Online Course Catalogue

EÖTVÖS LORÁND
UNIVERSITY | BUDAPEST

Course Title	Study Field	University
Individual Differences in Language Learning	**Education**	**Eötvös Loránd University**

CHARM priority field European values, culture and language;Transversal Skills;	Faculty or department Department of English Applied Linguistic	Number of credit points: 6 (for MA in English Applied Linguistics)
Course code BMA-ANGD17-CAn1	Study Level: MA/MSc	Name of instructor(s): Katalin Brózik-Piniel

Short description of the course

This course aims to enable students to conduct research on individual variables in language learning.

Full description of the course

We will particularly focus on language learners' emotions, learner autonomy, various aspects of positive psychology that may be relevant to language learning, and learner beliefs, including self-efficacy. Academic presentations of empirical research papers conducted within these areas will provide students with insight into the nature of individual differences. Besides the presentations, course requirements include conducting an empirical investigation on a chosen topic related to one of the topics discussed during the course. Finally, course participants will present their findings to the group and write up their results in form of a term paper.

Learning outcomes

By the end of the course, the learner will be able to formulate a research question at the MA level on a topic related to individual differences in language learning. They will be able to design, carry out and present such research by the end of the course.

Additional information

Course requirements
Pre-requisites: knowledge about academic writing, including argumentation and following citation guidelines; Course requirements: regular attendance, active participation, lesson-to lesson readings, in-class/ online test, home paper, presentations

Language of instruction **English**

Start date of course:
2024-02-15 00:00:00

End date of course:
2024-05-16 00:00:00

Contact hours per week for the student: **2x90 min.**

Time zone
CET (Spain, France, Germany, Netherlands, Hungary, Norway)

Mode of delivery:
hybrid (students of the CHARM partners join online, local students on campus)

Planned educational activities and teaching methods
seminar, group research project, group and pair work, individual presentations, joint term paper,

Learning Management System
MsTeams OneNote and Moodle4

Assessment methods
empirical research paper, mid-term test on the readings

Certification
Transcript of records

Number of places available for CHARM students
4-6

Contact mail address for further information about this course
brozik-piniel.katalin@btk.elte.hu

Course literature (compulsory or recommended):

Articles marked by + are to be presented by one person.
Articles not marked by + are to be read by all the participants.

Topic: Willingness to communicate
Yashima, T. (2012). Willingness to communicate: Momentary volition that results in L2 behaviour. In S. Mercer, S. Ryan, & M. Williams (Eds.), Psychology for language learning: Insights from research, theory and practice (pp. 119-135). Palgrave Macmillan.

+ Lee, J. S., & Drajati, N. A. (2019). Willingness to communicate in digital and non-digital EFL contexts: scale development and psychometric testing. Computer Assisted Language Learning, 33(7), 688–707. https://doi.org/10.1080/09588221.2019.1588330

+ MacIntyre, P. D., & Wang, L. (2021). Willingness to communicate in the L2 about meaningful photos: Application of the pyramid model of WTC. Language Teaching Research, 25(6), 878-898.

Topic: Positive psychology in SLA
MacIntyre, P. D., Gregersen, T., & Mercer, S. (2019). Setting an agenda for positive psychology in SLA: Theory, practice, and research. The Modern Language Journal, 103(1), 262-274.

+Piniel, K., & Ritecz, F. (2022). Flow experiences during speaking tasks in the Hungarian English as a foreign language high school classroom. In Gy. Tankó & A. Wind (Eds.), DEAL 2022: Challenges and opportunities in contemporary English applied linguistics (pp. 197-226). Eötvös Loránd University Faculty of Humanities.

+Mercer, S., Oberdorfer, P., & Saleem, M. (2016). Helping language teachers to thrive: Using positive psychology to promote teachers' professional well-being. In D. Gabryś-Barker & D. Gałajda (Eds.), Positive psychology perspectives on foreign language learning and teaching (pp. 213-229). Springer.

Topic: Emotions
Dewaele, J. & Li, C. (2020), Emotions in second language acquisition: A critical review and research agenda. Foreign Language World, 196(1), 34-49.

+ Dewaele, J., & MacIntyre, P. (2022). "You can't start a fire without a spark". Enjoyment, anxiety, and the emergence of flow in foreign language classrooms. Applied Linguistics Review. https://doi.org/10.1515/applirev-2021-0123

+Li, C. (2022). Foreign language learning boredom and enjoyment: The effects of learner variables and teacher variables. Language Teaching Research, https://doi.org/10.1177/13621688221090324

+Resnik, P., & Dewaele, J. M. (2020). Trait emotional intelligence, positive and negative emotions in first and foreign language classes: A mixed-methods approach. System, 94. https://doi.org/10.1016/j.system.2020.102324

+Teimouri, Y. (2018). Differential roles of shame and guilt in L2 learning:
How bad is bad? The Modern Language Journal, 102(4), 632–652.

Topic: Self-efficacy beliefs
Mills, N. (2014). Self-efficacy in second language acquisition. In S. Mercer, & M. Williams (Eds.), Multiple perspectives on the self in SLA (pp. 6-22). Multilingual Matters.

+ Sun, T., & Wang, C. (2020). College students' writing self-efficacy and writing self-regulated learning strategies in learning English as a foreign language. System, 90 https://doi.org/10.1016/j.system.2020.102221

+ Wang, Y., Shen, B., & Yu, X. (2021). A latent profile analysis of EFL learners' self-efficacy: Associations with academic emotions and language proficiency. System, 103. https://doi.org/10.1016/j.system.2021.102633

Topic: Self-regulation and autonomy
Benson, P. (2009). Making sense of autonomy. In R. Pemberton, S. Toogood, & A. Barfield (Eds.), Maintaining control: Autonomy and language learning (pp. 13-26). Hong Kong University Press.

Teng, L. S., & Zhang, L. J. (2022). Can self-regulation be transferred to second/foreign language learning and teaching? Current status, controversies, and future directions. Applied Linguistics, 43(3), 587-595. https://doi.org/10.1093/applin/amab032

+Borg, S., & Alshumaimeri, Y. (2019). Language learner autonomy in a tertiary context: Teachers' beliefs and practices. Language Teaching Research, 23(1), 9-38. https://doi.org/10.1177/1362168817725759

+Nguyen, S. & Habók, A. (2022). Non-English major students' perceptions of aspects of their autonomous language learning. Language Learning in Higher Education, 12(1), 231-253. https://doi.org/10.1515/cercles-2022-2044

Topic: Age

Singleton, D. (2012). Ultimate attainment and the CPH: Some thorny issues. In M. Watorek, S. Benazzo, & M. Hickmann (Eds.), Comparative perspectives on language acquisition (pp. 188-203). Multilingual Matters.

+Munoz, C. (2014). Contrasting effects of starting age and input on the oral performance of foreign language learners. System, 35(4), 463-482.