

<b>Subject Code</b>	ENGL5031
<b>Subject Title</b>	The Psychology of Language Learning and Teaching
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	The subject will examine a number of psychological constructs related to individual differences in second language learning and teaching, such as aptitude, metacognition, motivation, engagement, and emotions, both from the learners' and teachers' perspectives. The emphasis will be on understanding how these factors may inhibit, enhance, and sustain language learning and teaching.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of the key concepts underpinning the core psychological dimensions of language learning and teaching (e.g., language learner anxiety, (de)motivation);</li> <li>b. Critically appreciate the research methods and findings of perennial and current research;</li> <li>c. Apply theoretical approaches and strategies to language teaching and learning practices (e.g., cognition, motivational strategies, principles of learner engagement)</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>This course will include an in-depth examination of several psychological constructs related to individual differences in <b>teaching</b> and <b>learning</b>. The topics covered may include, but are not limited to:</p> <p><u>Aptitude</u>  What does it mean to be a “good” or “gifted” language learner?  What cognitive abilities are predictive of learning rate and ultimate attainment in second language learning?</p> <p><u>Working memory</u>  What is the link between working memory capacity and second language learning? What are the implications for classroom practice? What can teachers do to differentiate learning for students with low working memory capacity, such as learners with special educational needs?</p> <p><u>Metacognition</u>  Often called “knowledge about knowledge”, meta-cognitive abilities are associated with self-regulated learning. How do learners develop their metacognition? How effective is</p>

metacognitive instruction towards this end?

- Autonomy (How does a learner acquire a sense of autonomy in language learning? How can teachers foster autonomy?)
- Motivation (What does it mean to be a motivated language learner? What practices can teachers promote to create and sustain motivation? What is demotivation?)
- Engagement (What is engagement and how does it differ from motivation? What cognitive, affective, and behavioural aspects of engagement can teachers stimulate to generate meaningful and satisfying learning experiences?)

**Teaching/Learning Methodology**  
 Teaching and learning will take the form of lecture inputs followed by interactive and collaborative student tasks.

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c			
1. Participation	10%	✓					
2. Oral Presentation	40%	✓	✓	✓			
3. Written Assignment	50%	✓	✓	✓			
Total	100%						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

**Participation (10%):** Students will complete a series of group and individual tasks during each class to reflect upon the newly presented topics.

**Oral Presentation (40%):** Students will work in groups to critically discuss a topic of psychology for language learning and ensure this discussion brings in their own previous experiences as language learners and/or teachers as well as relevant literature.

**Written Assignment (50%):** Students will submit a 1500-word text in which they discuss one aspect of psychology for language learning. They will critically illustrate how the theories and practices discussed in class may inform learning/teaching practices.

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Private study	30 Hrs.
	▪ Preparation for assignments	51 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p>Al-Hoorie, A. H., &amp; MacIntyre, P. D. (Eds.). (2019). <i>Contemporary language motivation theory: 60 years since Gardner and Lambert (1959)</i>. Multilingual Matters.</p> <p>Arnold, J. (Ed.). (1999). <i>Affect in language learning</i>. Cambridge University Press.</p> <p>Benesch, S. (2013). <i>Considering emotions in critical English language teaching: Theories and praxis</i>. Routledge.</p> <p>Benson, P. (2013). <i>Teaching and researching: Autonomy in language learning</i>. Routledge.</p> <p>Consoli, S. (2022) Practitioner research in a UK pre-sessional: The synergy between exploratory practice and student motivation. <i>Journal of English for Academic Purposes</i>.</p> <p>Dewaele, J.-M. (2013). <i>Emotions in multiple languages</i> (2nd ed.). Palgrave Macmillan.</p> <p>Dörnyei, Z. (2001). <i>Motivational strategies in the language classroom</i>. Cambridge University Press.</p> <p>Dörnyei, Z., &amp; Ushioda, E. (Eds.). (2009). <i>Motivation, language identity and the L2 self</i>. Multilingual Matters.</p> <p>Dörnyei, Z. (2009). <i>The psychology of second language acquisition</i>. Oxford University Press.</p> <p>Dörnyei, Z., &amp; Kubanyiova, M. (2014). <i>Motivating learners, motivating teachers: Building vision in the language classroom</i>. Cambridge University Press.</p> <p>Dörnyei, Z., &amp; Ryan, S. (2015). <i>The psychology of the language learner revisited</i>. Routledge.</p> <p>Dweck, C. S. (2000). <i>Self-theories: Their role in motivation, personality, and development</i>. Psychology Press.</p> <p>Dweck, C. S. (2017). <i>Mindset</i> (2nd ed.). Little Book Group.</p> <p>Gkonou, C., Daubney, M., &amp; Dewaele, J.-M. (Eds.) (2017). <i>New insights</i></p>	

	<p><i>into language anxiety: Theory, research and educational implications.</i> Multilingual Matters.</p> <p>Gkonou, C., Dewaele, J. M., &amp; King, J. (Eds.). (2020). <i>The emotional rollercoaster of language teaching.</i> Multilingual Matters.</p> <p>Gregersen, T., &amp; MacIntyre, P. D. (2014). <i>Capitalizing on language learners' individuality.</i> Multilingual Matters.</p> <p>Hiver, P., Al-Hoorie, A. H., &amp; Mercer, S. (Eds.). (2020). <i>Student engagement in the language classroom.</i> Multilingual Matters.</p> <p>Li, S., Hiver, P., &amp; Papi, M. (Eds.) (2022). <i>The Routledge Handbook of Second Language Acquisition and Individual Differences.</i> Routledge.</p> <p>Mercer, S., Ryan, S., &amp; Williams, M. (Eds.). (2012). <i>Psychology for language learning: Insights from research, theory and practice.</i> Palgrave Macmillan.</p> <p>Mercer, S., &amp; Kostoulas, A. (Eds.). (2018). <i>Language teacher psychology.</i> Multilingual Matters.</p> <p>Mercer, S., &amp; Dörnyei, Z. (2020). <i>Engaging language learners in contemporary classrooms.</i> Cambridge University Press.</p> <p>Mercer, S., &amp; Gregersen, T. (2020). <i>Teacher wellbeing.</i> Oxford University Press.</p> <p>Prior, M. T. (2015). <i>Emotion and discourse in L2 narrative research.</i> Multilingual Matters.</p> <p>Sampson, R. J., &amp; Pinner, R. S. (Eds.). (2020). <i>Complexity perspectives on researching language learner and teacher psychology.</i> Multilingual Matters.</p> <p>Skehan, P. (1998). <i>A cognitive approach to language learning.</i> Oxford University Press.</p> <p>Ushioda, E. (2020). <i>Language learning motivation: An ethical agenda for research.</i> Oxford University Press.</p> <p>Williams, M., Mercer, S., &amp; Ryan, S. (2016). <i>Exploring psychology in language learning and teaching.</i> Oxford University Press.</p>
--	---