FR 516
Individual Differences in the Foreign Language Classroom:
Maximizing Student Learning

Instructor: Dr. Heather Willis Allen
Course meets: M-W-F 4:00 to 5:50 pm
Email: hwallen@wisc.edu (please note that I do NOT check my SOU email daily!)

Course Description

This course focuses on a variety of individual difference factors salient to foreign language (FL) teaching and learning. We will identify the major learner characteristics and address why understanding them is an important aspect of FL instruction. We will also explore how FL instruction and assessment can be designed and implemented in ways that take individual differences factors into account and maximize student learning.

Course Objectives

Participants in this seminar will:

- Reflect on their beliefs and experiences related to individual difference factors and FL teaching and learning
- Demonstrate conceptual understanding related to a variety of individual difference factors in FL teaching and learning
- Gain experience in designing instructional materials and assessment tools that incorporate individual difference factors

Required Course Materials

Digital course packet (available via course Moodle site)

Textbook & instructional materials (e.g., syllabus and other major course materials) for a course that you will be teaching in French in the upcoming year

Course Format & Language Use In Class

The format of this course includes both discussions and workshops, indicated as such on the Course Calendar. For each topic covered, *Discussions* of readings will take place in English to facilitate understanding of key concepts. *Workshops* will take place in French (with translation of key concepts and related terms from the readings provided) to provide participants the opportunity to present and exchange ideas on how their own instructional practices can take individual differences factors into account

Course Requirements

I. Participation (20%)

Coming to class on time, attending all classes, and being actively involved in each class activity are essential. Given the nature of the Summer Language Institute and brevity of the course, any absence will result in a significant loss of information and connection to the progress of this course. If you do foresee an unavoidable absence, please make me aware of this in advance.

II. Online Survey & Written Reflections (30%)

You will complete an online survey (prior to Day 1 of class) and prepare six written reflections (approximately 300 words each). Reflections should be uploaded to the course Moodle site **before** each course session when one is assigned and should include the following:

- *Concepts*: A list of key concepts from each reading and brief definitions
- *Response:* Your reaction to the reading in light of your own experiences, beliefs, and/or goals related to FL teaching and learning
- *Discussion Questions*: At least two questions related to the reading that you would like to broach in class

Reflections will be evaluated using the following criteria:

- *Task Completion*: Did you include all required components in each entry? Were entries completed on time?
- *Reflection and analysis*: Did your response and questions demonstrate critical thinking and feed our in-class discussions?

Notes: No credit will be given for late work, i.e., that which is uploaded past 4 p.m. on the date assigned. You do not need to complete a reflection on the day when you participate in workshop leading. Reflection #7 is a final personal reflection and specific directions will be provided for its content.

III. Workshop Leading (20%)

Beginning in Week 2, each person will contribute to a workshop related to one individual difference factor, most likely in collaboration with another colleague (dependent on class enrollment). This informal presentation in French will focus on a specific classroom strategy for addressing a given individual difference factor (including sample materials) and will include an activity to engage your colleagues in designing materials to address the individual difference factor. The instructor will provide further instructions for the content and format of your workshop and how you will be evaluated during Week 1. The instructor will give a demonstration for how to lead a workshop during Week 1.

IV. Implementation Plan (30%)

At the end of the session, you will design an implementation plan for a French course that you will teach during the 2017-18 academic year based on what you have learned about individual differences and FL teaching and learning. The goal is to enhance instruction and/or assessment by explicitly weaving in attention to individual differences into the course design. You will select **one to two** individual difference factors from those studied in the course as the focus of your implementation plan. Your implementation plan will contain three components:

- An overview document (approximately two to three typed, double-spaced pages or 500 to 750 words) that describes how you plan to intervene in student learning based on specific concepts and ideas introduced in the course and how your implementation plan will impact the larger goals and objectives of the course;

- Two sample activities or assessment tools that demonstrate the main ideas of your implementation plan

- a short personal reflection (.5 to 1 page) on how what you have learned in this course will influence your orientation to FL teaching and learning in the future.

SESSION II 2017 COURSE CALENDAR

*The names of who will contribute to leading workshops (ateliers) on Days 2-7 of class will be added once the class roster is finalized ☺

in English in French

DATE	IN CLASS	TO PREPARE
WEEK 1		
July 17	Introduction to the course	Online Survey
July 19	Discussion: Current perspectives & controversies related to individual differences & FL learning	Readings Day 2 Reflection #1
July 21	***AFFECTIVE FACTORS*** Discussion: Motivation Atelier: Heather	Readings Day 3 Reflection #2
WEEK 2		
July 24	Discussion: Anxiety Atelier: TBD* **Reflections 1, 2, & 3 graded**	Readings Day 4 Reflection #3
July 26	***COGNITIVE FACTORS*** Discussion: Self efficacy Atelier: TBD	Readings Day 5 Reflection #4
July 28	Language-learning and language use strategies Atelier: TBD	Readings Day 6 Reflection #5
WEEK 3		
July 31	***DEMOGRAPHIC & SOCIAL FACTORS*** Discussion: Identities Atelier: TBD **Reflections 4, 5, & 6 graded**	Readings Day 7 Reflection #6
Aug. 2	Discussion: Future directions in individual difference research & instructional implications Atelier: Your implementation plan	Workshop preparation
Aug. 4	Atelier: Your implementation plan	Workshop preparation
Aug. 7		Implementation plan & Reflection #7 due