

INDIVIDUAL DIFFERENCES AND ENGLISH LANGUAGE TEACHING

1	Course Title:	INDIVIDUAL DIFFERENCES AND ENGLISH LANGUAGE TEACHING	
2	Course Code:	ING6112	
3	Type of Course:	Optional	
4	Level of Course:	Third Cycle	
5	Year of Study:	1	
6	Semester:	2	
7	ECTS Credits Allocated:	4.00	
8	Theoretical (hour/week):	2.00	
9	Practice (hour/week):	0.00	
10	Laboratory (hour/week):	0	
11	Prerequisites:		
12	Language:	Turkish	
13	Mode of Delivery:	Face to face	
14	Course Coordinator:	Dr. Öğr. Üyesi DERYA DÖNER YILMAZ	
15	Course Lecturers:		
16	Contact information of the Course Coordinator:	DR.Derya Döner Yılmaz dyilmaz@uludag.edu.tr 2942265	
17	Website:		
18	Objective of the Course:	This course aims to deal with the differences between individual language learners in ELT classrooms. in terms of particular content areas of Individual Differences (ID) research and surveys developments in foreign language aptitude, motivation, learner strategies, and learner styles. Moreover, learner autonomy, aptitude and their negative influence on learning will also be considered.	
19	Contribution of the Course to Professional Development:	This course will contribute to the field of ELT by examining the individual differences and developing ways for successful language learning and their impact on the learners' effective language learning.	
20	Learning Outcomes:		
		1	Students will be able to analyse the basic concepts of individual differences
		2	Students will be able to plan lessons by considering the individual differences.
		3	Students will be able to evaluate different learning styles and motivation and attitude.
		4	Students will be able to search about intelligence, aptitude and personality
		5	Students will be able to find ways of helping learners with different characteristics achieve success in language learning
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21	Course Content:		
		Course Content:	

Week	Theoretical	Practice
1	What is learning? Individual differences in learning	
2	The significance of individual differences in learning	
3	Age of acquisition and the critical period hypothesis	
4	Motivation and attitude factors	
5	Learning strategies, cognitive strategies and	
6	Learning styles	
7	Language Learning styles	
8	Learners' Aptitude and personality in their learning a language	
9	Research studies from different countries	
10	Language learning barriers: Anxiety	
11	Group Presentations	
12	Group Presentations	
13	Group Presentations	
14	Revision and Resolidation	

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	2.00	28.00
Practicals/Labs	0	0.00	0.00
Self study and preperation	4	10.00	40.00
Homeworks	4	10.00	40.00
Projects	0	0.00	0.00
Field Studies	0	0.00	0.00
Midterm exams	0	0.00	0.00
Others	0	0.00	0.00
Final Exams	1	10.00	10.00
Total Work Load			118.00
Total work load/ 30 hr			3.93
ECTS Credit of the Course			4.00

22	Textbooks, References and/or Other Materials:	<p> Eggen, P. D., Kauchak, D.P., (2000). Strategies for Teachers. Boston: Erden, M., Akman, Y., (1996). Eğitim Psikolojisi. Ankara: Arkadaş Y. Erden, M. Altun, S., (2006). Öğrenme Stilleri. İstanbul: Morpa Yayınevi. Dörnyei, Z. (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition, New Jersey: Lawrence Erlbaum Associates. Lightbown, P. M: & Spada, N. (1999). How Languages are Learned, Hong Kong: OUP. Macaro, E. (2001) . Learning Strategies in Foreign and Second Language Classrooms. GB: Continuum. Benson, P. (2001). Teaching and Researching Autonomy in Language Learning. Malaysia: Pearson Education. Reid, J.M. (ed.) (1995). Learning Styles in the ESL/EFL Classroom: Boston: Newbury House. Wenden, A. L. (1987). Conceptual Background and Utility. In Learner Strategies in Language Learning. A. Wenden & J. Rubin. UK: Prentice Hall. Christison, M. A. (1998). An Introduction to Multiple Intelligence Theory and Second Language Learning. In, Understanding Learning Styles in the Second Language Classroom, J. M. Reid (Ed.) USA: Prentice Hall Regents. Brown, H. D. (2002). Strategies for Success. NY: Longman. Cohen, A. (1998). Strategies in Learning and Using a Second Language. Malaysia: Longman Bialystok, E. (1999). Communication Strategies: A psychological Analysis of Second-Language Use. GB: Basil Blackwell Pressley, M. & Woloshyn, V. (Eds.) (1995). Cognitive Strategy Instruction. USA: Brookline Books. Oxford, R. (1988). Language Learning Strategies: What every teacher should know. Boston: Heinle & Heinle Nunan, D. (1999). Second Language Teaching and Learning. Boston: Heinle & Heinle Hedge, T. (2000). Teaching and Learning in the Language Classroom. China: OUP. Brown, H. D. (2002). English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment . Methodology in Language Teaching, in Richard, J. C. & Renandya. W. A. (Eds.). USA: CUP. Lindsay, C. & Knight, P. (2006). Learning and Teaching English: A course for teachers. China: OUP. Cook, V. (2001). Second Language Learning and Language Teaching. GB: Arnold Publishers. Ur, P. (1996). A Course in Language Teaching: Practice and theory. GB: CUP Reid, J. (1998). Teachers as Perceptual Learning Styles Researchers. In ,Understanding Learning Styles in the Second Language Classroom. J. M. Reid (Ed.) USA: Prentice Hall Regents. Ehrman, M. E. (1998). Field Independence, Field Dependence, and Field Sensitivity in Another Light. In ,Understanding Learning Styles in the Second Language Classroom. J. M. Reid (Ed.) USA: Prentice Hall Regents. </p>
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23	Assesment		
TERM LEARNING ACTIVITIES		NUMBER	WEIGHT
Midterm Exam		0	0.00
Quiz		0	0.00
Home work-project		4	40.00
Final Exam		1	60.00
Total		5	100.00

Contribution of Term (Year) Learning Activities to Success Grade	40.00
Contribution of Final Exam to Success Grade	60.00
Total	100.00
Measurement and Evaluation Techniques Used in the Course	In class group presentations and individual literature review work
24	ECTS / WORK LOAD TABLE

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	3	3	3	3	3	3	2	2	2	2	2	2	3	2	2	0
ÖK2	4	4	4	4	4	3	3	3	3	3	3	3	3	3	2	0
ÖK3	3	3	3	3	3	3	2	2	2	2	2	2	3	3	3	0
ÖK4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	4	0
ÖK5	4	4	5	5	5	5	5	5	5	5	4	4	4	4	4	0
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low		2 low			3 Medium			4 High			5 Very High				