

## SDLC 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 Carole Weinstein Intl Center 344

**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
- 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.

| Requirement                  | Percentage |
|------------------------------|------------|
| 2 two-page reflection papers | 20%        |
| 2 five-minute presentations  | 20%        |
| Journal Entries              | 20%        |
| Participation                | 20%        |
| Summary/reflection paper     | 20%        |

### TENTATIVE CLASS SCHEDULE

| WEEK                | IN-CLASS ACTIVITIES  | HOMEWORK  |
|---------------------|--|---|
| Week 1<br>August 28 | <p>Introduction to Course</p> <p>Read: "How Immersion Helps to Learn a Language" NYT</p> | <p>Read:</p> <p><a href="#">Dimitrios Thanasoulas</a>: <i>What Is Learner Autonomy and How Can It Be Fostered?</i></p> <p>Complete the Learning styles and Multiple Intelligences Survey</p> <p><b>Reflection Paper #1:</b> Due September 4</p> <p>Reflect on your experiences as a</p> |

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|                                |  | <p>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?</p>                           |
| <p>Week 2<br/>September 4</p>  | <p>Technology workshop at the Global studio (Carole Weinstein International Center, second floor)</p> <p>Work on Learning Plans</p> <p>Reading and writing in a foreign language</p> | <p>Read: “How the brain handles language”, “How to investigate language structure”, “ How we mean”, “How we analyze meaning”</p> <p>Post learning Journal # 1:</p> <p>Reflect on the readings. How does this knowledge help you shape your language learning process.</p>                                |
| <p>Week 3<br/>September 11</p> | <p>Discussion of journal entries</p> <p>Working on Learning plans</p> <p>Class activity: How do we learn new words?</p>  | <p>Complete your learning plan with examples of specific resources you plan to use and tasks you intend to complete.</p> <p><a href="#">Reading</a> from <a href="#">Figuring Foreigners Out</a></p> <p>Post your Learning Journal entry # 2: Reflect on Cultural dimensions of learning a language.</p> |
| <p>Week 4<br/>September 18</p> | <p>Class discussion of “Figuring foreigners out”</p> <p>How to improve listening skills</p>  | <p>Post Journal entry # 3: Do some research about the culture of your target language and write about the “linguistic aspects”. Body language, how people talk about time, etc.</p> <p>Prepare your first presentation: 5 minutes.</p>   |

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| <p>Week 5</p> <p>September 25</p> | <p>Presentations (1<sup>st</sup> presentations)</p> <p>How to learn new words.</p>   | <p>Post Journal entry # 4. Try to do some “reading” in your target language. What have you learned?</p> <p>How many new words have you learned? Do you have realistic goals?</p>   |
| <p>Week 6</p> <p>October 2</p>    | <p>What are artifacts?</p> <p>What resources are available for creating artifacts?</p>   | <p>Post Learning Journal Entry # 5: What artifacts will you use to document your learning? And why?</p>  |
| <p>Week 7</p> <p>October 9</p>    | <p><a href="#">Family Tree of Languages Has Roots in Anatolia, Biologists Say</a> By <a href="#">NICHOLAS WADE</a></p>   | <p>Post Learning Journal Entry # 6:</p> <p>Reflect on how knowing a language’s history can help you learn the language</p> <p>Do research on the history of your target language.</p> <p>Be prepared to present to your classmates</p> |
| <p>Week 8</p> <p>October 16</p>   | <p>FALL BREAK</p>  |  |
| <p>Week 9</p> <p>October 23</p>   | <p>Language history presentations (2<sup>nd</sup> presentation)</p> <p>Discussion: Communicative Competence (From <a href="#">Principles of Language Learning and Teaching</a> by H.D. Brown).</p> | <p>Post Learning Journal Entry #7:</p> <p>Reflect on “cultural competence”.</p>  |

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| Week 10<br>October<br>30  | Discussion: Sociocultural Factors<br>(From <u>Principles of Language Learning<br/>and Teaching</u> by H.D. Brown). | REFLECTION PAPER #2:<br>Culture and language                     |
| Week 11<br>November<br>6  | Watch Culture Shock video  | Post Learning Journal entry # 8:<br>Reflect on 'Culture Shock' . |
| Week 12<br>November<br>13   | "Tribe Revives Language on Verge of<br>Extinction" NYT   | Post Learning Journal entry # 9:<br>Response to reading          |
| Week 13<br>November<br>20   | <b>"Why Bilinguals Are Smarter" NYT</b>  | Post Learning Journal entry # 10:<br>Response to reading         |
| Week 14<br>November<br>27   | Cultural Presentations   |  |
| Week 15<br>December<br>4  | Cultural Presentations   |  |
| <b>ASSESSMENT: FINAL REFLECTION PAPER DUE Monday, December 17, 2012</b> |  |  |