Fall 2016

Sociocultural Approaches to Second Language Learning and Teaching

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Course Dates: Sundays, 10/9, 10/30, 11/20, 12/18, & 1/15

On-line discussion: 4 hours

I.   COURSE DESCRIPTION

This course provides an overview of sociocultural approaches to second language (L2) learning and teaching by introducing foundational and emergent theories and concepts that have shaped and guided research and teaching practice in this area. It will build on your knowledge of second language acquisition and encourage you to consider how sociocultural approaches can inform work in this area. Topics covered will include, but are not limited to, the quality of interaction desired for L2 learning and development, the role of the first language (L1) in L2 learning, task vs. activity, and the roles of teachers and peers as socializing agents. The course will also examine the implications that sociocultural theories have for the teaching of English as a second/foreign language (TESL/TEFL). You will be encouraged to use the concepts and insights provided by this course to reflect on and analyze activities that transpire in your own classrooms. Thus, the major goal of this seminar is to help you deepen your understanding of L2 learning and teaching by means of sociocultural theories. More specifically, the course aims to help you develop a solid understanding of sociocultural concepts and principles and make practical applications of this knowledge in your own situations, and thereby to facilitate your learning and development as EFL/ESL teachers.

II.   COURSE OBJECTIVES

        Upon successful completion of this course, you will:

- Understand the central concepts and principles of different sociocultural theories,
- Be able to use your knowledge to better understand and evaluate teaching-learning processes in your own classrooms, and
- Be able to reflect on and articulate your learning as it relates to your learning from other courses as well as to your teaching practices.

III.   PREREQUISITE

Second Language Acquisition

IV.   REQUIRED READINGS

1. Textbooks

Johnson, K. (1995). *Understanding communication in second language classrooms*. Cambridge: Cambridge University Press.

Swain, M., Kinnear, P., Steinman, L. (2015). *Sociocultural theory in second language education* (2nd ed.). Bristol, UK: Multilingual Matters. (Henceforth, SKS)

2. Reading Packet

I.   COURSE REQUIREMENTS & GRADING

1. Post-class Reflections (20%)
2. Autobiography (20%)
3. Oral Presentation and Discussion Leading (20%)
4. Transcription and Presentation (20%)
5. Reflective Essay (30%)

Reading Assignments for the First Meeting:

Read the following chapters prior to the first meeting:

(1) Johnson, Ch. 1

(2) SKS, Introduction and Ch. 1.

Course Assignments:

1. Post-class Reflection

You are required to submit a written reflection at each meeting. The purpose of this assignment is three-fold: (1) to critically analyze your feelings and reactions to the theoretical material from class discussions and/or assigned readings/videos; (2) to apply theories and concepts you learned in class; (3) to share your thoughts and experiences with classmates and the instructor. You are also expected to pose thought-provoking questions about the previous session. Your participation should not be limited to simply answering your classmates' questions; rather you are expected to engage in constructive and exploratory dialogue with your classmates by responding to and building on others' contributions. Please post your reflections to the Moodle Forum before the following session.

2. Autobiography as a language learner and teacher

You will write a narrative essay that describes your language learning and language teaching history. Your histories will be shared with your classmates and used as a basis for class discussion.

3. Oral Presentation and Discussion Leading

You will work in pairs or groups of three. Each pair/group will be responsible for giving a brief oral summary of one of the journal articles/book chapters listed in the course syllabus (15 minutes) as well as for leading a brief class discussion pertinent to the reading (15 minutes).

4. Transcription and Presentation

The goal of this assignment is to give a chance to do a hands-on exploration of task-based interactions. You will audio-record yourself as you work together on some tasks. You will transcribe and analyze these interactions and present your findings through a PowerPoint presentation.

5. Reflective Essay

For this final assignment, you will write a paper to reflect upon and synthesize your learning from this course. You are expected to discuss not only how this course has contributed to your understanding of L2 learning and teaching, but also how this learning might guide your future teaching practices. You could use some of the discourse data that from the Transcription Assignment or conduct a sociocultural analysis of L2 students' learning in a context of your choice. You are expected to present your proposal and modify your plan on the basis of feedback from your instructor and classmates.

3. EXPECTATIONS AND POLICIES

- You are expected to participate actively in all class activities.
- You are expected to complete all the readings and assignments prior to the class for which they are assigned.
- Late assignments will be accepted **ONLY** under special circumstances and with prior arrangements. You should have all the assignments including class reading completed by the beginning of class.
- Cheating and plagiarism (copying others' work as if it were yours) will **NOT** be tolerated in any case.
- Make sure to proofread your paper.

- This class aims to establish and maintain a positive learning environment based on communication and mutual respect.
- Active participation is critical to effective learning. If you have any questions regarding the course, please don't hesitate to ask the instructor either in or out of class.

Tentative Schedule

	Date & Time	Topics	Required Readings	Student Presentations	Other Assignments
1	Sun. Oct. 9	Introduction to the Course	**Johnson Chapters 1 & 2** **SKS, Intro & Chapter 1** Ellis (2000)		
		Types of Pedagogical Interactions	Chappell (2014) van Lier (2001)		
2	Sun. Nov. 6	Languaging · collaborative dialogue · private speech · use of L1 Teacher beliefs	**Johnson Chapters 5-7** **SKS, Chapter 3** Donato (1994), Swain (2000), Ohta (2000) Swain & Lapkin (2001) , Leeming (2011) Bailey et al. (1996)		· **Autobiography** · Post-class reflection
3	Sun. Nov. 20	Cognition and Emotion Social Identity	**SKS, Chapter 5** Imai (2010) Ortega (2009), pp. 241-248	· **Transcript-sharing and reflection on your task-based interaction**	· Post-class reflection

		· Investment · Imagined community · Non-participation Activity Theory	Churchill (2002) Norton & Toohey (2001) Norton & McKinney (2011) Morita (2004), Norton (2001) **SKS, Chapter 6** Fujioka (2014)		
4	Sun. Dec. 18	Language socialization Everyday concepts and scientific concepts Integration of language and content	**Johnson Chapter. 4** Ortega (2009), pp. 237-241 Duff & Talmy (2011) Duff & Kobayashi (2010) Kobayashi (2016), Morita (2000) **SKS, Chapter. 4** Mohan & Becket (2003) Gibbons (2003) Ortega, pp. 233-236 Mohan et al. (2015)		· Post-class reflection
5	Sun. Jan. 18	Dynamic Assessment Interactional Competence Course Summary	**SKS, Chapter. 7** Coughlan & Duff (1994) **Johnson Chaper. 9** Bailey (1996) Ortega, pp. 227-233 Walsh (2012), Samuda (2001)		· Post-class reflection

- This schedule is subject to change in order to better accommodate the needs of the class.
- Boldface is used for minimum required readings.
- All homework and reading assignments should be completed by the beginning of class on the date shown above.
- Presentations will take place on four separate days scheduled throughout the semester.
- **Course reflection submission deadline: TBA**

Reading List

Bailey, K. M. (1996). *The best laid plans: Teachers' in-class decisions to depart from their lesson plans*. In K. M. Bailey & D. Nunan (Eds.), Voices from the language classroom (pp. 15-40). New York, NY: Cambridge University Press.

Bailey, K. M., Bergthold, B., Braunstein, B., Fleischman, N. J., Holbrook, M. P., Tuman, J., Waissbluth, X., & Zambo, L. J. (1996). The language learner's autobiography: Examining the "apprenticeship of observation". In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 11-29). New York, NY: Cambridge University Press.

Chappell, P. (2014). Engaging learners: Conversations- or dialogic-driven pedagogy. *ELT Journal, 68*, 1-11.

Churchill, E. (2002). Interview with Bonny Norton. *The Language Teacher, 25*, 3-5.
(also available: http://jalt-publications.org/old_tlt/articles/2002/06/churchill)

Coughlan, P., & Duff, P. (1994). Same task, different activities: Analysis of SLA task from an activity theory perspective. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 173-193). Norwood, NJ: Ablex

Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 33-56). Norwood, NJ: Ablex.

Duff, P. A., & Kobayashi, M. (2010). The intersection of social, cognitive, and cultural processes in language learning: A second language socialization approach. In R. Batstone (Ed.), *Sociocognitive perspectives on language use and language learning* (pp. 75-93).

Oxford: Oxford University Press.

Duff, P. A., & Talmy, S. (2011). Language socialization approaches to second language acquisition. *Alternative approaches to second language acquisition* (pp. 95-116). New York: Routledge.

Dunkley, D. (2014). Language socialization and language teaching: An interview with Patricia (Patsy) Duff. *The Language Teacher, 37*(3), 30-32. (also available: http://jalt-publications.org/tlt/issues/2013-05_37.3)

Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research, 4*(3), 193-220.

Fujioka, M. (2014). L2 student-U.S. professor interactions through disciplinary writing assignments: An activity theory perspective. *Journal of Second Language Writing, 25*, 40-58.

Imai, Y. (2010). Emotions in SLA: New insights from collaborative learning for an EFL classroom. *The Modern Language Journal, 94*, 278-292.

Kobayashi, M. (2016). Academic discourse socialization through oral presentations: An undergraduate student's learning trajectory in study abroad. *Canadian Modern Language Review, 72*(1), 95-121.

Lantolf, J. P., & Pavlenko, A. (Ed.), (S)language (L)anguage, (A)ctivity theory: Understanding second language learners as people. In In M. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 141-158). Harlow, UK: Pearson Education.

Leeming, P. (2011). Japanese high school students' use of L1 during pair-work. *International Journal of Applied Linguistics, 21*, 3601-382.

Mercer, N. (2001). Language for teaching a language. In C. N. Candlin & N. Mercer (Eds.), *English language teaching in its social context: A reader* (pp. 243-257). London: Routledge.

Mohan, B., Slater, T., Beckett, G., & Tong, E. (2015). *Tasks, experiential learning, and meaning making activities: A functional approach. In M. Bygate (Ed.), Domains and directions in the development of TBLT* (pp. 157-192). Philadelphia, PA: John Benjamins.

Morita, N. (2000). Discourse socialization through oral classroom activities in a TESL graduate program. *TESOL Quarterly, 34*,

279-310.

Morita, N. (2004). Negotiating participation and identity in second language academic communities. *TESOL Quarterly, 38*, 573-603.

Norton, B. (2001). Non-participation, imagined communities, and the language classrooms. In M. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 159-182). Harlow, UK: Pearson Education.

Norton, B., & Toohey, K. (2001). Changing perspectives on good language learners. *TESOL Quarterly, 35*, 307-322.

Ohta, A. S. (2000). Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 27-78). Oxford: Oxford University Press.

Seedhouse, P. (1996). Classroom interactions: Possibilities and impossibilities. *ELT Journal, 51*(1) 16-24.

Sfard, A. (1998). *On two metaphors for learning and the dangers of choosing just one. Educational Researcher, 27*(2), 4-13.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97-114). Oxford: Oxford University Press.

Swain, M., & Lapkin, S. (2001). Task-based second language learning: The uses of first language. *Language Teaching Research, 4*, 251-274.

Samuda, V. (2001). Guiding relationships between form and meaning during task performance: The role of the teacher. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogical tasks: Second language learning, teaching and testing* (pp. 119-140). Harlow, UK: Pearson Education.

van Lier, L. (2000). From input to affordances: Social –interactive learning from an ecological perspective. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 243-259). Oxford: Oxford University Press.

van Lier, L. (2001). Constraints and resources in classroom talk: Issues of equality and symmetry. In C. N. Candlin & N. Mercer (Eds.), *English language teaching in its social context: A reader* (pp. 90-107). London: Routledge.

Walsh, S. (2012). Conceptualizing classroom interactional competence. *Novitas-Royal, 6*, 1-14.