



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MASTER OF ARTS

LALS 542 INTERACTION AND IDENTITY IN LANGUAGE LEARNING

15 POINTS

TRIMESTER 2 2015

Important dates

Trimester dates: 13 July to 15 November 2015

Teaching dates: 13 July to 16 October 2015

Mid-trimester break: 24 August to 6 September 2015

Last assessment item due: 26 October 2015

Study period: 19–23 October 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Wednesday 4:10-6:00 pm, Von Zedlitz 104

Names and contact details

Course coordinator

Dr Corinne Seals Office: Von Zedlitz Building, Room 405
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Course administrator

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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 explores what sociocultural theories of learning contribute to our understanding of the teaching and learning of language in educational contexts. It examines how spoken and written language are used in teaching and learning, and considers implications for classroom practice.

Course content

Week	Class Date	Topic	Core reading	Supplemental reading	Assessment due
1	22/7	Introduction to Course and Sociocultural Theories of Language Learning and Teaching	Jin & Cortazzi (2011)	Morgan & Clarke (2011)	
2	29/7	ZPD and Scaffolding	Lantolf & Poehner (2008) pp. 14-16, Wass & Goulding (2014)	Smit, van Erde, & Bakker (2013)	
3	5/8	Mediation and Activity Theory	Lantolf & Poehner (2008) pp. 7-13, Bakhurst (2009)	Nguyen (2014)	
4	12/8	Dynamic Assessment	Lantolf & Poehner (2008) pp. 16-17, Ch. 2	Davin (2013)	
5	19/8	Poststructuralist Identity Theories	Norton (2013) pp. 3-4, pp. 11-12, Ch. 3	Chen (2013)	1st Assignment Due
Mid-trimester Break					
6	9/9	Motivation and Investment	Norton (2013) pp. 5-7, Ch. 4	Wu, Lee, & Leung (2014)	
7	16/9	Imagined Communities and Imagined Identities	Norton (2013) pp. 8-10, Ch. 5	Schwieter (2013)	
8	23/9	Language Learning as a Social Practice (Revisiting SLA)	Norton (2013) Ch. 6	Nguyen (2012)	

9	30/9	Beyond CLT – Pedagogy of Possibility	Norton (2013) Ch. 7	Kumaravadivelu (2012)	
10	7/10	Summary and Conclusion	Norton (2013) Afterword	Taniguchi (2010)	
11	14/10	No Class – Work Week for Final Assignment			
26/10	Final Assignment Due				

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. understand the nature and scope of sociocultural theories of learning, particularly with reference to interaction and identity;
2. understand the contributions of sociocultural theories of learning to our knowledge of how spoken and written language are used in learning and teaching;
3. appreciate implications for classroom practice with respect to some first and/or second language contexts for the learning and teaching of language;
4. examine teaching/learning materials and practices critically in terms of their assumptions about how learning occurs.

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 regularly and thoughtfully in activities and discussions.

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 with this or other student computing services contact scs-help@vuw.ac.nz or phone (04) 463 5050. A useful website is www.victoria.ac.nz/its/student-services. If you are an international student the following site could be useful for you: www.victoria-international.ac.nz.

Workload

It is anticipated that you will need to devote approximately 15 hours per week to this course over all 10 weeks, for a total of 150 hours (including readings, class attendance or discussion board postings, outside readings, working on assignments, etc.). Please remember that this is considered a minimum time requirement. You may find that you require more, and you should budget time accordingly. The table below gives a general idea of how you should be spending your time for this course:

Weekly tasks	Suggested hours
Attendance at lectures	Two hours per week
Discussion board postings, and preparation for assignments and presentation	Three hours per week over the course of the trimester
Assigned class readings	Ten hours per week

Assessment

Your achievement of the course objectives will be assessed by means of a minimum of weekly article responses (in class or online), two assignments, and one article presentation:

Assessment items and workload per item		%	CLO(s)	Due date
1	Assignment 1: 1500-2000 words, due via Turnitin on Blackboard	40%	1,2,3	19/8/15
2	Assignment 2: 2000-2500 words, due via Turnitin on Blackboard	50%	1,2,3,4	26/10/15
3	Article presentation (10-15 minutes) due at the beginning of the assigned class	10%	1, 2	TBD in class

Details of the two assignments will be provided on Blackboard and in class. The required length applies to the 'body' of the assignment (excluding list of references and any appendices). Provide a word count of the assignment 'body' on each assignment. Include quotations and in-text references in the word count of the 'body'.

The criteria for marking are:

- coherence and clarity of the argumentation
- linkage with relevant research literature
- robust description of the literature presented
- thorough and original analysis through application of course techniques.

Article Presentation

During the first week of class, a sign-up sheet will be passed around, at which point you will choose a topic on which you will find a published academic article to give a brief in-class presentation (10 to 15 minutes in length). An online sign-up sheet will be posted to Blackboard for distance learning students. The topic that you choose will correspond to a particular class day, and your presentation will be given that day at the beginning of class. You may choose to give a media presentation (e.g. PowerPoint), use handouts, or present speech style. Distance learning students must either create a written handout or a media presentation and upload it to blackboard on the day you are assigned. The article chosen must not be one already assigned for class, and should be found from an appropriate disciplinary publication (e.g. Journal of Applied Linguistics; Journal of Language, Identity & Education; TESOL; Academic Exchange Quarterly; etc.). A list of sample sources will be discussed in class and posted to Blackboard.

Your presentation should include the name of the chosen article and its citation information. You should then summarise the article, focusing largely on how the study relates to identity and interaction. You should also include a brief evaluation of the study's methodology and findings, as well as any critical insights you have. You should also include a discussion question at the end of your presentation, which will be incorporated into the larger class discussion. Please feel free to relate the article to your own professional background, if relevant. All on-campus students and distance learning students must also upload their presentation to Blackboard on your assigned presentation day. All students should comment regularly on the uploaded presentations. The article presentation relates to the first and second learning objectives.

Submission and return of work

For the article presentations, each on-campus student must bring your presentation to give at the beginning of class on the day assigned. Distance learning students and on-campus students must also upload the presentations to Blackboard on your assigned day. Each student will receive written feedback during the week following delivery of your presentation.

For the two written assignments, on-campus students and distance learning students must submit an electronic copy via Turnitin on Blackboard. This must be submitted electronically by 11:59pm (New Zealand time) on the respective due dates (listed above), but you are also welcome to submit before that time. All submissions must be made in PDF or Word format (.doc or .docx). If you do not receive a confirmation email from Turnitin, please email me within 24 hours to receive confirmation of receipt. Every effort will be made to return feedback within two weeks of the assignment due date.

General guidelines

When submitting typed or word-processed assignments:

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- *Include a title page* which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section or title page)
- Follow APA citation guidelines.

Extensions and penalties

Extensions

No specific penalty will be imposed if you obtain permission to submit the assignment after the deadline. If you find that you need an extension, you **must** get explicit permission from the course coordinator before the due date. Extensions will only be granted when the assignment is not completed due to unforeseeable circumstances such as illness or family emergencies.

Penalties

For assignments handed in late without an extension, the maximum grade possible is B+, and no personal comment will be provided.

Be careful to keep within the word limits. Assignments that are slightly excessive or short in length (more than 10% over or under the limit) will be marked down one grade ie. from a B+ to a B, or from a B to a B-. Assignments that are far over or under the word limit (more than 25% over or under the limit) will be marked down one full grade ie. from B+ to C+, or A- to B-.

Plagiarism will result in automatic failure of the course. See also Academic Integrity and Plagiarism below, and page 17 of the MA Handbook.

Set texts

Norton, B. (2013). *Identity and Language Learning* (2nd Edition). Multilingual Matters. Available from [vicbooks](#).

Additionally, a set of required readings is available as downloadable files from the LALS 542 Blackboard site.

Postgraduate textbooks and student notes will be available from Vicbooks' store, Ground Floor, Easterfield Building, Kelburn Parade or online at www.vicbooks.co.nz

Recommended reading

Higgins, C. (Ed.). (2011). *Identity Formation in Globalizing Contexts: Language Learning in the New Millennium*. De Gruyter.

Menard-Warwick, J. (2014). *English Language Teachers on the Discursive Faultlines: Identities, Ideologies and Pedagogies*. Multilingual Matters.

Swain, M. et al. (2015). *Sociocultural Theory in Second Language Education: An Introduction through Narratives*. Multilingual Matters.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. There is one class representative for the MA programme. His or her contact details will be available on Blackboard.

Student feedback

This course has been changed to include a more up-to-date research and practice focus on identity. I am teaching this course for the first time and would welcome feedback during the course on all aspects of the course, including content, delivery, and assessment. Feedback will also be sought more formally towards the end of the course.

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/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz