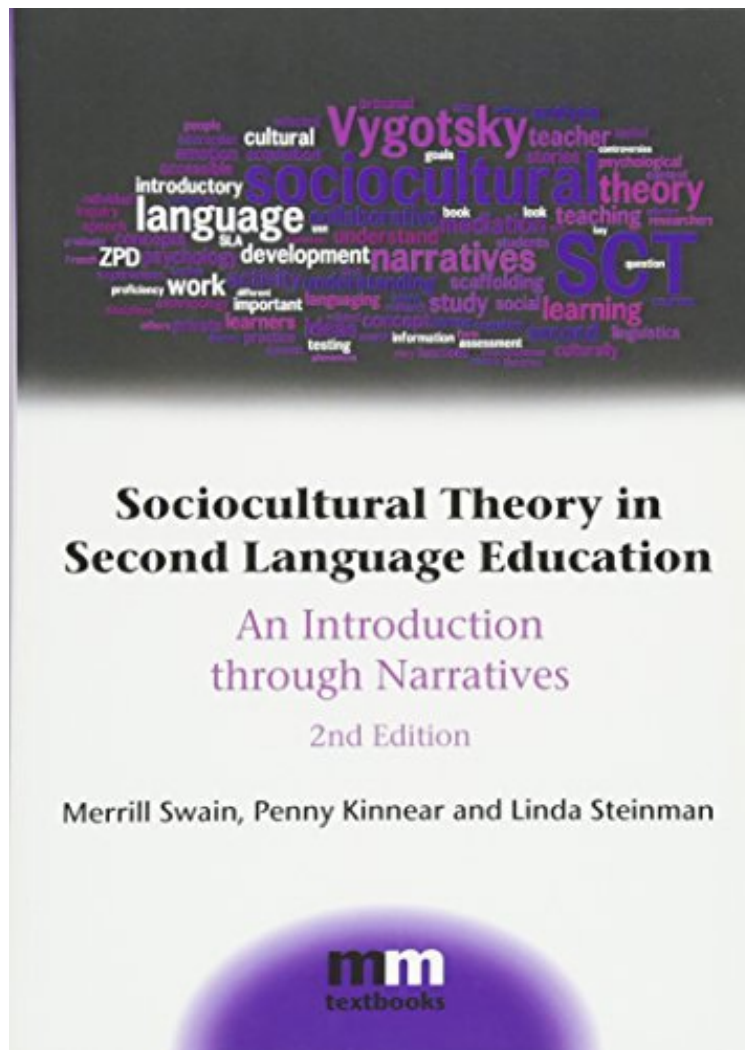


(Download pdf) Sociocultural Theory in Second Language Education: An Introduction through Narratives (MM Textbooks)

Sociocultural Theory in Second Language Education: An Introduction through Narratives (MM Textbooks)

Merrill Swain, Penny Kinnear, Linda Steinman
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Merrill Swain, Penny Kinnear, Linda Steinman : Sociocultural Theory in Second Language Education: An Introduction through Narratives (MM Textbooks) before purchasing it in order to gauge whether or not it would be worth my time, and all praised Sociocultural Theory in Second Language Education: An Introduction through Narratives (MM Textbooks):

0 of 0 people found the following review helpful. Five StarsBy lalinice0 of 0 people found the following review helpful. sociocultural theory is not for the weak of heartBy Dude with computerA very useful introduction to a head-

spinningly complex corpus of conceptual nuance in a field notoriously lacking conceptual common ground.

In this accessible introduction to Vygotskian sociocultural theory, narratives illuminate key concepts of the theory. These key concepts include mediation; Zone of Proximal Development; collaborative dialogue and private speech; everyday and scientific concepts; the interrelatedness of cognition and emotion; activity theory; and assessment. A final chapter provides readers with an opportunity to consider two additional narratives and apply the SCT concepts that they have become familiar with. We hear from learners, teachers and researchers in a variety of languages, contexts, ages and proficiencies. Intended for graduate and undergraduate audiences, this new edition of the textbook includes controversies in the field, improved questions for collaborative discussion and provides updated references to important work in the literature of second language teaching, learning and research.

In the monograph co-authored by Merrill Swain, Penny Kinnear and Linda Steinman the key principles that lie at the heart of Vygotsky's sociocultural theory (SCT) come to life thanks to the narrative approach they adopt in search of vivid illustrations and real-life experiences of SCT concepts. (Sara Laviosa, Italy Translation and Translanguaging in Multilingual Contexts 1:2 (2015) 233-235) I welcomed wholeheartedly the first edition of the book co-authored by Swain, Kinnear and Steinman. The book presented a very accessible and engaging treatment of central concepts in sociocultural theory. I now welcome the second edition that seems to improve on what was already a very well written book. The major revisions include an updated list of references and a revised list of questions posed at the end of each chapter. This revised edition will continue to inform and advance research in the field of second language learning and teaching. (Neomy Storch, The University of Melbourne, Australia) This book is highly recommended and a worthwhile read for all those who seek to understand how sociocultural theory is entailed in teaching practice. The second edition continues to illustrate and explain the major concepts of sociocultural theory through the use of narratives recounted in the voices of language learners and teachers. Based on their experiences using this book in graduate courses, revisions include updates on research studies from 2010 to the present, expanded discussion questions for research and pedagogy, and the presentation of allied theoretical concepts that have recently appeared in the literature. The end result is that Swain, Kinnear and Steinman bring to life complex concepts of Vygotsky in clear and accessible ways. (Richard Donato, University of Pittsburgh, USA) The new edition continues to serve as an exceptionally creative introduction to the principles and concepts of a complex psychological theory and its implications for second language education. Rather than using vapid academic language to explain the theory, the authors beautifully lay out its principles and concepts through a series of stories told by real people as they grapple with the theory in action an approach that Vygotsky would certainly have approved of. (James P. Lantolf, The Pennsylvania State University, USA) About the Author The authors, each from a different background, share a passion for sociocultural theory. Each author brings stories, data and experiences from her area of expertise: second language pedagogy and teacher development (Linda); classroom teaching with second language and bilingual students across a range of contexts (Penny); and teaching and research in bilingual education and second language learning and testing (Merrill). Merrill Swain is Professor Emeritus in the Curriculum, Teaching and Learning Department at the Ontario Institute for Studies in Education (OISE) of the University of Toronto. Penny Kinnear is Lecturer at the University of Toronto. Linda Steinman is Associate Professor in the Department of Languages, Literatures and Linguistics at York University in Toronto.