

‘ELT for a Global World’



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Individual differences

A seminar course for TEFL students

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Introduction and course overview

Course objectives

- This course aims to look at individual variables from a language teacher's perspective. We will particularly focus on: language learning beliefs, language aptitude, learning styles and strategies, age, motivation, self regulation/autonomy, anxiety, willingness to communicate and one type of special needs, dyslexia.
- Students will be given a general overview of the topics with the help of lecture slides, which will be complemented by student (poster) presentations of short empirical research articles.
- In order for students to gain deeper insight into the topic of individual differences and experience in carrying out empirical research, course requirements include conducting a case study of a language learner.

Requirements

- Attendance
- Active participation in discussions about the topics
- Preparing a (poster) presentation based on a short empirical article related to one of the topics and discussing it in class
- Taking a test based on the readings
- Conducting a case study and presenting it in class

Outline of the course

- Week 1 – Introduction
- Weeks 2-8 – Individual differences (language learner beliefs, language aptitude, learning styles and strategies, age, motivation, self-regulation, anxiety, willingness to communicate, special needs: dyslexia)
- Weeks 9-10 – Designing and conducting case studies
- Weeks 11-12 – Presentation of case studies
- Week 13 – Evaluation

Language learner beliefs

Articles to choose from for (poster) presentation:

- Albert, Á. (2004). Az örök próbálkozó esete: A nyelvtanulási sikertelenség vizsgálata. In H. E. Kontráné & J. Kormos (Eds.), *A nyelvtanuló: Sikerek, módszerek, stratégiák* (pp. 49-63). Budapest: Okker Kiadó.
- Cotterall, S., & Murray, G. (2008). Enhancing metacognitive knowledge: Structure, affordances and self. *System*, 37, 34-45.
- Goh, C. (1997). Metacognitive awareness and second language listeners. *ELT Journal*, 51, 361-369.
- McGrath, I. (2006). Teachers' and learners' images for coursebooks. *ELT Journal*, 60, 171-180.
- Tse, L. (2000). Student perceptions of foreign language study: A qualitative analysis of foreign language autobiographies. *The Modern Language Journal*, 84, 69-84.

Language aptitude

Articles to choose from for (poster) presentation:

- Granena, G. (2014). Language aptitude and long-term achievement in early childhood L2 Learners. *Applied Linguistics*, 35, 483-503.
- Hwu, F., & Sun, S. (2012). The aptitude-treatment interaction effects on the learning of grammar rules. *System*, 40, 505-521.
- Mercer, S. (2012). Dispelling the myth of the natural-born linguist. *ELT Journal*, 66, 22-29.
- Mercer, S. & Ryan, S. (2010). A mindset for EFL: Learners' beliefs about the role of natural talent. *ELT Journal*, 64, 436-444.

Learning styles

Articles to choose from for (poster) presentation:

- Lethaby, C., & Harries, P. (2016). Learning styles and teacher training: Are we perpetuating neuromyths? *ELT Journal*, 70, 16-27.
- Nunes, A. (2004). Portfolios in the EFL classroom: Disclosing an informed practice. *ELT Journal*, 58, 327-335.
- Uhrig, K. (2015). Learning styles and strategies for language use in the context of academic reading tasks. *System*, 50, 21-31.
- Williams, H. (2006). Maths in the grammar classroom. *ELT Journal*, 60, 23-33.

Learning strategies

Articles to choose from for (poster) presentation:

- Chen, Y. (2007). Learning to learn: The impact of strategy training. *ELT Journal*, 61, 20-29.
- Griffiths, C. (2015). What have we learnt from 'good language learners'? *ELT Journal*, 69, 425-433.
- Lam, W., & Wong, J. (2000). The effects of strategy training on developing discussion skills in an ESL classroom. *ELT Journal*, 54, 245-255.
- Pani, S. (2004). Reading strategy instruction through mental modelling. *ELT Journal*, 58, 355-362.
- Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT Journal*, 61, 100-106.
- Renandya, W. A., & Farrell, T. S. (2010). 'Teacher, the tape is too fast!': Extensive listening in ELT. *ELT Journal*, 65, 52-59.

Age

Articles to choose from for (poster) presentation:

- Agulló, G. L. (2006). Overcoming age-related differences. *ELT Journal*, 60, 365-373.
- Ahlquist, S. (2013). 'Storyline': A task-based approach for the young learner classroom. *ELT Journal*, 67, 41-51.
- Butler, Y. G., Someya, Y., & Fukuhara, E. (2014). Online games for young learners' foreign language learning. *ELT Journal*, 68, 265-275.
- Butzkamm, W. (2011). Why make them crawl if they can walk? Teaching with mother tongue support. *RELC Journal*, 42, 379-391.
- Coyle, Y., & Garcia, R. G. (2014). Using songs to enhance L2 vocabulary acquisition in preschool children. *ELT Journal*, 68, 284-290.
- Linse, C. (2007). Predictable books in the children's EFL classroom. *ELT Journal*, 61, 46-54.

Motivation

Articles to choose from for (poster) presentation:

- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89, 19-36.
- Csizér, K., & Lukács, G. (2010). The comparative analysis of motivation, attitudes and selves: The case of English and German in Hungary. *System*, 38, 1-13.
- Jin, L., Liang, X., Jiang, C., Zhang, J., Yuan, Y., & Xie, Q. (2014). Studying the motivations of Chinese young EFL learners through metaphor analysis. *ELT Journal*, 68, 286-298.
- Mezei, G. & Csizér, K. (2005). Második nyelvi motivációs stratégiák használata az osztályteremben: Egy esettanulmány eredményeinek leírása. *Iskolakultúra*, XV(12), 30-42.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51, 144-156.

Self-regulation, autonomy

Articles to choose from for (poster) presentation:

- Bhattacharya, A. & Chauhan, K. (2010). Augmenting learner autonomy through blogging. *ELT Journal*, 64, 376-384.
- Cetin, Y., & Flamand, L. (2013). Posters, self-directed learning, and L2 vocabulary acquisition. *ELT Journal*, 67, 52-61.
- Cotterall, S. (2000). Promoting learner autonomy through the curriculum: Principles for designing language courses. *ELT Journal*, 54, 109-117
- Humphreys, G., & Wyatt, M. (2013). Helping Vietnamese university learners to become more autonomous. *ELT Journal*, 68, 52-63.
- Kemp, J. (2010). The Listening Log: Motivating autonomous learning. *ELT Journal*, 64, 385-395.
- Vickers, C. H., & Ene, E. (2006). Grammatical accuracy and learner autonomy in advanced writing. *ELT Journal*, 60, 109-116.

Anxiety

Articles to choose from for (poster) presentation:

- Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86, 562-570.
- Koçak, M. (2010). A novice teacher's action research on EFL learners' speaking anxiety. *Procedia-Social and Behavioral Sciences*, 3, 138-143.
- Kondo, D. S., & Ying-Ling, Y. (2004). Strategies for coping with language anxiety: The case of students of English in Japan. *ELT Journal*, 58, 258-265.
- Lee, E. J. E. (2016). Reducing international graduate students' language anxiety through oral pronunciation corrections. *System*, 56, 78-95.
- Piniel, K. (2004). Szorongó gimnazisták a nyelvtanórán. In H. E. Kontráné & J. Kormos (Eds.), *A nyelvtanuló: Sikerek, módszerek, stratégiák* (pp. 125-144). Budapest: Okker Kiadó.

Willingness to communicate

Articles to choose from for (poster) presentation:

- Bernales, C. (2016). Towards a comprehensive concept of Willingness to Communicate: Learners' predicted and self-reported participation in the foreign language classroom. *System*, 56, 1-12.
- Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System*, 39, 468-479.
- Lee, W., & Ng S. (2010). Reducing student reticence through teacher interaction strategy, *ELT Journal*, 64, 302-313.
- Siegel, A. (2014). What should we talk about? The authenticity of textbook topics. *ELT Journal*, 68, 363-375.
- Wisniewska, D. (2013). Interest and interest-enhancing strategies of adolescent EFL learners. *ELT Journal*, 67, 210-219.

Special needs: dyslexia

Articles to choose from for (poster) presentation:

- Downey, D. M., Snyder, L. E., & Hill, B. (2000). College students with dyslexia: Persistent linguistic deficits and foreign language learning. *Dyslexia*, 6(2), 101-111.
- Kormos, J., & Kontra, E. (2008). Hungarian teachers' perceptions of dyslexic language learners. In J. Kormos.& E. H. Kontra (Eds.) *Language learners with special needs: An international perspective* (pp 189-213). Bristol, UK: Multilingual Matters.
- Kormos, J., Sarkadi, Á., & Csizér, K. (2009). The language learning experiences of students with dyslexia: Lessons from an interview study. *Innovation in Language Learning and Teaching*, 3, 115-130.
- Millrood, R. (2002). Teaching heterogenous classes. *ELT Journal*, 56, 128-136.