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2016-08

vygotskian approaches to second language research by james p lantolf  
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2002-04

vygotskian approaches to second language research by james p lantolf  
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2018-12-04

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2004-04

Abstract: This paper discusses the implications of Vygotskian theory for second language research. It focuses on the role of social interaction and the zone of proximal development in language acquisition. The paper argues that language is not just a set of rules to be learned, but a tool that is used in social contexts. This view challenges traditional approaches to language teaching and learning, which often focus on grammar and vocabulary drills. Instead, it suggests that language should be taught in a way that encourages learners to use it in meaningful ways, and that teachers should provide support and scaffolding to help learners develop their language skills.



2000-06-23

Abstract: This paper discusses the implications of Vygotskian theory for second language research. It focuses on the role of social interaction and the zone of proximal development in language acquisition. The paper argues that language is not just a set of rules to be learned, but a tool that is used in social contexts. This view challenges traditional approaches to language teaching and learning, which often focus on grammar and vocabulary drills. Instead, it suggests that language should be taught in a way that encourages learners to use it in meaningful ways, and that teachers should provide support and scaffolding to help learners develop their language skills.



2014-06-10

Abstract: This paper discusses the implications of Vygotskian theory for second language research. It focuses on the role of social interaction and the zone of proximal development in language acquisition. The paper argues that language is not just a set of rules to be learned, but a tool that is used in social contexts. This view challenges traditional approaches to language teaching and learning, which often focus on grammar and vocabulary drills. Instead, it suggests that language should be taught in a way that encourages learners to use it in meaningful ways, and that teachers should provide support and scaffolding to help learners develop their language skills.



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