= 0	quite desirable= 12
	Unfeasible= 0	slightly feasible= 2	quite feasible= 10
Austria (N= 7)	Undesirable= 0	slightly desirable= 0	quite desirable= 7
	Unfeasible= 0	slightly feasible= 1	quite feasible= 6
The US (N= 32)	Undesirable= 0	slightly desirable= 5	quite desirable= 27
	Unfeasible= 5	slightly feasible= 11	quite feasible= 16
Greece (N= 86)	Undesirable= 0	slightly desirable= 28	quite desirable= 58
	Unfeasible= 14	slightly feasible= 41	quite feasible= 31
Northern Cyprus (N= 89)	Undesirable= 0	slightly desirable= 38	quite desirable= 52
	Unfeasible= 21	slightly feasible= 56	quite feasible= 12
Brazil (N= 67)	Undesirable= 0	slightly desirable= 23	quite desirable= 44
	Unfeasible= 17	slightly feasible= 28	quite feasible= 22
Abu Dhabi (N= 6)	Undesirable= 0	slightly desirable= 2	quite desirable= 4
	Unfeasible= 1	slightly feasible= 3	quite feasible= 2
Dubai (N= 11)	Undesirable= 0	slightly desirable= 3	quite desirable= 8
	Unfeasible= 0	slightly feasible= 6	quite feasible= 5
Turkey (N= 311)	Undesirable= 0	slightly desirable= 162	quite desirable= 149
	Unfeasible= 159	slightly feasible= 89	quite feasible= 63
The Kingdom of Saudi Arabia (N= 1057)	Undesirable= 4	slightly desirable= 583	quite desirable= 470
	Unfeasible= 854	slightly feasible= 165	quite feasible= 58

Table 3: Participants' perceptions of desirability and feasibility of implementing LLA in their contexts (N= 1789)

As shown in Table 3, participants were more positive about the desirability of student involvement than they were about its feasibility in nearly all contexts, as shown in the following comments:

"It is highly desirable, as I would like my students to take ownership if their learning – learning becomes more effective that way. I believe that with an encouraging environment it becomes quite feasible" (Switzerland).

"It is both desirable and feasible … because our programme encourages students to search for specific topics and share them with their friends in the class" (Canada).

"…very desirable and feasible" (Australia).

"It is very desirable but sometimes it is less feasible…it depends on my students' background…students from the European countries tend to be more active, work on their own, they know their responsibility, however, students from Asia and The Middle East are more teacher-dependant and they are a bit more shy and they stick with their; friends from the same background" (UK).

"It is less easy but not impossible … progress can be relatively slow" (Greece).

Mixed results were obtained from participants in KSA and Turkey, but the majority are pessimistic about the feasibility of LLA:

"It may be desirable but not that much feasible…because my students expect everything from me as they are used from the first day of their schooling [primary school]" (Turkey).

"It's really desirable as it would increase motivation. It would also help my learners become better language learners. However, objectives of the course are set even before we see the students. Therefore, it is only feasible to promote learner autonomy to some extent. Students cannot choose what to learn, but at least I give them the chance to discuss how they would like to learn and what they would like to do in class" (Turkey).

"It is certainly desirable however, fairly unfeasible as I am teaching those who are used to be spoon-fed.' It is not impossible but really hard work. It requires patience and persistence" (Dubai).

"To a certain extent, it is desirable but less feasible" (Northern Cyprus).

"It is feasible as long as the learner is given the opportunity about what to learn and why to learn; it depends heavily on the teacher's approach and methodology to learning" (Turkey).

"It is very desirable and feasible to promote learner autonomy in my context" (KSA).

"It is not feasible or desirable because students are used to being spoon-fed by the teacher." (KSA).

"The students here want the teacher to be in charge of everything. They believe that the teacher should be the authority. Therefore, even if we do our best, we have difficulty promoting learner autonomy" (KSA).

Contributions to group discussions also echoed the results from the questionnaires and interviews, confirming that the majority of participants from KSA, Turkey and Northern Cyprus felt LLA was not feasible. However, the majority had positive views about the desirability of this construct. There are more positive statements and results from Western countries compared to the Middle Eastern ones, including Turkey and Northern Cyprus. This may indicate that the educational system in those countries is still traditional and teacher-centred. Students in such classrooms are not given the choice of taking responsibility for their learning or they remain unwilling to exercise control over their learning. Indeed, learners may not want to become autonomous learners, because they are accustomed to being 'spoon-fed' and controlled (Deci & Flaste, 1995), which may also explain a lack of motivation to learn English. Therefore, language instructors should be patient and welcome the implementation of LA in their classes. It may not happen suddenly but it may be that a gradual implementation of LA would be more desirable, feasible and realistic.

The interview findings indicate that implementing learner autonomy in the classroom may be more desirable but not feasible depending on the educational system of the country in general and/or on the teacher's beliefs or practices in particular. This is because teachers' beliefs influence their practices in the classrooms. A majority (78%) of instructors, both

male and female, in the KSA indicated that they appreciated the workshops, adding that they showed them how to help their students to exercise control over their learning, which improved learning in their classrooms. Examples they gave of helping students become more autonomous included encouraging students to use oxfordlearn.com, use peer correction, suggest materials, practice self-evaluation and carry out critical reflections.

As educators, we should bear in mind that our learners in the Middle East including Turkey and Northern Cyprus come to us without having obtained a sufficient background in learner autonomy. Therefore, those students need training and we should train them to be autonomous leaners because this is one of the skills that the 21st century requires. As one of the Australian participants indicates, institutions should have transition programmes to help those instructors who lack LA experience. Instructors in Turkey and KSA reported that they would like more of these kinds of professional development workshops.

Conclusion

There are various factors that affect language instructors' perceptions and practices with regard to LLA, such as cultural and teaching backgrounds, language level of the students and the teachers' own beliefs. Many teachers had less optimistic views on the feasibility of putting learner autonomy into practice than on the desirability of promoting it. These findings suggest that professional development workshops can help those instructors to understand the importance of LLA and its contribution to language learning. Whether from an individual or collaborative, psychological or political perspective, Dam (1995, p. 7) rightly points out that autonomy involves the capacity for critical reflection on all aspects of the language learning process "which syllabuses and curricula frequently require, but traditional pedagogical measures rarely achieve". Teachers should be given more time, space and freedom to implement LLA in their classrooms. Nonetheless, it is their responsibility to guide their students and promote LLA.

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Appendix: Questionnaire of Teacher Beliefs about Learner Autonomy (Adapted from Borg & Busaidi (2012, pp. 26, 27))						
	1)Strongly disagree 2) Disagree 3)Not sure 4) Agree 5) Strongly agree					
1	You should explain every language point to your students in the class	1	2	3	4	5
2	You should tell your students all the mistakes they make in English learning	1	2	3	4	5
3	Involving learners in decisions about what to learn promotes learner autonomy.	1	2	3	4	5
4	You should decide all the content your students learn in the class	1	2	3	4	5
5	You should tell your students how they should learn after class	1	2	3	4	5
	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.					
6	You should be responsible for evaluating how well your students are learning	1	2	3	4	5
7	You should say what your students' learning difficulties are	1	2	3	4	5
8	You should tell your students what to do in the class	1	2	3	4	5
9	Autonomy means that learners can make choices about how they learn.	1	2	3	4	5
10	Individuals who lack autonomy are not likely to be effective language learners.	1	2	3	4	5
11	Involving learners in decisions about what to learn promotes learner autonomy.	1	2	3	4	5
12	Learner autonomy requires learners to be entirely independent of the teacher	1	2	3	4	5
13	Learner autonomy is a concept which is not suited to non-Western learners	1	2	3	4	5
14	Learner autonomy can be achieved by learners of all cultural backgrounds	1	2	3	4	5
15	Learner autonomy allows language learners to learn more effectively than they otherwise would	1	2	3	4	5
17	Learner autonomy cannot develop without the help of the teacher	1	2	3	4	5
18	Learner autonomy is promoted by activities that encourage learners to work together	1	2	3	4	5
19	Autonomy can develop most effectively through learning outside the classroom.					
20	Learner autonomy is promoted when learners have some choice in the kinds of activities they do					
21	Learner autonomy is promoted when learners can choose their own learning materials	1	2	3	4	5
22	Learner autonomy means that learners are aware of their own learning (e.g., setting goals, developing strategies, and reflecting on learning process)					
23	Learning how to learn is key to developing learner autonomy	1	2	3	4	5
24	Learner-centred classrooms provide ideal conditions for developing learner autonomy	1	2	3	4	5
25	The teacher has an important role to play in supporting learner autonomy	1	2	3	4	5

26	Creating a learning environment that enable students to be more creative promotes learner autonomy and motivation	1	2	3	4	5
27	Autonomous learners are motivated learners	1	2	3	4	5
28	To become autonomous, learners need to develop the ability to evaluate their own learning	1	2	3	4	5
29	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated	1	2	3	4	5
30	Learner autonomy has a positive effect on success as a language learner	1	2	3	4	5

Note: The following questions concerned feasibility and desirability. Participants chose from the selections displayed after 31 for each question:

31. Learners are involved in decisions about the objectives of a course:

a) undesirable b) slightly desirable c) quite desirable
a) unfeasible b) slightly feasible c) quite feasible

32. Learners are involved in decisions about the materials used:

33. Learners are involved in decisions about the kinds of tasks and activities they do:

34. Learners are involved in decisions about the topics discussed:

35. Learners are involved in decisions about how learning is assessed:

36. Learners are involved in decisions about the teaching methods used:

37. Learners have the ability to identify their own needs:

38. Learners have the ability to identify their own strengths:

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Stories

Two steps forward, one step back

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Ruth Wilkinson has worked as a language teacher and teacher trainer in Spain for over twenty years. In her PhD she investigated constraints to promoting learner autonomy in a very traditional learning culture, and experimented with different solutions. She now works at the University of Comillas, Madrid, teaching students of engineering, business and international relations.

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Learner autonomy? We don't do that here!

Shortly after I started work at Comillas University, I was having coffee with my line manager, Glenn, and talking about how to promote learner autonomy with our students. "Oh, we don't do that here!" he responded.[1] He was joking, of course, since the man himself is constantly innovating, but like most such 'jokes' his words carried an element of truth. As with the majority of Spanish university students, ours are accustomed to a school system based on rote-learning of huge amounts of information pre-digested by their teachers, and to some extent, university tends to be an extension of this approach. This is what students expect, and many teachers still conform to this expectation, so that our more skills-based, communicative language classes stand out as being rather different and therefore peculiar.

In addition, as English teachers, we operate under a number of constraints. Our students are engineering undergraduates, struggling to cope with a heavy workload and very demanding subjects. It is a very prestigious private university with very high academic standards. Although the students who enter are all used to being top of their class at their secondary schools, at the end of the first year there is a massive 40% fallout of those students who didn't make the grade, often because of subjects like calculus, physics etc. Most of them experience a severe shock when they get their first mid-term grades. One of the lessons they seem to learn at this stage is that they need to prioritise, which often means a lesser dedication to what they regard as 'non-serious' subjects like English, Christianity or the 'Personal Skills' course in which they learn study skills, stress-management strategies etc.

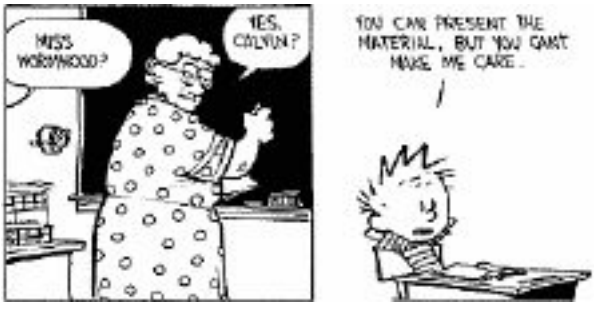
Students know, of course, that English will be essential for their future, but the truth is that they don't need to pass the English course in order to get through first year, and this fact conditions their level of commitment to the subject. They display very low levels of effort and enthusiasm in our classes, and often seem to behave more like rowdy high school kids than university students. Attendance is often sporadic, homework non-existent, and they can rarely be prevailed upon to speak with each other in English. (This is not so surprising, considering they spend all day, from 8 in the morning until our two-hour, lunchtime classes, with the same class-mates, speaking to them in Spanish. To insist on them suddenly shifting to using English to ask for the Tippex or to gossip together is tantamount to banging your head against a brick wall. This does not stop many of us, of course: teachers are well-known for enjoying this particular form of self-mortification).

In my first term at Comillas, teaching upper-intermediate level first year students, we

[1] As quoted in my Teachers' Corner, issue 63

followed a commercial course for young adult professionals and students (*Language Leader*, Pearson ELT). The course itself was an excellent example of its kind, with vast quantities of well-designed exercises and many good communicative activities on topics of general interest. It also boasted plentiful self-correcting, on-line gap-fill type exercises which the students particularly enjoyed. Nonetheless, students complained that the format of the course was very similar to school, and that they really weren't learning anything new. My own feeling was that the work we were doing was not directly relevant to their professional future and was failing to offer them the preparation they really needed.

On the other hand, on courses supposed to be more specific to their future needs, like English for Professional Purposes,[2] I was so bored by the topics and the format of the course materials that I began to think I would have to look for work elsewhere. Eighteen months down the line from finishing my PhD on learner autonomy I felt at a dead end, frequently unable to see how to adapt all I had learned to my new teaching context, unable to manage my own motivation, putting less and less effort into lesson preparation. This, I thought, is the worst case scenario: a bored teacher. Somehow I have to re-ignite the spark, or I will lose my self-respect and sense of purpose, never mind the respect and engagement of my students.



Cartoon taken from Homicidal Psycho Jungle Cat: Calvin and Hobbs Series: Book 13 (Watterson 1995)

I counselled myself to put into practice two of the lessons I'd learned from my research: (a) try to find something interesting and enjoyable about the things you like least, and (b) you enjoy most the things you put most effort into. As I followed this self-advice, investing more energy into my lesson preparation and seeking new angles to approach the topics I initially found so dull, I did manage to invert the de-motivation cycle somewhat, although I was still on the lookout for alternative employment. Fortunately, towards the end of the year, events combined to offer a chance for innovation which got me hooked.

A golden opportunity

It was generally felt by the heads of department that 'something must be done' about the first year course to improve student motivation and levels of engagement – and to ease the frustration of all those condemned to teach them English. The decision was made to throw out the traditional course-book and replace it with something more professionally relevant – content to be decided, but perhaps something more like the English for Professional Purposes or English for Business Studies courses. But, at the same time, those of us who were due to teach the course couldn't stand the thought of working with a gap-fill based course full of long lists of very boring technical vocabulary which first year students were hardly likely to find more motivating than the previous materials: at least those had nice coloured pictures and an attractive layout (not to mention the popular online exercises)!

Luckily for me, it turned out that line-manager Glenn and I were actually very much on the same wave-length regarding the sort of course we should offer. With the other first-year teachers we brain-stormed the real learning needs of our future engineers. We were conscious that this was a transition year for the students, where they had to adjust to a new environment and study style whilst adapting to a more academic, professional style of language. We wanted to offer them support and both language and life skills to cope with the difficulties they would experience. We hoped to inspire them with their potential as future engineers, and to combine technical topics

[2] Taught to third year students on the four year degree course.

with subjects closer to home such as difficulties sharing living space with other students etc.

Over the summer, Glenn rustled up a skeleton course of texts and activities based around a series of 'learning products' and the language and professional skills needed to carry them out. He created it in an online document and then handed it over to those of us who were to teach it for us to develop collaboratively. The process of doing so over the last two years has been intensive, but gradually it has taken on a clearer shape. Below is a brief summary of what I would now consider to be the 'structure' of the course.

Micro-skills **to be covered include typical skills for inter-cultural communication which are so vital in the academic and professional world:**

Productive skills:

- **Defining**
- **Explaining**
- **Paraphrasing**
- **Summarising**
- **Translating**
- **Describing processes (specially for engineers ☺)**

- **Structuring, planning and organising a presentation or report**
- **Designing a survey**
- **Selecting reliable source material**
- **Differentiating between formal and informal style**
- **Keeping a bibliography**
- **Editing, process-writing, polishing**

- **Capturing audience attention**
- **Voice modulation, body language, posture**
- **Defending your point of view (politely)**
- **Negotiating towards an agreement**
- **Asking pertinent questions**
- **Responding to unexpected questions**

Receptive skills:

- Note-taking
- Inferring meaning from context
- Coping with technical language
- Dealing with long and difficult texts
- Speed-reading
- Reading for gist, detail and specific information

Metacognitive skills:

- Developing awareness of recurrent errors
- Recognising lexical false friends
- Vocabulary learning strategies
- Setting goals for out-of-class learning
- Reflecting on the learning process
- Self- and peer-evaluation

'Learning products' included:

- **Mini and group presentations**
- **Popular TV science programme**
- **'How to' videos (for describing processes)**
- **Videoed sketches about problems living with other students**
- **Survey**
- **Student-produced listening comprehension exercises (based on study skills videos)**
- **Written reports**

Trying it out

The new course is different to what students and teachers are used to in a number of ways:

- Very sparse student 'materials' (as many of the materials were to be chosen by the students themselves). The materials would not be 'common' to all, but rather presented by students to each other, creating a genuine information gap. As a result, students had in their hands just a few pages of photocopied material which looked rather unimpressive.
- Very little direct teacher input.
- No explicit, pre-determined grammar teaching blocks (students have already covered the grammar relevant to this level at school, *ad nauseam*. They still make plenty of mistakes with it, despite that, but it is doubtful whether more of the same approach will remove what seem to be fossilised errors).
- Correction based almost exclusively on focussing on real-time student errors and process-writing.

Clear guidance was given concerning how to structure and plan the different 'products', how to select reliable sources of information, etc., but about half of class time was dedicated to collaborative work on the projects. Most of the remaining time was spent helping students develop skills and strategies for reading difficult or extensive technical texts, recognise differences between formal and informal style, etc.

The first time I taught the course, it involved a huge amount of preparation: the format of the course involved a departure from the norm for a lot of students and they needed a great deal of structure and scaffolding to ensure they would produce a quality end product. It was quite chaotic, I was feeling my way, but I had a very clear idea where I was going and strong conviction that we were heading in the right direction. I was on a permanent high.

At the same time, other colleagues teaching the course were feeling increasingly uncomfortable and stressed out. The course involved far too much preparation in its initial stages and didn't correspond at all with their idea of what students wanted or needed. For the more advanced students, the projects just weren't challenging enough (I was teaching at upper-intermediate level, so this didn't affect me, but many students in the advanced classes were accustomed to working at proficiency level, and some of them were practically bi-lingual). Some expressed the need for more 'input', and expressed nostalgia for nice, themed lists of vocabulary, and, yes, you guessed, some good ol' fashioned grammar.

At the end of the course I felt satisfied that my students had developed vital skills, and in the final feedback questionnaires they recognised that they had indeed met most of the goals of the course, for example:

- to read widely and more effectively/fluently, e.g. press articles, reports etc. on topics relevant to engineering
- to build up your professional/formal vocabulary
- to develop your fluency and self-confidence speaking on more challenging topics which stretch you beyond your 'school' English
- to be able to defend/justify your opinions with arguments and examples etc.

Yet some were unable to pinpoint exactly what they had learnt, aside from "a bit of vocabulary". Perhaps this is not surprising: they are so used to quantifying their knowledge, but skills development is not easy for them to measure.

The re-run

This year I taught the course again (once more at intermediate level). With the benefit of experience I felt much more confident, and was able to push students to achieve more. Although they still talked far too much (in Spanish, sadly, not English ☹) I was more than satisfied with their progress, attendance and engagement as well as their commitment to producing the work set. Withholding grades for written work until it is re-drafted and including the criterion 'Improvement based on teacher and peer-feedback' in the grade seemed to result in a much higher quality end-product (;).

The Good, the Bad and the Ugly

But the problem remains: I am the only teacher really happy with the course, and this sometimes makes life very uncomfortable for other teachers. Part of the problem lies with the very nature of much university teaching: we are all on part-time, temporary contracts and pass like ships in the night. It is rarely possible to arrange a departmental meeting which we can all attend, because most have two or more jobs to hold down. An additional problem arises from the fact that our performance is evaluated by our students, and their approval, or otherwise, of our methods strongly influences how many classes we get to teach the next year (or at least that is the impression we have gained). This adds to the insecurity of highly qualified, highly experienced teachers who have mortgages to pay and pensions to save for.

Fortunately (again) we also all appreciate the importance of our departmental team, and are a supportive bunch. Although we rarely manage to find a window for a shared coffee, we do manage to lunch together every now and then, and have recently taken to having song, dance and games evenings at each other's houses. That is to say, we actually like each other a lot, we enjoy each other's company and have a strong supportive base of trust. And thank goodness for email, the main way we all share our teaching ideas, as well as jokes, music and poems (from those talented enough to write them).

So I am optimistic about the future of the course, and I think that together we will manage to create something even better next time.

Lessons (re)learned

The experience so far hasn't really produced any surprises, but it has served to reinforce what many of you, dear readers, have learnt before: the changes involved in a move towards a more autonomous model are often even more painful for teachers than for students. Perhaps the worst feeling is the sense of loss of control over the content, direction or outcomes of the course. Working in this way often feels too vague and wishy-washy, both for students and teachers, and it is essential to find the means to tie the learning down and make it explicit. Yet, however much we try to do this, learners will still often not 'get it' because what we are doing just doesn't fit into their *constructs* concerning what language learning should be like. If we believe in what we are doing, we just have to hope and trust that one day, in the remote future, they will see the benefit of what they have learnt (even though they probably won't give us credit!).

http://floridapolitics.com/archives/194379

At the same time, it is important not to throw the baby out with the bath water – that is to say, there is no reason to reject the cosy, familiar gap-fill exercises, themed vocabulary lists and tests entirely. Our students love them (as long as they are not the sole content of their learning). They find them relaxing, they allow them the sensation of learning with a minimum amount of effort and thought, and in a few short minutes they feel they have achieved something 'useful' and quantifiable. They also make revision easy and allow for quick bits of marking on exams, much easier to measure than metacognitive skills development, progress towards autonomy, or even coherence or cohesion.

http://ncrunnerdude.blogspot.com.es/2013/02/

Our students operate under considerable pressure (in that way, of course, they are just preparing for the working world which awaits them if they are lucky enough to get a job). We are, I believe, right to add to that pressure by requiring them to think critically, be creative and

innovative in developing their inter-cultural communication skills. But it doesn't hurt to give them a little of what they like from time to time. It can even serve as the basis for a discussion on the different skills each task-type develops. And of course we have to respect the individual learning styles of our students.

In this fluid and gradual transition between teacher and learner control (Dam 1995) I have always found it essential to keep my ear close to the ground by using feedback surveys and dialoguing with students over their doubts and concerns regarding innovations. In this way, I try to keep them with me, to prevent provoking resentment and an 'us and them' feeling which raises the affective filter (Krashen 1982) and blocks their willingness to cooperate. As Leni says, (Dam 1995:79) "a prerequisite for developing Learner Autonomy is a feeling of confidence, trust, acceptance and respect on the part of teachers and learners alike".

Overdo the questionnaires, and you can give the students the impression you don't know what you are doing and are asking them to do your job (witness the infamous student feedback comment: "I don't know. I'm not the teacher!"). But used correctly and sensitively, especially in the middle of a course when you pick up 'resistance', they can be transformative.

Last, but by no means least, we have to be realistic about who our learners are, and indeed accept them as they are, even as we try to help them change, for if we do not, "a deficit model of learner autonomy – our learners don't have it, we need to develop it – can undermine our ability as teachers to build effective learning environments and relationships with our students" (Broady 2009: from abstract).

As Tudor points out (2001:40) "whatever the theoretical potential of a given methodology […] (it) is unlikely to lead to meaningful learning unless it fits into the mental realities of the students in question". In fact, if methodological innovations are not sufficiently embedded in local realities, they will fail to take root, leading to 'tissue rejection' (Holliday 1991 as quoted in Tudor 2001: 44). Alternatively, there may be 'token adoption', where teachers and students follow the official procedures, the letter of the law, but not its spirit, so that the innovations do not have any lasting or profound effect on attitudes or learning behaviours. Consequently, innovations must be negotiated together with the learners, with an attitude of respect and understanding for their learner 'histories' (Karlsson 2008, 2012).

Or, as Dr. Seuss says: "Be sure when you step, step with care and great tact, and remember that Life's a great balancing act" (Seuss 1990).

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Columns

Tech Talk

Video time capsules: learning from our former self

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Video time capsules are a great way to freeze a version of yourself to learn from in the future. The time capsule is a powerful prompt for metacognition: it allows us to see a version of our former self to reflect upon and learn from. In fact, most of us have informally had an experience similar to the time capsule when we have looked at old notes from a past class or tracked the history of a very old email. This simple procedure of burying artifacts of our former self can easily be applied to viewing ourselves as language users. Thus, video time capsules are another way to utilize the technology we currently have at our fingertips. For example, I have a home movie of meeting a friend's parents who only spoke Japanese. In that video the parents are speaking Japanese and I am

asking my friend to translate for me, or I am making wild guesses at what they are saying. However, when I watch it now I can understand the Japanese but still see my past self not understanding a word. Witnessing my L2-self locked in time was a clear measurement of my language development.

I wanted my students to have a chance to experience something similar looking back at themselves and their experiences. I have experimented with video time capsules in a few courses and have streamlined the method by which videos will be sent automatically to the students in the future.

This Tech Talk will be separated into 3 sections: 1) Creating a video capsule; 2) Storing the video capsule; and 3) Receiving the video capsules. As with most of my Tech Talks, my aim is for teacher and student to approach the technology together. I do not want the teacher to be stressed by giving tutorials of skills that students can learn through hands-on experience. Nonetheless, there are a few tips and tricks that I will share from my trial-and-error experiences with this technology of the lesson. I will also suggest some additional uses for the applications outside of this activity.

1) Creating a video capsule

Creating a video is simple. Students can use any smart phone, tablet or camera they have access to. In my classes I usually give my students a list of questions to cue them on what to say the video. Teachers could also have students brainstorm together what they feel would be interesting to see in their future selves. To help students relate to others doing video time capsules I often show them a video channel on YouTube called "In 25 years: Time capsule". This presents many short examples of people awkwardly, but honestly, talking through a camera lens to their future selves.

I feel that these examples give students a chance to hear natural language and also have someone to relate to. These examples are very short and personal so I am not worried that students will be overly influenced to copy them rather than coming up with their own ideas.

Below is the list of some of the questions that I give students as cues. I have categorized them into six groups: introductions and current affairs, favorites, predictions, goals, reflections and advice.

- **Introductions and current affairs:** Where are you now? What is the date? What is the weather like? What's the last movie that you saw? What was the last movie that you loved? What music have you been listening to recently? Who is your best friend? What do you want your next vacation to be? What made you laugh the hardest most recently?

- **Favorites:** What are the things you like the best at the moment?

- **Predictions:** Who are the important people in your life? What do you think you will be doing this time next year? In 5 and 10 years from now? What do you think will change about you over the next year? How do you want to grow? Where will you be living next year? In 5 and 10 years from now? How much do you think bottled water (or something else) will cost in 5 or 10 years?

- **Goals and aspirations:** What do you want to accomplish? Where do you see yourself in the future? What will your life be like? What will your job be? How will you be spending your days? What do you hope will happen to you in the future? What are your dreams and how do you plan to see them become a reality?

- **Reflections on the last year:** What were your top 3 accomplishments from the last year? What are you most worried about? How do you feel about your life, your career, your family, and the world? Is there anything you are proud of? What do you think are your greatest assets and skills? Have you experienced any major events or changes? What do you enjoy doing most? What were the high points of your last year? The low points? Make some 'Top 5' or 'Top 10' lists; for example 'Top 5 mistakes of the year'.

- **Advice and lessons for the future:** What do you want to tell your future self? Do you have any advice or suggestions from this year that you want to remember and learn from?

Depending on the group, I sometimes offer students the choice to interview each other. This may help some students have an easier time speaking naturally and can also add a new dimension. Also, it is important to remember that these are videos, which mean students can show what they are talking about. If students talk about their favorite collectibles or a close friend or their top 5 songs they can easily include examples of these in the video. The video does not have to be limited to a webcam style blog.

I often emphasize that students' future selves will assess the videos with much more subtlety and

understanding than I would. Our future self can be our most critical audience. To truly be a time capsule, I feel it is good for students to have as much authorship as possible, but it is also not difficult to design the assignment for an explicit purpose that fits a specific class need. You could simply use the video time capsule to make a digital KWL chart. For example if the class topic was global warming you could have students record videos of what they presently know and are interested in knowing. At the end of the unit students could then view the videos. Doing this may allow students to question the how, why and what of the topic they are learning.

2) Storing the video time capsule

After students have recorded their video I have them upload the videos to YouTube. Of course, we are gambling that YouTube will still be available at the time you set up for viewing the video time capsules. Nothing is certain, but YouTube has been already been around for 13 years.

You can either have students do the uploading individually or set up a class channel. Whichever method you decide, make sure the account(s) used for the video will still exist when the video capsules are delivered. For example, some student accounts may be deleted after graduation. When you upload the videos to YouTube make sure they are set to 'Unlisted.' This will keep the videos unseen but not require a password, which could be lost in the future.

If your students forget to set the video to 'Unlisted' at the time of Upload this can be changed later in 'Video Manager.'

After the video has been successfully uploaded, the only thing students have to do is copy and paste the link from the video.

3) Receiving the video time capsule

After the video has been uploaded you need to set up an email delayed delivery system. This is much easier than it sounds. However, you should definitely set aside time to do this since without it the time capsule will lose its reliability. There are multiple email delay delivery services, most of which allow you to compose an email and set the date when you want it delivered.

Two services that I have used to do this are emailfuture.com and mailfreezr.com. Both of these are website based and are basic enough to be accessed on most devices and computers. I prefer emailfuture, but I often have students do both as a fail-safe. Emailfuture has more options and can be sent at a precise time, but mailfreezr is as simple as it gets. I will explain how emailfuture works, as an example. Here is an overview of emailfuture.

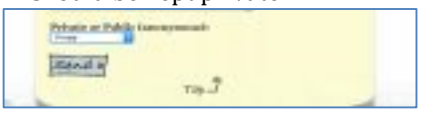
The whole system is on one page, as shown above. However, for the sake of clarity I will isolate each section in the directions below.

1. First go to emailfuture.com. Select the email address you want the email sent to. You can send the email to 4 different email accounts. This is a good plan, as you never know what accounts might be inaccessible in the future.

2. Fill out the subject and message of the email you want to send. Make sure to include the link to the student video uploaded to YouTube.

3. Next, set the date and time. I often suggest that students delay the email by 5 or 10 years. Ten years delay would obviously produce a more dramatic effect but 5 would be more reliable as far as the digital services are concerned.

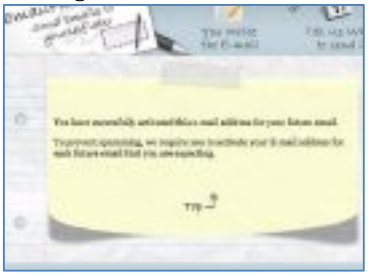
4. It is very important to send the email as private. Emailfuture has a forum in which, if you set the email to public, others can read it anonymously. In this case, however, students are pasting in a link to a video of themselves, which should be kept private.



5. Before they are sent, I often have students check each other's emails to make sure the date, email addresses and video link are correct. Next, click 'Send' and then check the email accounts where the future email was sent.

6. After you have sent the delayed email you will get an initial email to confirm and okay the future reception of the delayed email. The email should look something like this:

7. Simply click on the link on the bottom of the received email and you will be brought to a confirmation screen. You will have to do this for all the email accounts you plan to have the future message sent to.



This whole process takes about 15 minutes at most, but following each step is very important for future success. This delayed email service can also be used for many other assignments that would require students to send reminders to themselves or to their classmates.

Summing up

Here are a few of the benefits and limitations in creating and sending video time capsules.

Overall benefits of video time capsules

1. Video time capsules save differences in language and personal development, whether for the span of a semester or even years. This provides a distinct measure for learners to see what changes have taken place.

2. Recording a time-capsule video can heighten awareness by providing an opportunity to think about the personality of the future self that will be watching it This hyper-awareness may inspire learners to attempt to produce representations of their best work.

3. I often have students make the video time capsules at the end of a term. Making these videos provides closure and a summary of the semester's work without the stress of taking an official written exam. The results of the video are recorded and can be reviewed and learned from at multiple different times.

4. Record keeping is something that we do a lot of in this digital age of ubiquitous video and camera devices, yet viewing and reflecting on the created records is neglected. When students receive an email in the future they will have a useful context with which to view their past selves and compare them to the present.

5. The delayed email system removes pressure from a teacher to follow through in sending students progress updates in the years to come, since the system stays in the students' hands.

Possible Limitations of Video time capsules

1. Seeing a video of your former self can be informative, but sometimes ignorance is bliss. Hearing a recording of ourselves can be unnerving or, at its worst, discouraging. However, as a teacher I choose to believe that this moment of metacognition is positive in the long run. Video time capsules show us a snapshot in time that we can learn from.

2. There are some security risks to making a video time capsule and saving it digitally. Saving videos online is very convenient but also leaves a digital footprint. This Tech Talk focuses on balancing online archiving privacy and ease of future accessibility. To further protect security, set the YouTube video time capsules to private. This would mean you require a password to access the video in the future.

3. Digital is not forever. . The convenience of digital archiving often makes us forget that digital storage is relatively recent. There have been many digital platforms that have disappeared in a matter of months. That said, the applications mentioned in this Tech Talk are some of the most reliable and long lasting to date.

Final Remarks

Whenever I introduce this assignment in class, I am instantly aware of its potential impact. Students always react to it with the utmost sincerity. We humans seem to be obsessed with keeping records of our own existence, as evidenced by the many formal and informal archives in existence that document the activities of our ancestors. These archives serve as metacognitive prompts. In this digital age we can also create a multidimensional representation of ourselves to learn from. While in the past such record keeping was mostly reserved for the elite, nowadays anyone can have access to it. This accessibility has many implications for autonomous learning. Self-reflection is one of the most important components of autonomous language learning. The ability to video our past selves, just as seeing ourselves for the first time in a mirror, can result in an awareness of self that can be both awe-inspiring and unnerving at the same time. Recognition of our progress in learning can be enhanced by this technology. Video time capsules give learners the ability to document and learn from their former selves.

Dear Readers,

If you have any requests for future Tech Talks please feel free to contact me. Any request is greatly appreciated and can range from a specific program you want explained to a general lesson that you want to incorporate technology into.

Thank you,

lucius-v@kanda.kuis.ac.jp

Independence needs you!

The Reviews Editors, Carol Everhard and Diane Malcolm, would be very pleased to hear from anyone interested in reviewing one or more of the items listed below. If you have any other suggestions, please do get in touch.

Some recent publications for which reviews are welcome:

DRAL2/ILA 2014 (2014) Doing Research in Applied Linguistics 2: Independent Learning Association Conference 12-14 June, 2014, Bangkok. KMUTH. Downloadable from http://sola.kmutt.ac.th/dral2014/index.php?q=content/proceedings

Heim, K. & Rüschoff, B. (Eds.) (2012) *Involving Language Learners: Success Stories and Constraints.* Universitätsverlag Rhein-Ruhr.

Jiménez Raya, M. & Vieira, F. (Eds.) (2015) *Enhancing Autonomy in Language Education.* De Grouyter.

Kalaja, P., Barcelos, A.M.F. & Ruohotie-Lhyty, M. (Eds.) (2016) *Beliefs, agency and identity in foreign language learning and teaching.* Palgrave Macmillan.

Luzón, M.J., Ruiz-Madrid, M.N. & Villanueva, M.L. (2010) *Digital genres, new literacies and autonomy in language learning.* Cambridge Scholars Publishing.

Mercer, S. (2011) *Towards an Understanding of Language Learner Self-Concept.* Springer.

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

Murray, G. & Fujishima, N. (Eds.) (2016) *Social Spaces for Language Learning: Stories from the L-café.* Palgrave Macmillan.

O'Rourke, B. & Carson, L. (Eds.) (2010) *Language Learner Autonomy: Policy, Curriculum, Classroom: A festschrift in honour of David Little.* Peter Lang.

Reitbauer, M., Campbell, N., Mercer, S. et al. (Eds.) (2013) *Feedback matters: Current feedback practices in the EFL classroom,* Peter Lang.

Schwienhorst, K. (Ed.) (2016) *Learner autonomy in 2nd language pedagogy and research – challenges and issues*. IATEFL.

Webinar Reviews

Reflections on the fourth webinar in the IATEFL LASIG series: Language learning beyond the classroom

12 November, 2016

Delivered by David Nunan

Professor Emeritus, University of Hong Kong

Reviewed by Olya Sergeeva

EPAM Systems, St Petersburg, Russia

David Nunan gave an insightful webinar in which he made a strong case for the importance of extending in-class language learning through out-of-class language use, and outlined five ways in which we can help learners to use language outside the classroom.

Nunan started the webinar with two stories of language learners. The first one was the story of an Australian student who came top of her class in Spanish in her final year of high school. As a reward, her father took her on a business trip to Malaga in Spain, as his interpreter, only to find out that she could not bring herself to utter a single word in Spanish. The second story was of a Korean graduate student, who was fluent in English, but who could not defend his thesis as he 'froze up' during the presentation. These stories exemplify the common disconnect between language use inside and outside the classroom – a topic that has fascinated Nunan for years.

Nunan outlined some of the fundamental differences between language use inside and outside the classroom that lead to this misalignment. The classroom is a safe environment with predictable language and routines, clear roles of learners and teachers (who have a dominant role), hierarchical interactions (the teacher decides who speaks when) and pedagogical feedback (e.g. *'It's two o'clock'* – *'Very good!'*). Beyond the classroom is a risky, threatening environment where the language is a lot less predictable, there is a broader range of authentic interactions, the learners using the language have no other choice but to act autonomously and they get feedback that can be brutally honest *('We have no idea what you're saying'*). It is like having to survive in the ocean, after having learnt to swim in the swimming pool. Moreover, Nunan argues, much of the research into language learning acquisition has been done in the 'swimming pool' of the classroom, and we know little about acquisition out of class, where there are so many variables (e.g. relationships between the speakers, emotional factors, knowledge of the culture etc., that lead to an entirely different level of complexity.

Having compared the two environments, Nunan went on to give five examples of ways in which we can help the learners to move beyond the classroom environment and use language outside

the classroom, and these were: contact assignments, email tandem learning, language exchange websites, teacher-initiated projects and learner-directed projects. He illustrated these examples using case studies, four of which are reported in Nunan and Richards (2015) and one in Nunan (forthcoming).

Contact assignments are assignments in which students are required to engage in authentic interaction with fluent users of the target language (e.g. when they study abroad or through conversation exchanges). One example of this assignment type was a case study carried out by Marc Cadd (see Nunan & Richards 2015), who was concerned by the fact that many students who spend a summer abroad do not seem to improve their language skills, as they spend time with other students studying a language but do not interact with the target community. To address this problem, Cadd set up a program in which the learners were required, through 12 contact tasks, to interact with local residents and report reflections back to the teachers. One example of a contact assignment was to attend a festival or another public event celebrated in the culture, speak with at least two members of the culture who were present, choosing two who were quite different, e.g. young vs old, male vs female, and ask why the event is important. The learners then wrote a reflection scaffolded by a number of questions (e.g. *Which festival/ fair/ public event etc. did you investigate? What is its history? Did you learn anything meaningful about the culture? If so, what?*, and so on). Reflections were posted to a website available to the teacher and other students. Cadd found that the fact that they were required to do these tasks was initially challenging and scary for the learners, but over time they found that their anxiety lowered and their confidence, fluency and cultural sensitivity improved. Furthermore, they were able to make connections between what they learned in the classroom and the language they were using out of the classroom.

Tandem learning is a technique in which the learners are paired with a native speaker of their target language who is learning their language. In a case study carried out by Akihiko Sasaki (see Nunan & Richards 2015), two learners were involved in email tandem learning, keeping diaries to reflect on their experience. Sasaki's observations were that unlike 'native speaker-non-native speaker communication', both partners benefited from the tandem, developing their linguistic skills, cultural knowledge and autonomy. Their metalinguistic awareness also grew, as they needed to answer their partner's questions about language.

Language exchange websites are websites that enable learners to find native speakers or fluent users of the target language to give feedback on their spoken or written language. In a case study carried out by Olga Kozar (see Nunan & Richards 2015), a language learner from Russia joined such a website and first acted as an expert on her own language by commenting on posts by L2 learners of Russian. As her confidence grew, she started posting her written English and interacting in English with other speakers of English. Kozar concluded that language exchange websites provide opportunities for authentic communication and, similarly to tandem learning, raise the learners' metalinguistic awareness by encouraging them to become 'language experts'. However, the quality of feedback is sometimes poor, and language learning may occasionally be disrupted by people who join the site simply to engage in social media exchanges, and not to improve their language.

Another case study (see Nunan, in Snow & Brinton forthcoming) investigated linking in-class and out-of-class learning through the planning and development of a **teacher-led project** with a concrete outcome. In this study, a group of twenty final- year business majors from a well-known Japanese university taking part in a three-week summer school at the University of Hong Kong were involved in a project whose final outcome was a website about contemporary life in Hong Kong. On the first day, the learners, in four teams, decided on a sub-theme for their team (eating out/ tourist attractions / entertainment / historical Hong Kong). Mornings were devoted to in-class activities, e.g. developing interview schedules, thinking through and role-playing interviews etc., and afternoons were devoted to out-of-class data collection.

One of the interesting aspects of this course was that the teachers had not specified the tasks that the learners would need to do. Instead, the tasks evolved naturally out of the project, e.g. designing and conducting interviews with tourists in Hong Kong about their experiences, as well as their

likes and dislikes; interviewing a Canto pop star; shadowing a chef in a popular restaurant for a day; making digital video tours of several Hong Kong museums or creating documentaries. Nunan's conclusions were that the project integrated content and tasks, was learner-centered, involved language learning and use beyond the classroom, encouraged risk-taking and fostered learner autonomy.

The final study that Nunan presented was carried out by Lindsay Miller & Christoff A. Haffner (see Nunan & Richards 2015). In this case study, four intermediate proficiency L1 Chinese-speaking university science students linked their English learning with their context by creating a digital video documenting a scientific investigation and posting it on YouTube. This was **a learner-directed project** i.e. the learners took complete control.

Miller & Haffner observed that the learners were able to take collaborative control of their own learning. Within their groups, they negotiated their own roles, based on their particular strengths and expertise (e.g. some people were good at videoing, others at scripting scenarios etc). The teachers came to see their learners not as L2 learners, but as multilinguals using their two languages resourcefully. The downside was that the project was very time-consuming.

Nunan concluded the webinar by outlining several key aspects of the case studies that he had presented. First, they showed that success with English language learning is significantly enhanced with out-of-class learning, but it depends heavily on the extent to which the student interacts in the target language (and with the target language community) – 'it's no good just dropping a learner of Spanish in Spain'. Also, by connecting in-class learning with the learners' out-of-class lives we step beyond what Nunan called 'the deficit model' – the situation when we focus on what the students *can't* do, rather than what they *can* do i.e. their non-linguistic skills. Bringing these skills into the classroom and drawing on those skills reinforces learner-centeredness.

I found this a very interesting webinar that provided me with some very concrete ideas on how to support my learners in taking their language use out of class. I am all too familiar with the problem that learners do not venture into 'the ocean', perhaps because the variety of options available to them is overwhelming, and also because they lack the confidence to establish relationships with people from the target language culture. This is why I found two of the case studies (contact assignments and teacher-led project) especially useful, as they provided a great example of how to scaffold language use beyond the class by providing the learners with a 'menu' of ideas about *what* to do, and encouraging them to overcome their lack of confidence.

As someone who teaches in an EFL setting, I would be very interested to see whether this research could be adapted to my learners' situation. On the one hand, it seems that, for instance, carrying out contact assignments could be done online. On the other hand, I wonder how much more difficult it might be for the learners to find someone willing to be interviewed in this setting.

All in all, I thoroughly enjoyed the webinar and came away inspired to try some of the ideas described by David Nunan with my own learners.

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Reflections on the fifth webinar in the IATEFL LASIG series: Learner autonomy and the education of primary pupils from immigrant families

10 December, 2016

Delivered by David Little
Professor Emeritus in Applied Linguistics, Trinity College, Dublin

Reviewed by Gail Ellis
Adviser Young Learners and Quality, EU Region, British Council Paris

I am glad I didn't miss this webinar as David Little gave an inspiring account of an enriching learning journey about linguistic integration in a girls' primary school not far from Dublin.

In 2014/15 the school, ScoilBhríde (Cailíní) – St Brigid's School for Girls - had 322 pupils, almost 80% of whom had a home language other than English or Irish. Most of the 80% had little or no English when they started school at the age of four-and-a-half years and, in 2014/15, 49 languages were represented in the school, in addition to English and Irish.

The school responded to this linguistic super-diversity through their language education policy. Many of us have probably worked in schools where the language policy has been to use English only in the English class and to make no use of the children's home language or shared classroom language. ScoilBhríde, however, rejected the view that children should speak only the language of the school if possible, also at home. Instead they encouraged pupils from immigrant families to use their home languages inside and outside the classroom as much as they liked, for whatever purposes seemed appropriate. This created an inclusive environment where pupils felt welcome and safe, as they could express their full linguistic identity. Little also pointed out the moral and cognitive considerations. To sever pupils from their home language infringes a basic human right; in any case a pupil's home language is her default cognitive tool and the scaffold on which she constructs the target language.

So what is the link with learner autonomy? In fact, ScoilBhríde did not set out to explicitly develop pupils' capacity for autonomous learning. That capacity emerged because pupils were taught in ways that took account of the fundamental principles that underpin the primary curriculum:

- the child is an active agent in his or her learning (Government of Ireland 1999, p.8)

- the child's existing knowledge and experience form the basis for learning (ibid.)
- collaborative learning should feature in the learning process (ibid., p.9)
- parents are the child's primary educators, and the life of the home is the most potent factor in his or her development during the primary school years (ibid., p.24)

Little began the webinar by stating his view on language learner autonomy. First, he quoted Holec (1981) who argues that autonomous language learners:

- determine the objectives of their learning
- define the contents and progressions
- select the methods and techniques to be used
- monitor the acquisition procedure
- evaluate what has been acquired.

This view distinguishes between teacher-directed and self-directed learners, where the teacher's task is to support the transition from non-autonomous to autonomous learning by helping learners to develop their capacity for self-management and direction. It is individual-cognitive-organizational in orientation, and language learning and the development of learner autonomy are seen as two separate processes.

Little's view of learner autonomy recognises learners as willing, proactive and reflective learners who already know, at least implicitly, how to behave autonomously from their life outside the classroom. They are fully involved in planning, implementing, monitoring and evaluating on all aspects of the process and content of their own learning. Learner self-management is a means to successful language learning and learners do these things as far as possible in their target language: proficiency gradually emerges as they exercise agency in and through their target language. The discourse of autonomous learning is spontaneous and authentic because it arises from the here-and-now and is driven by the learners' interests and is social-interactive-collaborative in orientation. There is no separation between language learning and the development of learner autonomy.

Learners' developing proficiency becomes part of their subjective identity (self-concept) as a result of the relationship between 'school knowledge' (the target language) and their 'action knowledge' (the knowledge, skills and attitudes they bring with them to the classroom and explore via the target language), as discussed in Barnes (1976); Little (1999, 2001, 2007); Little, Dam & Legenhausen (to appear). It can be seen that the capacity for autonomous behaviour is rooted in "action knowledge', which, in turn, is rooted in the first/home language.

Little showed some outstanding examples of children's writing and how this progressed as they got older. 'Identity texts' allowed the children to talk and write about themselves and their experiences in English and their home language which gave them a sense of self. Irish pupils wrote dual-language texts treating Irish as their home language. All languages present in a Sixth Class had to be used in a fashion show. Each pupil had to invent a model and write a first-person text about her in English, Irish, French (learnt in Fifth and Sixth Class) and their home language.

From an early age, pupils took their own learning initiatives inside and outside the classroom. For example, Second Class pupils (7–8 years old) translated the chorus of "It's a small world after all" into the 11 home languages in their class. Pupils' highly developed language awareness sometimes prompted them to write texts of an exploratory nature, such as a story in English using French words which, I am sure, would have been an inspiration to Miles Kington![1]

The inclusive approach to linguistic integration adopted by ScoilBhríde has had many outcomes. The strong emphasis on writing developed high levels of age-appropriate literacy in English, Irish, home languages and French. The achievement in Irish was unusual for its range, confidence and fluency. The pupils acquired high levels of metalinguistic awareness and the school performed consistently at or above the national average in standardized tests.

We can see that learner autonomy can play a central role in mainstream education, provided

that the pedagogical approach acknowledges learners' identity and exploits their 'action knowledge'. The outcomes above are a result of exploiting immigrant pupils' capacity for autonomy from the beginning by encouraging them to use their home languages as a cognitive tool and to make connections between their home languages, English, Irish and later, French.

As linguistic and cultural diversity is present today in most classrooms and in the immediate environment, this webinar presented an excellent example of how we can respond positively to this diversity and to multilingualism by using it as a resource and, at the same time, developing pupils' language learning autonomy.

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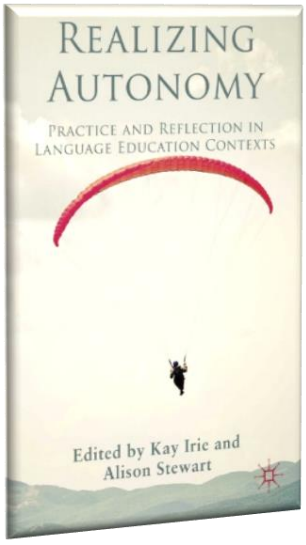
[1]A humorous British writer who was famous for his Punch column and TV programme entitled "Let's Parler Franglais".

Book Reviews



Realizing Autonomy: Practice and Reflection in Language Education Contexts

Edited by Kay Irie and Alison Stewart
Houndmills, Basingstoke, UK: Palgrave Macmillan, 2012
ISBN: 978-0-230-28264-3

Reviewed by Simona Duška Zabukovec,
Biotechnical Centre Naklo – Secondary School, Slovenia

"Like making a good omelette, realizing autonomy in your classroom will result in a few broken eggs along the way" (Wharton, 2012, p. 33).

Learner autonomy has been a subject of interest in language education for almost four decades, which is long enough for us to have understood its potential as well as its pitfalls and contradictions. *Realizing autonomy: Practice and Reflection in Language Education Contexts* is a collection of descriptive and critically reflective papers concerning how to promote the growth and a better understanding of learner autonomy amid tensions between theory and practice, freedom and constraint, frustrations and possibilities.

In its sixteen chapters, the authors, who are teaching practitioners involved in language education in Japan, report and reflect upon their experience with fostering autonomy through writing, listening, literature, drama, films, videos, negotiation, peer collaboration, dialogue and reflection. The contributions are usefully arranged into four main sections according to different aspects of learner autonomy: **Goals and Frameworks**, **Strategies and Scaffolding**, **Collaborative Learning** and **Problems and Possibilities**.

Alison Stewart and **Kay Irie**'s introductory chapter provides the 'raison d'être' for collecting and grouping the reflective accounts of autonomy-fostering practices. As they state, to improve understanding and practices in language education, it is necessary to reveal the contradictions that arise between conceiving autonomy as an ideal, decontextualised concept and autonomy as it is actually practised in the field. The authors/editors also give an in-depth introduction to each section, together with a summary of individual contributions.

The first section of the book, **Goals and Frameworks**, presents four accounts of how to empower students to take ownership of their learning and goal-setting. **Tomoko Ikeda**, **Nobuko Saito** and **Ahoko Ieda** in **Chapter 2**: ***Learner Autonomy for International Students: Evolution of a University JSL Program*** present a teaching practice of facilitating autonomy in a university Japanese Language Program. Working within an institutional framework, one of their main realizations was that autonomy, creativity and flexibility of the teacher are paramount if they want to meet the learners' individual and diverse needs. **Christopher Wharton**, in **Chapter 3**: ***Experimenting with Autonomy: Learners Teaching Learners***, describes an

experiment he conducted at his English conversation school when students took turns as teachers. As well as being a rewarding experience for the students, it also influenced the teacher. Looking at lesson content from the students' perspective, Wharton became aware of the student-teacher gap concerning what contents each finds interesting. In **Chapter** 4: ***Introducing a Negotiated Curriculum,*** **Philip Shigeo Brown** details his experience with developing a course tailored to students' individual and group needs. He found that while a negotiated curriculum may involve extra time and effort on the part of the teacher as provider of resources, it greatly increases student motivation, involvement and fulfilment. In the last chapter of Section 1, **Chapter 5**: ***Creating Space for Learning: Language Learning Materials and Autonomy***, **Masuko Miyahara** presents her experience of teaching students to become critically engaged with the learning materials. She claims that developing a critical eye towards the language learning resources raises students' self-awareness and helps them with choosing the materials to meet their needs.

The second section, **Strategies and Scaffolding**, revolves around the question of what kind of structure is beneficial to students. In **Chapter 6**: ***Learner Development Through Listening Strategy Training***, **Joseph P. Siegel** juxtaposes product- and process- oriented teaching. Citing Chamot at al. (1999), and their idea that "teachers should get in the habit of praising good thinking more than good outcomes" (p. 90), Siegel recommends concentrating on the process, i.e. teaching skills and cognitive processes, rather than focusing merely on the desired outcomes, i.e. the correct test answers. In **Chapter 7**: ***Transformative Learning in Action: Insights from the Practice of Journal Writing***, **Chika Hayashi** shares her story of journal writing in a girls' high school class. Her intensive personal engagement with students' writings helped students to bring out their own voices and dare to step beyond the established cultural norms. **Colin Rundle**, in **Chapter 8**: ***Scaffolding Economics Language and Learning with Case Studies***, sees his role as a language educator rather than a content (economics) expert, as students gradually progress towards becoming autonomous experts in their field. He highlights the value of scaffolding, in the form of visual mapping of study processes, concrete models, cycles of practice and interaction and scheduled consultation. **Martha Robertson**, in **Chapter 9**: ***The Truth of the Tale: Reconceptualizing Authority in Concept-based Teaching***, talks about her experience of gradually developing a shared community of readers of literature, in a Foreign Books Seminar, by placing the reader at the centre and taking a holistic, rather than a purely intellectual approach to teaching/ reading literature.

The central thread of the third section, **Collaborative Learning**, is dialogue. **Peter Cassidy**, **Sandra Gillespie**, **Paul Glasgow**, **Yuko Kobayashi** and **Jennie Roloff-Rothman**, in **Chapter 10**: ***Creating a Writing Center: Autonomy, Interdependence and Identity***, present the process of establishing a student-run Writing Centre at their university and the challenges faced as they try to convince others of its legitimacy. **Sue Fraser**, in **Chapter 11**: ***Who, What, How? Autonomy and English through Drama*** and **Hideo Kojima**, in **Chapter 12**: ***Positive Interdependence for Teacher and Learner Autonomy: The Case of the CARTA Program***, both explore the use of drama in the English language classroom to develop learner and teacher autonomy. Fraser details the process of cooperative EFL learning through drama in a Japanese senior high school. The reported high level of motivation and contributions show that students' involvement at their own chosen level generates a higher level of autonomy. In presenting a model of collaborative autonomy, Kojima showcases how a collaborative, autonomous and reflective teaching approach (CARTA) is a positive model for developing both teacher and student autonomy. The final study in the third section, **Chapter 13**: ***Parallel Blogging: Explorations in Teacher and Learner***

Autonomy, by **Darren Elliott**, compares the experience of setting up two blogging projects, a teacher development project and a students' blog, with divergent levels of success.

Section four, **Problems and Possibilities**, takes issue with ESL learners' apprehensions about and reluctance towards autonomous learning. In **Chapter 14: *"Nothing to Worry About": Anxiety-reduction Strategies in Harry Potter's Class and Mine,*** **Naoko Harada** examines how using materials from the books in J.K. Rowling's Harry Potter series helped students tackle anxiety in a foreign language setting. She points out that the successful anxiety-reduction strategies bring greater self-assurance, through peer support and laughter. **Colin Skeates**, in **Chapter 15**: ***Responding to Video Journals: Rethinking the Role of Feedback for Learner Autonomy***, suggests that the practice of delivering feedback to students' video journals is an opportunity for learners to better understand their output and reach their learning goals. In **Chapter 16**: ***Listen to Students' Stories: Promoting Learner Autonomy through Out-of-Class Listening Activities***, **Fumiko Murase** describes her experience of training Japanese EFL university students for independent listening at the levels of learning management, cognitive processes and learning content. She points out the problems and possible solutions when leading the students through the processes of orientation, out-of-class listening and reflection. Teacher educators **Nanci Graves** and **Stacey Vye** articulate in **Chapter 17**: ***Practical Frustration Busters for Learner and Teacher Autonomy*** the frustrations that in-service English teachers often face when they try to apply autonomous learning principles in their day-to-day teaching. The autonomy course, which they offer within the MA programme in TESOL, gives the teachers opportunities to personalize the concept of autonomy, to think of the changes, alternatives, additions and obstacles they encounter, and to teach them flexibility in different teaching contexts. They describe how concept explosion and virtual dinner party activities prove particularly effective in helping teachers to personalize ideas about autonomy.

In the ***Afterword*** to the volume, **Scott Thornbury** aptly encapsulates a principle of autonomous learning by quoting a teacher involved in a study of process writing with Marie Wilson Nelson (1991). Surprised that Nelson was so impressed by the autonomy the teachers of academic writing programmes gave their students, this particular teacher commented, "How else would I know how to help them, Marie? You gotta follow the kid. You see, what's missing in the writing is in the student – it's not in me!" (p. 262). Nelson then took 'following the kid' as her guiding principle.

The classroom practices described in the volume prove that realizing autonomy is a fascinating, yet sometimes an exacting task. The variety of the contribution topics and the institutional contexts in which the contributors work provides a broad perspective on the frustrations and possible breakthroughs with learner autonomy, while individual chapters bring into focus specific autonomy-fostering practices and models for developing both teacher and student autonomy. The volume is both informative and inspirational, but what, for me as a reader, made it particularly commendable was: 1) *sincerity* – it is reassuring to learn from experienced practitioners that enthusing the learners in favour of learner autonomy is not a straightforward process, but requires patience, tenacity and creativity. Skeates, for example, admits that despite much effort, the students persisted in seeing the teacher's feedback as more authoritative and reliable than that of their peers; 2) *room for development* – when reflecting on their practices, many authors suggest areas for future research and give ideas for new learning opportunities. This refers not only to practical aspects, but also to teacher's personal development. In particular, Hayashi's personalised and creative responses to students' writing inspired me to be more creative (and funny) in commenting on learners' compositions; 3) *giving voice to students* – several chapters include students' reflections on the

teaching practices, excerpts from their writings and their comments, both positive and negative. This gives the chapters the feeling of authenticity and tangibility.

Detailed and insightful, but not overly theoretical, the book is valuable reference material for both experienced teachers who would like to upgrade their performance, as well as enthusiastic novices in the field. It breathes the spirit of 'collaborative achievement' which **Richard Smith** and **Naoko Aoki**, the JALT Learner Development SIG founders, so proudly speak of in their ***Foreword***.

Notes on the authors

Kay Irie is a Professor at the Faculty of International Social Sciences, Gakushuin University, Japan. Her current research interests include learner autonomy and second language learning motivation in tertiary education related to the concept of L2 self, an area she had explored at length in her doctoral research. She is also interested in the research methods used in these areas, including Q-methodology.

Alison Stewart has been teaching in Japanese universities for over 20 years and she holds a PhD in Applied Linguistics on teacher identity. She has published on this topic, on learner autonomy, exploratory practice and language teaching institutions. With Tim Ashwell, Masuko Miyahara and Steven Paydon, she is co-editor of Collaborative Learning in Learner Development (2014), published by the JALT Learner Development SIG.

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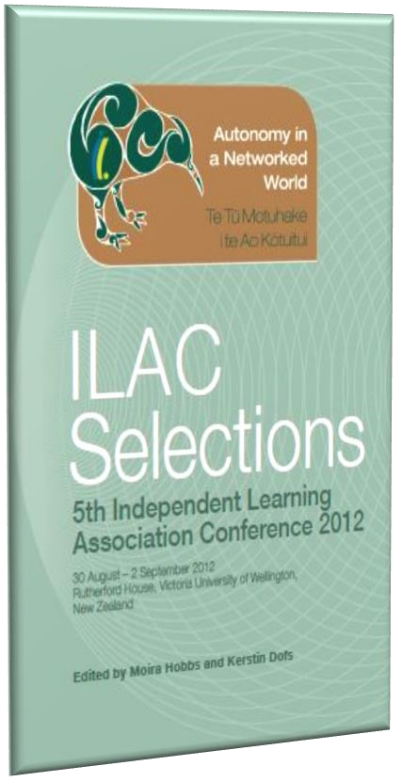

ILAC Selections: Proceedings of the 5th Independent Learning Association Conference, held at Victoria University of Wellington in August – September 2012

ISBN: 978-0-473-26805-3

Edited by Moira Hobbs and Kerstin Dofs

Christchurch, New Zealand: Independent Learning Association, 2013
Retrieved from:
http://www.independentlearning.org/proceedings-wellington-2012.html

Reviewed by Carmen Joy Denekamp,
Qatar University, Qatar

Recently, I enjoyed reading the *ILAC Selections* of the Independent Learning Association's 5th Conference, held in 2012. Besides containing a rich selection (56) of the conference presentations, as extended summaries, it gives a special taste of the Conference by including extra tit-bits on its unique social activities, networking opportunities and the New Zealand setting. The main theme of the conference was **Autonomy in a Networked World**, encompassing the place of autonomy in the very socially and technically connected world we now live in, yet the subthemes encompassed the self, identity and the personal, according to the dual character of autonomy (Benson & Cooker, 2013).

A large number of the selections report on the use of technology, as would be expected, with two other significant emphases being collaboration and self-access centres. Yet, many other unique topics feature. Most research was conducted with university students, though, occasionally with primary, secondary, or other students. There is both quantitative and qualitative research, with the latter being given significant prominence. The majority of the contributions came from researchers in Japan, followed by NZ and Hong Kong, with other countries such as Taiwan, Bahrain, Mexico, Indonesia and Finland also involved. The selections are arranged under three different threads, each initiated by one of the keynote speakers' contributions. In this review, the three threads remain, but I have organized them here into their sub-threads to aid cohesiveness. All the selections are a worthwhile addition to research, but due to the obvious limitations of a review, not all are covered here.

1st thread: Autonomy and the learning environment

The first thread starts with Paul Nation's keynote, **Is it worth teaching vocab?** As a vocabulary specialist, he surprisingly states that teaching vocabulary should occupy little time in the classroom, instead advocating including vocabulary amongst the four skills, through careful planning, organizing, training, testing and a little bit of specific teaching for efficiency. On the same topic, in Japan, Koyama, Tanaka, Miyazaki and Fujieda found that using a special technical corpus to translate Japanese science

research papers into English did not prove any more efficient than using a dictionary, with lack of time and the need for mastering the use of a corpus being constraints.

Using technology

Dickson and Broze, from Australia, required beginner students to make individual videos using webcams to improve their speaking skills. Feedback was given before students redid their videos. Wei, in Taiwan, found that students needed specific expectations and deadlines on forums in order to respond responsibly and interactively to weekly listening sessions online. In Japan, Suzuki installed five tools on an e-platform to aid students in their academic writing for preparing graduation papers. Students' comments showed appreciation for this means of support, with progress change yet to be confirmed. Ou reports about a Chinese mainland student learning Japanese autonomously through internet activities, over a period of four years. Watching of Japanese animation shows was gradually conducted in a more strategic way. In the last year, he also used Japanese songs, comics and novels from the internet to develop his proficiency.

Using SACs

Malcolm, in Bahrain, reported on three ways students are encouraged to use a SAC to develop their English: working individually on their problems, contributing items to the self-access resource bank and tackling a project that covers a specific problem they have. Documentation and marks were needed for all three to motivate students to take the time needed and be responsible. In Hong Kong, Law tried integrating self-access time with an English course, with the result that setting and attaining English language goals led to positive student outcomes, while self-management, planning skills and the use of self-access in the future were low attainments. Other teachers tried integrating a course with a self-access centre. Merawati, in Indonesia, reported students' autonomy and language skills improved through time set aside in the classroom and SAC, where students could be introduced to and practise strategies to help with their language weaknesses. In Australia, Sakaguchi found that very specific online self-access materials, rather than generic material, proved more helpful in preparing students with a lower socio-economic level for their tertiary discipline-specific courses.

Credit-based, self-directed university courses

In Japan, Takahashi reports on a course which learning advisors taught in a classroom, giving individual help. Students' metacognitive skills were fostered as they applied these skills in a double cycle. Lau, in Hong Kong, describes an independent learning course where engineering students, after feedback from their initial presentations, accessed learning resources to improve their performance for their next presentations. A word association technique was used to gather students' before and after perspectives of independent learning: deemed "solitary" and "difficult" (before), compared to, "reflection", "important", "helpful", "lifelong", "motivation" and "worthwhile" (after).

Incorporating autonomous elements in the classroom

In New Zealand, Feryok observed a teacher who created a whole-class ZPD. Routines for learning content, management and procedures were supplied and supported by the teacher until students could exercise autonomy, making their own choices and being responsible. In Japan, Yasuda specifically made time for implementing study strategies with students in an economics course, with the result that most of these students perceived such strategies as useful for their future studies abroad.

Distance education

Craig and Riquelme, in New Zealand, checked the appropriateness of online orientation modules for new mature distance students, finding they were appreciated by students. In North America, Andrade used a model of self-regulated distance language learning, with elements of structure through resources and dialogue, via various means, to increase students' autonomy and language proficiency.

Collaboration

Nakai showed that foreign students in Japan learning Japanese appreciated collaborative teaching when students were grouped according to complementary strengths and encouraged to teach each other. Wakisaki presented a case study of a tandem English learner in Japan, where his sessions enabled him to overcome his reluctance and awkwardness to speak English. Ashurova and Ssali reported on the results of four years' experimentation with a supportive,

interactive speaking space, created in a largely material-based SAC. Through these interactions, students became users, rather than just learners, of the English language.

2nd Thread: Autonomy and agency

The second thread begins with Xuesong Gao's keynote, entitled **Internal conversation, agency and learner autonomy**. The importance of a learner's reflexive and reflective internal conversation is considered, where discernment regarding self, awareness of constraints, and deliberation of priorities involving agency occur. Gao suggests that a teacher might need to get involved in the learner's internal dialogue at this level to help them prioritise autonomous behavior in developing their agency.

Scaffolding or strategy training

In a Japanese context, O'Loughlin integrated learner autonomy strategies into the extensive reading part of the reading curriculum with guidance in the first semester followed by fuller learner responsibility in the second semester. Also in Japan, Onoda reports on a quantitative analysis to aid students' oral proficiency. Promoting self-efficacy and self-regulation strategies increased students' willingness to communicate, thus aiding their oral proficiency. Andrews, in NZ, taught listening strategies in class and then asked students to apply them in real life, recording reflections on these in portfolios. Notable increases occurred in metacognition, confidence and agency, as related to listening.

Developing agency

Puranen and Serita, from Finland, recounted how students taking Spanish and Japanese business communication courses organized, implemented and reported on project-based learning in compatible businesses overseas. McGrath describes a large-scale study in Singapore where primary teachers gave students opportunities to produce materials for the class. Students did this autonomous work with engagement, dedication and motivation. In Hong Kong, Chung and Rakesh reported on the empowering of primary school students' independent learning through service learning in the community. This appeared in expression of opinion, decision-making, social communication and responsibility development.

Life and cultural experience

Brewster and Irie, from Japan, shared the importance of capitalizing on life experience for one student's four-year development in motivation and autonomy, through imagining his L2 ideal self as a language learner. Ratnam, in India, revealed secondary school students' agency being enhanced in various ways, in an after-school programme. This change occurred through drawing on students' prior life experience competence, making them active participants. In NZ, Mizutani and Koda-Dallow investigated the influence of ethnicity on language learning strategies used by Japanese language learners of Asian- versus English-speaking background. Though quantitative data showed no difference, qualitative data revealed a difference in use of social and affective strategies. This only serves to emphasise the importance of promoting the use of both quantitative and qualitative data.

Learner beliefs

Zhong, in NZ, working with 5 Chinese ESL students, found their beliefs in SLA influenced their autonomous behavior. These beliefs included the significance they placed on exams, accuracy, their own effort, and the teacher's transmission and monitoring role. However, Ranalli, in North America, tackled students' depth of knowledge of L2 vocabulary (not just what a word means but when to use it), requiring students to exercise their metacognition. Students' confidence to do this did not match their actual ability, showing that they needed more help before self-monitoring at this level.

3rd Thread: Framing autonomy in today's world

The third thread also encompasses autonomy and identity and autonomy and assessment. It is initiated by Sue Starfield's keynote, with the title, **Becoming a doctoral scholar: Independence, identity, community**, highlighting the journey, identity changes, and the roles of the supervisor and community in the candidates' ultimate success, even more so for L2 students.

Women's identity

Stewart related the constraints (social class, non-native English teacher status) and affordances (conferences and her social network of Filipino friends) influencing a Filipino woman's path to being an English teacher in Japan. Aoki presented

a position paper based on her symposium concerning women living in an L2 environment where she argued that L2 autonomy was only relevant when it contributed to personal autonomy, that is, created opportunities to develop their agency in the L2 host environment.

Autonomy and assessment

Murase used an instrument that measured multidimensional autonomy to identify the influence of cultural factors in over 1500 Japanese university students. Analysis indicated students felt they lacked initiative and opportunities to be autonomous in their EFL environment compared to students in Western countries.

Overall, the *ILAC selections* is a rewarding resource, providing the reader with a wide range of engaging, useful research. One flaw is perhaps that it could be more accessible in my opinion, as its many subject sub-divisions and sub-threads need to be given greater clarity and prominence.

Notes on the editors

Moira Hobbs has a BA and MA (Hon) in English, and a Grad Cert in Language Teaching. She is a lecturer in Language Studies at Unitec Institute of Technology, New Zealand. She is an experienced ESOL teacher who through her interest in self-access management became a learner adviser and lecturer in general academic learning development. She and Kerstin Dofs have researched and published collaboratively and have been organising conferences on autonomy since 2009.

Kerstin Dofs has a BA in Education, a CELTA and an MA in Language Learning and Technology (University of Hull). She has worked at Ara Institute of Canterbury (former CPIT) for more than a decade as a lecturer in the School of English, as a senior academic staff member, and as manager of the Language Self-access Centre in the Dept. of Humanities. She is currently flexible learning coordinator and LSAC coordinator at Ara and is studying towards a PhD.

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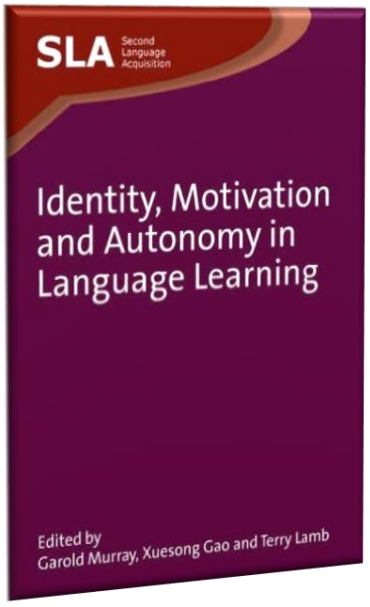

Identity, Motivation and Autonomy in Language Learning

Edited by Garold Murray, Xuesong Gao and Terry Lamb

Bristol, UK: Multilingual Matters, 2011
ISBN: 9781847693730 (hbk)
ISBN: 9781847693723 (pbk)

Reviewed by Colin Mackenzie, English teacher
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This volume, in the Multilingual Matters Second Language Acquisition series, Identity, Motivation and Autonomy in Language Learning, examines the interplay between the three title concepts and aims to give a better understanding of the roles they play in language learning. As Xuesong Gao and Terry Lamb state in their introductory Chapter 1, they hope to "lend some coherence to an increasingly fractious research agenda" caused by "a proliferation of concepts" (van Lier 2010).

The volume is divided into three parts. The chapters in Section 1 each look at particular theoretical perspectives and how they can be used to explore the relations between motivation, identity and autonomy. Ema Ushioda, in Chapter 2, argues that much motivational research has concentrated on abstract models, depersonalising the learner, while autonomy theory has been concerned with the whole learner and insights from the latter could "usefully inform our analysis of motivation". Ushioda sees "engaging, constructing and negotiating identity" as being "central to this analysis". Xuesong Gao and Lawrence Jun Zhang (Chapter 3) conclude that agency, a primarily sociological process, and metacognition, which is more cognitive, should be addressed collectively when considering autonomous learning. Liliane Assis Sade (Chapter 4) looks at how, with human relations being increasingly fluid, we need a new way to conceptualise them and suggests "complexity theory", under which she includes chaos theory and the theory of complex adaptive systems. Using this framework, understanding of identity and motivation requires looking at them as non-linear systems. In the final chapter of Section 1, Vera Lúcia Menezes de Oliveira e Pavia (Chapter 5) also examines complexity theory, and, in particular, complex adaptive systems and how learning a language involves constructing an identity. She argues that motivation is a dynamic force that varies over the acquisition period and is a necessary condition for autonomy.

Section 2 consists of four studies in independent learning settings. Garold Murray (Chapter 6) examines how imagination and vision played a significant part in a programme combining class-room instruction and self-access learning. In Chapter 7, E. Desirée Castillo Zaragoza argues that identity and motivation play a part in plurilingual self-access centres, and that they vary with each language a learner may be studying. Linda Murphy (Chapter 8) looks at a distance learning course and finds that there are various factors positively and negatively affecting motivation; the ideal L2 self is important but competes with other learner identities. The final chapter in Section 2 looks at teacher rather than learner motivation. Hayo Reinders and Noemí

Lázaro (Chapter 9) conclude that teachers' beliefs, identity and motivation impact greatly on the implementation of autonomy and that, as teachers, we sometimes think we "know better", forcing our ideas on our learners.

Section 3 contains 6 chapters, primarily giving results of research into autonomous language learning in particular cultural contexts. Alice Chik and Stephan Breidbach (Chapter 10) look at data from a distance exchange project between students in Hong Kong and Germany whose use of language learning histories raised each other's awareness of the "highly individual nature of language learning" and the "variety of influencing factors that can foster autonomy and influence language learning identities". Stephen Ryan and Sarah Mercer (Chapter 11) discuss how learners' mindsets, particularly with regard to their ideas of natural talent versus possibility of growth and of 'abroad', can greatly influence their approach to learning and their sense of agency, motivation and identity. In Chapter 12, Martin Lamb uses data on four Indonesian teenagers collected over a six- year period to examine how images of their 'future selves' influenced their L2 identity, their motivation and their autonomy, while Diane Malcolm (Chapter 13) presents the interesting idea that failure, in this case by Arabic speaking medical students, can serve as an impetus for renewed autonomy and motivation to achieving their desired future identity. Thus, Malcolm believes it is important to take a long-term perspective on failure. Neil Cowie and Keiko Sakui (Chapter 14) give voice to teachers' views on learner motivation and how it affects what learners do in and out of the classroom, maintaining that this is a good way to develop our knowledge of motivation in the language class. In Chapter 15, Jing Huang examines the interrelatedness between agency, autonomy and motivation over the four years of a university language teacher education course in China, looking in detail at the role of agency and identity in the long-term development of autonomy.

The concluding chapter in Section 3 and the volume overall is by Garold Murray (Chapter 16), who brings together the various threads in the volume and concludes that it is important to continue to use a "variety of theoretical and methodological perspectives" in order to continue to push against current boundaries and extend our knowledge of the interplay between identity, motivation and autonomy.

The great strength, and perhaps the inherent weakness, of this publication, is the variety of situations and approaches it touches on. Its strength is that it gives a very good picture of the range of approaches to the study of the three title concepts. Everyone interested in these areas of study can find something of relevance to them and yet will, without doubt, also pick up inspiration and a cross-fertilisation of ideas from those chapters that are less personally relevant. While each chapter generally gives a particular definition as to what concept of identity they are looking at, there does seem to be a consensus on the interrelatedness of the three concepts and on the fact that they are all products and promoters of each other. There does emerge overall, at least in my reading, a feeling that autonomy is influenced by identity to a greater extent than the inverse.

Another interesting aspect of looking at a relatively disparate range of interpretations and environments is that taken together we can get an idea about which theories and approaches are emerging. One of the aspects of identity that is referred to and used in many of the chapters is the motivational self-system, taken from psychological theories of the self, which Zoltán Dörnyei has applied to language learning, and its three components: the ideal (L2) self, the ought-to (L2) self and the (L2) learning experience, i.e. the environment, which are particularly well outlined in Linda Murphy's chapter 'Why am I doing this?'. It would seem that this is an idea of its time that gives real insight into the study of motivation and autonomy.

Overall, the collection is an interesting read that will stimulate anyone interested in these areas. Whether or not it "lend[s] coherence to" the above-mentioned "fractious research agenda", it certainly advances that agenda and gives a very pertinent snapshot of present thinking on the intersections of identity, motivation and autonomy in language teaching.

Notes on the editors

Garold Murray is associate professor in the Center for Liberal Arts at Okayama University, Japan. His research interests focus on learner autonomy, social learning spaces, imagination, and semiotics of place. He is editor of the book *The Social Dimensions of Learner Autonomy* (2014), and co-editor of *Social Spaces for Language Learning: Stories from the L-café* (2016) and *Space, Place and Autonomy in Language Learning* (in preparation).

Xuesong (Andy) Gao is associate professor in the Faculty of Education at the University of Hong Kong. His research interests are wide-ranging and include strategic learning and interdisciplinary approaches to language teaching and learning, as well as identity and agency. His publications include *Strategic Language Learning: The Roles of Agency and Context* (2010) and the co-authored volume *Theorizing and Analyzing Agency in Second Language Learning: Interdisciplinary Approaches* (2014).

Terry Lamb is Professor of Languages and Interdisciplinary Pedagogy and Head of the Westminster Centre for Teaching Innovation at the University of Westminster, London. He has published extensively in the areas of learner and teacher autonomy and multilingualism, and is founder editor of the academic journal *Innovation in Language Learning and Teaching*. He has taught, carried out research projects and consultancies and presented keynote papers in many countries. He holds the title Chevalier dans l'Ordre des Palmes Académiques and is a Fellow of the Royal Society of Arts. Terry is also Secretary General (and Past President) of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes), an NGO of both UNESCO and the Council of Europe.

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The Learner Autonomy SIG

The IATEFL Learner Autonomy SIG was for many years called the Learner Independence SIG. The Learner Independence SIG was formed in 1986 by a small group of devotees, with Vic Richardson as its coordinator. The Learner Autonomy SIG is one of 15 IATEFL Special Interest Groups. It is for teachers and teacher educators who are interested in autonomy in language learning and all that it implies. The Learner Autonomy SIG aims to:

- raise awareness among language teachers and researchers of issues related to autonomy in language learning
- explore and investigate practices and strategies for the implementation and development of autonomy
- provide a forum for discussion of these ideas through publications and events
- offer opportunities to network globally and cross-culturally
- organise study tours, courses, seminars, events and exhibitions world-wide.

Contributing to *Independence*

The newsletter comes out three times a year and includes practical and theoretical articles, materials reviews, net updates, details of events and self-access advice. Its defining style is one of exploratory talk.

We are looking for contributions, in a variety of formats and genres, long and short articles, interviews, readers' letters, learner (autonomy) stories, teacher-learner narratives, reflections, in short anything helping the readers of *Independence* to better understand developing autonomy in second language education.

Contributions in the form of learner/teacher (autonomy) stories, articles, interviews, reports, letters, poems, book reviews, conference reports and reflections, or short notices on forthcoming events are always welcome, as are responses to articles appearing in the newsletter. Learners' voices and reflections are also very much welcome.

Deadlines for upcoming issues

30th April
(for *July – August* issue)

15th August
(for the *October – November* issue)

Submitting contributions

Send all texts other than book reviews or reflections in Word by e-mail attachment to one of the editors:

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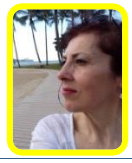
IATEFL LASIG PCE programme Glasgow (SEC) 3 April 2017

Affective Dimensions in Language Learner Autonomy: From Theory to Practice

8:00-9:45	**Collection of delegate badges**
10:00-10:45	 **Welcome and opening of the day** **Scott Thornbury (USA/Spain)** **Taking the bull by the horns: de-fossilizing my Spanish** Based on my experience trying to de-fossilize my Spanish, I'll look at the role of social and affective factors, and how these impacted on my autonomy as a learner/user.
10:45-11:00	**Introduction to poster presentations** **Leena Karlsson (Finland)** **Write the fear - Autonomy, autobiographical writing and language counselling as tools for fighting language classroom anxiety** **Sohee Kim (Korea)** **Developing autonomy using social networking in multimodal learning** **Hameda Sawaed (Libya)** **How to change things when change is hard - How to motivate Libyan college students to participate actively in their learning process** **David Dixon (U.K.)/Nazmin Khanom (U.K.)** **Some links found between motivation, confidence and academic language support in HE** **Celia Antoniou (U.K.)** **Enhancing the English L2 learners' autonomy online** **Pia Tabali (Chile/U.K.)** **The role of emotions in children's processes of reflection about English primary Education in Chile**
11:00	**Coffee break / Opportunity to look at the posters**
11:30-11:50	 **Annika Albrecht/Carmen Becker (Germany)** **Autonomy 2.1 – An agenda for the FL classroom** This paper highlights the potential of Web 2.0 as a springboard for the development of affectively engaging tasks and will suggest an agenda for the implementation of learner autonomy in the EFL classroom. 
11:50-12:10	 **Micol Besighi (Italy)** **We're all connected: Using social networks to foster emotional intelligence in university language learners** This paper explores the relationship between emotions, social media and foreign language learning at university. It shows how social networks can be used to build emotionally safe environments for autonomous learners.
12:10-12:30	**Carmen Denekamp (Qatar)** **Affective dimensions of LA: Online 1-1 advisory L2 writing sessions** An online self-access centre provided a niche to study affective factors within an autonomy framework. Dynamics and implications emerged of anxiety, stress, face-saving, motivation, confidence, thankfulness and enjoyment of learning and writing. 
12:30	**Lunch break**
13:30-14:20	 **Scott Thornbury (USA/Spain)** **Workshop** In this workshop we discuss ways that affective factors might be fostered in the classroom in order to motivate socially-situated autonomous learning.
14:20-14:40	**Giovanna Tassinari (Germany)** **Emotions and feelings in language advising for autonomy** Managing autonomous learning entails considerable emotional involvement on the part of learners. Reflecting on previous experiences, evaluating one's learning and planning further steps seem to be focal points: findings from an advising session 
14:40-15:00	 **Carol Joy Everhard (Greece)** **Challenges to beliefs and self-esteem** Evidence that learner participation in peer- and self-assessment processes may lead to more positive affect and may be conducive to greater autonomy in language learning, will be examined.
15:00	**Coffee break**

15:30 - 16:00	**Meeting the poster presenters**  **Write the fear - Autonomy, autobiographical writing and language counselling as tools for fighting language classroom anxiety** I use autobiographical writing with my students who have language anxiety and classroom fears. Writing autobiographical texts and sharing them with their language counsellor helps them fight their fears. **Developing autonomy using social networking in multimodal learning**  Multimodal learning provides various representations to offer different learning styles. In this session I present how language can develop media literacy skills using social networking in an autonomous learning environment.  **How to change things when change is hard - How to motivate Libyan college students to participate actively in their learning process** The presenter will describe how she has used Heath's model of change with Libyan EFL undergraduate students to motivate and encourage them to play a role in their learning process **Some links found between motivation, confidence and academic language support in HE**   LSBU is a highly diverse institution. Our poster presents research which analyses correlations between motivation and confidence regarding EAP in HE. A specific dimension of our research explores 'built-in/bolt-on' approaches.  **Enhancing the English L2 learners' autonomy online** The poster will focus on presenting several practical ways in which English L2 learner agency can be fostered in online learning spaces such as Moodle while interacting with online artifacts  **The role of emotions in children´s processes of reflection about English primary Education in Chile** This presentation discusses the role of emotions when learning English in the answers provided by children aged seven and eight when interviewed about how they learn English in Chile.
16:00-16:20	**Michelle Tamala (Australia)** **Creating learning communities built on affective strategies to foster learner autonomy - personal reflections**  This presentation reflects on the successful use of affective strategies to create learning communities in EAP classes and to promote the development of learner autonomy.
16:20-16:40	 **Gamze Sayram (Australia)** **Mindful learning: A step forward towards learner autonomy** In this interactive presentation, we will focus on how teaching mindful learning strategies can help learners calm their mind, observe in a non-judgemental way, increase focused attention and promote self-regulation.
16:40-17:00	**Useful ideas from the day's inputs / evaluation of the day**
17:00	**End of day**

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