

Handout 1 – course description

Dear students,

welcome to the pro-seminar "Focus on the Learner". In this course we will be dealing with so-called individual differences (IDs) in language learning and teaching. IDs refer to, amongst others, dynamic cognitive, affective, motivational, biological, and sociocultural characteristics that make language learners vary in how they engage with, process, and ultimately acquire a language, even under similar learning conditions. In this course, we will focus on the following IDs: *identity*, *beliefs*, *affect*, *motivation*, *agency*, and *dyslexia*. These IDs will be discussed and explored in terms of their potential for differentiation in EFL teaching and learning.

HOW TO CONTACT YOUR INSTRUCTOR

office hours: on appointment (send e-mail in advance), either in R 345 or via Zoom
phone: 0732 – 7470 – 70 64
mail: thomas.wagner@ph-ooe.at
homepage: <http://pro.ph-ooe.at/thomas-wagner>
Zoom: <https://ph-ooe-at.zoom.us/j/4491929542?pwd=ZzROeFoycjhQdk5lbXQ4anh3TTA2QT09>

AIMS OF THE SEMINAR

In around 28 contact hours (14 blocks), you will familiarise yourself with selected key concepts from the course readings. Upon successful completion of this pro-seminar, you will be able to:

- critically read and utilise book chapters and research papers related to the ID topics in question
- evaluate key concepts from ID research in terms of their potential for the Austrian EFL classroom
- apply one ID concept of your choice to course planning and / or material creation activities
- write up course planning or material creation ideas in an academic report

WORKLOAD

With this pro-seminar, you will earn 3 ECTS points. These points equal a workload of $3 \times 25 = 75$ hours (60 min). Your final grade is based on continuous assessment (*Prüfungsimmanenz*), encompassing the following parts.

	workload	nature of assignment	hours	grading
1.	course readings	reading of relevant chapters in course book	18 h	-----
2.	revision for exams	preparing for quizzes, mid-term, and final exam	12 h	-----
3.	in-class participation	pro-actively contributing to in-class discussions and revisions	20 h	10%
4.	assignment 1	Moodle quizzes on the course readings	3 h	20%
5.	assignment 2	project talk	2 h	10%
6.	assignment 3	project report on material development and / or course planning	18 h	20%
7.	mid-term exam	20 min Moodle multiple-choice-test (compensation: short orals)	1 h	20%
8.	final exam	20 min Moodle multiple-choice-test (compensation: short orals)	1 h	20%
		Σ	75 h	100%

Note that, following §23 of the PHOÖ statutes (*Die prüfungsimmanente Lehrveranstaltung ist positiv absolviert, wenn alle zu erbringenden Teilleistungen positiv absolviert wurden und das erforderliche Ausmaß der Anwesenheitspflicht erreicht wurde*), all assignments taken together as well as the exams taken together must be positive! For the present course, you need to have 60% in the aggregated point score in order to pass. The marking scheme works as follows: *Sehr gut* 90-100, *Gut* 80-89, *Befriedigend* 70-79, *Genügend* 60-69, *Nicht genügend* 0-59.

WHAT YOU NEED TO DO TO PASS

1. get yourself a copy of the course readings. Some of them are on the Moodle page. Make sure you have access to the relevant readings in time.
2. enrol yourself in the companion Moodle course <https://moodle.ph-ooe.at/course/view.php?id=7243>.
3. regular attendance, 85% of all meetings, i.e. a maximum of 2 absences.
4. fulfil continuous assessment requirements in time. Assignments cannot be handed in a second time. And all Moodle exams are continuous assessment, too, therefore, unlike lecture exams, there will be *no* re-sit opportunities.

COURSE READINGS

Williams, M., Mercer, S., & Ryan S. (2015). *Exploring psychology in language learning and teaching*. Oxford University Press.
Erlam, R., Philip, J., & Feick, D. (2021). *Teaching languages to adolescent learners. From theory to practice*. Cambridge University Press.
Daloiso, M. (2017). *Supporting learners with dyslexia in the ELT classroom*. Multilingual Matters.
Gregersen, T., & MacIntyre, P. D. (2014). *Capitalizing on language learners' individuality: From premise to practice*. Multilingual Matters.
Li, S., Hiver, P., & Papi, M. (2022). *The Routledge handbook of second language acquisition and individual differences*. Routledge.