Sociocultural Theory in Second Language Education - Merrill Swain - 2011

In this accessible introduction to sociocultural theory, narratives illuminate key concepts of the theory. These key concepts, addressed across seven chapters, include mediation; Zone of Proximal Development; collaborative dialogue; private speech; everyday and scientific concepts; the interrelatedness of cognition, emotion, activity theory and assessment.

The book provides an overview of key concepts in sociocultural theory, and then, using a set of narratives, illustrates how these concepts can be used to explain phenomena in second language learning and teaching. As such, the authors have succeeded in producing an accessible and highly engaging introduction to sociocultural theory.

Sociocultural Theory and the Teaching of Second Languages

Sociocultural Theory and L2 Instructional Pragmatics

Sociocultural Theory in Second Language Education is a highly recommended and worthwhile book for all those who seek to understand how sociocultural theory is being taught in practice. Using narratives of teaching recounted in the voices of language learners and teachers, Swain and her co-authors bring the major concepts of Vygotsky to life in clear and accessible ways. Contributing to the conceptual analysis of each story is information on key concepts, key controversies and discussions.

Language teachers and researchers interested in graduate and undergraduate audiences, this textbook includes descriptive and comparative discussions and provides references to important work in the literature of second language teaching, learning and research. This book presents a unique introduction to sociocultural theory that they have become familiar with. These narratives come from individuals in a variety of languages, contexts, ages and proficiencies. We hear from learners, teachers and researchers, intended for graduate and undergraduate audiences, this textbook includes descriptive and comparative discussions and provides references to important work in the literature of second language teaching, learning and research. This book presents a unique introduction to sociocultural theory. It is refreshing to come across such a reader-friendly book dealing with complex constructs. The book provides an overview of key concepts in sociocultural theory, and then, using a set of narratives, illustrates how these concepts can be used to explain phenomena in second language learning and teaching. As such, the authors have succeeded in producing an accessible and highly engaging introduction to sociocultural theory.

Sociocultural Theory and the Genesis of Second Language Development

Integrates theory, research, and practice on the learning of second and foreign languages as informed by sociocultural and activity theory. It familiarizes students, teachers, and other researchers who do not work within the theory with its principal claims and constructs in particular, as they relate to second language research as well as updated questions for collaborative discussion.

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Sociocultural Theory in Second Language Education - Merrill Swain - 2015-02-02

This second edition references more recent studies that provide important instances of Vygotskian sociocultural theory in second language education and research, as well as updated questions for collaborative discussion.

Sociocultural Theory and the Genesis of Second Language Development - James Lantolf - 2008-03-02

This book presents a unique introduction to sociocultural theory. It is refreshing to come across such a reader-friendly book dealing with complex constructs. The book provides an overview of key concepts in sociocultural theory, and then, using a set of narratives, illustrates how these concepts can be used to explain phenomena in second language learning and teaching. As such, the authors have succeeded in producing an accessible and highly engaging introduction to sociocultural theory.

Sociocultural Theory in Second Language Education - Merrill Swain - 2015-02-02

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redesigning teacher education programs its timely focus on the theory-practice gap in language education and its original approach to bridging it put this book at the heart of ongoing discussions in the field. Researchers and language teaching practitioners will find implementations at the classroom and programmatic levels of Vygotskian principles and concepts.

Introduction to Second Language Acquisition - Sharon L. Loewen - 2020-05-12

Now in its second edition, Introduction to Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). Loewen provides comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA, and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language teaching. Also new is the addition of supporting features including end-of-chapter points for reflection, and discussion questions, as well as thoroughly updated references. This is an essential resource for students new to ISLA, or working in Second Language Acquisition more generally.


joins R. Hammarqvist and A. Simons in exploring the role of language and language learning in authentic settings. This book provides insights generated through the synergy between cognitive linguistics and sociocultural theories that can be readily incorporated into teaching.


This book aims to help researchers, teacher educators, and classroom teachers make clear connections between practice and theory in second language learning. All the studies in this edited book are conducted in the PreK-16 classroom setting. Each chapter presents rigorous research on different aspects of a range of key issues in ISLA, and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language teaching. This approach is based on Vygotsky's sociocultural theory, according to which the two activities are inherently connected so that each is formed in and through the other; practice is the research laboratory where the theory is tested. From the perspective of language education, this is what is meant by the cutting edge of thinking about Vygotskian sociocultural theory in applied linguistics and SLA.

This book is designed to provide practical applications of sociocultural theory with regard to teachers' roles in second language education. By providing specific examples of teachers' roles in the classroom, the book aims to help researchers, teacher educators, and classroom teachers make clear connections between practice and theory in second language learning.
A comprehensive, current review of the research and approaches to advanced second language acquisition. The Handbook of Advanced Second Language Acquisition offers an overview of the most recent and most significant research concerning higher proficiency in second language acquisition (SLA). This volume contains 36 chapters, written by world-renowned experts who have contributed to the field in significant ways. Each chapter was written to be self-contained and draws upon the discussions of previous contributors. The Handbook presents an in-depth discussion of topics from sociocultural approaches to language learning, to the current research on second language teacher education. The Handbook is comprehensive and up-to-date, reflecting the latest research in the field of SLA. It is an essential resource for students, researchers, and practitioners interested in second language learning and teaching.
The second edition of Theories in Second Language Acquisition seeks to build on the strengths of the first edition by surveying the major theories currently used in book useful as a "quick guide" to theoretical work outside their respective domains. The book is intended to be readable and challenging at the same time. It offers a unique and original conceptualization of the field and will be an invaluable resource for teachers, teacher educators, and professional learning issues, including professional identity development, emotional experiences, and pedagogical learning, in depth. The book delves into the questions of what makes teaching and learning effective while providing a unique account of professional learning experiences, which can also be applied to research in other teacher education contexts. The findings presented here hold practical implications for English language teacher education in terms of developing a knowledge base for English language teaching and an effective model of professional experience to prepare English language teachers for working in today's expanded, diverse and multinational contexts.

English Language Teacher Education - Minh Hae Nguyen - 2019-07-16

This book examines a range of complex issues concerning the professional experience (i.e., practicum) in English language teacher education with regard to curriculum design and implementation as well as professional learning. Drawing on a sociocultural perspective, it explores the context of the professional experience, preservice teacher learning, and the nature of the practicum as a site for professional learning. The book illustrates how preservice teachers learn through contextual issues such as policies, curriculum, university-school partnerships, and mentoring relations are investigated in relation to personal issues such as the beliefs, expectations, prior educational experiences, previous teaching experiences, and cultural-linguistic backgrounds of preservice teachers. In turn, the book addresses professional learning issues, including professional identity development, emotional experiences, and pedagogical learning, in depth. The book delves into the questions of what makes teaching and learning effective while providing a unique account of professional learning experiences, which can also be applied to research in other teacher education contexts. The findings presented here hold practical implications for English language teacher education in terms of developing a knowledge base for English language teaching and an effective model of professional experience to prepare English language teachers for working in today's expanded, diverse and multinational contexts.

The Ecology and Semiotics of Language Learning - Leo van Lier - 2006-04-18

In this book, van Lier presents an alternative approach to second and foreign language teaching and learning that is grounded in a sociocultural perspective. It explores the context of the professional experience, preservice teacher learning, and the nature of the practicum as a site for professional learning. The book illustrates how preservice teachers learn through contextual issues such as policies, curriculum, university-school partnerships, and mentoring relations are investigated in relation to personal issues such as the beliefs, expectations, prior educational experiences, previous teaching experiences, and cultural-linguistic backgrounds of preservice teachers. In turn, the book addresses professional learning issues, including professional identity development, emotional experiences, and pedagogical learning, in depth. The book delves into the questions of what makes teaching and learning effective while also making valuable conceptual contributions through a sociocultural analysis of the professional learning experience, which can also be applied to research in other teacher education contexts. The findings presented here hold practical implications for English language teacher education in terms of developing a knowledge base for English language teaching and an effective model of professional experience to prepare English language teachers for working in today's expanded, diverse and multinational contexts.

An introduction through narratives - MM-textbooks - 2006-03-30

According to Vygotsky (1986), the decreasing volition of epicentred speech denotes a decrease of abstraction from sound, the child's new faculty to "think" instead of "speak", and a change in the character of speech as a vehicle for expressing personal experiences. This is a feature of the move toward inner speech, (p. 230) The purpose of this volume is to explore the faculty to "think words," not as the ability to mentally evoke words in the native (or first) language but as the faculty to conjure up in the mind's eye words in a second language. (L2). To think words rather than to pronounce them is possible through inner speech, a function that humans develop in the course of childhood as they internalize the speech of the social group among which they grow. This means internalizing and being able to conduct inner speech as a vehicle for expressing personal experiences. This is a feature of the move toward inner speech. Few studies have been done on second language inner speech. Typically, they are based on adult subjects and examine the development of its theoretical assumptions and practices. It offers a unique and original conceptualization of the field and will be an invaluable resource for teachers, teacher educators and researchers. Jack C. Richards, University of Sydney and University of Auckland Additional online resources are available at

Conceptualising 'Learning' in Applied Linguistics - P. Seedhouse - 2010-08-18

An existing collection of edited texts by well-regarded researchers in L2 learning addressing: Why do concepts of learning vary so much in L2 research learning? Is there a conceptualisation of 'learning' which members of different schools of SLA can subscribe...
Psychological Tools - Alex Kozulin - 1998

The concept of "psychological tools" is a cornerstone of L. S. Vygotsky's sociocultural theory of cognitive development. Psychological tools are the symbolic cultural artifacts—signs, symbols, texts, formulae, and most fundamentally, language—that enable us to master psychological functions like memory, perception, and attention in ways appropriate to our cultures. In this lucid book, Alex Kozulin argues that the concept offers a useful way to analyze cross-cultural differences in thought and to develop practical strategies for educating immigrant children from widely different cultures. Kozulin begins by offering an overview of Vygotsky's theory, which argues that consciousness arises from communication as civilization transforms "natural" psychological functions into "cultural" ones. He also compares sociocultural theory to other innovative approaches to learning, cognitive education in particular. And in a vivid case study, the author describes his work with recent Ethiopian immigrants to Israel, whose traditional modes of learning were oral and imitative, and who consequently proved to be quick at learning conversational Hebrew, but who struggled with other innovative approaches to learning. Kozulin develops Vygotsky's concept of psychological tools to promote literature as a useful tool in cognitive development. With its explication of Vygotsky's theory, its case study of sociocultural pedagogy, and its suggested use of literary text for cognitive development, Psychological Tools will be of considerable interest to research psychologists and educators alike.

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