

03-APR-20

# SLA AND SOCIO-CULTURAL THEORIES: EXTENSION

## INTRODUCTION

How would you define these concepts:

Culture?

Community?

Identity?

# CULTURE



## CULTURE

- the beliefs, customs, arts, etc., of a particular society, group, place, or time
- a particular society that has its own beliefs, ways of life, art, etc..
- a way of thinking, behaving, or working that exists in a place or organization (such as<sup>4</sup>a business).

## CULTURE

...the “glue” that binds a group of people together.

...different underlying values, attitudes, and beliefs about what is considered “good” behavior and action.

Software of the mind.

Finkbeiner, 2008, p.p.  
131-132

# COMMUNITY



## COMMUNITY

- a group of people who live in the same area (such as a city, town, or neighborhood)
- a group of people who have the same interests, religion, race, etc.
- a group of nations (i.e.: the European Community).



# IDENTITY



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Edwin Cuervo's Profile (This is you) Johns Hopkins

Quick Search

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Information edit

**Account Info**  
Name: Edwin  
Member Since: September 19, 2004  
Last Update: October 23, 2005

**Basic Info** [edit]  
School: Johns Hopkins '08  
Status: Student  
Sex: Male  
Concentration: Film and Media Studies  
Music  
Residence: McCoy Hall  
Birthday: 12/03/1986  
Home Town: Middletown, DE 19709  
High School: St. Andrews School '04

**Contact Info** [edit]  
School Email: [edwin@jhu.edu](#)  
Screenname: [Edwin08](#)  
Current Town: [Middletown, DE 19709](#)

**Personal Info** [edit]  
Interested In: Women  
Relationship Status: In a Relationship with Sarah  
Political Views: Conservative  
Interests: Music, Wrestling, TV, History, Guitar, Parties, long walks on the beach, etc.  
Clubs and Jobs: JHU Wrestling, SAE, Jazz Band  
Favorite Music: Disco.  
Favorite Movies: Anchorman, LOTR, The English Patient, Good Fellas, Godfather, Dodgeball, Usual Suspects, definitely not the Matrix...  
Favorite Quote: "If you are the Matrix, then I am the ONE." - a terrible pickup line.  
About Me: School's back....

View More Photos of Me (21)  
Visualize My Friends  
Edit My Profile  
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**Connection**  
This is you.



## IDENTITY

- who someone is.
- the qualities, beliefs, etc., that make a particular person different from others



## SOCIOCULTURAL THEORY AND SLA

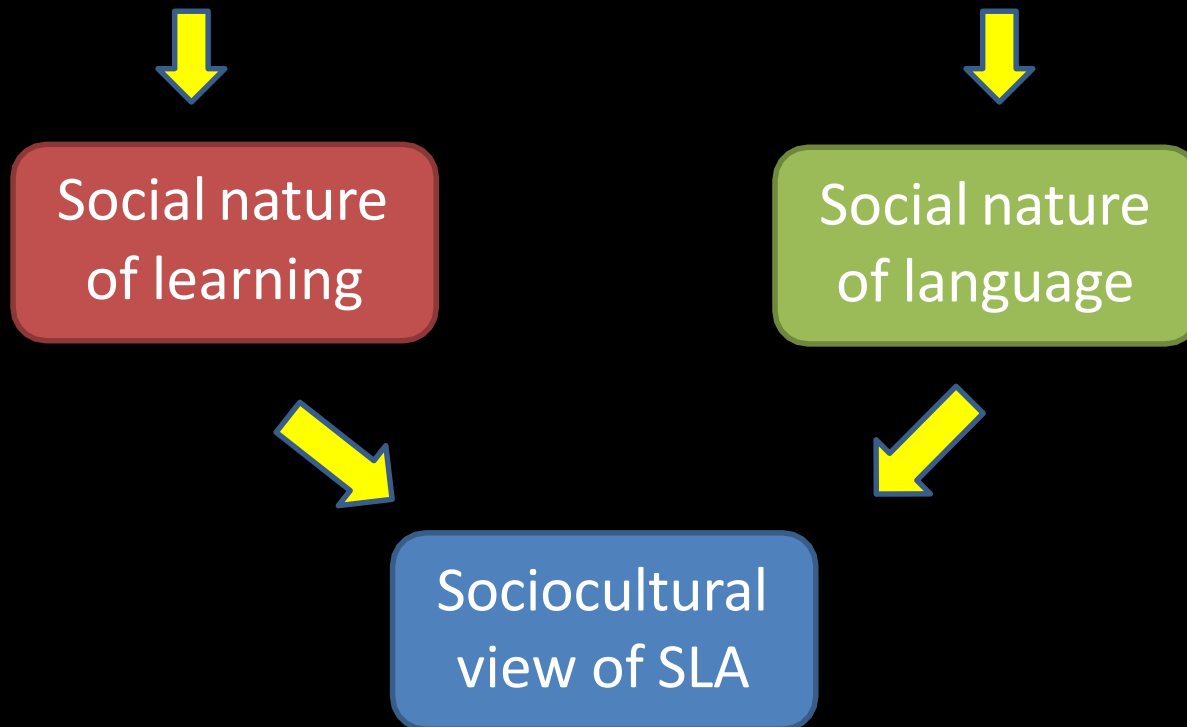
### *General characteristics:*

- It draws on Vygotsky and Bakhtin.
- Places greater importance on interaction, not from a psycholinguistic perspective, but from a social perspective.
- Focuses on the importance of context, understood as the interplay of cultural influences and meaning derived from groups

## SOCIOCULTURAL THEORY AND SLA

Vygotsky

Bakhtin



## SOCIOCULTURAL THEORY AND SLA

***Definitions of learning:***

A process “whereby more experienced participants in a culture bring the ‘intellectual tools of society’ [...] within the reach of less experienced members.”

Norton and Toohey, 2001

SOCIOCULTURAL THEORY AND SLA

*Definition*

Learning is socially **situated** and it involves increasing participation in ***communities of practice...***

Mitchell and Myles, 2004



## SOCIOCULTURAL THEORY AND SLA

### *Definitions of learning:*

...the social processes that support learner's appropriation of the kind of cultural repertoire that make membership into a group possible.

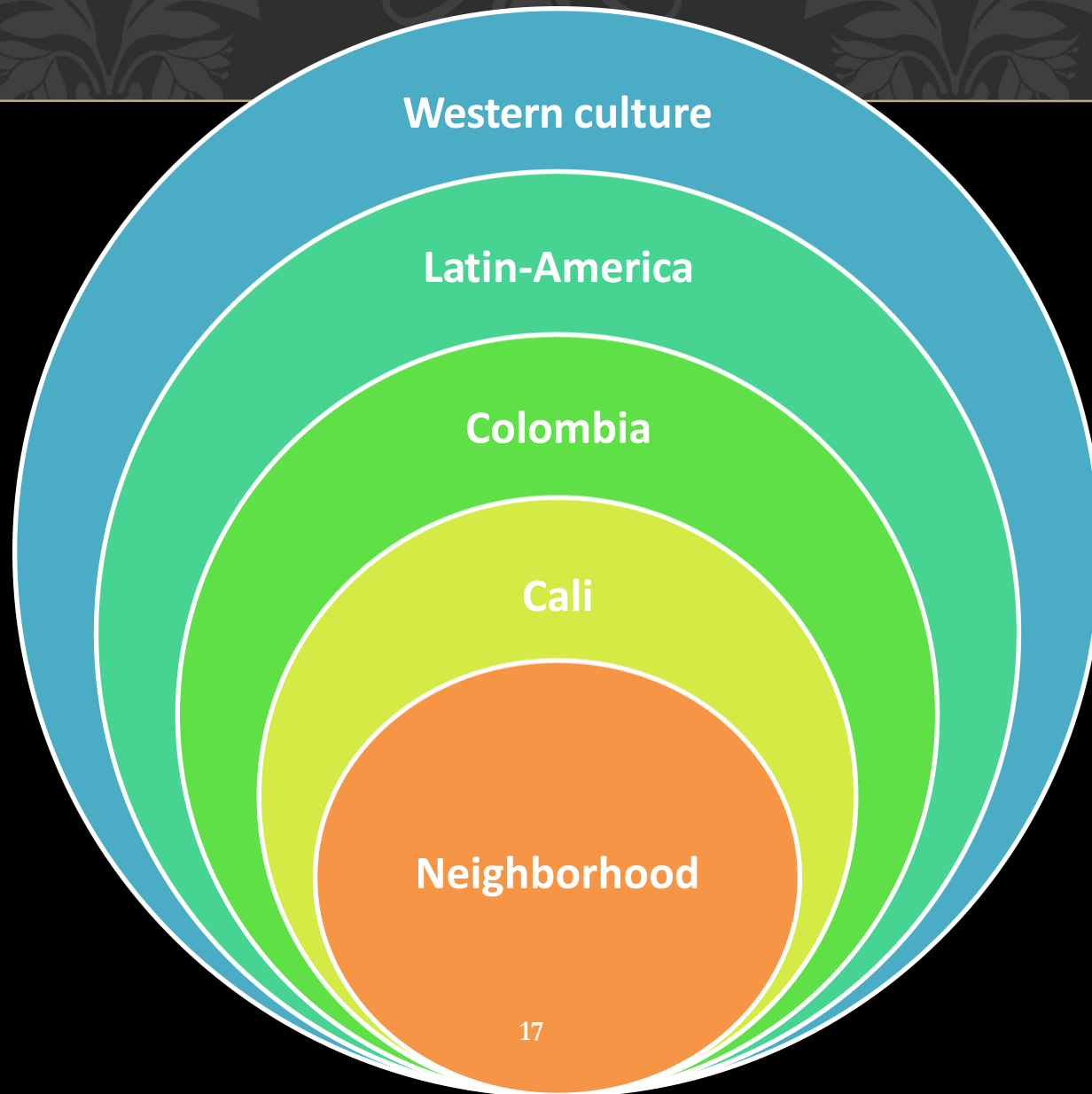
Ortega, 2009

## COMMUNITIES OF PRACTICE

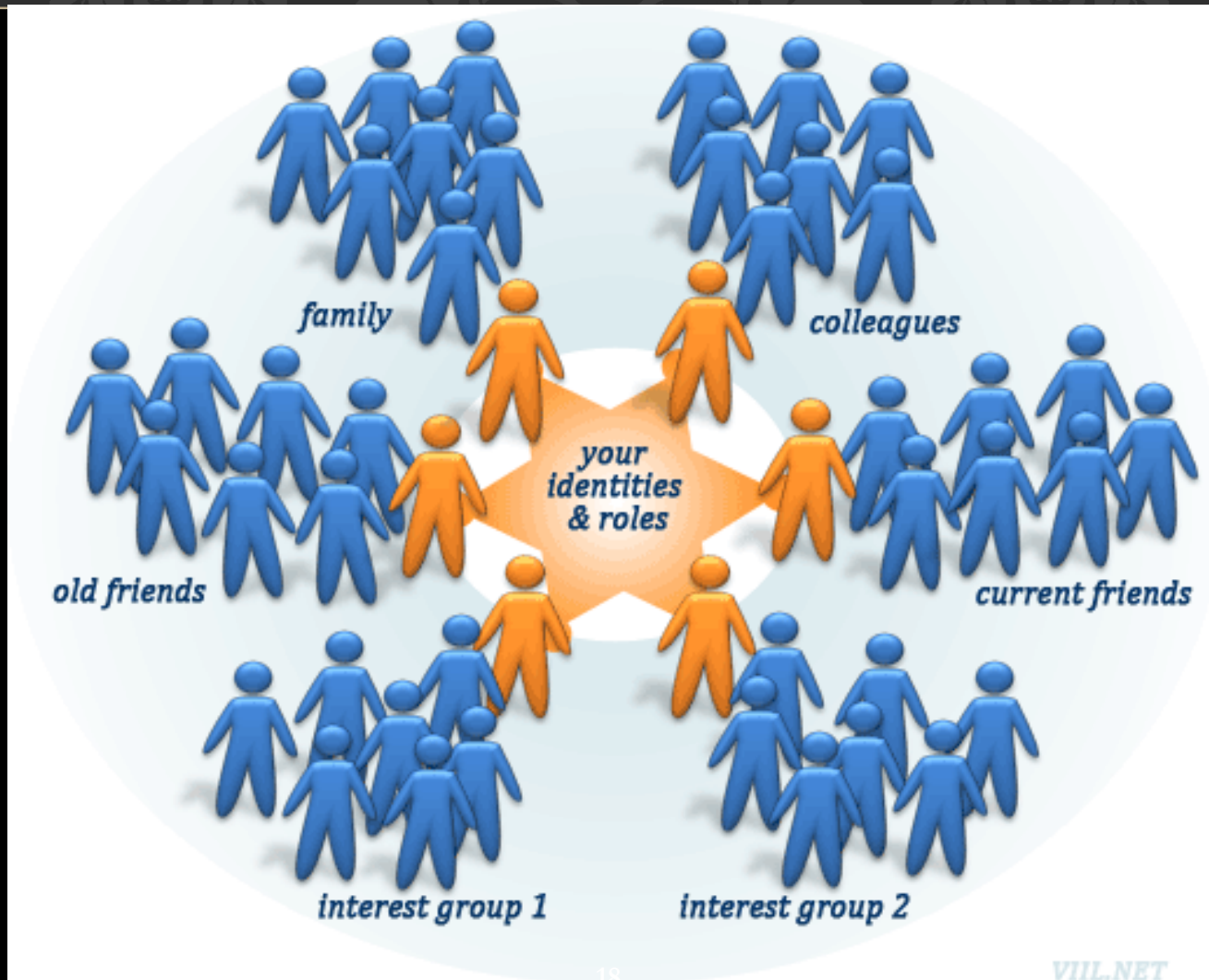
An aggregate of people who come together around mutual engagement in an endeavor [...] it is defined by its membership and by the practice in which the membership engages.

Eckhert and McConnell-Ginet, cited by Mitchell and Myles, 2004, p. 241.

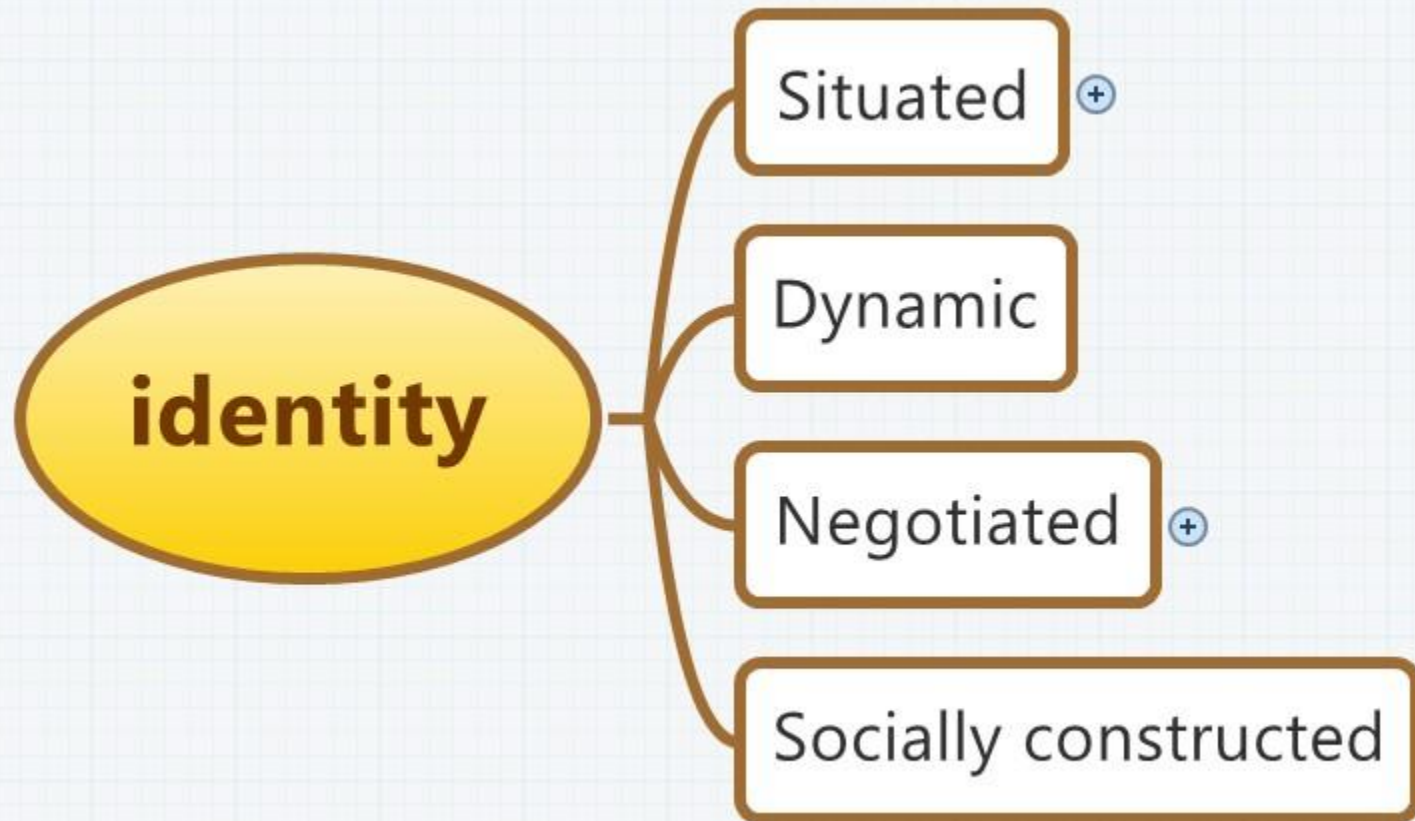
# IDENTITY THEORY IN SLA



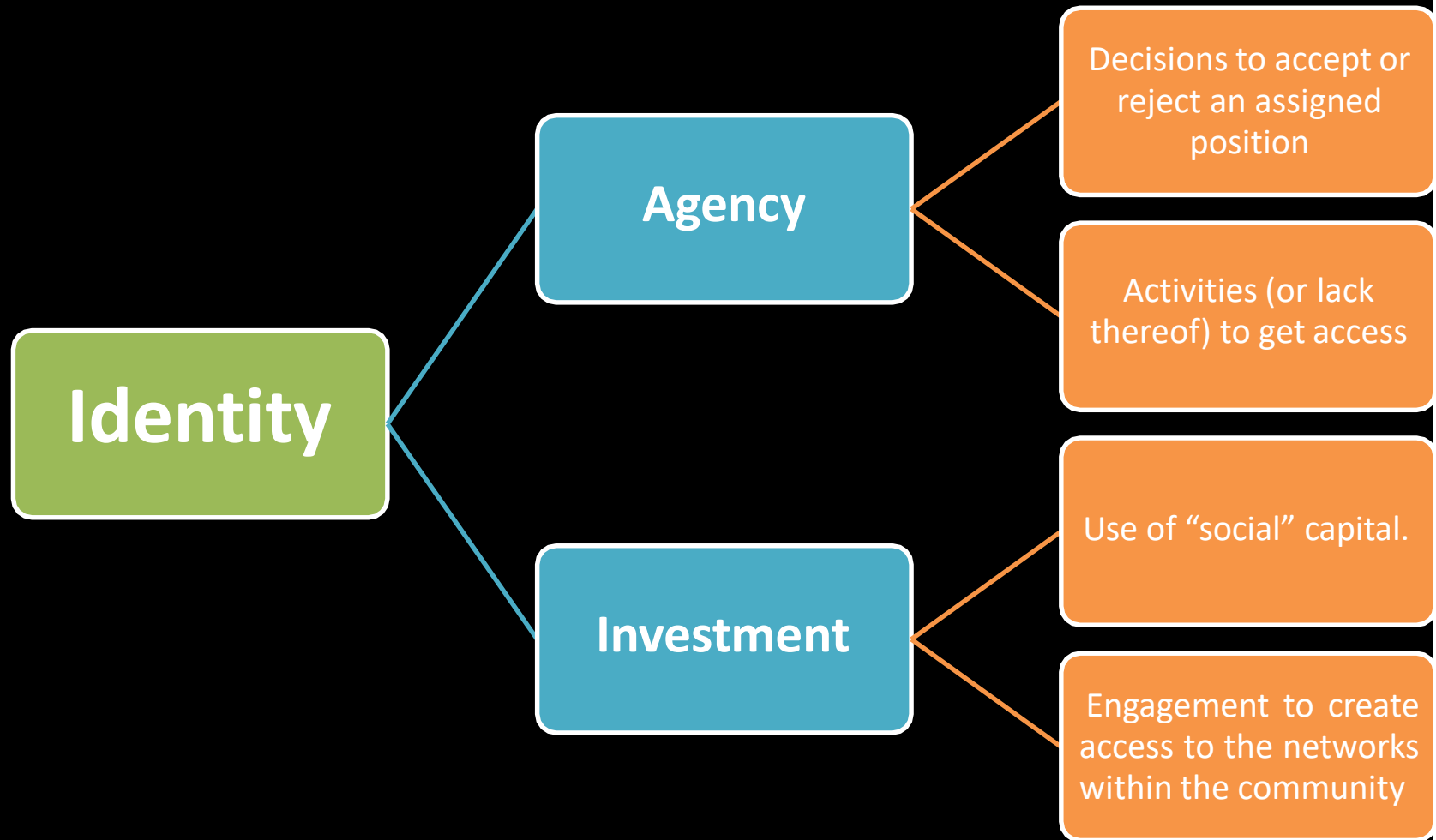
# IDENTITY THEORY IN SLA



# IDENTITY THEORY IN SLA



# IDENTITY THEORY IN SLA





## HOW DOES ALL THAT ADD UP

From this perspective, learners of English participate in particular, local contexts in which specific practices create possibilities for them to learn English.

Norton and Toohey, 2001, p. 311

## HOW DOES ALL THAT ADD UP

L2 learning is not seen... as a gradual and neutral process of internalizing the rules, structures, and vocabulary of a standard language; rather, learners are seen to appropriate the utterances of others in particular historical and cultural practices, situated in particular communities. Thus, researchers need to pay close attention to how communities and their practices are structured in order to examine how this structuring facilitates or constrains learners' access to the linguistic resources of their communities.

Norton and Toohey, 2001, p. 312

# IMPLICATIONS

- A better understanding of power relations, social inequities, political influences and cultural stereotyping as related to SLA.
- A reconceptualization of the “G L L” (those who exert agency and decide to invest).

# IMPLICATIONS

- A framework for the study, design and implementation of technology-mediated language teaching.
- Integration of the view of “language as ideology”.

## LIMITATIONS

- A great deal of research in sociocultural theory has been carried out in SL contexts (immigrants, international students, etc.)
- Little evidence of the concepts in FL contexts were access to participation might be influence by different environmental effects.
- Criticism on the qualitative and relative nature of the studies as opposed to the traditional, positivistic

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**STAY  
SAFE**