

## LLT 821

Fall 2020

Online, Asynchronous

### Individual Differences in SLA

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Office hours:

- Mondays 12:30 to 2:30
- Tuesdays 4:30 to 6:00
- Fridays 3:00 to 6:00



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Why do some people learn foreign languages easily while others struggle? Why might someone have difficulties learning French or Chinese, but pick up German effortlessly? In this course, we explore some of these questions and evaluate different theoretical frameworks related to commonly observed, individual differences (IDs) in SLA. We discuss empirical research on how IDs such as age of onset, aptitude, motivation, willingness-to-communicate, and anxiety relate to SLA. We also explore other areas of IDs that are less studied in SLA; such as stress, economic status (although this is studied much with children), and circadian rhythms.

By the end of this course students will not only understand the relative contributions of IDs to SLA, but they will also understand the following essentials for conducting research on IDs:

1. Understanding how IDs influence or shape L2-learning
2. Principles and practices in measuring IDS (Likert-scale questionnaires, Self-Assessment Manikins; using surveys, interviews, and focus groups)
3. Questionnaire construction and design: On paper; using Google Forms or Qualtrics for smart phone or computer administration
4. Dimension reduction for questionnaire/scale construction: The principles of factor analysis (exploratory and confirmatory)
5. The basic concepts of Structural Equation Modeling (SEM)

*This semester will be like no other. Rather than a typical syllabus, this syllabus for this semester is arranged somewhat like a work-flow chart.*

### **Required Text (available through MSU library as an e-book)**

Hummel, K. M. (2014). *Introducing second language acquisition: Perspectives and practices*. Malden, MA: John Wiley & Sons.

For TESOL or SLS: The American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. [Or get the MLA manual if you are in a modern language degree program.]

## Basic overview of the Semester

From the registrar's office (<https://reg.msu.edu/ROInfo/Calendar/Academic.aspx>):

Academic Calendar	
Fall 2020	
Classes Begin	Wednesday, 9/2
Holiday - University Open, Classes Cancelled	
Holiday - University Closed	Monday, 9/7
Middle of Semester	Wednesday, 10/21
Note that all in-person instruction on campus ends by 5 PM on Fri. Nov. 20.	
Holiday - University Closed	Thursday, 11/26 - Friday, 11/27
Classes End	Friday, 12/11
Final Exams	Monday, 12/14 - Friday, 12/18
Holiday - University Closed	Thursday, 12/24 - Friday, 12/25
Commencements	
Holiday - University Closed	Thursday, 12/31 - Friday, 1/1

Thus, our class work flow reflects this schedule, with the work flow outlined on the next pages. In general, a regular work week for this asynchronous class is like this:



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>You work as you would like.</i>	<i>You work as you would like.</i>  Paula's office hours, 12:30 to 2:30	<i>You work as you would like.</i>  Paula's office hours, 4:30 to 6:00	<i>You work as you would like.</i>	Unless otherwise noted, turn things in for the week by 10 AM.   From 10 AM Thurs to 10 AM Fri., Paula grades, prepares feedback.	<b>Class D2L videos/materials released on D2L by 10 AM</b> <ul style="list-style-type: none"><li>• Watch the intro video for the week.</li><li>• Plan your Sat. through Thurs AM work week.</li></ul> Paula's office hours, <b>3:00</b> to 6:00	<i>You work as you would like.</i>

Work flow for **Group TESOL** working on TESOL AL Forum pieces on various individual differences in SLA (how to measure them and then use the scores for specific TESOL-classroom-teacher uses)

	Sept. 10	Sept. 17	Sept. 24	Oct. 1	Oct. 8	Oct. 15	Oct. 22	Oct. 29	Nov. 5	Nov. 12	Nov. 19	Turkey!	Dec. 3	Dec. 10
	<b>Identify authors</b>				1 <sup>st</sup> draft due	2 <sup>nd</sup> draft due	Submit					Final Project on IDs integrated with your QRP, thesis, or dissertation		
Ph.D. Student Dylan Burton	Co-author with Winke on overview piece	Select 5 articles (piece can only have 5 refs), 2 or 3 from within Applied Ling / TESOL, and 2 or 3 from another field	The five or six of us converge on a common layout / template for the 4 pieces		1 <sup>st</sup> draft of ~1,000 word paper due to Paula	2 <sup>nd</sup> draft of ~1,500 word paper due to Paula	Submit paper of up to 1,500 words to TESOL AL Forum Editors	Two-week screen break Mon. October 26 through Fri. Nov. 6				Draft of new wiki page for ID researcher	Personal final project	
Ph.D. Student Monique Yoder	Author on values /mot. piece											Draft of new wiki page for ID researcher	Personal final project	
Ph.D. Student Joanne Koh	Author on group work / WTC piece											Draft of new wiki page for ID researcher	Personal final project	
Martiniano Etchart; Tamoha Siddiqui	Author on study habits / effort											Draft of new wiki page for ID researcher	Personal final project	

Values = Why are we here in the language classroom? How does being here tie in with our life goals? (Teachers need to know why young people are in their classes, to address the whole student & their needs.)

Willingness to engage in group work = Task-by-task, why do we engage? How does participating tie in with learning objectives and our social needs? (Teachers need good working groups to maximize learning.)

Good study habits = Do students know how to be organized? Do they have a study space and set schedules and study? Why or why not? (Teachers have to mentor students in how to learn outside of class).

TESOL AL Newsletter Editors  
**Heather D. Weger, Ph.D. & Natalia Dolgova**

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AL Forum Back Issues (Examples)

<http://newsmanager.commpartners.com/tesolalis/Issues/>

AL Forum Submission Guidelines

<https://www.tesol.org/read-and-publish/newsletters-other-publications/interest-section-newsletters/al-forum-newsletter/al-forum-submission-guidelines>

- September/October: Articles written/submitted to the editors
- October/November: The review period: feedback from the editors + revisions
- December/January: The copy editing period: feedback from TESOL's copy editing team + revisions
- Winter/Spring: publication

Work flow for Group LL&T working on book reviews for the journal “Language Learning & Technology,” under my supervision and Dr. Ruslan Suvorov’s editorship

	Sept. 10	Sept. 17	Sept. 24	Oct. 1	Oct. 8	Oct. 15	Oct. 22	Oct. 29	Nov. 5	Nov. 12	Nov. 19	Turkey!	Dec. 3	Dec. 10
	<b>Identify authors</b>	Read book, & read recent LL&T book reviews as samples.			1 <sup>st</sup> draft due to Paula	2nd draft due to Paula				Final possible submit date		Final Project on IDs integrated with your QRP, thesis, or dissertation		
Ph.D. Alyssa Wolfe	<i>Technology and the Psychology of Second Language Learners and Users</i>	Discuss with Paula what makes for a good book review, your book, & writing ideas. We will discuss in particular how IDs are part and parcel of the book.			Aim for ~1,200 words here.	Aim for ~1,500 words here.	Two-week screen break Mon. October 26 through Fri. Nov. 6 Reading Trevor Noah's "Born a Crime"		Absolute last day by which you can submit the review to Dr. Suvorov.	Draft of new wiki page for ID researcher	Personal final project			
Ph.D. Leo Guédez	<i>Disruptive Technologies and the Language Classroom: A Complex Systems Theory Approach</i>					If you are done, you can submit.			Draft of new wiki page for ID researcher	Personal final project				
Ph.D. Aysen Tuzcu	<i>Creating Effective Blended Language Learning Courses: A Research-Based Guide from Planning to Evaluation</i>								Draft of new wiki page for ID researcher	Personal final project				
Ph.D. Kiyo Suga	<i>Language Teaching with Video-Based Technologies: Creativity and CALL Teacher Education</i>								Draft of new wiki page for ID researcher	Personal final project				

All reviews for LL&T should be 1800-2200 words.



**Contact info**

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**The four books:**

1. "Technology and the Psychology of Second Language Learners and Users" edited by Mark R. Freiermuth, Nourollah Zarrinabadi
2. "Disruptive Technologies and the Language Classroom: A Complex Systems Theory Approach" by Regine Hampel
3. "Creating Effective Blended Language Learning Courses: A Research-Based Guide from Planning to Evaluation" by Daria Mizza, Fernando Rubio
4. "Language Teaching with Video-Based Technologies: Creativity and CALL Teacher Education" by Thomas and Schneider

Work flow for Group Web working on **website of individual differences in SLA under my supervision**

	Sept. 10	Sept. 17	Sept. 24	Oct. 1	Oct. 8	Oct. 15	Oct. 22	Oct. 29	Nov. 5	Nov. 12	Nov. 19	Turkey!	Dec. 3	Dec. 10
	<b>Identify authors &amp; ID of interest</b>	Converge on template for the website pages	1 <sup>st</sup> Draft of Accessible Summary 1 due		Submit Accessible Summary 1 to OASIS	1 <sup>st</sup> Draft of Accessible Summary 2 due	Submit Accessible Summary 2 to OASIS			Due to D2L: Annotated bib of 3 to 5 ID assessment tools			~1,200 word draft "overview of ID" due	Peer review of each other's pages
MA Mary Li	Decide what each website page will have.											Draft of new wiki page for ID researcher		
MA Ran Su	Ideas = ~1,200 word											Draft of new wiki page for ID researcher		
MA Valent Taslulu	overview of ID; links to two recent articles; link to tool(s) to measure this w/ pros & cons; links to author Wikipedia pages											Draft of new wiki page for ID researcher		
MA student 4												Draft of new wiki page for ID researcher		
MA student 5												Draft of new wiki page for ID researcher		

<https://oasis-database.org/>

**Weekly Readings (Due Dates)**

Date, by 10 AM	Topic	Read these:	Finish these common assignments (all three groups):
Fri. Sept. 4		No readings before class. D2L Opens. Reading materials for this coming week arrive to you in the mail and are online in D2L.	<ul style="list-style-type: none"> <li>Take the pre-class survey Paula emailed you (Google Form)</li> </ul>
by Thurs., Sept. 10, 10 AM	Overview of IDs	<ul style="list-style-type: none"> <li>Chapter 8 in Hummel – ID Overview</li> <li>Ellis, R. (2004). Individual differences in second language learning. In A. Davis &amp; C. Elder (Eds.), <i>The handbook of applied linguistics</i> (pp. 525-551). Malden, MA: Blackwell.</li> </ul>	<ol style="list-style-type: none"> <li>Respond to the questions in D2L on these two readings. You will also be asked to apply for a workflow slot.</li> <li>Do Assignment 1 (actually due on Friday the 11<sup>th</sup> by 2 PM).</li> </ol>
by Thurs., Sept. 17, 10 AM	Age	<ul style="list-style-type: none"> <li>Chapter 7 in Hummel – Age</li> </ul>	Respond to the questions in D2L on the reading.
by Thurs., Sept. 24, 10 AM	Age continued	<ul style="list-style-type: none"> <li>Pfenninger, S. E., &amp; Singleton, D. (2018). Starting age overshadowed: The primacy of differential environmental and family support effects on second language attainment in an instructional context. <i>Language Learning</i>, 69(S1), 207-234.  <a href="https://doi.org/10.1111/lang.12318">https://doi.org/10.1111/lang.12318</a> </li> </ul>	Respond to the questions in D2L on the reading
by Thurs., Oct. 1, 10 AM	L2 aptitude & working memory	<ul style="list-style-type: none"> <li>Winke, P. (2013). An Investigation into second language aptitude for advanced Chinese language learning. <i>The Modern Language Journal</i>, 97(1), 109-130.  <a href="https://doi.org/10.1111/j.1540-4781.2013.01428.x">https://doi.org/10.1111/j.1540-4781.2013.01428.x</a> </li> </ul>	Respond to the questions in D2L on the reading
by Thurs., Oct. 9, 10 AM	Motivation	<ul style="list-style-type: none"> <li>Semaan, G., &amp; Yamazaki, K. (2015). The relationship between global competence and language learning motivation: An empirical study in critical language classrooms. <i>Foreign Language Annals</i>, 48(3), 511–520.  <a href="https://doi.org/10.1111/flan.12146">https://doi.org/10.1111/flan.12146</a> </li> </ul>	Respond to the questions in D2L on the reading

by Thurs., Oct. 16, 10 AM	Stress and trauma	<ul style="list-style-type: none"> <li>Miller, Z. F., Fox, J. K., Moser, J. S., &amp; Godfroid, A. (2018). Playing with fire: Effects of negative mood induction and working memory on vocabulary acquisition. <i>Cognition and Emotion</i>, 32(5), 1105–1113.  <a href="https://doi.org/10.1080/02699931.2017.1362374">https://doi.org/10.1080/02699931.2017.1362374</a></li> </ul>	Respond to the questions in D2L on the reading
by Thurs., Oct. 23, 10 AM	Anxiety	<ul style="list-style-type: none"> <li>Horwitz, E. K. (2016). Reflections on Horwitz (1986), “Preliminary evidence for the validity and reliability of a foreign language anxiety scale.” <i>TESOL Quarterly</i>, 59(4), 932-935.  <a href="https://www.jstor.org/stable/44984723">https://www.jstor.org/stable/44984723</a></li> <li>Russell, V. (2020). Language anxiety and the online learner. <i>Foreign Language Annals</i>, 53(2), 338-352. <a href="https://doi.org/10.1111/flan.12461">https://doi.org/10.1111/flan.12461</a></li> </ul>	Respond to the questions in D2L on the readings
by Thurs., Oct. 30		Screen-break for two weeks: Read Trevor Noah, <b>“Born a Crime”</b>	Write letters to three people (assigned to you) about the book with the stationary and stamps Paula sent you.
by Thurs., Nov. 6			
by Thurs., Nov. 13	The dynamic nature of IDs	<ul style="list-style-type: none"> <li>Lowie, W. M., &amp; Verspoor, M. H. (2018). Individual differences and the ergodicity problem. <i>Language Learning</i>, 69(S1), 184-206.  <a href="https://doi.org/10.1111/lang.12324">https://doi.org/10.1111/lang.12324</a></li> </ul>	Respond to the questions in D2L on the reading
by Thurs., Nov. 20	Socio-economic status	<ul style="list-style-type: none"> <li>Butler, Y. G., &amp; Le, V. (2018). A longitudinal investigation of parental social-economic status (SES) and young students’ learning of English as a foreign language. <i>System</i>, 73, 4–15.  <a href="https://doi.org/10.1016/j.system.2017.07.005">https://doi.org/10.1016/j.system.2017.07.005</a></li> </ul>	<ol style="list-style-type: none"> <li>Respond to the questions in D2L on the reading</li> <li>New Wikipedia page draft due.</li> </ol>
by Thurs., Nov. 26		THANKSGIVING (No class)	
by Thurs., Dec. 3	Circadian rhythms	<ul style="list-style-type: none"> <li>de Bot, K. (2015). Circadian rhythms and second language development. <i>International Journal of Bilingualism</i>, 19(2), 142–155.  <a href="https://doi.org/10.1177/1367006913489201">https://doi.org/10.1177/1367006913489201</a></li> </ul>	Respond to the questions in D2L on the reading
by Thurs., Dec. 10	Being a team player	<ul style="list-style-type: none"> <li>Driskell, J. E., Salas, E., &amp; Hughes, S. (2010). Collective orientation and team performance: Development of an individual differences measure. <i>Human Factors</i>, 52(2), 316-328.  <a href="https://doi.org/10.1177/0018720809359522">https://doi.org/10.1177/0018720809359522</a></li> </ul>	Respond to the questions in D2L on the reading

Final paper or project due by Friday, December 18 at 10:00 AM to D2L folder.

## Assignments and Grading

### 1. Using LLBA to look up articles on an ID of your choosing (5%)

Use LLBA to look up three to five articles that are on an individual difference you are interested in. Out of those three to five, try to find one study in which the researchers used a Likert-scale to measure the individual difference. Write a one-page summary paper (single spaced, normal 1-inch margins, 12-point font, Times New Roman) that reviews (a) the general trends found across the three to five studies and (b) how the ID was measured by the Likert-scale questionnaire in at least one study. Please briefly report these findings in relation to the Likert-scale:

- i. How many points were on the Likert scale, and is there a justification given for the number of scale points?
- ii. How many questions were used to measure the construct (the individual difference)? And was there a reason given for the number of questions?
- (c) End your one-page summary with a few sentences on where you think research involving this ID should go next.
- (d) Finally, provide a reference list to the three to five articles on a second page. Please use APA formatting for the reference list. We will go over questions on how to use APA formatting.

- This assignment is for 5 points. I may have you revise. I will provide a limited window of opportunity for the revisions (one week per revision, up to two revisions).

--Assignment 1 is due by 5 PM Wednesday, Sept. 5 via D2L. Upload a Word version. Make sure your name is in the upper-left hand side of the Word document.

### 2. Answering questions about the readings (and some other questions) in D2L (25%)

- Each week when there are readings, there are questions to answer in D2L (or letters to write during the screen break). Participating in these counts for 25% of your grade.

### 3. Final paper, or project (20%)

The final paper or project will be agreed upon between the student and professor. It can be related to an MA Thesis, a QRP, or a Ph.D. Thesis. A second option is to develop or refine an already established questionnaire or test of an individual difference in Qualtrics or Google Forms and report on your work in a final, short paper. This part of the course requirements is negotiable and can be tailored to meet your interests and individual needs in completing your current degree. Be sure to discuss with me in September your ideas concerning what you would like to do.

#### 3A. Group-Oriented Project (50%): TESOL AL Forum piece, LL&T Book Review, or Webpage

The work in the work flow for your project counts for 50% of your grade.

### Grading Scale

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% are a 3.5, 82% to 87% are a 3.0, etc.

94% or above is generally a 4.0 (A)	The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.
88% to 93% is generally a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87% is generally a 3.0 (B)	The student met most of the requirements for this course and demonstrated his or her learning relatively well.
76% to 81% is generally a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75% is generally a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

## Expectations

- Communications will be accomplished via email and through D2L. Please make sure that you check your MSU account regularly or have your MSU email forwarded to an address that you do check regularly. If you email me, please email me directly at [winke@msu.edu](mailto:winke@msu.edu). Do not email me through D2L as I do not check the D2L email account. You are welcome to call me at home, but don't call after 10:00 PM, please.
- You are responsible for knowing MSU's policy on plagiarism. Familiarize yourself with this site: <http://www.msu.edu/unit/ombud/honestylinks.html>. Note that this web site states that "plagiarism not only is legally wrong but also morally corrosive... Any paper based upon the writing of others should **acknowledge every source used.**" (I added the bolding.) If you plagiarize, I will (a) give you a penalty grade on the assignment, (b) fail you on the assignment, or (c) fail you in the class. Please note that I unfortunately have given all three types of penalties out to students before, and yes, these were penalties given to MSU graduate students. If I give you a penalty, I will inform the director of your program of the penalty. I will also inform your department chair and the dean of your college if required. Note that plagiarism can lead toward expulsion from MSU.
- You are responsible for uploading all assignments on time. I have the right to refuse acceptance of any late assignments. Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class.
- All assignments are expected to be well written. You are encouraged to ask your peers to review your writing before submitting it to me. This is recommended not only for non-native speakers of English, but for native speakers of English as well. This is good practice for reviewing grammar, for promoting peer discussion, and for receiving peer comments on the content of your work. I will not check that you are doing this, but it will show and make a substantial difference in the quality of your work.

## Web Site

The Web space for this course is on D2L. Log in at <D2L.msu.edu>. The online readings are on D2L. Only those enrolled in the course can access the course Web space. If you are auditing, please ask me to enter your email manually so you can access the course on D2L.