

SUBJECT:	AUTOAPRENTATGE DE L'ANGLÈS
Code:	28448
Credits:	6
Semester:	1
Groups:	1
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BRIEF DESCRIPTION OF SUBJECT

The aim of this course is to introduce students into the area of autonomous learning, which is becoming increasingly prominent in ELT. We will start by analyzing different conceptions of *learner autonomy* along with its justifications for implementation. We will then see different contexts where autonomous learning has been fostered, including the classroom, distance learning programs as well as self-access centers. After providing this general introduction, the course will focus on those areas that are essential to learner training, a learning support system aimed at helping students become more autonomous learners: cognitive and metacognitive strategies, metacognitive knowledge, attitudes and motivation, as well as other aspects involved in the learners' and the teacher-counselor's psychological and methodological preparation. As part of the program, we will also examine how technological applications can be used in autonomous learning systems.

OBJECTIVES

At the end of the course, the student should be able to enhance learners' autonomy in the classroom, self-access centers as well as in distance learning programs; should be familiar with counselling procedures and with developing materials for self-access learning; should be able to undertake an analysis of learners' needs, draw a learning plan and apply specific learning strategies to identified learners' weaknesses. Finally, he should be familiar with the use of technological applications for language learning.

SYLLABUS

The course will cover the following topics: a historical overview to autonomous learning; definition of terms; characteristics of the autonomous learner; practical applications of self-directed learning including classroom-, curriculum-based and resource-based approaches; learner training, including metacognitive and strategic training, and counselling.

ASSESSMENT

Final project	60%
Class-activities and participation	10%
Home assignments	20%
Integrated tutorials	10%

TUTORIALS

Students will be required to read and discuss a number of assigned readings related to the area of autonomous learning.

BIBLIOGRAPHY / MATERIALS

Course materials: Reading and activity packs

Recommended references:

- Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. Longman-Pearson Education.
- Benson, P. & Voller, P. (1997). *Autonomy & Independence in Language Learning*. Longman, London.
- Broady, E. & Kenning, M.M. (1996) (eds.) *Promoting Learner Autonomy in University Language Teaching*. London: Association for French Language Studies / CILT.
- Cohen, A. D. (1998). *Strategies in learning and using a second language*. Harlow, Essex: Longman.
- Cohen, A. D. 1990. *Language learning: Insights for learners, teachers and researchers*. New York: Newbury House Publishers.
- Dam, L. 1995. *Learner Autonomy 3: from Theory to Classroom Practice*. Dublin: Authentik.
- Dam, L. (ed). (2001). *Learner autonomy: new insights*. AILA Review 15.
- Dickinson, L. (1987). *Self-instruction in Language Learning*. Cambridge: Cambridge University Press.
- Ellis, G. & Sinclair, B. 1989. *Learning to learn English: a course in learner training*. Cambridge University Press.
- Esch, E. (Ed.) (1994). *Self-access and the Adult Language Learning*. CILT, London.
- Gardner, D. and Miller, L. (eds.). (1994). *Directions in Self-Access Language Learning*, Hong Kong University Press, pp. 133-144
- Gardner, D. and Miller, L. (1999). *Establishing self-access. From theory to practice*. CUP.
- Holec, H. 1981. *Autonomy in Foreign Language Learning*. Oxford: Pergamon.,
- Holec, H. ed. 1988. *Autonomy and Self-directed Learning: Present Fields of Application*. Strasbourg: Council of Europe.
- McDonough, S. H. (1995). *Strategy and skill in learning a foreign language*. London: Edward Arnold.

- Mozzon-Mcpherson, M. & Vismans, R. (eds.). (2001). *Beyond language teaching towards language advising*. London: CILT.
- Naiman, N., Fröhlich, M., Stern, H.H., & Todesco, A. 1978. The Good Language Learner. *Research in Education Series, No. 7*, Ontario Institute for Studies in Education.
- O'Malley, J. M. & Chamot, A.U. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge University Press.
- Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, Mass.: Newbury House.
- Pemberton, R. et al. (1996). *Taking control: Autonomy in Language Learning*. Hong Kong University Press.
- Rubin, J. & Thompson, I. 1982. *How to be a more Successful Language Learner*. Boston: Heinle & Heinle.
- Sturtridge, G. (1992). *Self-Access. Preparation and Training*. The British Council.
- Victori, M. (2000). *Autonomy in Second Language Learning. Links and Letters, 7*. Servei de Publicacions, UAB.
- Wenden, A. 1991. *Learner Strategies for Learner Autonomy*. London: Prentice Hall International.
- Wenden, A., & Rubin, J. Eds., 1987. *Learner strategies in language learning*. Language Teaching Methodologies Series. Cambridge: Prentice Hall International.

OTHER COMMENTS

Students planning to take this course should have passed Angles Instrumental II and should have either done English Teaching Methodology I or English Teaching Methodology II.