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RESEARCH TIMELINE

Sociocultural theory and concept-based language instruction

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Introduction

In the initial sociocultural theory (SCT) timeline, Lantolf and Beckett (2009) surveyed a broad spectrum of research informed by sociocultural psychology as it was extended into the field of second language acquisition and language teaching. Since that time, the amount of research that has been published within the SCT framework has grown exponentially. With regard to the educational setting, two major strands of research have emerged; one that addresses pedagogical practice and the other that deals with assessment. The assessment strand, *Dynamic Assessment*, adheres to principles that emerge from the SCT concept of the *Zone of Proximal Development* and is the topic of a separate timeline (see Poehner & Wang, forthcoming). The pedagogical strand, the topic of the present article, is generally referred to as *Concept-based Language Instruction* (C-BLI), although in some publications the rubric Concept-based Instruction (CBI) is used. Unfortunately, the abbreviation of the alternative rubric has on more than one occasion been confused with content-based instruction, also abbreviated as CBI. We would like to suggest here that it would be better if SCT researchers were to adopt C-BLI to avoid misinterpretations going forward.

C-BLI is a systematic approach to language instruction grounded in principles of SCT as laid down by Vygotsky (1987, 1997) and refined by later generations of SCT researchers, including most importantly Gal'perin (1979, 1992) and Davydov (2004). Gal'perin, whose pedagogical framework is known as *Systemic Theoretical Instruction* (STI), has been particularly influential in establishing the procedures used in C-BLI. Gal'perin's approach to educational development is clearly explained in Haenen (1996, 2001). The extensive research program conducted by Gal'perin and his colleagues in an array of school subjects, including language instruction, is summarized in a book by Talyzina (1981). The motivation for coining C-BLI instead of adopting Gal'perin's rubric STI is because the all-important systematic knowledge which forms the foundation of the approach is drawn from meaning-based rather than structure-based theories of language, as was the case in early instantiations of the Gal'perin's model (e.g., Carpay, 1974; Kabanova, 1985). To date the majority of C-BLI research has focused on grammatical meaning and pragmatics. Van Compernolle (2014)* suggested a variation of C-BLI in order to reflect specific focus on pragmatics: Concept-Based Pragmatics Instructions (C-BPI), which we adopt in the current article. Given its concern with meaning rather than structure per se, C-BLI research has by and large allied itself with meaning-based theories of language, including most especially cognitive linguistics (see Lantolf, 2011*) and to a lesser extent, systemic functional linguistics, especially when focus is on text production and comprehension (e.g., Buescher, 2015*; Ferreira, 2005).

Before presenting the timeline, we believe it will be beneficial to provide the reader with some background on the general set of procedures that have been developed to implement C-BLI in the educational setting. To fully appreciate the significance of the developmental theory underlying C-BLI, we first need to understand that Vygotsky distinguished two types of development based on the nature of

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conceptual (i.e., meaning-based) knowledge at work in everyday and educational practices. In everyday life, knowledge is by and large derived from highly contextualized concrete experiences and observations of reality. In the case of children, these are generally organized and guided by adults, who themselves have been shaped by the beliefs, meanings (primarily language-based), and activities of their respective cultures. For example, our everyday direct experience of the heavens (generally reinforced by our language) leads us to conclude that the sun moves and the earth remains stable. Our understanding of geometric shapes, such as 'circle', is derived from our encounters with specific objects with an appropriate physical configuration—coins, wheels, rings, etc.—and from the fact that others tell us that these particular objects are circular in shape. Our everyday categorization of fruits and vegetables puts tomatoes, cucumbers, squash, and corn in the same food group as lettuce, spinach, asparagus, and beans, and sends us to the vegetable section of markets to purchase such items. Rigorous scientific observation of the heavens, on the other hand, tells us that it is the earth that moves around a stable sun. Scientifically, all circles that have ever existed or that will ever exist are figures generated by one point rotating around another fixed point (e.g., the geometers compass), and botanical science categorizes tomatoes, cucumbers, squash, and corn with apples, peaches, and pears as fruit.

According to Egan (2002), for more than a century and a half educators have tried to improve educational practice by replicating in school the discovery processes that operate when children learn in everyday life. In his view, however, the hunt for the so-called 'natural child', taken up by the likes of Spencer, Dewey, and Piaget, and concretized in practices such as inquiry-based, or discovery, learning (e.g., Wells, 1999), has been a futile enterprise. For one thing, trial-and-error learning is fairly inefficient, especially under the time constraints at work in educational settings, and for another, it can result in inappropriate or superficial conclusions. As Karpov (2003, p. 71) cautions, discovery learning 'may work if the common salient characteristics of objects or events reflect their significant, essential characteristics', but it runs into problems when the observable common features of a set of objects are not the essential features of the entire class of objects under consideration, as in the botanical example illustrated in the preceding paragraph.

In our own field, Krashen's (Krashen & Terrell, 2000) assertions about the value of comprehensible input for language acquisition and his admonishments against explicit instruction are also predicated on the 'natural child' orientation and on the subsequent assumptions that for adults to be effective language learners they must adhere to the same procedures that children follow, despite the fact that adults have different kinds of minds from children and can learn in ways that are at variance with the primary way children learn (see Paradis, 2009; Arievitch, 2017). Vygotsky vigorously opposed replicating natural ways of learning in the educational environment and asserted that if school development replicated everyday development it would be an unnecessary activity. The point of education is to build on, and eventually restructure through access to scientific knowledge, what we learn through everyday spontaneous experiences.

Although Vygotsky did not offer a specific blueprint for how to promote educational development, he was quite clear that educational practice must provide an experience that is different from the developmental experiences of everyday life. Accordingly, he argued that formal education entails the 'artificial development' of the individual (Vygotsky, 1997, p. 88). By artificial he did not mean 'fake' or 'unreal', but planned and systematic access to rigorously formulated knowledge that 'restructures all functions of behavior in a most essential manner' (p. 88). For Vygotsky, education is a dialectical process captured in the Russian term *obuchenie* 'teaching-learning' (Cole, 2009), in which instruction opens the way for, and promotes, development instead of waiting for learners to somehow become developmentally receptive to instruction as proposed by Piaget. In second language (L2) teaching the readiness model has had considerable, and in our view, deleterious, influence through such theories as Pienemann's (1998) processability theory and affiliated teachability hypothesis (Pienemann, 1989) as well as Krashen's (Krashen & Terrell, 2000) notion of comprehensible input.

The focal component of educational development for Vygotsky (1987) is the unit of instruction—the SCIENTIFIC CONCEPT, which mediates the teaching-learning dialectic (i.e., *obuchenie*). Scientific concepts are 'generalizations of the experience of humankind that are fixed in science, understood in the

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broadest sense of the term to include both natural and social science as well as the humanities' (Karpov, 2003, p. 71). Unlike everyday concepts, which tend to be 'isolated, ossified and changeless formations' (Vygotsky, 1987, p. 98) and as such enjoy a limited range of functionality across contexts, scientific concepts are generalizations that can be expected to operate much more flexibly and in a wider domain and therefore form 'an active part of the intellectual process, constantly engaged in serving communication, understanding, and problem solving' (Vygotsky, 1987, p. 99). The challenge for educators is to develop effective means to capture and present the concepts in a way that is understandable, memorable, and functional for learners (Karpov, 2003, p. 71).

To appreciate the distinction between language-based scientific concepts and traditional approaches to explaining features of a target, consider first how the vocative pronoun system in a language such as French, Spanish, or German is described in many textbooks. Learners are informed that speakers of these languages indicate the status of the relationship between speakers through the use of specific pronoun forms. Thus, in a language such as French, the pronoun *tu* (you) is used when the relationship is informal, such as when speaking to people who have a close relationship such as family members, colleagues, friends, God as well as when interacting on the internet, while the pronoun *vous* is used between strangers (e.g., people on the street, salespeople in shops, by a younger speaker to an older speaker, and always when addressing a group of individuals). This type of description is frequently referred to as a rule of thumb; as such it is not necessarily inaccurate, because it could be that people with a close relationship would address each other with *tu* whereas strangers would likely use *vous*. The shortcoming of these types of 'rule', however, is that they fail to capture the complexities and subtleties entailed in social relationships. For instance, in German, it is much more likely that colleagues will address each other using *Sie* (formal) than *du* (informal), and in certain regions of Spain (e.g., Barcelona) *tu* is often used in public interactions with older interlocutors to avoid highlighting age differences.

Van Compernolle, in several of his publications on C-PBI, observed that speakers of languages such as French do not follow 'rules' when deciding which address forms to use, but instead make their decisions based on ORDERS OF INDEXICALITY, a concept formulated by Silverstein (2003). Van Compernolle (2012), recognizing that learners are unlikely to possess the technical expertise necessary to engage with Silverstein's exposé of the concept, adapted it for his audience of learners. Accordingly, he explained indexicality as language use based on a speaker's perception of geographic location, formal nature of context, speaker age, education level, social class, and group membership (i.e., first-order indexicality); a desire to sound or not sound, local, older or younger, more or less educated, higher or lower class, group or non-group member (i.e., second-order indexicality); orientation to speech traits such as regional accents, slang, and stereotypes of age, education, class, and language use (i.e., third-order indexicality). The three orders of indexicality were then visualized as five interrelated Schemas for the Orienting Basis of Action (SCOBAs).

As outlined below, C-BLI pedagogy integrates the six phases of Gal'perin's STI model. For a full discussion of C-BLI, including its underlying theory, along with reviews of several pedagogical and experimental projects informed by the approach, the interested reader should consult the book-length publication by Lantolf and Poehner (2014).

Phases of Gal'perin's STI model

Phase (1): Generate learner awareness of their own understanding of the particular language feature under analysis. Pre-understanding may relate to how learners believe their L1functions (e.g., verbal aspect) or it may reflect their previous experiences with the L2 in either instructional or immersion settings. The pre-understanding serves as the point of departure for the remaining phases and is what must eventually be changed as the result of instruction. It is frequently referred to as OBA, or Orienting Basis of Action, on the assumption that pre-understanding plays a role in how learners orient themselves and therefore make sense of new knowledge that is presented through C-BLI. As is documented in virtually all of the C-BLI research, learners often encounter cognitive and emotional dissonance as they struggle with conceptual knowledge

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at odds with what they know or think they know about a particular component of language. Grappling with the dissonance is essential and serves as the catalyst for development. Teachers, and perhaps other learners, have an indispensable role to play in mediating the struggle in order to push development forward.

Phase (2): High-quality explanation of the concept under study. It is here that reliance on appropriate meaning-based theories of language is indispensable. As we mentioned already, for most of the grammar-based research, cognitive linguistics has been the primary resource for conceptual knowledge but when literacy has been the focus of research, SFL and its concept of genre has been the preferred resource. Educators must keep in mind that explanations developed for linguists are usually not directly transferrable to language classroom. Therefore, the concepts must be made comprehensible and pedagogically functional for non-specialists.

Phase (3): According to STI principles, presenting conceptual knowledge to learners in a verbal format only is problematic because learners tend to memorize what is stated in the verbal rendition of a concept without sufficient understanding; moreover, because of the sequential nature of spoken and written language, even if understood, the details of conceptual information in verbal form can be difficult to remember. For this reason, Gal'perin recommended including graphic depictions of concepts on the grounds that they offer holistic images of relevant information, and because images as such tend to be more memorable than purely verbal explanations. Gal'perin referred to pedagogically useful graphic representations of scientific knowledge as SCOBAs (Haenen, 1996). As those familiar with cognitive linguistics are aware, schematic representations of language concepts are a significant component of its theory-building endeavour. While it is not always feasible to directly import CL graphic representations of concepts directly into pedagogical practice, they are a useful starting point for designing SCOBAs. As mentioned in the timeline summaries, other means of depicting conceptual knowledge include computer graphics as well as physical objects, such as the Cuisenaire rods associated with Silent Way pedagogy.

Phase (4): Engage learners in communicative activities designed to practice using the conceptual knowledge depicted in SCOBAs. C-BLI does not specify which activities should or should not be used. The option is determined by teachers and learners and may include tasks, projects, literacy, drama, service learning, etc. The goal, however, is to provide learners with a rich array of opportunities to deploy the conceptual knowledge to create and convey meaning.

Phase (5): Learners verbalize, and visualize, their understanding of the concept and how they use it to communicate. This phase is derived from Vygotsky's (1987) principle that speaking (or writing) is not only communicating with someone else, but is also the means through which we complete the thinking process. Swain (2006) introduced the notion of *languaging* into SLA and language education to capture this important function of speaking/writing activity. Languaging in C-BLI entails two distinct activities. One is what Gal'perin called 'communicated thinking', which requires learners to explain to someone else (teacher or peer) their understanding of a concept depicted in a SCOBA and their use of it in a particular activity (Haenen, 2001, p. 163). The other he called 'dialogical thinking,' whereby learners engage in self-talk, or private speech, in order to mediate their thinking as they plan, execute and evaluate their own actions guided by conceptual understanding (p. 163). The two languaging subphases are important because they link 'I ~ You' and 'I ~ Me' communication (Vocate, 1994), the essential aspect of the *internalization* process through which *interpsychological* knowledge is transformed into *intrapsychological* knowledge. In some cases, languaging has been supplemented with a visualization task, which asks learners to generate their own SCOBA that graphically illustrates how to use a concept in a concrete communicative situation.

Phase (6): The final phase of the developmental process carries over the process begun in the previous languaging phase. As learners practice using and languaging that use of a concept their reliance on the external support provided by the relevant SCOBA diminishes and eventually disappears as they achieve independent mastery over the concept and its use in communicative activity, often in creative ways that do not necessarily mirror native usage. Nevertheless, they

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are aware of what they are doing and sensitive to its effect on others. For Vygotsky, the goal of development is not only improved performance; it is also 'conscious awareness' (Vygotsky, 1987, p. 206) of what one does.

With the preceding background in mind, we present the timeline that surveys and summarizes a decade of C-BLI research. Most of the research has addressed language instruction-learning (*obuchenie*) either in real classrooms or in what we will call clinical settings, which for our purposes means studies which recruit volunteers to participate in instruction outside of the normal context of a classroom, and frequently include a smaller number of students (1–10) than normally enlist in typical courses. In addition, a new area of research has also opened up with a focus on integration of C-BLI in teacher education, including both pre-service and in-service programs.

General themes

LE language education
CR language education in a classroom setting
CL language education in clinical setting
TE teacher education
IS in-service
PS pre-service
O publications that provide an overview of SCT research that also include a substantial discussion of C-BLI but which may or may not also mention other research domains such as Dynamic Assessment, Zone of Proximal Development, Activity Theory, Research Methodology.

Focus of language instruction

G grammatical meaning
P pragmatic meaning
L listening ability
R reading ability
F figurative language and metaphor

Target language

A Artificial language
C Chinese
E ESL/EFL (English as a second language/English as a foreign language)
F French
J Japanese
S Spanish

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Jiao Xi is currently a Ph.D. candidate in the School of Foreign Language at Xi'an Jiaotong University, China. Her main research interests are sociocultural theory, second language teaching and learning, cognitive linguistics, and philosophy of language. She has authored and co-authored publications in the *Journal for the Theory of Social Behavior* and *Foreign Language World*.

Valeriya Minakova is a Ph.D. candidate in the Department of Applied Linguistics at The Pennsylvania State University. She holds a B.A. in English Philology from Moscow State University and an M.A. in TESOL from American University, Washington, DC. Her main research interests include second language learning, heritage language maintenance, and language planning. She has published articles in *Language and Sociocultural Theory* and the *International Journal of Bilingual Education and Bilingualism*.

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Year	Reference	Annotations	Theme
2011	Lantolf, J. P. (2011). Integrating sociocultural theory and cognitive linguistics in the second language classroom. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 303–318). Mahwah, NJ: Lawrence Erlbaum.	SCT and cognitive linguistics can effectively complement each other in second language (L2) pedagogy. The latter serves as a source of conceptual knowledge for C-BLI and should inform the design of SCOBAs. Later C-BLI studies followed the recommendation to use CL as a source for conceptual knowledge. **Lantolf** demonstrates how SCOBAs can be employed to direct L2 learners' attention to meaning and help them use linguistic forms strategically, depending on the meaning they wish to express. He emphasizes the need to include cognitive linguistics in teacher preparation programs to equip L2 instructors with the necessary conceptual knowledge of the target language.	**LE** **TE** **O**
2011	van Compernolle, R. A. (2011). Developing second language sociopragmatic knowledge through concept-based instruction: A microgenetic case study. *Journal of Pragmatics*, *43*(13), 3267–3283.	This article traces development of conceptual understanding of the French 2nd person pronoun system in an intermediate L2 learner. The learners participated in a one-hour C-BPI tutorial that was based on the notion of *Orders of Lexicality* (Silverstein, 2003) that introduced the concepts of self-representation, social distance, and power. The student's pre- and post-tutorial reflections illustrated a shift in her understanding of the pronouns *tu* and *vous.* She realized that pronoun choice depends on speaker intentionality rather than on rules.	**LECL** **P** **F**
2012	White, B. (2012). A conceptual approach to the instruction of phrasal verbs. *Modern Language Journal*, *96*(3), 419–438.	A traditional approach to teaching phrasal verbs in English presents verb + particle combinations as arbitrary and rarely pays attention to the figurative meaning of this pervasive feature of English. Grounded in CL (cf. Lantolf, 2011) the project was conducted in an English for academic purposes reading course at a U.S. university. Students collected phrasal verbs from various sources and then discussed and visually illustrated the meaning of their selections. Student performance on pre- and post-instruction tasks showed a slight increase in the number of correct explanations and a decrease in the number of unexplained answers. Several participants provided more metaphorical explanations on the post-test, an indication that they had learned that phrasal verbs usually express metaphorical rather than literal meanings.	**LECR** **E** **F**
2013	Negueruela, E. (2013). The being and becoming of metalinguistic knowledge: Rules and categories of grammatical description as functional tools of the mind. In K. Roehr & G. A. Gánem-Gutiérrez (Eds.), *The metalinguistic dimension in instructed second language learning* (pp. 221–242). London, UK: Bloomsbury.	The chapter argues that metalinguistic knowledge can be valuable to L2 development only if used by learners as a conceptual tool, allowing them to express desired meanings. It criticizes both rules of thumb and complex metalinguistic explanations found in textbooks since neither can help the learner grasp the conceptual meaning of L2 grammatical features. It emphasizes the need to teach grammar conceptually (cf. Lantolf, 2011 and García, 2018) and provides comprehensive explanations in an accessible manner. L2 development, thus, is presented as the internalization of conceptual meanings to perform concrete communicative activities. An example is presented of L2 Spanish learners developing a conceptual understanding of *pretérito* and *imperfecto* while performing a conceptualization task and their use of aspect in narratives.	**LE** **O** **S**
2013	van Compernolle, R. A. (2013). Concept appropriation and the emergence of L2 sociostylistic variation. *Language Teaching Research*, *17*(3), 343–362.	This is a continuation of the project reported in van Compernolle (2011) but extended to a different feature of French—negative particle, *ne.* Eight intermediate learners of French at a U.S. university participated in the study. Although students are traditionally taught that it is 'correct' to use *ne*, it can be omitted to index informality and social closeness. Through C-BLI, learners came to understand that the particle reflects the sociopragmatics of social distance, self-representation, and power. Each participant met with the tutor one-on-one for six weeks, and, among other tasks, performed dramatic scenarios, varying in degree of formality and social distance. Analysis of video-recorded sessions revealed that the participants, initially unaware of the sociopragmatic function of *ne*, gained better control over this feature and were able to manipulate it purposefully to create specific socially appropriate meanings.	**LECL** **P** **F**

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(*Continued*)

Year	Reference	Annotations	Theme
2013	van Compernolle, R. A., & Kinginger, C. (2013). Promoting metapragmatic development through assessment in the zone of proximal development. *Language Teaching Research*, *17*(3), 282–302.	This article demonstrates how questionnaires can be used to simultaneously assess and promote L2 metapragmatic competence. The focus of this case study was on understanding French 2nd person pronouns *tu* and *vous* by an intermediate-level university learner. Through cooperative interaction with the student during completion of a questionnaire, the tutor assessed her metapragmatic development and also pushed her to reflect on the effects created by her pronoun choices. The learner was then able to identify ambiguities present in the task, which she resolved on the basis of conceptual knowledge rather than the rules taught in traditional approaches to instruction.	**LECL** **P** **F**
2013	Williams, L., Abraham, L. B., & Negueruela-Azarola, E. (2013). Using concept-based instruction in the L2 classroom: Perspectives from current and future language teachers. *Language Teaching Research*, *17*(3), 363–381.	Pointing to the dearth of research on teachers' perceptions of C-BLI, the study investigates how L2 teachers of Spanish and French responded to, and reflected on, C-BLI to teach verbal aspect. The article reports on two qualitative case studies with (1) novice and experienced instructors of Spanish and (2) pre-service teachers of Spanish and French. Both groups were introduced to C-BLI principles and procedures for teaching verbal aspect (*pretérito* vs. *imperfecto* in Spanish and *passé composé* vs. *imparfait* in French). Analysis of interviews with the novice and experienced instructors indicates that they appreciated the invaluable opportunity that C-BLI offered them to reflect on and reconsider their assumptions about teaching grammar in L2 classrooms. However, they expressed some concern about the discrepancy between C-BLI, textbook explanations of grammar, and existing assessment practices. Most pre-service teachers appreciated the benefits of C-BLI but were reluctant to implement it during their practice teaching, which the authors attribute to their ambivalence about moving away from familiar ways of presenting grammar. The study demonstrates the power of internalized pedagogical beliefs to inhibit adoption of innovative instructional practices. It also reveals the challenges confronted by researchers who advocate for the implementation of C-BLI in L2 classrooms.	**TE** **IS PS** **G** **F S**
2014	van Compernolle, R. A. (2014). *Sociocultural theory and L2 instructional pragmatics*. Bristol, UK: Multilingual Matters.	Although the book covers a wide range of topics relating to pragmatics instruction actualized through the framework of SCT, it also incorporates significant discussion of topics that are relevant for C-BPI. Included among these are a chapter on the importance of languaging (verbalization in van Compernolle's model) as well as pedagogical activities, such as strategic interaction scenarios as a means of engaging learners in meaningful conceptual practice on the pragmatics of address forms in L2 French. It also includes a discussion of the relevance of pragmatics instruction for teacher education programs.	**LE** **P** **TE**
2014	van Compernolle, R. A., & Henery, A. (2014). Instructed concept appropriation and L2 pragmatic development in the classroom. *Language Learning, 64*(3), 549–578.	This is an expansion of earlier smaller-scale work (cf. VAN COMPERNOLLE, 2011) to the classroom. Second-semester learners of French participated in a C-BPI enrichment program focused on the concepts that underlie the 2nd person pronoun system: self-presentation, social distance, and power. Comparison of pre-and post-enrichment language awareness surveys, language judgment questionnaires, and performance in interaction scenarios demonstrated that students abandoned their pre-understanding based on traditional rules of use and integrated conceptual knowledge into their pronoun choices.	**LECR** **P** **F**

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Year	Reference	Annotations	Theme
2014	Yáñez-Prieto, M.-d-C. (2014). Sense and subjectivity: Teaching literature from a sociocultural perspective. *Language and Sociocultural Theory, 1*(2), 179–203.	One of the ways of teaching language at advanced levels is through the literary works of a culture; however, in this project, the relationship was reversed; that is, the goal was to use everyday language, especially figurative language, as an *entrée* into literature. The author refers to her approach as 'literature as language-in-use'. It draws much of its inspiration from the metaphorical research carried out in the field of cognitive semantics by Lakoff and his colleagues. One of the important features of Spanish for L1 English speakers to master is temporal aspect. Using C-BLI and metaphor theory, the author designed a syllabus that linked everyday use of figurative language and aspect with literary language. The program encouraged learners to use their conceptual knowledge creatively and not necessarily in agreement with native-speaker norms. Yáñez-Prieto implemented a SCOBA to explain verbal aspect that was a revised version of the SCOBA originally developed by Negueruela (2003).[1]	**LECR** **G** **F** **R** **W** **S**
2015	Buescher, K. (2015). Developing narrative literacy in a second language through concept-based instruction and a division-of-labor pedagogy (Doctoral dissertation). The Pennsylvania State University, University Park, PA.	**Buescher** designed a 12-week C-BLI pedagogical program to promote reading development in L2 French. She developed SCOBAs to illustrate the concept of genre as defined in systemic functional linguistics and the concept of story grammar (the structural organization of narratives). She implemented a DIVISION-OF-LABOR PEDAGOGY that segmented the various components of reading (sentence- and discourse-level grammar, vocabulary, and inferencing). During instruction, in rotating fashion, the learners assumed responsibility for investigating and explaining to the other students one (then two, etc.) of the components of the reading process as they collectively worked their way to the reading of French stories of increasing complexity. Through formal assessments based on learner recall of the propositions contained in new texts, Buescher demonstrates reading development.	**LECL** **R** **F**
2015	Henery, A. (2015). On the development of metapragmatic awareness abroad: Two case studies exploring the role of expert-mediation. *Language Awareness*, *24*(4), 316–331.	Extending the research on C-BPI (cf. VAN COMPERNOLLE, 2011, 2014), **Henery** explores the development of metapragmatic awareness (i.e., the concepts of self-presentation, power, and social distance) in two American learners of French during their semester abroad. One learner received concept-based expert mediation while the other followed a standard curriculum. To determine if the learners' metapragmatic knowledge of French had developed during their sojourn abroad, they were asked to compare the language of two stylistically different texts. While both learners demonstrated enhanced metapragmatic awareness, their explanations were different. The 'traditional' learner continued to base her explanations on everyday empirical evidence; the 'conceptual' learner used relevant concepts that revealed a nuanced understanding of pragmatic choices.	**LECL** **P** **F**
2015	Johnson, N. H., & Lyddon, P. A. (2016). Teaching grammatical voice to computer science majors: The case of less proficient English learners. *English for Specific Purposes*, *41*(1), 1–11.	This article discusses a project on teaching English grammatical voice to Japanese computer science students in an English for special purposes university course. Students investigated the underlying concept of *Voice* in English (e.g., agency, animacy, transitivity), completed languaging activities, and drew SCOBAs. While performance on a grammaticality judgment post-test showed significantly improved performance over a pre-test, learners continued to be challenged by constructions with inanimate agents and active transitive verbs. The authors emphasize the difficulty of teaching grammatical voice to low-level learners of English and suggest that metaphors and metonymy, important for academic writing, should be introduced earlier than is normally done in instructional programs.	**LECR** **G** **E**

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Year	Reference	Annotations	Theme
2015	Lavasani, M., & Birjandi, P. (2015). The role of verbalization in listening conceptual formation among Iranian EFL learners: An STI perspective. *Iranian Journal of Applied Linguistics (IJAL)*, *18*(1), 95–126.	This article explores effects of languaging (cf. Swain, 2006) and explicit instruction on listening performance and concept formation among 60 Iranian EFL learners divided into two groups. Both were introduced with SCOBAs that presented concepts relevant to listening comprehension (e.g., key words, ellipsis, intonation). One group engaged in oral communicated thinking and written dialogic thinking in their L1, while the other did not engage in any formal languaging activity. On a post-test of listening concepts, the languaging group statistically outperformed the non-languaging group. Furthermore, a strong positive correlation (r = .63) was found between the participants' understanding of concepts and their performance on the listening tests.	**LECR** **L** **E**
2015	Nicholas, A. (2015). A concept-based approach to teaching speech acts in the EFL classroom. *ELT Journal*, *69*(4), 383–394.	Using Conversation Analysis and C-BPI, **Nicholas** implemented a short EFL course on the speech act of request (cf. van Compernolle, 2014). Six university-level Japanese EFL students participated in the study. They analyzed requests over multiple turns that also reflected interlocutors' social status and distance. Participants were asked to draw SCOBAs showing their understanding of requests, to verbalize their understanding of requests, and perform role-plays, which were videotaped and then analyzed by the learners. The author argues that the SCOBAs created toward the end of the course demonstrated a more conceptual understanding of requests in English compared to their initial drawings. Informal post-intervention interviews suggested that learners evaluated their experience positively and reported to have gained proficiency and confidence in making requests.	**LECL** **P** **E**
2015	Scott, E. (2015). Sociocultural theory and a pragma-linguistic pedagogical intervention. *L2 Journal*, *7*(4), 108–124.	This article discusses an instructional project focused on politeness and imposition in e-mail requests that was conducted in a low-level ESL class. Students engaged in languaging activities, and analyzed and rewrote authentic emails. The post-test demonstrated that they were better able to recognize power differences and used appropriate modals in their requests. The concept of imposition, however, still presented some difficulty.	**LECR** **P** **E**
2015	van Compernolle, R. A. (2015). The emergence of sociolinguistic competence in second language classroom interaction. In N. Markee (Ed.), *Handbook of classroom discourse and interaction* (pp. 265–280). London, UK: Wiley-Blackwell.	This chapter provides a selective review of studies that focus on the emergence of L2 sociolinguistic competence in classroom interactions, defined broadly to include intact classrooms, telecollaboration, and clinical sessions. Particular attention is paid to the development of pragmatic competence through C-BPI procedure, including languaging, cooperative dialogues during appropriateness judgment tasks, and strategic interaction scenarios. The author argues that C-BPI offers a more comprehensive and systematic way of promoting sociolinguistic competencies in classroom interactions and calls for more research that would implement the pedagogy in intact classrooms.	**LE** **P** **O**
2015	van Compernolle, R. A., & Henery, A. (2015). Learning to do concept-based pragmatics instruction: Teacher development and L2 pedagogical content knowledge. *Language Teaching Research*, *19*(3), 351–372.	This article addresses the development of C-BPI pedagogical content knowledge in a university teacher of L2 French. The teacher worked with an expert collaborator who mediated her understanding of the concepts of self-presentation, social distance, and power relevant to teaching pronouns of direct address (cf. van Compernolle, 2011, 2014). The authors analyzed the mediation in mentoring meetings, teacher practices in the classroom, and her post-study reflections on the experience. By the study's conclusion the teacher felt more comfortable with C-BPI and started using it to teach other features of French. The authors highlight the central role of extensive support provided by the expert collaborator and suggest that short-term engagement with C-BPI, which is not followed by mediation from an expert, would be less effective in transforming teachers' knowledge and practices.	**TEIS** **P** **F**

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Year	Reference	Annotations	Theme
2015	Zhang, X., & Lantolf, J. P. (2015). Natural or artificial: Is the route of L2 development teachable? *Language Learning, 65*(1), 152–180.	The study reports on Zhang's (2014)[2] dissertation, which challenged the main claim of the Teachability Hypothesis, a corollary of general Processability Theory, that learners follow a universal developmental sequence that is unaffected by instruction. Focus was on topicalization of objects and temporal and locative adverbs in L2 Chinese. Through C-BLI, learners were able to produce spontaneous speech as well as render appropriate grammaticality judgments which showed they were able to skip pre-determined stages and were also able to acquire two stages simultaneously. In addition to an animated SCOBA illustrating movement under topicalization, the study also used Cuisenaire rods that learners physically manipulated as they practiced the word order options of Chinese topic constructions.	**LECL** **G** **C**
2016	Hartig, A. J. (2016). Intersections between law and language: Disciplinary concepts in second language legal literacy. *Studies in Logic, Grammar and Rhetoric*, *45*(1), 69–86.	This article focuses on international law students learning to read and write legal texts in English in a Master of Laws program. Using C-BLI, instruction sought to promote student understanding of the difference between discourse-structuring and discourse-relevant concepts. The data from a semester-long study indicated that, without engaging with the relevant concepts, students tended to focus on form rather than meaning and thus misunderstood or missed important information in legal texts. The author encouraged collaboration between L2 teachers of English and law faculty.	**LECR** **R** **E**
2016	Lee, H. (2016). Concept-based instruction: Imagistic and metaphorical understanding of phrasal verbs. *English Teaching*, *71*(4), 167–191.	Using SCOBA images and conceptual metaphors based in CL (cf. Lantolf, 2011), learners were asked to explain the meanings of phrasal verbs comprised of the particles '*up*' and '*out*'. Languaging was carried out in writing as homework assignments to allow students more time to think and reduce the potential stress associated with giving oral explanations in class. Analysis of the assignments revealed that despite some confusion and misinterpretation of particle-verb meaning, the learners were generally able to make use of the SCOBA images and metaphors to gain a conceptual understanding of selected phrasal verbs. However, some learners failed to engage with the SCOBAs and provided explanations of the meaning of particle-verbs that were not as detailed as expected. The author raises important questions regarding how language modality may affect student performance and discusses advantages and disadvantages of carrying out the activity as a homework assignment.	**LECR** **G** **E**
2016	van Compernolle, R. A., Gomez-Laich, M. P., & Weber, A. (2016). Teaching L2 Spanish sociopragmatics through concepts: A classroom-based study. *Modern Language Journal*, *100*(1), 341–361.	This article reports on a partial replication of van Compernolle and Henery (2014). Focus is on the pragmatics of Spanish 2nd person pronoun use. The comparison of students' pre- and post-test performances showed that they gained a better conceptual understanding of the pronouns *tu* and *Usted* and as manifested in an appropriateness judgment task and on a written discourse completion task. At the same time, the authors report an increase in morphosyntactic inaccuracy on the post-test, which they explain by the fact that this test was more open-ended than the pre-test and allowed for the use of a wider range of verbs in different tenses.	**LECR** **P** **S**

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Year	Reference	Annotations	Theme
2017	Esteve O., Fernández, F., Martín-Peris, & E. Atienza, E. (2017). The integrated plurilingual approach: A didactic model providing guidance to Spanish schools for reconceptualizing the teaching of additional languages. *Language and Sociocultural Theory*, *4*(1), 1–24.	This article reports on a on an on-going project that introduces an Integrated Plurilingual Approach (IPA) to teaching languages in Spanish schools. Recognizing the shortcomings of Content and Language Integrated Learning, popular in Spanish schools, the authors propose IPA that aims to promote plurilingual competence through C-BLI. Teachers learn about the key theoretical principles of IPA through C-BLI, which pushes them to language their own understanding of learning and teaching and then presents them with a new didactic model through SCOBAs. Upon completing the intervention, teachers apply the principles of IPA in their own classrooms. A sample analysis of data (classroom discourse, school documents, teacher interviews), obtained from one participating school, showed that teachers appropriated concepts of IPA and were able to implement them in their own teaching.	**TEIS**
2017	Fogal, G. G. (2017). Developing concept-based instruction, pedagogical content knowledge: Implications for teacher educators and L2 instructors. *Language and Sociocultural Theory*, *4*(1), 53–75.	**Fogal** reflects on how he developed his knowledge of C-BLI and applied it to teach an intensive ESL writing course designed to prepare students for TOEFL iBT and where instructional focus was on the concept of authorial voice. Analyzing his teaching and learning logs, teaching materials, and post-intervention interviews with seven learners, the author concludes that he developed an understanding of C-BLI mainly through self-reflexive engagement with scholarly publications on the topic rather than through mediation by an expert other. He questioned the effectiveness of the SCOBA he designed for his class and emphasized the need for studies that would explicitly focus on the process of creating SCOBAs and provide guidelines to L2 instructors.	**TEIS** **LECR** **E** **W**
2017	García, P. N. (2017). Implementing concept-based instruction in the heritage language classroom: A pedagogical proposal. *EuroAmerican Journal of Applied Linguistics and Languages*, *4*(1), 1–19.	**García** proposes a sequence of pedagogical activities for implementing C-BLI in Spanish Heritage Language classrooms. Discussing linguistic needs and problems of English-speaking heritage learners of Spanish, the author emphasizes the importance of promoting their conceptual understanding of grammatical notions and illustrates how C-BLI can be used to achieve this goal. The proposed pedagogical sequence comprises four sessions that focus on conceptual differences between *preterit* and *imperfect aspect* by exploring learners' pre-existing knowledge, introducing them to SCOBAs, and engaging them in verbalization and communicative activities. The article includes a detailed description of, and a pedagogical rationale for, suggested tasks and offers visual tools that students are encouraged to modify according to their own needs.	**TE** **LC** **G** **S**
2017	Kao, Y. T. (2017). Developing Chinese rhetorical awareness through concept-based instruction: A case study on second language learners. *Language and Sociocultural Theory*, *4*(2), 156–186.	**Kao** reports on a small-scale study designed to teach writing in an advanced level L2 Chinese class using the concept of crosscultural contrastive rhetoric where students compare English rhetorical style with the three Chinese rhetorical models. Development was tracked through improved writing performance as well as through changes in student-generated SCOBAs, which revealed their understanding of the details of the models. The internalization process is documented in languaging and in performance evidence.	**LECL** **W** **C**

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Year	Reference	Annotations	Theme
2017	Lantolf, J., & Zhang, X. (2017). Concept-based language instruction. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 146–165). New York, NY: Routledge.	**Lantolf and Zhang** address the pedagogical implications of SCT by exemplifying the contributions of C-BLI to the field of L2 education. The authors provide a detailed discussion of C-BLI studies conducted on different languages (Chinese, English, French, Spanish) and concerned with different language domains (e.g., grammar, figurative language, and pragmatics). The authors also contrast C-BLI with other approaches to L2 instruction and suggest that teacher education programs should help teachers develop the conceptual knowledge of language that they will need to implement C-BLI effectively.	**LE** **TE** **O** **C** **E** **F** **S**
2017	Ohta, A. S. (2017). From SCOBA development to implementation in concept-based instruction: Conceptualizing and teaching Japanese addressee honorifics as expressing modes of self. *Language and Sociocultural Theory*, *4*(2), 187–218.	**Ohta** discusses problems that result from use of the prescriptive rule-based *wakimae* framework to teach Japanese honorifics to L2 learners. *Wakimae* promotes an essentialized understanding of Japanese culture as highly hierarchical, stating that the choice of the honorific depends on social status and degree of politeness. Ohta notes that honorifics are often interchanged in real-life conversations. To promote a more nuanced understanding of honorifics, she developed a SCOBA based on the concept of modes of self (cf. VAN COMPERNOLLE, 2011, 2014). Before describing the study carried out in an intensive third-year university Japanese class, Ohta informatively explains for the reader the process through which she designed the SCOBA. The comparison of pre-and post-instructional survey answers and reflections demonstrated that there was a conceptual shift in students' thinking about honorifics whereby they no longer unquestioningly following *wakimae* but instead came to understand that a speaker's choice of honorific depends on one's intention and self-presentation.	**LECR** **TEIS** **G** **P** **J**
2017	Poehner, M. E., & Infante, P. (2017). Mediated development: A Vygotskian approach to transforming second language learner abilities. *TESOL Quarterly*, *51*(2), 332–357.	This article offers a proposal for integrating C-BLI and Dynamic Assessment in the classroom practice. The proposal is referred to as Mediated Development, based on the mediated learning experience originated by Raven Feuerstein et al. (1988),[3] and is demonstrated through a project that taught the English tense-aspect system to an ESL learner. The study traced how a tutor used SCOBAs and tailored his cognitive and affective mediation—depending on learner responsiveness—to promote the learner's thinking about tense and aspect and demonstrated how the learner gradually engaged with the visual and verbal mediation to explain her understanding of present perfect. The tutor-learner interactions unfolded according to the principals of Dynamic Assessment, while promoting the learner's conceptual understanding of the English tense-aspect system.	**LECL** **G** **E**
2017	Williams, L. (2017). Task-based language teaching and concept-based instruction. In M. J. Ahmadian & M. P. García Mayo (Eds.), *Recent trends in task-based language learning and teaching* (pp. 121–142). Berlin, Germany: Mouton de Gruyter.	Using a multiliteracies framework, the study focuses on the integration of C-BLI and Task-Based Instruction in the teaching of French auxiliary verbs. The SCOBA in the form of a flowchart explained the selection of either *avoir* 'to have' or *être* 'to be' as an auxiliary verb based on the concept of transitivity. The learners carried out languaging activities in online group chats (communicated thinking). The transcripts were analyzed to determine how the participants engaged with the concept of transitivity while deciding on the verb form. The author reported a positive correlation between the direct use of the SCOBA and correct verb choices, and therefore concludes that C-BLI and Task-based Instruction can be successfully integrated.	**LECR** **G** **F**

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Year	Reference	Annotations	Theme
2018	Esteve, O. (2018). Concept-based instruction in teacher education programs in Spain as illustrated by the SCOBA-mediated Barcelona Formative Model. In J. P. Lantolf, M. E. Poehner, & M. Swain (Eds.), *The Routledge handbook of sociocultural theory and second language development* (pp. 487–504). New York, NY: Routledge.	This article provides an in-depth description of the Barcelona Formative Model (BMF) for teacher education (cf. Lantolf & Esteve, 2019). The model, based on C-BLI principles, pushes teachers to contrast their own pre-understandings about teaching with scientific concepts of teaching presented through SCOBAs, including communication, dialogue, and didactic sequencing. A brief historical overview of the construction of BMF is presented. The author then discusses examples of SCOBAs used in BMF to introduce teachers to relevant methodological-pedagogical concepts (e.g., didactic sequence, a holistic concept of language). Excerpts from teachers and teacher educators' reflective reports are included to illustrate how BMF transformed teacher classroom practices.	**TEIS** **TEPS**
2018	García, P. N. (2018). Concept-based instruction: Investigating the role of conscious conceptual manipulation for L2 development. In J. P. Lantolf, M. E. Poehner, & M. Swain (Eds.), *The Routledge handbook of sociocultural theory and second language development (*pp. 181–196*)*. New York, NY: Routledge.	This chapter focuses on how C-BLI can transform student understanding and thinking about specific language features. The author provides a brief theoretical overview of the role of concepts in education, paying particular attention to Davydov's (2004) framework of moving from abstract concepts to concrete problem-solving. He outlines the C-BLI phases and provides an example of using C-BLI to teach verbal aspect in an intact Spanish classroom. He centers his analysis on learner-produced representations of aspect and demonstrates how they achieved a conceptual understanding of this grammatical feature through conscious conceptual manipulation (cf. Negueruela, 2013).	**LECR** **O** **G** **S**
2018	Karpov, Y. (2018). Acquisition of scientific concepts as the content of school instruction. In J. P. Lantolf, M. E. Poehner, & M. Swain (Eds.), *The Routledge handbook of sociocultural theory and second language development* (pp. 102–116). New York: Routledge.	**Karpov** explains the distinction between everyday and scientific concepts and the use of the latter in education. The chapter also raises important points specifically about C-BLI in L2 settings. In particular, it argues that in the 'classical' approach to theoretical learning, conceptual knowledge is supported by procedural knowledge on how to apply relevant concepts. That is, in addition to SCOBAs, students are provided with 'if-then' flowcharts that guide them in using the concepts. This condition, however, is not always followed in L2 studies on C-BLI. Acknowledging that it is not always feasible to use 'if-then' charts to teach L2, Karpov suggests the need to examine how the inclusion or absence of such charts affects the developmental outcomes of C-BLI.	**LE** **O**
2018	Kim, J., & Lantolf, J. P. (2018). Developing conceptual understanding of sarcasm in L2 English through explicit instruction. *Language Teaching Research*, *22*(2), 208–229.	**Kim and Lantolf** reports on the research carried out by Kim (2013).[4] The focus of the project was on teaching L1 Korean speakers residing in the U.S. how to detect and appropriately interpret a relatively pervasive feature of spoken and written English when compared to Korean—sarcasm. Through a series of SCOBAs illustrating the various verbal and non-verbal cues that signal sarcasm in English along with variations in meaning ranging from humorous to highly insulting and critical, the participants were successful at both identifying sarcastic utterances and correctly interpreting a speaker's intended meaning on immediate and delayed post-tests that incorporated examples of natural speech.	**LECL** **F** **E**

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Year	Reference	Annotations	Theme
2018	Masuda, K., & Labarca, A. (2018). Student perception and different performance in a combined usage-based and sociocultural theory approach to learning Japanese polysemous particles. In Tyler, A. E., Ortega, L., Uno, M., & Park, H. I. (Eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 117–142). Amsterdam, Netherlands: John Benjamins.	C-BLI as a form of usage-based instruction was compared to traditional instruction on use of Japanese *locative particles*, *ni-* and *de-*. The C-BLI students used a wider range of meanings associated with the particles in a written story task and a contextualized fill-in-the-blank task than did learners in the traditional class. They retained their advantage on a delayed post-test, whereas the gains made by the traditional class declined from the immediate to the delayed post-test. Moreover, the C-BLI students had a more positive attitude toward the pedagogical approach than did students in the traditional class. In particular, they felt that the SCOBAs were an especially powerful way to learn and remember the meanings associated with the particle.	**LECR** **G** **J**
2018	Tsai, M. H., & Lantolf, J. P. (2018). L2 developmental education and systemic theoretical instruction. The case of English verb + noun collocations. In A. E. Tyler, L Ortega, M. Uno, & H. I. Park (Eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 29–53). Amsterdam/Philadelphia: John Benjamins.	This chapter reports on the project conducted by Tsai (2014).[5] The project was carried out in an EFL secondary school classroom in Taiwan. Focus was on notoriously problematic VERB + NOUN COLLOCATIONS in English, including *make + noun* and *do + noun*—the concern of the present chapter. The distinction between the two collocations was explained using the concept of verbal aspect, whereby the former reflects a telic event and the latter a durative event, which were explained and visualized in two SCOBAs. In addition to explaining the difference in meaning and use of a series of sentences containing each collocation, the students also generated their own SCOBAs, illustrating their understanding of the difference between such constructions as 'make coffee', and 'make a phone call' versus 'do your homework'.	**LECR** **G** **E**
2018	van Compernolle, R. A. (2018). Concept-based pragmatics instruction: Principles and applications. In J. P. Lantolf, M. E. Poehner, & M. Swain (Eds.), *The Routledge handbook of sociocultural theory and second language development* (pp. 211–228). New York, NY: Routledge.	This chapter introduces the core principles and exemplary applications of Concept-Based Pragmatics Instruction. C-BPI aims to promote a conceptually-grounded, meaningful understanding of L2 sociopragmatics that enables learners to navigate social meaning in an agentive manner. The examples of pedagogical applications are drawn from diverse settings, including clinical sessions, regular classrooms, study abroad contexts, and computer-mediated environments. The author argues that C-BPI is effective and feasible in different teaching contexts and needs to be extended to include learner populations other than college students.	**LE** **P** **O**
2018	van Compernolle, R. A. (2018). Learning the sociopragmatics of an artificial language: Comparing rule-based and concept-based instruction. *Language and Sociocultural Theory, 5* (1), 1–20.	Two groups of learners completed a web-based tutorial on the sociopragmatics of an artificial language that involved a sentence-final particle system modelled after the French 2nd person pronoun system (cf. VAN COMPERNOLLE, 2014). One group received rule-based instruction, while the second engaged in C-BPI. Both groups completed an appropriateness judgment task as a pre-test, immediate post-test, and delayed post-test. Overall, participants improved their performance following instruction, but no significant difference in scores was found between the two groups. However, the open-ended responses revealed differences in participants' metapragmatic knowledge. The rule-based instruction group continued to rely on notions of formality and familiarity, while the C-BPI group engaged with the concepts of social distance and power introduced to them during the tutorial, and viewed the choice of a particle as agentive rather than governed by strict rules. The author argues that such an orientation better equips L2 learners to negotiate social meaning and deal with ambiguity in language.	**LECL** **P** **A**

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Year	Reference	Annotations	Theme
2018	Zhang, J., & Zhang, X. (2018). Concept-based instruction of Chinese as a second language. In J. P. Lantolf, M. E. Poehner, & M. Swain (Eds.), *The Routledge handbook of sociocultural theory and second language development* (pp. 197–210). London, UK: Routledge.	Surveys the research carried out on L2 Chinese within the C-BLI framework. In addition to some of the studies mentioned in the current timeline (Kao, 2017, Zhang & Lantolf, 2015), **Zhang and Zhang** also consider a dissertation by Lai (2012)[6] on tense and aspect and a dissertation by Ai (2015)[7] that used computer-generated SCOBAs to teach Chinese *ba*-construction, a difficult feature of the language that relates to topicalization, and a study by J. Zhang (forthcoming)[8] on Chinese compound-verb constructions.	**LE** **G** **P** **C**
2019	Lantolf, J. P., & Esteve, O. (2019). Concept-based instruction for concept-based instruction: A model for language teacher education. In M. Sato & S. Loewen (Eds.), *Evidence-based second language pedagogy: A collection of instructed second language acquisition studies* (pp. 27–51). New York, NY: Routledge.	The chapter discusses the latest version of the Barcelona Formative Model (BMF) based on principles of SCT (cf. Esteve, 2018). In BMF teachers are first encouraged to verbalize and materialize their pre-understanding about teaching specific language areas, and are then introduced to scientific concepts through SCOBAs, including text type and genre, tense-aspect, and didactic sequencing. They achieve a deeper understanding of the target language and reconceptualize their views about teaching. The chapter offers sample BMF classroom activities and draws on an empirical study to illustrate how BMF impacted in-serve teachers of a variety of world languages.	**TEIS** **TEPS** **O**
2019	Poehner, M. E., van Compernolle, R. A., Esteve, O., & Lantolf, J. P. (2019). A Vygotskian developmental approach to second language education. *Journal of Cognitive Education and Psychology, 17*(3), 238–258.	**Poehner et al.** reviewed three strands of SCT research on L2 education C-BLI, DA, and teacher education. The article discusses key C-BLI and DA studies, conducted in both clinical settings and classrooms, including those where learners received mediation through computer-based programs or mobile apps, rather than from instructors. Particular attention was devoted to the pedagogical contributions of C-BPI. The article also discusses how SCT principles inform L2 teacher education and considers challenges that teacher educators may face attempting to apply these principles. Among them are providing quality mediation, effectively introducing relevant concepts through C-BLI, and assisting teachers to materialize newly acquired knowledge in effective SCOBAs.	**LECR** **LECL** **TE** **O**

Note. Authors' names are shown in small capitals when the study referred to appears in this timeline.

[1]Negueruela, E. (2003). *A sociocultural approach to the teaching-learning of second languages: Systemic-theoretical instruction and L2 development*. Unpublished doctoral dissertation. The Pennsylvania State University. University Park, PA.

[2]Zhang, X. (2014). *Teachability and topicalization in L2 Chinese*. Unpublished doctoral dissertation. The Pennsylvania State University. University Park, PA.

[3]Feuerstein, R., Rand, Y., & Rynders, J. E. (1988). *Don't accept me as I am. Helping retarded performers excel.* New York, NY: Plenum.

[4]Kim, J. (2013). *Developing conceptual understanding of sarcasm in a second language through concept-based instruction*. Unpublished doctoral dissertation. The Pennsylvania State University. University Park, PA.

[5]Tsai, M. H. (2014). *Usage-based cognitive semantics in L2 collocations: A microgenetic analysis of EFL students' collocational knowledge.* Unpublished doctoral dissertation. The Pennsylvania State University. University Park, PA.

[6]Lai, W. (2012). *Concept-based foreign language pedagogy: Teaching the Chinese temporal system*. Unpublished doctoral dissertation. The Pennsylvania State University. University Park, PA.

[7]Ai, H. (2015). *Promoting second language development with concept-based instruction and intelligent computer-assisted language learning*. Unpublished doctoral dissertation. The Pennsylvania State University. University Park, PA.

[8]Zhang, J. (forthcoming). *Teaching Chinese compound-verb constructions.* University Park, PA: CALPER.