Spring 2023

Sociocultural Approaches to Second Language Learning and Teaching

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Course Dates:

4/23 (Sun. 10:00-17:00)	5/28 (Sun. 10:00-17:00)	6/25 (Sun. 10:00-17:00)
7/16 (Sun. 10:00-17:00)	8/27 (Sun. 10:00-17:00)	

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

Delivery: face to face

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 (SLA) 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, learner agency and identity, and the roles of teachers and peers as socializing agents.

The course will 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 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 EFL/ESL teachers.

Course Objectives:

By the end of this course, you should be able to:

·   Understand the relationship between theory and practice

·   Define major sociocultural concepts

·   Discuss the possible relationships among language, interaction, and learning

·   Explain the role of learner agency in L2 learning and consider constraints and
     resources in different situations

·   Discuss the role of teachers as socializing agents

·   Use sociocultural tools to examine and discuss the teaching-learning processes that
     take place in your classrooms

Course Schedule:

Session	In-Class Major Topics and Activities	Out-of-Class Activities
1	Theory of Practice, Review of SLA theories, different approaches to task-based L2 learning, learner agency	
		Article Presentations Online Discussion
2	Semiotic mediation and languaging, Types of regulation, Use of L1, Peer collaboration,	
		Article Presentations Online Discussion
3	Everyday concepts & scientific concepts Language socialization	
		Article Presentations Online Discussion
4	Peer Teaching and Feedback 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	

(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 **April 1**). 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 and Deputy Chair of the English Department at Kanda University of International Studies (KUIS), where I teach a variety of undergraduate courses in TESOL teacher education and applied linguistics as well as an EAP seminar for 1-year students. I am also cross-appointed to the MATESOL Program at KUIS. I received my MA in TESOL from the Monterey Institute of International Studies, U.S.A., and my PhD in Language and Literacy Education (with a specialization in TESL) from the University of British Columbia, Canada. I have had the pleasure of meeting a number practicing teachers and trainers through workshops and school visits since I joined KUIS in 2006. My research interests include academic discourse socialization, integrated language and content instruction, TESOL teacher education, dialogic learning, and task-based second language (L2) learning. I have supervised a number of MA projects and BA theses in these areas.