Learner Autonomy (ELECT / 2 cr.)

Instructors:
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and Hisako Yamashita, hisakoyamashita@gmail.com

Course Dates

5/8 (Sat. 15:00-20:00)	5/15 (Sat. 15:00-20:00)
5/22 (Sat. 15:00-20:00)	5/29 (Sat. 15:00-20:00)

Note: Additional online work equivalent to **4 hours** will be provided through online discussion. In each session (1-4), video presentations/lectures and related tasks are scheduled from 15:00-16:00. The face-to-face (Zoom) component of these sessions will begin from 16:00PM.

Course Overview

This course introduces students to the field of language learner autonomy by exploring the key theoretical ideas, practical approaches and research agendas. It begins with the origins, definitions and theoretical underpinnings, and unpacks dimensions such as learning management, affective factors, social factors, resources and strategies. The course also has a very practical element and examines practical approaches to fostering autonomy both inside and outside the classroom. It examines resource-based approaches, learner development, curriculum-based approaches, ways to research autonomy, and the roles and development of teachers and learning advisors.

Course Objectives

At the end of the course, students should be able to:
- define learner autonomy
- provide a basic overview of some of the dimensions associated with learner autonomy (i.e., learning management, social factors, affective factors, learning strategies, reflection)
- discuss the roles of teachers in promoting learner autonomy
- explain what advising is and how it is different from teaching
- identify ways to research learner autonomy

Course Schedule

Session	Topic/Tasks/Theme/Readings

1	Class content
	  1. Theoretical underpinnings of learner autonomy
	  2. Practical applications (1): Learning management, learner training/development, learner autonomy in the curriculum
	
	Supplementary activities and reading (see Edmodo for links and details)
	  1. Read Benson (2011), Chapters 7 to 10 (pp. 123-162)
	  2. Participate in an online forum discussion
	Optional
	  3. Quiz
	  4. Recorded lecture by Professor David Little
	  5. Video interview with Phil Benson
	  6. Video recording of Dorte Asmusen's autonomous classroom

2	Class content
	  1. Researching aspects of learner autonomy: How do we know if our learners are becoming autonomous?
	  2. Supporting learner autonomy beyond the classroom: Self-access learning, mobile learning, interest-driven learning, community-based learning
	
	Supplementary activities (see Edmodo for links and details)
	  1. Recorded video: Researching autonomy: Examples and approaches
	  2. Read Curry et al. (2017). Evaluating a self-directed language learning course in a Japanese university. *International Journal of Self-Directed Learning, 14*(1), 37-57.
	  3. Participate in an online forum discussion

3	Class content
	  1. Affect, motivational and social aspects
	  2. Practical applications (2): Supporting affect and motivational factors
	
	Supplementary activities (see Edmodo for links and details)
	  1. Task: Try an activity with your students and write a reflection.
	  2. Read Oxford (2011) Chapter 3 (pp. 61-84)

	3. Read Benson (2011) pp. 83-91 3. Read Murray (2014) Chapter 1 (pp. 3-11) 4. Read Yamashita, H. (2015). Affect and the development of learner autonomy through advising. *Studies in Self-Access Learning Journal, 6*(1), 62-85.

4	Class content
	   1. Teacher roles and teacher autonomy
	   2. Practical applications (3):Teacher development through reflective dialogue
	
	Supplementary activities and reading (see Edmodo for links and details)
	   1. Read Benson Chapter 13 (pp. 185-196)
	   2. Read Smith & Erdogan (2008), pp. 83-89)
	   3. Read Kato (2012)
	   4. Task: Draw your picture of life
	   5. Task: Interview a colleague and write a reflection

Pre-course Reading / Assignments

- Read the introduction of the textbook (Benson, 2011) (pages 1-2)
- Read chapters 1 and 3 of Benson (2011)
- Watch "An introduction to Learner Autonomy"
  https://www.youtube.com/watch?v=JwyVRjxNfBs
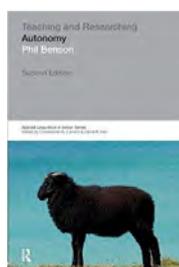
Required Textbook:
Teaching and Researching Autonomy in Language Learning, 2nd ed.
Authors: Benson, P.
Publisher: Pearson
Published: 2011
ISBN: 1408205017 / **ISBN-13:** 978-1408205013

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Assignments and Assessment

- Online forum participation (20%)
- Class participation (20%)
- Weekly assignments (30%)
- Course Final paper (30%)

Final Paper

1. Choose one concept within the field of autonomy that particularly interests you (e.g. identity, learning management, social factors, affective factors, learning strategies, reflection, attention, advising). You may refer to lecture notes or notes from other reading you have done.
2. Write a brief summary of some of the main points related to your chosen concept.
3. Relate the theory to your own professional development related to the field of learner autonomy: How might you apply some new ideas to your practice?

Due: June 14th, 2021
Maximum length: 1500 words

Grade Scale: **A+** 100-95; **A** 94-80; **B** 79-70; **C** 69-60; **D** 59-0

Instructor Bios

Satoko Kato is a Senior Education Coordinator/Lecturer, at the Research Institute for Learner Autonomy Education (RILAE), Kanda University of International Studies (KUIS), Japan. She has conducted over 3,800 advising sessions as a learning advisor and currently focusing on developing and implementing advisor education programs for advisors/teachers, domestically and internationally. She holds a Ph.D. in Education from Hiroshima University and an M.A. in TESOL from Teachers College, Columbia University, New York. She has co-authored two books, *Reflective Dialogue: Advising in Language Learning* (with Jo Mynard), and the *English Learning Planner* (with Hisako Yamashita).

Jo Mynard is a Professor, Director of the Self Access Learning Center (SALC), and Director of the Research Institute for Learner Autonomy Education (RILAE) at Kanda University of International Studies. She has an M.Phil. in Applied Linguistics from Trinity College, University of Dublin, Ireland and an Ed.D. in TEFL from the University of Exeter, UK. She has co-edited and co-authored several books on language learner autonomy, social learning spaces and advising and is one of the founding editors of *Studies in Self-Access Learning Journal* and the *Journal for the Psychology of Language Learning*. She is particularly interested in research related to advising, self-directed language learning, language learning beyond the classroom / self-access language learning, and the social and affective dimensions of language learning.

Hisako Yamashita is an Associate Professor at Kobe Shoin Women's University. Hisako is one of the founding members and a former president of JASAL (the Japan Association for Self-Access learning). Currently she serves as the Student Involvement Coordinator and has organized several SAC student conferences. She has conducted over 4,300 advising sessions with EFL learners. She holds an MA in Teaching Foreign Languages from the Monterey Institute of International Studies (now the Middlebury Institute of International Studies at Monterey). Her classroom activities, integrating language skills and learner autonomy, have been published in *New Ways in Teaching Speaking* 2nd edition (TESOL, 2019) and in *New Ways in Teaching Adults*, revised (TESOL, 2015). She also published『英語学習手帳』(KUIS Press, 2013-2015), co-authored with Satoko Kato.