



Implementing Socio-Cultural Theory in the Teaching of English Grammar

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Translate the Spanish preposition 'a' into English.

Rule of thumb? 'a' = 'to' in English

Juan se lanzó a la piscina =

Juan jumped into the pool

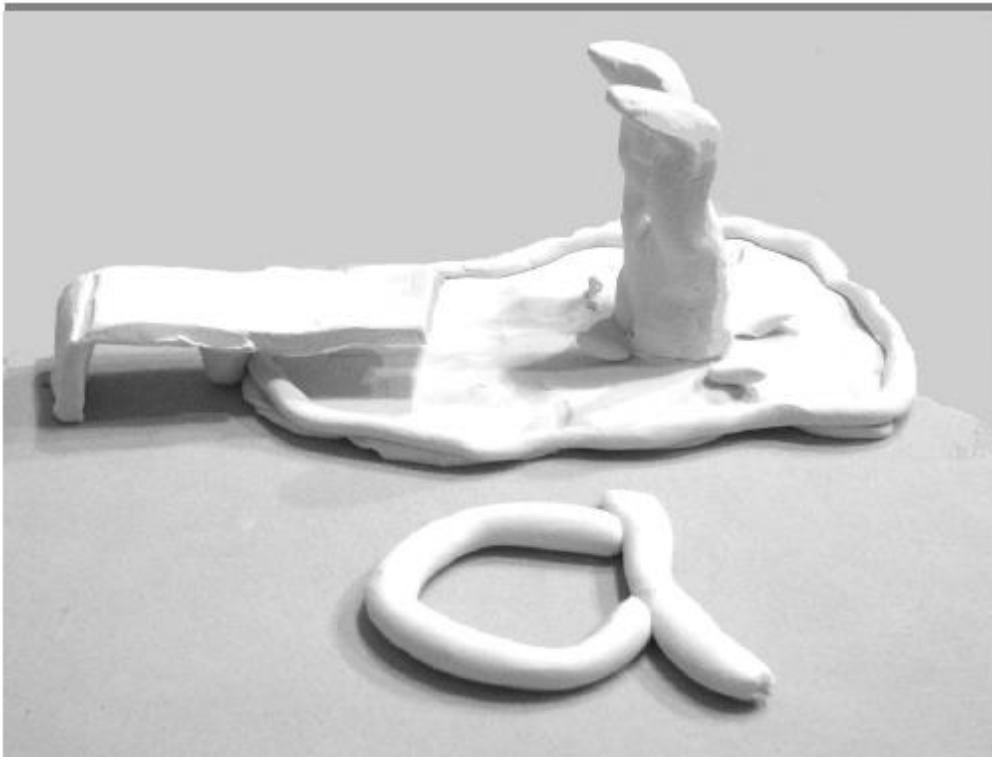
A common misconception is that the Spanish preposition *a* is often thought to only mean “to.” In reality, this little word has so many more translations and uses! In fact, *a* also means on, at, from, by, in, (into, through)... and in some cases may not translate to anything at all!

(<https://blog.pimsleur.com/2021/01/22/spanish-prepositions-de-and-a-grammar-rules/>)

Juan jumped into the pool = Juan se lanzó a la piscina

TO / IN / THROUGH / INTO: 'A'

When the place where the object is located requires movement to reach the location, 'a' is used.



Student's representation
of the concept of 'a'

Clay Model of "Juan se lanzó a la piscina" (Serrano-López & Poehner, 2008)

Sociocultural Theory (SCT) & Systemic-Theoretical Instruction (STI)

- Based on Vygotsky's work with children in Ukraine in the 1930s
- Social relations have a causative role in language development
- Gal'perin created a practical SCT pedagogy in the 1960s:
- Systemic-Theoretical Instruction (STI)

- STI pedagogical activities can reflect and exploit aspects of SCT's account of development, such as:
 - concept-based instruction
 - mediation
 - zone of proximal development
 - materialisation
 - verbalisation.

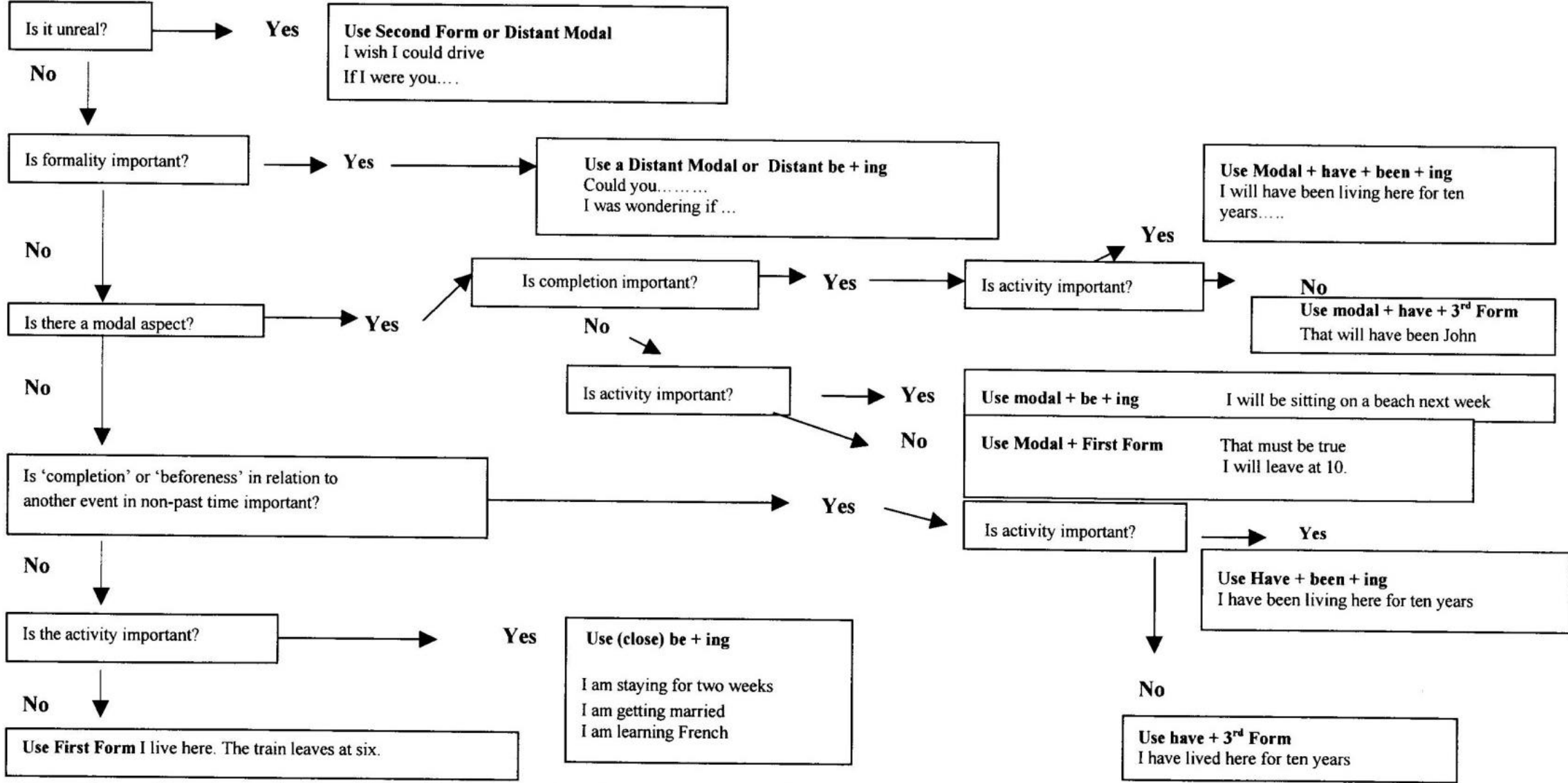
Concept-Based Instruction (CBI)

- CBI: complete descriptions of linguistic systems as a basis on which to 'act', i.e. to base language choices
- Language 'rules' are not right versus wrong, but rather a system of choosing the best available form to signify the desired meaning (in the most appropriate way)
- What do you want to express? What's important to you? If you want to show this is important, choose this form. If you want to show that is important, choose that form.
- 'Complete Orienting Basis of an Action' (Gal'perin)

Figure 14 Non-Past Time

Is it Past Time or Non-Past-Time?

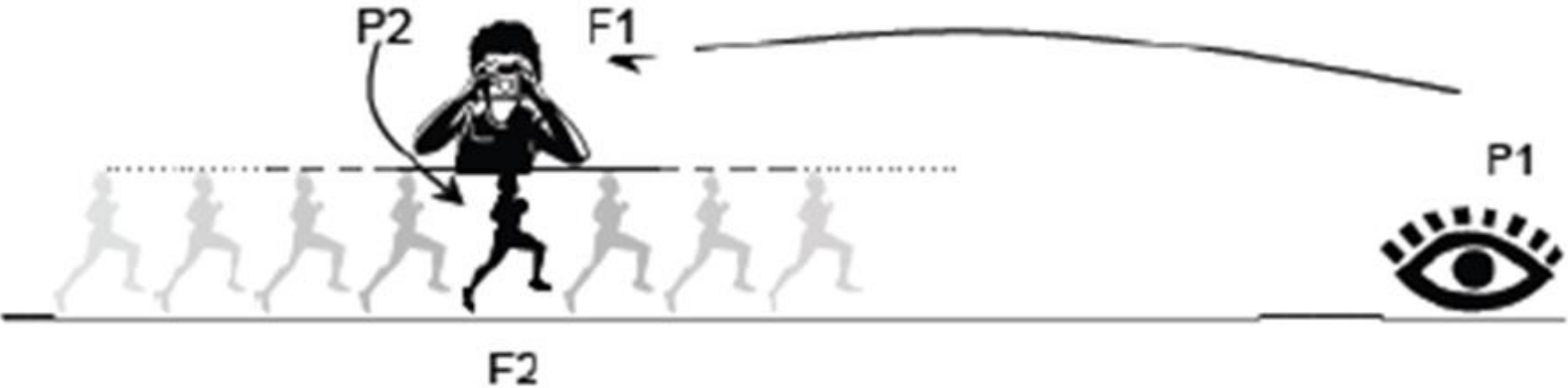
Non-Past Time



Mediation

- The mind is mediated by tools that enable us to develop higher mental functioning (Vygotsky, 1978:40), the most powerful tool being language (Daniels, 2005:11)
- Tools appear first on the 'interpsychological' or social plane, and can then be 'internalized' onto the 'intrapsychological' or individual plane (Vygotsky, 1981, in Daniels, 2005:7)
- External mediating tools > internal mental representations > abstract thought
- The more a concept has been internalised, the more independence the learner has from having to manipulate these tools (Gal'perin, 1970:143-144)

IMPERFECTO (*Jazmín corría* → Jazmín ran)



Ayer/ en ese momento/ esa tarde *corría*
Yesterday/at that time/that afternoon he was running

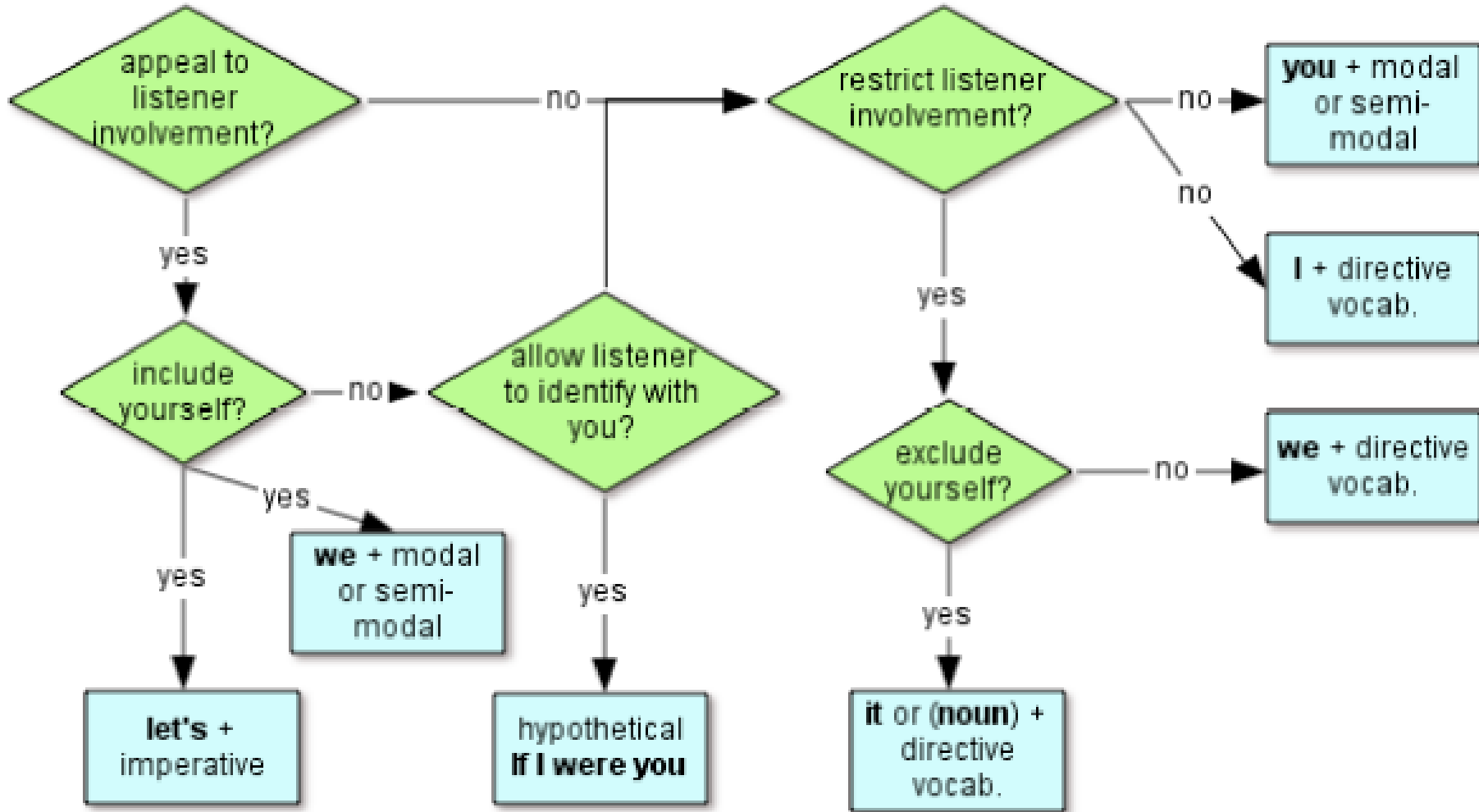
Vocalisation

- Cultures and participants co-construct 'social speech', which can then begin the process of being internalised.
- 'Social speech' > vocal then sub-vocal 'private speech' > 'inner speech' / abstract thought.
- 'Inner speech' has no formal properties and is "condense[d] into pure meaning" (Lantolf, 2004:15).

Verbalisation

- Verbalisation: "the intentional use of overt self-directed speech...to explain concepts to the self" (Negueruela & Lantolf, 2003:86).
- While making language choices, students may discuss their decisions with peers or with themselves either aloud or in their mind.
- We can focus these discussions on the questions learners need to ask themselves to determine the most appropriate language forms for their desired meanings.
- This is right > What do you want to say? > What do *I* want to say?

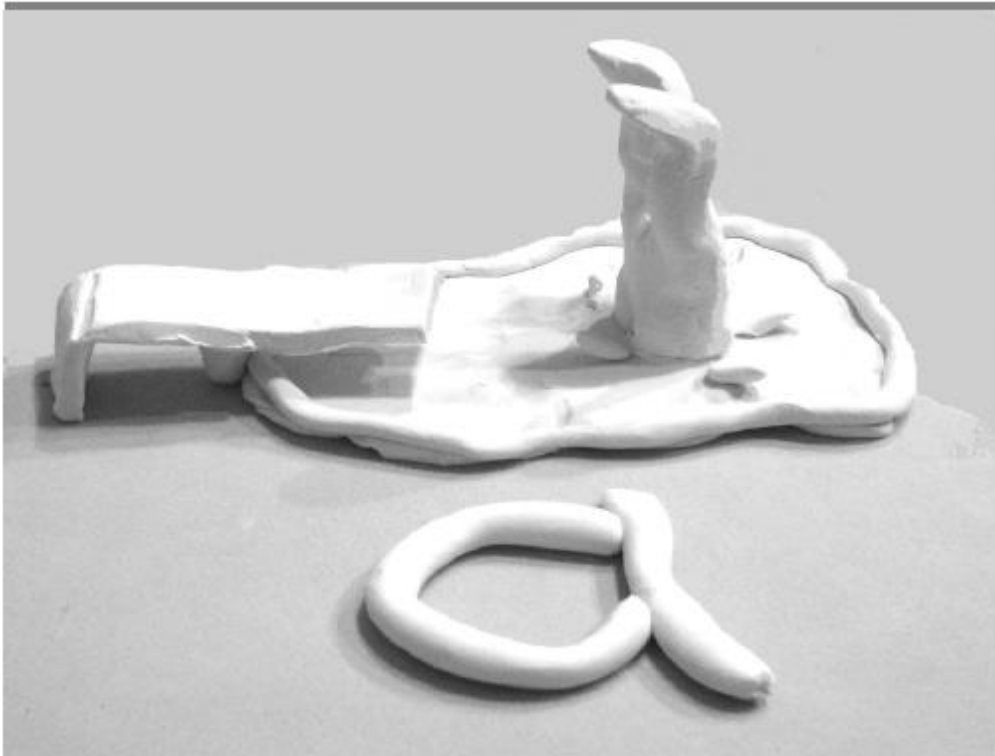
SCOBA for dynamic system of pronoun choice in directives



Materialisation

- Materialisation: the visual representation of conceptual knowledge which is used as a mediational tool, also known as 'Schema for Complete Orienting Basis for Action' or 'SCOBA' (Gal'perin).
- Research and learner feedback often agree that SCOBA "work better than the rules" (Lantolf & Thorne, 2006:313).
- More imagistic SCOBA may be more 'internalisable' as they are more abstract, and more reflective of abstract thought, and symbol manipulation theories of thinking.

'SCOBA'



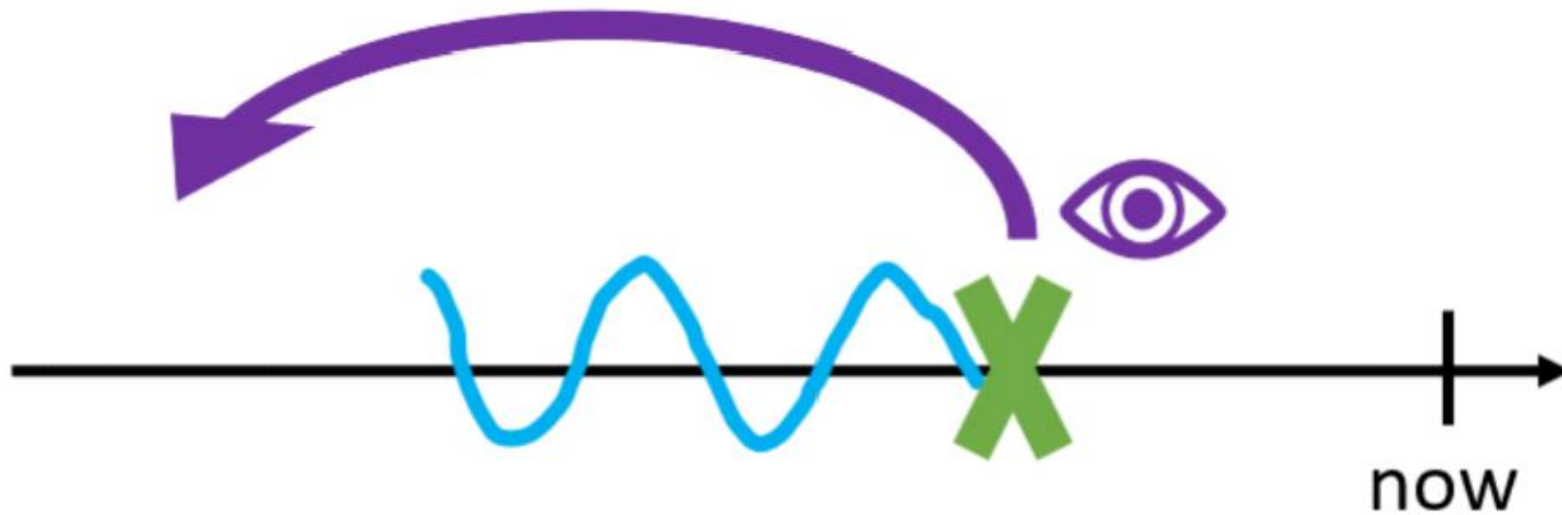
Schema for
Complete
Orienting
Basis for
Action'

Narratives: Tense and Aspect



Narratives: Tense and Aspect

Later that week,
we *were gossiping* away in a local cafe,
when we *noticed*
my friend's bag *had been stolen*.



Narratives: Tense and Aspect

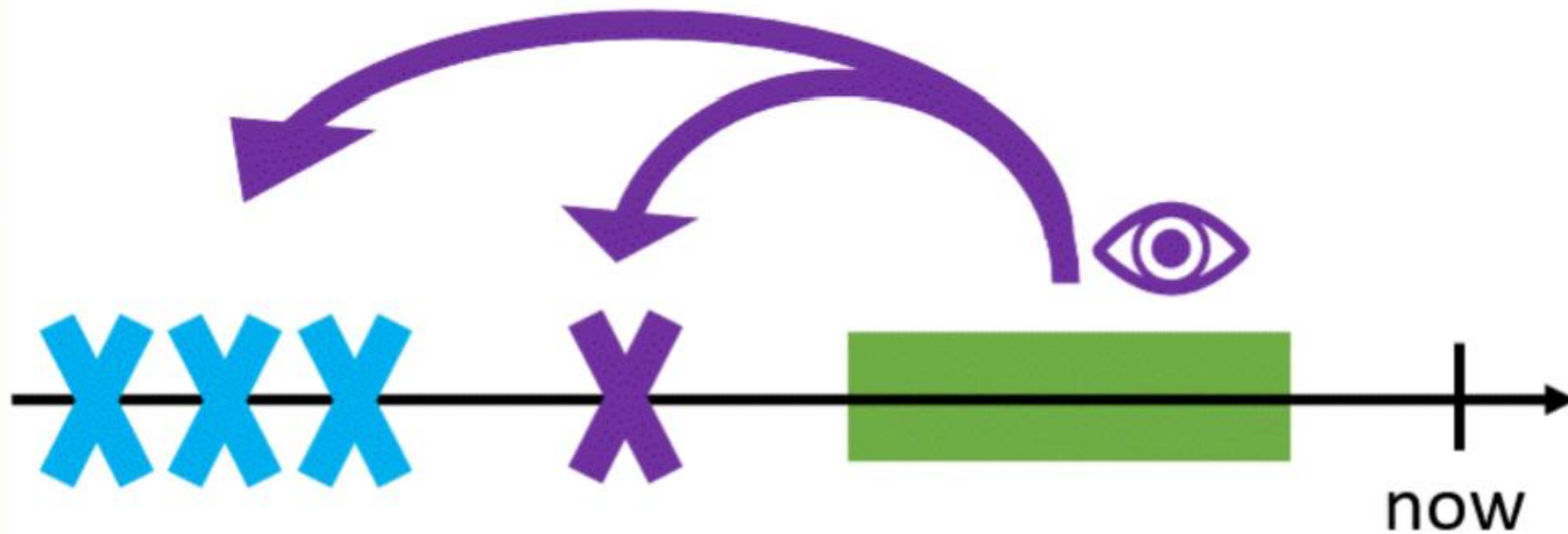


Narratives: Tense and Aspect



Narratives: Tense and Aspect

She **was** most disappointed because
the shells she'd **been collecting**
had all **gone**.



Narratives: Tense and Aspect



Complete Orientating Basic for Action v Rule of Thumb

- “It has often been said that a person does not really understand something until [they] teach it to someone else.
- Actually a person does not really understand something until [they] can teach it to a computer, i.e. express it as an algorithm.
- The attempt to formalise things as algorithms leads to a much deeper understanding than if we simply try to comprehend things in the traditional way.”

(Donald E. Knuth, in American Mathematical Monthly, 1974)

Rules of Thumb

- ‘Will’ is for future time
e.g. She will have arrived by now.
- Past progressive action in progress at a specific time
e.g. When I was a kid, I was always fighting with my brother.
- Present Perfect for the recent past
e.g. We’ve been in the Holocene epoch for the last 11,700 years.
- Don’t use ‘will’ or ‘would’ in the ‘if’ clause
e.g. If you’ll wash up, I’ll dry and put away; e.g. If you would only listen to me sometimes, you wouldn’t get into such bother!

The bigger, the better (comparative correlatives)

What are the grammar 'rules'?



The more calories you burn, the more likely you are to maintain a healthy weight.

The comparative, the comparative

There was a lot of grammar analysis just then, so let's make it simpler:

- 1) Start with a normal conditional sentence with a comparative in each clause;
- 2) Separate the comparative elements you want to connect, i.e. **more calories**, **more likely**;
- 3) Put them at the start of each clause with '**the**', separating the clauses with a **comma**;
- 4) Don't use 'if' because the structure already shows it's conditional, but add what's left.

~~If you burn more calories you are more likely to maintain a healthy weight.~~

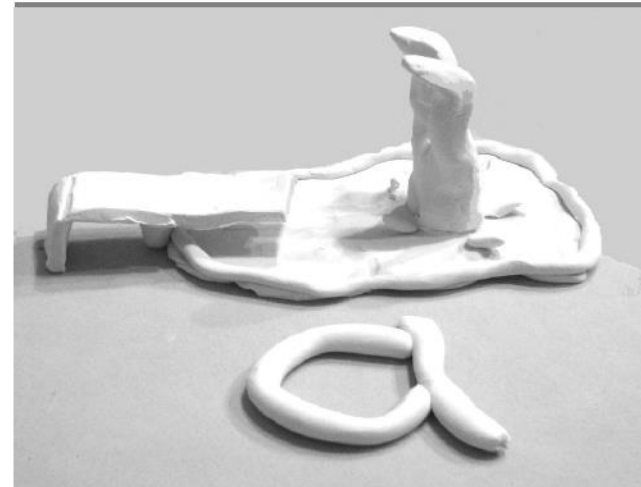
The more calories you burn , the more likely you are to maintain a healthy weight.

Language Areas

- Prepositions of Place and Movement
- MWV Adverb Particles
- Prepositional Relative Clauses
- Fronted Adverbials with Inversion

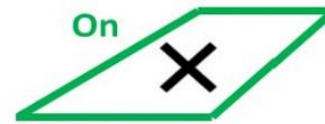
What do you think?

at / to / from
on / onto / off
in / into / out of



Prepositions of Place and Movement

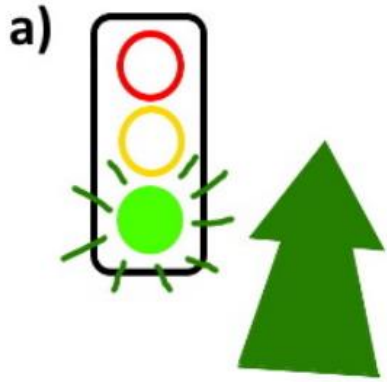
H5P on Lumi: <https://app.Lumi.education/run/Kx8C5O>



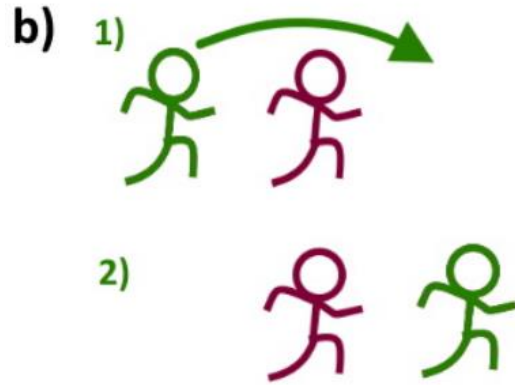
Moodle Practice: <https://lms.sulb.uni-saarland.de/moodle/mod/h5pactivity/view.php?id=301431&forceview=1>

YouTube Presentation: <https://youtu.be/iu-ORdFmv90>

Adverb Particles in MWVs

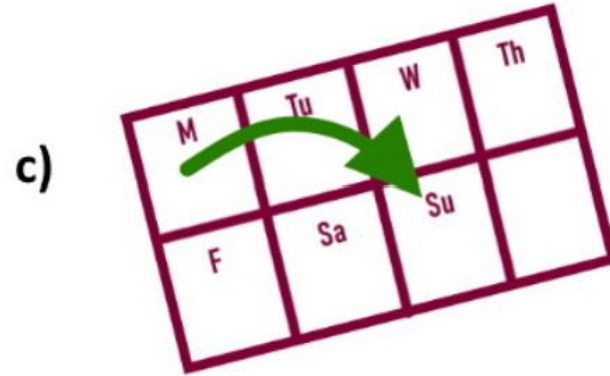


a) (permission) to start doing sth



b) 1) move forward physically / make progress (e.g. on a job or in life)

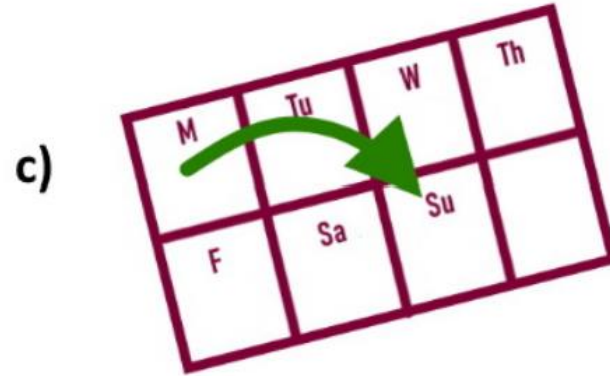
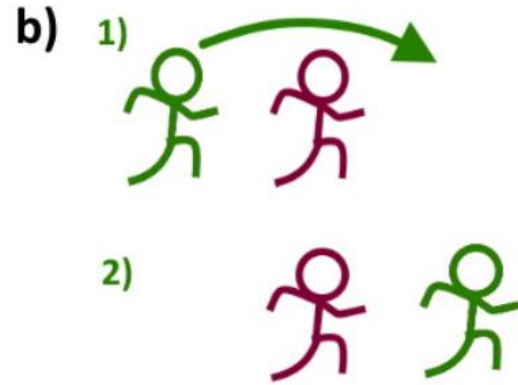
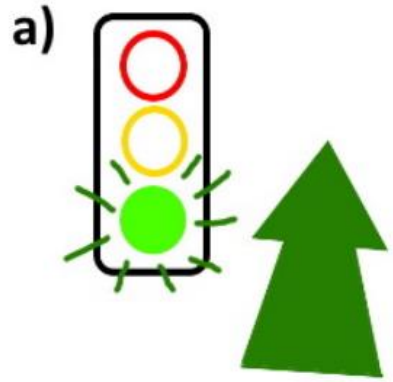
bii) be in a better position / move past sb into a better position



c) do sth before it's needed in order to prepare

i) If you want to get ***ahead*** in your career, you might need to be prepared to work abroad for a bit.

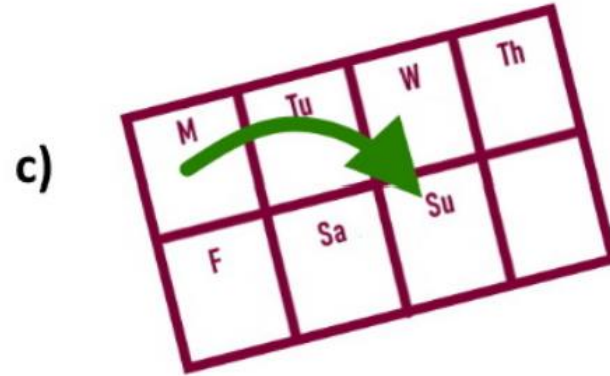
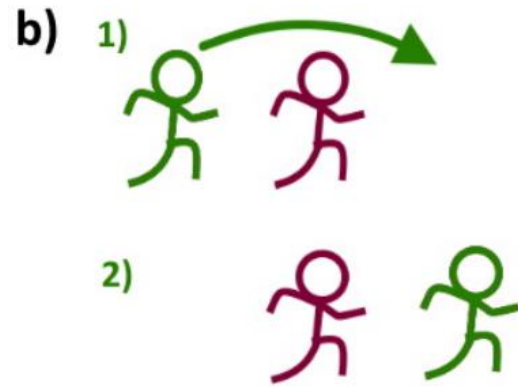
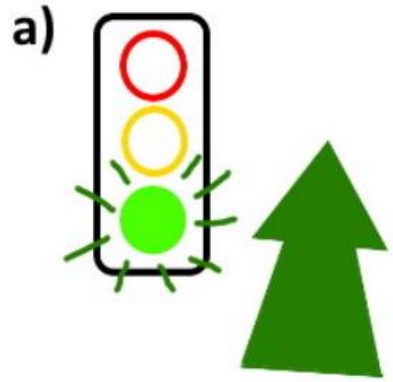
Adverb Particles in MWVs



ii) You won't see all the best things a place has to offer unless you plan ***ahead***.

iii) China has recently moved ***ahead*** of Italy on the list of most visited countries.

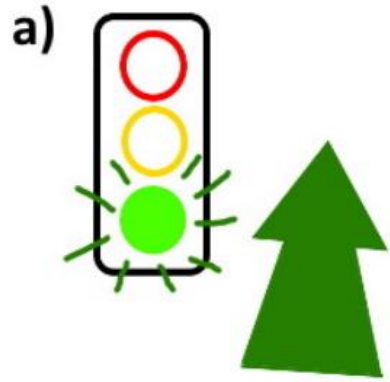
Adverb Particles in MWVs



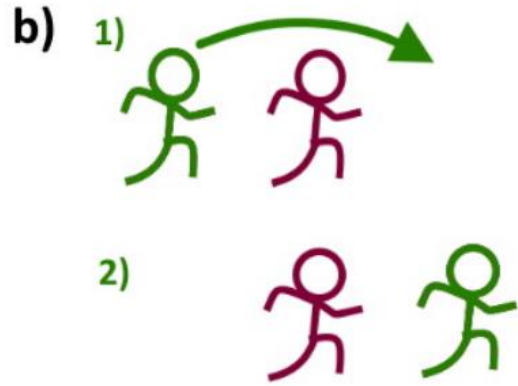
iv) If you want to borrow my binoculars on the nature walk tomorrow, go ***ahead***.

v) She was so far ***ahead*** of me on the cycle ride to the next town, I didn't even see her until we arrived.

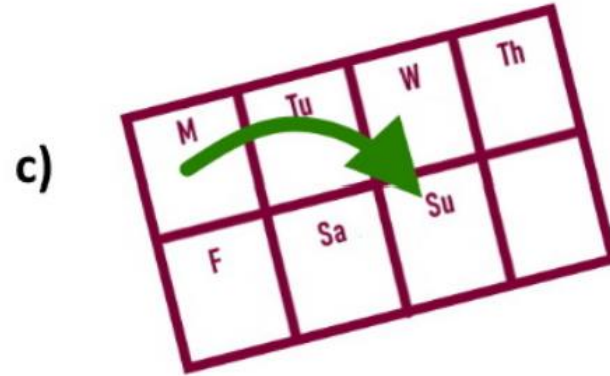
Adverb Particles in MWVs



a) (permission) to start doing sth

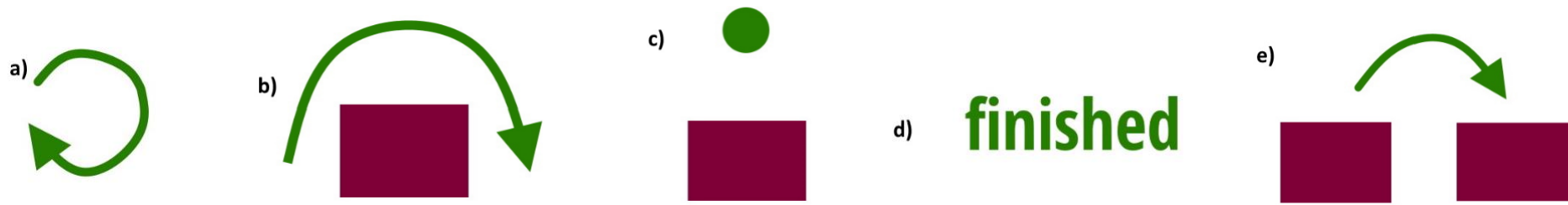


b) 1) move forward physically / make progress (e.g. on a job or in life)
2) bii) be in a better position / move past sb into a better position



c) do sth before it's needed in order to prepare

- ai) return to the start of a process and do it again, often differently, because the first way didn't work - *I tried to recreate the local curry but it was so disgusting I had to start over.*
- aii) do sth carefully, possibly repeating it to make sure - *If you want to come away with us, you're more than welcome, but think it over, take your time and let me know.*
- b) move up, above and beyond sth - *We left her at the airport, went back to ours, and watched her plane fly over the sea towards home.*
- c) be higher than sth/sb, physically or in status or power, and to have control - *I'm not so confident driving on the wrong side of the road - do you want to take over?*
- d) finish sth - *Come on, let's clean up - I want to get it over with, so we can go into town.*
- e) be, move or transfer sth from one place to another place that is separated by a distance or lots of other things - *The police car flashed their lights at us, so we pulled over to the side of the road. We had to hand over our insurance and ID documents.*



ai) return to the start of a process and do it again, often differently, because the first way didn't work;
aii) do sth carefully, possibly repeating it to make sure

b) move up, above and beyond sth

c) be higher than sth/sb, physically, or in status or power, and to have control

d) finish sth

e) be, move or transfer sth from one place to another place

Prepositional Relative Clauses

That's the kind of guest we dealt *with*.

That is the type of guest *with whom* we dealt

Formality and Word Order



Basic Sentence:

We dealt with that kind of guest.

Subject + Main Verb + Prep + Object (of Prep)



Relative Clause:

That's the kind of guest who we dealt with.

Relative Pronoun / Object (of Prep) + Subject + Main Verb + Prep + ~~Object (of Prep)~~



More Formal

Fronted Preposition:

That is the kind of guest with whom we dealt.

Prep + Relative Pronoun / Object (of Prep) + Subject + Main Verb + ~~Prep~~ + ~~Object (of Prep)~~

Formal Prepositional Relative Clauses Practice

H5P Lumi: <https://app.Lumi.education/run/rVuhk2>



Moodle: <https://lms.sulb.uni-saarland.de/moodle/mod/h5pactivity/view.php?id=301951>

YouTube Presentation: <https://youtu.be/ycD59bLiioE>

Fronted Negative or Limiting Adverbials with Inversion

Anything worth fighting for is rarely easy.

> Rarely is anything worth fighting for easy.

We can't ignore this on any account.

> On no account can we ignore this.

What would you do?

Emphatic Word Order

Before we look at this grammar together, see if you can work it out for yourself!

You'll see 8 pairs of sentences – the first is normal but the second has been changed to make it more emphatic.

What changes have been made to the word order? What other changes have been made?

Anything worth fighting for is rarely easy.

Rarely is anything worth fighting for easy.

We can't ignore this on any account.

On no account can we ignore this.

We have never had this opportunity before.

Never before have we had this opportunity.

I didn't know they had no green credentials.

Little did I know they had no green credentials.

We **had hardly begun** our discussions **when** an argument **broke out**.

Hardly had we begun our discussions **when** an argument **broke out**.

An argument **broke out no sooner** than we **had begun** our discussions.

No sooner had we begun our discussions **than** an argument **broke out**.

We **didn't reach** agreement **until** we **all took** a more positive approach.

Not **until** we **took** a more positive approach **did** we **reach** agreement.

We **only felt** a sense of optimism **then**.

Only then **did** we **feel** a sense of optimism.

Fronted Adverbials with Inversion

Fronted Adverbials with Inversion

Negative adverbial + auxiliary + subject + rest of sentence

1. Take a normal sentence
2. Front the adverbial
3. Invert subject & 1st auxiliary / be

Anything worth fighting for **is rarely** easy.

Rarely anything worth fighting for **is** easy.

Rarely is anything worth fighting for easy.

Fronted Adverbials with Inversion

Negative adverbial + auxiliary + subject + rest of sentence

Fronted Adverbials with Inversion

Negative adverbial + auxiliary + subject + rest of sentence

1. Take a normal sentence
2. Front the adverbial
3. Invert subject & 1st auxiliary / be

We can't ignore this on any account.

We can ignore this on no account.

On no account we can ignore this.

On no account can we ignore this.

Add the negative to the adverbial using 'no' or 'not'

Fronted Adverbials with Inversion

Negative adverbial + auxiliary + subject + rest of sentence

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Fronted Adverbials with Inversion

Negative adverbial + auxiliary + subject + rest of sentence

1. Take a normal sentence
2. Front the adverbial
3. Invert subject & 1st auxiliary / be

We have never had this opportunity before.

Never before have we had this opportunity.



I didn't know that they had no green credentials.

I knew little that they had no green credentials.



Little did I know (that) they had no green credentials.



We can use some other parts of speech like the formal pronoun 'little'.

If there isn't one already, add the auxiliary for the tense and aspect.

Fronted Adverbials with Inversion

Negative adverbial + auxiliary + subject + rest of sentence

1. Take a normal sentence
2. Front the adverbial
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Fronted Adverbials with Inversion

Negative adverbial + auxiliary + subject + rest of sentence

1. Take a normal sentence
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We had hardly begun our discussions when an argument broke out.



Hardly had we begun our discussions when an argument broke out.

An argument broke out no sooner than we had begun our discussions.



No sooner had we begun our discussions than an argument broke out.

Notice the conjunctions here: Hardly had we done sth when ...

No sooner had we done sth than ...

Fronted Adverbials with Inversion

Negative adverbial + auxiliary + subject + rest of sentence

1. Take a normal sentence
2. Front the adverbial
3. Invert subject & 1st auxiliary / be

Fronted Adverbials with Inversion

Negative adverbial + auxiliary + subject + rest of sentence

1. Take a normal sentence
2. Front the adverbial
3. Invert subject & 1st auxiliary / be

We **didn't** reach agreement until we all took a more positive approach.

Not until we took a more positive approach **did** we reach agreement.

Add the negative at the front, so the auxiliary is positive.

We **only** felt a sense of optimism then.

Only then **did** we feel a sense of optimism.

If there isn't one already, add the auxiliary for the tense and aspect.

Fronted Negative or Limiting Adverbials with Inversion Practice

H5P Lumi: <https://app.Lumi.education/run/QNP7YR>



we didn't reach agreement until all of us took
a more positive approach

did not

✓ Check

Moodle: <https://lms.sulb.uni-saarland.de/moodle/mod/h5pactivity/view.php?id=301970>

Fronted Negative or Limiting Adverbials with Inversion Practice

0) We can only ensure a secure and healthy future for ourselves and the planet when we prioritize sustainable food systems.
[Only when we prioritize sustainable food systems, can we] ensure a secure and healthy future for ourselves and the planet.

1) The findings had hardly been published when the activists started their protest.

the activists started their protest.

2) We can't continue to rely on fossil fuels for our transportation needs in any way.

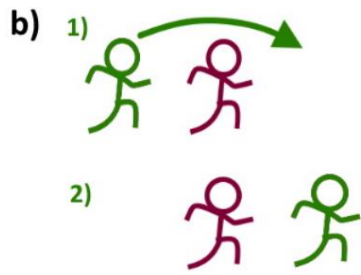
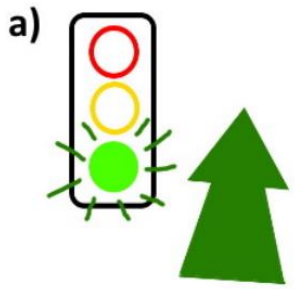
to rely on fossil fuels for our transportation needs.

3) We didn't realise that our food choices could have such a profound impact on the planet's health and our own.

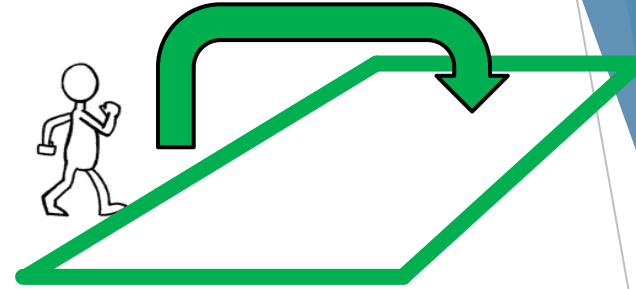
our food choices could have such a profound impact on the planet's health and our own.

4) There has never been a more critical time to prioritize sustainable transportation before.

a more critical time to prioritize sustainable transportation.



Summary



- Concept-Based Instruction
- Mediation
- Materialisation
- Internalisation
- SCOBA – Schema for Complete Orientating Basis for Action

She *was* most disappointed because
the shells she'd *been collecting*
had all gone.

**Which SCOBA do you remember
from today's session?**

We had hardly begun



Hardly had we begun



That is the type of guest **with whom we dealt.**

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