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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 (ZPD) in language acquisition. The paper argues that language learning is a social process that occurs through interaction with more knowledgeable others. It also discusses the importance of scaffolding and the role of the teacher in facilitating language learning. The paper concludes by suggesting that Vygotskian theory provides a useful framework for understanding second language acquisition and for designing effective language instruction.



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 (ZPD) in language acquisition. The paper argues that language learning is a social process that occurs through interaction with more knowledgeable others. It also discusses the importance of scaffolding and the role of the teacher in facilitating language learning. The paper concludes by suggesting that Vygotskian theory provides a useful framework for understanding second language acquisition and for designing effective language instruction.



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 (ZPD) in language acquisition. The paper argues that language learning is a social process that occurs through interaction with more knowledgeable others. It also discusses the importance of scaffolding and the role of the teacher in facilitating language learning. The paper concludes by suggesting that Vygotskian theory provides a useful framework for understanding second language acquisition and for designing effective language instruction.



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