

**Classroom Format:** Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Spring 2017

## **Sociocultural Approaches to Second Language Learning and Teaching**

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Course Dates: Sundays, 4/9, 4/23, 5/21, 6/18, & 7/9  
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

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 (10%)
3. Oral Presentation and Discussion Leading (20%)
4. Peer Teaching and Transcription (20%)
5. Term Paper (30%)

Reading Assignments for the First Meeting:

Read the following chapters prior to the first meeting:

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 class Forum before the following session.

For the final reflection, you should 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.

## 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*

Form a pair or group of three. Each pair/group will be responsible for presenting two of the journal articles/book chapters included in the reading list (15 minutes) as well as for leading a class discussion pertinent to the readings (15 minutes).

## 4. *Peer Teaching and Transcription*

The purpose of this assignment is to provide you with a chance to reflect on your own teaching through the lens of sociocultural theories. You will develop a detailed lesson plan (of which topic, goal, and length should be appropriate to your peers), and deliver a peer teaching session for 30 minutes for your classmates, who will provide you with feedback and suggestions. You will read these comments, listen to the audio-recording (or watch video-recording) of your lesson, transcribe and analyze some of it, and present your findings through a PowerPoint presentation.

## 5. *Term Paper*

For this final assignment, you will conduct a more detailed analysis of the discourse data from the Peer Teaching Assignment. Your task is to make sense of the discourse data that you have transcribed using the analytical concepts we have discussed in the course.

### 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. April 9	Introduction to the Course  Types of Pedagogical Interactions	<b>SKS, Intro &amp; Chapter 1</b> Ellis (2000)  Chappell (2014) van Lier (2001)		
2	Sun. April 23	Languaging <ul style="list-style-type: none"> <li>• collaborative dialogue</li> <li>• private speech</li> <li>• use of L1</li> </ul> Teacher beliefs	<b>SKS, Chapter 3</b> Donato (1994), Swain (2000), Ohta (2000) Swain & Lapkin (2001) , Leeming (2011)  Bailey et al. (1996)		<ul style="list-style-type: none"> <li>• <b>Autobiography</b></li> <li>• Post-class reflection</li> </ul>
3	Sun. May 21	Cognition and Emotion  Social Identity	<b>SKS, Chapter 5</b> Imai (2010)  Ortega (2009), pp. 241-248	<ul style="list-style-type: none"> <li>• <b>Transcript-sharing and reflection on your task-based interaction</b></li> </ul>	<ul style="list-style-type: none"> <li>• Post-class reflection</li> </ul>

		<ul style="list-style-type: none"> <li>• Investment</li> <li>• Imagined community</li> <li>• Non-participation</li> </ul> <p>Activity Theory</p>	<p>Churchill (2002)  Norton &amp; Toohey (2001)  Norton &amp; McKinney (2011)  Morita (2004), Norton (2001)  <b>SKS, Chapter 6</b>  Fujioka (2014)</p>		
4	Sun. June 18	<p>Language socialization</p>          <p>Everyday concepts and scientific concepts</p>          <p>Integration of language and content</p>	<p>Ortega (2009), pp. 237-241  Duff &amp; Talmy (2011)  Duff &amp; Kobayashi (2010)</p>          <p><b>SKS, Chapter. 4</b>  Mohan &amp; Becket (2003)  Gibbons (2003)  Ortega, pp. 233-236  Mohan et al. (2015)</p>		<ul style="list-style-type: none"> <li>• Post-class reflection</li> </ul>
5	Sun. July 9	<p>Dynamic Assessment</p>          <p>Interactional Competence</p>          <p>Course Summary</p>	<p><b>SKS, Chapter. 7</b>  Coughlan &amp; Duff (1994)  Bailey (1996)  Ortega, pp. 227-233  Walsh (2012), Samuda (2001)</p>		<ul style="list-style-type: none"> <li>• Post-class reflection</li> </ul>

- 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**