

## MLC 105: Introduction to Self-Directed Language Learning

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Office Hours: WF 10:30-12:30 or by appointment.

Class Meetings: 3:00 pm - 4:15 pm T Weinstein Hall 209

**Course Goals:** Students in this course will learn about the relationship between language and culture as they develop the skills they need to become successful self-directed language learners.

**Course Organization:** Each class meeting will be organized around a discussion topic and a practice session in which they will acquire the knowledge and skills—including useful electronic skills—they need to fulfill their language learning goals.

### Course Topics :

- What does it mean to be an autonomous (self-directed) language learner ?
  - What knowledge and skills do you need to develop?
  - How will you become an autonomous learner?
- How are human languages structured?
  - What is distinctive about the language you are studying?
- How are human languages grouped into families?
  - To which family does your language belong? Will this help you learn?
- How is 'culture' defined? How are language and culture related?

- What resources will you use to learn?
  - Which strategies will you use to learn from these resources?
- What is the purpose of working with a language partner?
  - What are your responsibilities?
  - What are the language partner's responsibilities?

**Course Activities :**

- Create and implement a learning plan
- Practice learning from a variety of resources (print, audio, video, etc.)
- Reflect on your independent study
- Reflect on your work with your language partner
- Create a learning journal

**Course Grades:** Students will be evaluated based on a learning journal, which will include both the activities completed and reflections upon those activities.

10 Journal entries will be graded (out of 13. You can select the 10 that will be graded).

Requirement	Percentage
Journal Entries	50% (5 % each)
Participation	20%
Summary/reflection paper	30%

## TENTATIVE CLASS SCHEDULE

WEEK	ACTIVITIES
<p>Week 1 August 23</p>	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Read: <a href="#">Dimitrios Thanasoulas</a>: <i>What Is Learner Autonomy and How Can It Be Fostered?</i></li> <li>• Complete the Learning styles and Multiple Intelligences Survey</li> <li>• Post learning Journal # 1 : Reflect on your experiences as a language learner. What did you enjoy? What did you dislike? Think about the <a href="#">FIRE model</a>. What kind of learner are you? What kinds of language learning activities suit your learning style? How do you think you should expand your learning activities?</li> </ul>
<p>Week 2 August 30</p>	<ul style="list-style-type: none"> <li>• Technology workshop at the Global studio (Carole Weinstein International Center, second floor)</li> <li>• Work on Learning Plans</li> <li>• Read: “How the brain handles language”, “How to investigate language structure”, “ How we mean”, “How we analyze meaning”</li> <li>• Post learning Journal # 2 : Reflect on the readings. How does this knowledge help you shape your language learning process.</li> </ul>
<p>Week 3 September 6</p>	<ul style="list-style-type: none"> <li>• Discussion of journal entries</li> <li>• Working on Learning plans</li> <li>• Class activity: How do we learn new words?</li> <li>• <a href="#">Reading</a> from <a href="#">Figuring Foreigners Out</a></li> <li>• Complete your learning plan with examples of specific resources you plan to use and tasks you intend to</li> </ul>

	<p>complete.</p> <ul style="list-style-type: none"> <li>• Post your Learning Journal entry # 3: Reflect on Cultural dimensions of learning a language.</li> </ul>
<p>Week 4 September 13</p>	<ul style="list-style-type: none"> <li>• Class discussion of "Figuring foreigners out"</li> <li>• How to improve listening skills</li> <li>• Post Journal entry # 4: Do some research about the culture of your target language and write about the "linguistic aspects". Body language, how people talk about time, etc.</li> </ul> <hr/> <p><b>FIRST ASSESSMENT:</b></p> <p><b>1-learning plan (goals and methods)</b></p> <p><b>2- Four journal entries.</b></p>
<p>Week 5 September 20</p>	<ul style="list-style-type: none"> <li>• Class Discussion of target language.</li> <li>• How to learn new words.</li> <li>• Extensive, intensive, selective reading</li> <li>• Post Journal entry # 5. Try to do some "reading" in your target language. What have you learned?</li> <li>• How many new words have you learned? Do you have realistic goals?</li> </ul>
<p>Week 6 September 27</p>	<ul style="list-style-type: none"> <li>• What are artifacts?</li> <li>• What resources are available for creating artifacts?</li> <li>• Post Learning Journal Entry # 6: What artifacts will you use to document your learning? And why?</li> <li>• Do research on the history of your target language.</li> <li>• Be prepared to present to your classmates.</li> </ul>
<p>Week 7 October 4</p>	<ul style="list-style-type: none"> <li>• Language history presentations</li> <li>• Reading and writing in a foreign language</li> <li>• Post Learning Journal Entry # 7: Research the writing systems of your target language.</li> <li>• Reflect on how knowing a language's history can help you learn the language</li> </ul>

<p>Week 8</p> <p>October 11</p>	<p>Fall break. No class.</p> <p><b>SECOND ASSESSMENT: Journal Entry #8: Evaluating your progress as a reflective learner (your learning journal)</b></p>
<p>Week 9</p> <p>October 18</p>	<ul style="list-style-type: none"> <li>• What are frameworks for defining culture and assessing cultural competence?</li> <li>• Discuss Cross Cultural Project for MLC 110</li> <li>• Examine sample projects.</li> <li>• Post Learning Journal Entry # 9: Reflect on "cultural competence".</li> </ul>
<p>Week 10</p> <p>October 25</p>	<p>Watch Culture Shock video</p> <p>Post Learning Journal entry # 10: Reflect on 'Culture Shock' .</p>
<p>Week 11</p> <p>November 1</p>	<p>Communicative Competence (From <u>Principles of Language Learning and Teaching</u> by H.D. Brown).</p> <p>Post Learning Journal entry # 11: Response to reading</p>
<p>Week 12</p> <p>November 8</p>	<p>Sociocultural Factors (From <u>Principles of Language Learning and Teaching</u> by H.D. Brown).</p> <p>Post Learning Journal entry # 12: Response to reading</p>

Week 13 November 15	Cultural Presentations	Post Learning Journal entry # 13: Reflect on the cultural presentations
Week 14 November 22	Cultural Presentations	
Week 15 November 29	Cultural Presentations	
<b>ASSESSMENT: FINAL REFLECTION PAPER DUE December 8, 2011</b>		