TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MASTER OF ARTS (MA)
LALS 516 Special Topic: Learner Autonomy and Learner Strategies

TRIMESTER 3 2012
19 November 2012 to 24 February 2013

Trimester dates
LALS 516 teaching dates: 19 November 2012 to 17 February 2013
Mid-trimester/Christmas break: 22 December 2012 to 6 January 2013
Assignment 1 due: 21 December 2012
Assignment 2 due: 18 January 2013
Assignment 3 due: 12 February 2013

Withdrawal dates
Information on withdrawals and refunds may be found at
www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds

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Class times and locations: Tuesday 4 – 6 p.m., 24KP 201

Teaching/learning summary:
The course is delivered in two modes: on campus and by distance. On campus classes are run as lectures plus workshops. For distance students, the course is available at http://blackboard.vuw.ac.nz. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

The class meets on the following ten dates:
November 20, 27, December 4, 11, 18 [Break], January 8, 15, 22, 29, February 5.

For distance students, the course is available at http://blackboard.vuw.ac.nz. When you enrol you will automatically be given a computer user account, which will be on your *Confirmation of Study* form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be *camerorobe*. Your password will be your student ID number. You need to use this computer user account when you access journals from off-campus. For help, contact scs-help@vuw.ac.nz or phone (04) 463 5050. If you want to use other student computing services, you need to call the SCS Help Desk on (04) 463 5050. Staff will re-confirm your username and re-set your password after confirming your identity. Useful websites include http://www.vuw.ac.nz/its and http://www.vuw.ac.nz/scs. If you are an international student the following site could be useful for you http://www.victoria-international.ac.nz/.

Distance students are welcome to come to the class if they are in Wellington. Contact Peter Gu for details.

Communication of additional information
Additional information about this course and information about any changes will be posted on the course website in Blackboard and announced in on--campus classes.

Course Prescription:
This course introduces the principles and practices associated with learner autonomy and learner strategies in language learning. A key emphasis will be placed on how the theories and research covered can be translated into classroom practice.

Learning Objectives: By the end of the course, course members should be able to
1) understand the theories behind learner autonomy and learner strategies in language learning,
2) be familiar with major research findings on learner autonomy and learner strategies, and
3) be able to integrate theories and research into classroom teaching practice.

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Content: The following topics will be covered in the course. The set readings for each topic are indicated beside the topic. The full references can be found in the table of contents of the set readings.

Wk 1	19-25 Nov 2012	Learner autonomy: An overview	(Benson, 2007; Littlewood, 1996; Smith, 2008)
Wk 2	26 Nov-2 Dec 2012	Learner autonomy in self-directed learning	(Clemente, 2001; Hyland, 2004; White, 1995)
Wk 3	3-9 Dec 2012	Learner autonomy in the classroom	(Crabbe, 1993; Little, 1995)
Wk 4	10-16 Dec 2012	Learner autonomy and its promotion	(Cotterall, 2000; Hand, 2006)
Wk 5	17-21 Dec 2012	Social autonomy and critical perspectives	(Holliday, 2003; Pennycook, 1997; Schmenk, 2005)
Christmas Break 22 December 2012 to 6 January 2013			
Wk 6	7-13 Jan 2013	Learner strategies: An overview	(McDonough, 1999)
Wk 7	14-20 Jan 2013	Learner strategies for the four skills	(Vandergrift, 2003; Graham, Harris & Mason (2005)
Wk 8	21-27 Jan 2013	Learner strategies for grammar and vocabulary	(Gu, 2003; Oxford & Lee, 2007)
Wk 9	28 Jan-3 Feb 2013	Strategy-based instruction	(Chamot, 2005; Macaro & Erler, 2008)
Wk 10	4-10 Feb 2013	Learner autonomy and learner strategies	(Macaro, 2006; Oxford, 2003)

Expected workload

LALS 516 is a fifteen point one-trimester paper. The expected number of hours to cover this course is 150 over the trimester.

Readings
Set texts:

The set text, _LALS 516 Set Readings,_ is available from Vicbooks. All readings in this set will also be downloadable in pdf format on Blackboard. Other additional readings will be posted on Blackboard when needed.

Recommended Readings:

Five copies of each of the following three recommended books are available at Vicbooks.

Benson, P. (2011). _Teaching and researching: Autonomy in language learning_ (2nd ed.). Harlow, UK: Longman.

Cohen, A. D., & Macaro, E. (Eds.). (2007). _Language learner strategies: 30 years of research and practice_. Oxford, UK: Oxford University Press.

Oxford, R. (2011). _Teaching and researching language learning strategies_. Harlow, UK: Pearson Longman.

All textbooks and student notes for the third trimester will be available from vicbooks on Level 4 of the Student Union Building. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz.

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Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Assessment Requirements
The course will be assessed by three assignments.
Assignment 1   due Fri 21 December   20%   1000 words   Learning objectives 1 and 2
Assignment 2   due Fri 18 January   20%   1000 words   Learning objectives 1 and 2
Assignment 3   due Tue 12 February   60%   3000 words   Learning objectives 1, 2, and 3

All course members should submit your assignments through the Blackboard system. This means that on-campus students will now need to submit an electronic copy to BB so that their papers are analysed with Turnitin, and a hardcopy either in class or in the drop box. Please submit each assignment (including cover sheet) as a single document in MS WORD format. DO NOT SUBMIT YOUR ASSIGNMENT IN PDF FORMAT.

For the on-campus group, your assignments and feedback will be returned to you in class. Or you can collect them at the School Office. Feedback for the distance group will be done through Blackboard or through email.

N.B. Note that if no work is submitted for assessment before the last three weeks of teaching, there will be nothing on which to base an aegrotat consideration.

The assignment topics are described below.

Assignment 1 (1000 words) (due Friday 21 December) (20%)
Review relevant research on an aspect of learner autonomy (e.g., distance learning, self-access, classroom learner autonomy, developing learner autonomy, critical perspectives), and discuss whether and how learner autonomy should be promoted in your classrooms in a teaching context you are familiar with.

There should be two major parts in this assignment, a review and a discussion. Your review of theories and research should demonstrate your own understanding of the issues and should not be a mere list of factual introductions. Your discussion should show your awareness of the social and contextual relevance of learner autonomy. Where necessary, use examples to demonstrate your points.

Assignment 2 (1000 words) (due Friday 18 January) (20%)
Focus on one aspect of language learner strategies (e.g., strategies for reading, for grammar, strategy instruction, strategies for different types of learners). Review relevant research and discuss whether and how learner strategies can benefit your students in a teaching context you are familiar with.

There should be two major parts in this assignment, a review and a discussion. Your review of theories and research should demonstrate your own understanding of the issues and should not be a mere list of factual introductions. Your discussion should show your

awareness of person, task, or context relatedness of learner strategies. Where necessary, use examples to demonstrate your points.

Assignment 3 (3000 words) (due Tuesday 12 February) (60%)
There are two options for Assignment 3. You can either design a study that looks into one aspect of learner autonomy or learner strategies or design a lesson that shows your ability to integrate current research findings on learner autonomy or learner strategies into your own teaching practice. Note that for both options, choose either learner autonomy or learning strategies. You do not need to do both unless you deliberately try to integrate the two. You are encouraged to incorporate Assignments 1 or 2 into Assignment 3.

Option 1 should include all elements of an empirical study. In other words, you should contextualize your study and your own research questions by foregrounding them with relevant theories and research on learner autonomy or learner strategies. You should next present all your design details such as participants, materials, procedures, and analyses. You should discuss your findings and be aware of the classroom implications before arriving at your conclusions. If you do not have access to language learners, choose option 2 or discuss with me an alternative as early as possible.

Option 2 focuses on classroom integration of learner autonomy or learner strategies. You should be aware of the main research findings on a specific aspect of learner autonomy or learner strategies, and custom-design a one-hour lesson (or two 30-minute lessons) for a particular group of language learners. There should be a language aim and a learner autonomy or learning strategy aim in this lesson; and you should show how the two aims are integrated in your classroom by means of classroom activities. Justify your design principles and procedures, and discuss in what ways your lesson could possibly benefit your students.

Relationship between assessment and course objectives:
The assignments provide an opportunity to demonstrate your understanding of issues involved in learner autonomy and learner strategies, to evaluate the applicability of the theories and research in your own contexts of teaching, and to design classroom-friendly research or classroom procedures that are well informed by your knowledge of learner autonomy and learning strategies.

Penalties
Assignments must be submitted by the due date. There is no penalty for late submission but permission must be sought and a good reason given. Try to keep within the word limits especially for the shorter assignments. No credit will be given for work beyond the word limits. *Assignments which are plagiarised will not receive a grade and cannot be resubmitted*.

Mandatory course requirements
In order to meet these requirements, course members must
- complete the 3 assignments, and
- attend all the ten classes or participate at least once in each of the ten web-based discussions.

Attendance

On-campus course members must attend all ten lectures. If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that week. Course members studying by distance must make a contribution to each one of the ten Discussion Boards.

Class Representative

The class representative for the MA programme is Rebecca White (whiterebe6@myvuw.ac.nz). Her contact details are available to VUWSA, the Course Coordinator and the class. As the class representative, Rebecca provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:
- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: http://www.victoria.ac.nz/home/study/plagiarism

Use of Turnitin

Student work provided for assessment in this course will be checked for academic integrity by the electronic search engine http://www.turnitin.com. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how

enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about/avcacademic.