

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

Spring 2021

Sociocultural Approaches to Second Language Learning and Teaching

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

4/4 (Sun. 10:00-17:00)	5/9 (Sun. 10:00-17:00)	6/6 (Sun. 10:00-17:00)
6/27 (Sun. 10:00-17:00)	7/18 (Sun. 10:00-17:00)	

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

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 (L1) in L2 learning, learner agency and identity, 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.

Course Schedule:

Session	Topics
1	Theory of Practice, Review of SLA theories, different approaches to task-based L2 learning, learner agency
2	Mediation and languaging, Types of regulation, Use of L1, Peer collaboration,
3	Everyday concepts & scientific concepts Language socialization, CBI/CLIL
4	Peer Teaching and Feedback
5	Student presentations of Peer Teaching & Feedback Analysis Reflection on the course

Pre-course Reading/Assignments

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

van Lier (1994), Chapter 1, Walsh (2011)

(2) Create a timeline of your language learning/teaching history and write your language learning/teaching history (details available on Google Drive. I will send you an invitation email when I receive my student list. Please ask the Office or email me directly if don't receive an invitation email by the end of March).

Your histories will be shared with your classmates and used as a basis for class discussion.

Required Readings

1. Textbook

Swain M., Kinnear, P., & Steinman, L. (2015). *Sociocultural theory in second language education: An introduction through narratives* (2nd ed.). Multilingual Matters.

2. Reading Packet

Assignments and Assessment

1. Post-class reflections (10%)
2. Teaching Journal (20%)
3. Article Presentations and Discussion Leading (30%)
4. Analysis of Peer Teaching & Feedback (10%)
5. Term Paper (30%)

More details will be provided on Day 1.

Grade Scale:	A+	100-90;	A	89-80;
	B	79-70;	C	69-60;
	F	59-0		

Instructor Bio:

Masaki Kobayashi received his PhD in language and literacy education from the University of British Columbia and his MA in TESOL from the Monterey Institute of International Studies. He is currently Professor in the Department of English at Kanda University of International Studies, where he teaches a variety of undergraduate courses in TESOL and applied linguistics. Also Masaki teaches a graduate seminar in the MATESOL program at KUIS and has supervised a number of MA projects. He has been involved in in-service teacher education for the last 15 years. His research interests include academic discourse socialization, L2 teacher education, and sociocultural approaches to task-based L2 learning.