

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

Spring 2024

Sociocultural Approaches to Second Language Learning and Teaching (REQ / 3cr.)

Instructor: Masaki Kobayashi, Ph.D.
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Course Dates:

4/14 (Sun. 10:00-17:00)	5/26 (Sun. 10:00-17:00)	6/16 (Sun. 10:00-17:00)
7/14 (Sun. 10:00-17:00)	7/28 (Sun. 10:00-17:00)	/

Note: Additional online work equivalent to 6 hours will be provided through class discussions and peer feedback.

Delivery: In-person

Course Overview

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 in L2 learning, learner agency and identity, the roles of teachers and peers as socializing agents, and continuing professional development.

The course will examine the implications that sociocultural theories have for the teaching of English as a second/foreign language. You will be encouraged to use the concepts and insights provided by this course to reflect on and analyze interactions that transpire in your own classrooms. Thus, the major goal of this seminar is to provide you with a set of tools that you can use to reflect on your teaching and promote student learning. 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 English language teachers.

Key Course Outcomes

Upon successful completion of this course, participants should be able to:

1. Understand the relationship between theory and practice in L2 education (DP2)
2. Define major sociocultural concepts (DP4 & DP5)
3. Discuss the possible relationships among language, interaction, and learning
4. Explain the role of learner agency in L2 learning and consider constraints and resources in different situations (DP4 & DP7)
5. Discuss the role of teachers both as facilitators of student learning and as agents of their own continuing professional development (DP10)
6. Use sociocultural tools to examine and discuss the teaching-learning processes that take place in their classrooms (P10)

Note. DP is an abbreviation of Diploma Policy Statements. TESOL Program statements (objectives) can be found [here](#). Numbers correspond to the statement(s) emphasized in each course outcome.

Course Schedule:

Day	In-Class Major Topics and Activities	Out-of-Class Activities
1	Theory of Practice, teacher socialization Autobiography sharing Review of SLA theories, different approaches to task-based L2 learning,	
		Article Presentations Online Discussion
2	Vygotskian Sociocultural Theory (ZPD, semiotic mediation, regulation, languaging, scaffolding)	
		Article Presentations Online Discussion
3	Everyday concepts & scientific concepts Language socialization, activity theory	
		Article Presentations Online Discussion
4	Peer Teaching Classroom Interactional Competence, Types of pedagogical interactions	
		Article Presentations Online Discussion

5	Student presentations of Peer-Teaching Analysis Evidence-based reflection Reflection on the course	
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(Subject to change based on the needs of the class.)

Pre-course Reading/Assignments

(1) Read the following texts prior to the first meeting:

van Lier (1994), Ellis (2000), Douglas Fir Group (2016), Chapter 1, Walsh (2011)

(2) Create a timeline of your language learning/teaching history and write your autobiography—language learning/teaching history based on this timeline (details available on Google Drive. I will send you an invitation email when I receive my student list. Please ask the TESOL Office or email me directly if don't receive an invitation email by late March). Your autobiographies will be shared with your classmates and used as a basis for class discussion.

Required Readings

1. Textbook

Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.

2. Reading Packet

Assignments and Assessment

1. Post-class reflections (15%)
2. Drafts of Autobiography and Word Cloud analysis (10%)
3. Article Presentations and Discussion Leading (25%)
4. SETT Analysis of Peer Teaching discourse (10%)
5. Term Paper (40%)

More details will be provided after Day 1.

Evaluation: Letter grade

Instructor Bio:

I am a professor in educational linguistics at Kanda University of International Studies (KUIS), where I am also Deputy Chair of the English Department. I received my PhD in Language and Literacy Education (with a specialization in TESL) from the University of British Columbia. My research interests include academic discourse socialization, integrated language and content instruction, second language (L2) teacher learning and development, dialogic learning, and task-based L2 learning. I have supervised a number of MA projects and BA theses in these areas. I have had the pleasure of meeting a number of teachers and supervisors through workshops and school visits since I joined KUIS in 2006.