



## COURSE DATASHEET

<b>Semester:</b>	2025/26/2
<b>Course:</b>	Individual differences in the language classroom
<b>Code:</b>	PEDITNY096
<b>Responsible department:</b>	
<b>Department code:</b>	DITNY
<b>Responsible instructor:</b>	Dr. Gyöngyi Fábíán

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### Course objectives:

The course takes a holistic approach to the exploration of ID in language learning and teaching through investigating the internal and external variables of language learners in the classroom context. To this end, the biology and the psychology of ID, the social aspects and some contextual features will be discussed based on current professional literature and research findings, and on the participants' professional and personal experiences. During the course a mixed methodology of theoretic and practical techniques will be applied, including autonomous reading, team-lecturing, group discussion, and individual/pair/group research into the selected topic.

### Course content:

#### Introduction: The taxonomy of ID variables

#### Internal variables

1. Psychological variables (language learning styles/strategies, attitudes, beliefs, etc)
2. Multiple intelligences

#### External variables:

1. Age of onset of language learning
2. Socio-ecological background
3. Pedagogical contexts

#### Special education

1. Special needs
2. Bi/multilingualism

#### Holistic approach: The dynamics of ID



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### Requirements, evaluation and grading:

The participant is expected to contribute to the course both with regular oral discussion and a written document according to the following.

A) Completion of professional literature- or document-based research into their cultural/educational background into a selected topic discussed during the course, and provide a brief oral report on the situation in their country on the relevant related issues

B1) Selection of a research focus from the topics of content on the list, and completion of the tasks below in a written form:

- provide a list of readings (5-10 items) to widen the scope of the research area
- provide a review of the selected readings (3-5 pages)

OR:B2

Joint research into FL/SL teachers' beliefs on special needs in the language classroom using the instrument of questionnaire/interview and/or metaphor analysis.

Application of AI is not accepted.

### Required and recommended readings:

Baker, C. (2006) *Foundations of bilingual education and bilingualism*. Chapter 17. Bilingualism and bilingual education as a Problem, Right and Resource. *Multilingual Matters*. pp.381-398.

Csizér, K.; Albert, Á. (2020) Egyéni különbségek kvalitatív kutatása a nyelvpedagógiában: nemzetközi



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### Required and recommended readings:

folyóiratok szisztematikus szakirodalmi áttekintése. *Magyar Pedagógia* (120)3. pp. 203–227.

Csizér, K; Dörnyei, Z. (2005) Language learners' motivational profiles and their motivated learning behavior. *Language Learning* (55):4. pp. 613-659.

Csizér, K.; Kontra, H.E. (2020) Foreign Language Learning Characteristics of Deaf and Severely Hard-of-Hearing Students. *Modern Language Journal* (104)1. pp. 233-249.

Davis, K., Christodoulou, J., Seider, S, and Gardner, H. (2011) *The Theory of Multiple Intelligences*. In R.J. Sternberg, S.B. Kaufman (Eds.) *Cambridge Handbook of Intelligence*. Cambridge University Press, Chapter 14. [https://www.researchgate.net/publication/317388610\\_The\\_Theory\\_of\\_Multiple\\_Intelligences](https://www.researchgate.net/publication/317388610_The_Theory_of_Multiple_Intelligences) [accessed Dec 31 2024]

Dewaele, J-M. (2009) Individual differences in second language acquisition. In: *The new handbook of second language acquisition*. Emerald Group Publishing. pp.623-646.

Dörnyei, Z (2005) *The psychology of the language learner. Individual differences in second language acquisition*. Lawrence Erlbaum Associates. Mahwah, New Jersey, London

Ehrman, M.E., Leaver B.L., Oxford, R.L. (2003). A brief overview of individual differences in second language learning. *System*. 31. pp.313.-330.

Gardner, R.C. (2007) Motivation and Second Language Acquisition. *Porta Linguarum*. pp.9-20.

Gardner, H. (1993) *Frames of Mind. The theory of multiple intelligences*. Basic Books.



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### Required and recommended readings:

Griffiths, C., Soruc, A. (2021) Individual differences in language learning and teaching. A Complex/Dynamic/Socio-ecological/Holistic view. *English Teaching and learning*. Vol 45.pp. 339-353.

Gyarmathy, É., Mahlerbe, C., Pichel, P., Stoyanov, B., Tartari, T., Torrisi, G. (2009) *Dyslexic student and the second language learning. A study on the learning needs: A European review*. Education and Culture. Lifelong learning. Leonardo da Vinci. [https://www.researchgate.net/publication/263845468\\_Dyslexic\\_Students\\_and\\_the\\_Second\\_Language\\_Learning\\_A\\_study\\_on\\_the\\_learning\\_needs\\_-\\_European\\_review/references#fullTextFileContent](https://www.researchgate.net/publication/263845468_Dyslexic_Students_and_the_Second_Language_Learning_A_study_on_the_learning_needs_-_European_review/references#fullTextFileContent) [accessed Dec 30 2024]

Hinton, M. (2011) The assessment of aptitude. Past and future. In: P. Krakowian (ed). *Lódz papers in language testing*. Warsaw. Scholar. pp.39-50

Kormos, J., Kontra, E.H. (Eds.) (2008) Language learners with special needs. An international perspective. *Multilingual Matters*. Chapter 8,9. pp. 189-234.

Larsen-Freeman, D. (2019) Thoughts on the launching of a new journal: a complex dynamic systems perspective. *Journal for the Psychology of Language Learning*. Vol.1. pp.67-82.

Ortega, L. (2009) *Understanding second language acquisition*. Routledge. Chapters 2,7,8,9

Skehan, P. (1991) Individual differences in second language learning. *Studies in second language acquisition*. CUP Vol. 13. pp. 275-298.

Webinar:

<https://dyslexiaida.org/>



# UNIVERSITY OF PANNONIA

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**Learning outcome:**