



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MASTER OF ARTS

LALS 525 LEARNER AUTONOMY AND LEARNING STRATEGIES

15 POINTS

TRIMESTER 3 2013

Important dates

Trimester dates: 18 November 2013 – 23 February 2014

Teaching dates: 18 November 2013 – 9 February 2014

Mid-trimester/Xmas break: 23 December 2013 – 5 January 2014

Assignment 1 due: 20 December 2013

Assignment 2 due: 7 February 2014

Withdrawal dates

Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to

www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations Tuesday 4 – 6 p.m., 24KP 103

Names and contact details

Course Coordinator & Lecturer:

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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.

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.

Course 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	18-24 Nov 2013	Learner autonomy: An overview	(Benson, 2007; Littlewood, 1996; Smith, 2008)
Wk 2	25 Nov-1 Dec 2013	Learner autonomy in self-directed learning	(Clemente, 2001; Hyland, 2004; White, 1995)
Wk 3	2-8 Dec 2013	Learner autonomy in the classroom	(Crabbe, 1993; Little, 1995)
Wk 4	9-15 Dec 2013	Learner autonomy and its promotion	(Cotterall, 2000; Hand, 2006)
Wk 5	16-22 Dec 2013	Social autonomy and critical perspectives	(Holliday, 2003; Pennycook, 1997; Schmenk, 2005)
Mid-trimester/Xmas break 23 December 2013 – 5 January 2014			
Wk 6	6-12 Jan 2014	Learner strategies: An overview	(McDonough, 1999)
Wk 7	13-19 Jan 2014	Learner strategies for the four skills	(Vandergrift, 2003; Graham, Harris & Mason, 2005)
Wk 8	20-26 Jan 2014	Learner strategies for grammar and vocabulary	(Gu, 2003; Oxford & Lee, 2007)
Wk 9	27 Jan-2 Feb 2014	Strategy-based instruction	(Chamot, 2005; Macaro & Erler, 2008)
Wk 10	3-9 Feb 2014	Learner autonomy and learner strategies	(Macaro, 2006; Oxford, 2003)

Course learning objectives (CLOs)

Students who pass this course should be able to:

- 1) critically examine the theories behind learner autonomy and learner strategies in language learning
- 2) synthesise major research findings on learner autonomy and learner strategies and design their own studies
- 3) integrate theories and research into their own classroom teaching practice.

Teaching format

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 19, 26, December 3, 10, 17 [Break], January 7, 14, 21, 28, February 4.

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

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must

- 1) complete the 2 assignments, and
- 2) 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.

Workload

LALS 525 is a fifteen point one-trimester paper. The expected number of hours to cover this course is 150 over the trimester.

Assessment

The course will be assessed by two assignments:

Assignment 1	due Fri 20 December	50%	2500 words	Learning objectives 1, 2, and 3
Assignment 2	due Fri 7 February	50%	2500 words	Learning objectives 1, 2, and 3

The assignment topics are described below.

Assignment 1 (2500 words) (due Friday 20 December 2013, 23:59) (50%)

There are two options for Assignment 1. You can either design a study that looks into one aspect of learner autonomy or design a lesson that shows your ability to integrate current research findings on learner autonomy into your own teaching practice.

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. 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. You should be aware of the main research findings on a specific aspect of learner autonomy, 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 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.

Assignment 2 (2500 words) (due Friday 7 February 2014, 23:59) (50%)

There are two options for Assignment 2. You can either design a study that looks into one aspect of learner strategies or design a lesson that shows your ability to integrate current research findings on learner strategies into your own teaching practice.

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 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 strategies. You should be aware of the main research findings on a specific aspect of 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 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.

Marking criteria

A marking sheet listing detailed criteria under both content and presentation can be downloaded from Blackboard.

Submission and return of work

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.

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.*

Set texts

The set text, *LALS 525 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 Reading

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: www.vicbooks.co.nz

Class representative

The MA programme has a student representative whose name and contact details will be available to VUWSA, the Course Coordinator and the class. The representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Student feedback

LALS 525 is developed out of a popular special topic course LALS 516. One change this year based on previous student feedback is the reduction of assignment numbers from three to two. Both assignments now require synthesised and integrated understanding of the topics. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues:
www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes:
www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute:
www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz