

عنوان مقاله:

On the implications of Vygotskian concepts for second language teaching

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خلاصه مقاله:

This paper represents an attempt to search for the implications of Vygotsky's approach to 'the genesis of mind' for second language acquisition (SLA). In so doing, the present author has adopted first a retrospective view - what has already gone in the field of foreign language instruction, and a prospective view - what is contingent on the current speculations on SLA while drawing on Vygotsky's sociocultural theory (SCT) bearing on the methodology of L2 instruction. Hence, the paper consists of two major parts: the first part casts a rapid glance at the theories and practices of L2 teaching which were in vogue in the past. The second part focuses on the implications that Vygotsky's SCT holds for SLA and, as a sequel, to the training and education of L2 teachers. Vygotsky's approach to the genesis of mind, indeed, entrusts the educationists with a grave task regarding the amelioration of social systems of the community in general, and improving second language methodology, in particular. After all, the shaping of man's mind is an indication of the ways the society has historically and culturally developed.

کلمات کلیدی:

sociocultural variables; second language acquisition; zone of proximal development (ZPD); a whole-language perspective; classroom interaction

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