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The researchers situate MD in relation to the broader Vygotskian second language research tradition, while also acknowledging the contributions of Israeli researcher Reuven Feuerstein (Feuerstein, Feuerstein, & Falik, 2010).

Mediated Development: A Vygotskian Approach to ...

Theoretical framework: an introduction to Vygotskian perspectives on second language research / James P. Lantolf and Gabriela Appel --Collective scaffolding in second language learning / Richard Donato --Linguistic accommodation with LEP and LD children / Linda Schinke-Liano --Working in the ZPD: fossilized and nonfossilized nonnative speakers / Gay N. Washburn --Form and functions of inner ...

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Interaction and Second Language Development: A Vygotskian ...

Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf, & G. Appel (Eds.), Vygotskian approaches to second language research (pp. 33-56). New Jersey: Ablex. has been cited by the following article: TITLE: How Culturally Appropriate Is the Communicative Approach with Reference to the Chinese Context?

ERIC - ED393311 - Vygotskian Approaches to Second Language ...

(2011) A sociocognitive approach to second language acquisition: How mind, body, and world work together in learning additional languages. In D. Atkinson (Ed.), Alternative approaches to second language acquisition (pp. 143–166). New York, NY: Routledge.

A Vygotskian Developmental Approach to Second Language ...

Amazon.com: Vygotskian Approaches to Second Language Research (Second Language Learning) (9781567500257): Lantolf, James P., Appel, Gabriela: Books

The Study of Second Language Acquisition Under Socio ...

title = "Mediated Development: A Vygotskian Approach to Transforming Second Language Learner Abilities", abstract = "The authors point to systemic-theoretical instruction (STI), which underscores the importance of abstract conceptual knowledge in schooling, and dynamic assessment (DA), in which mediators and learners function cooperatively, as examples of the theory–practice relation ...

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This article considers the pedagogical research informed by the writings of L. S. Vygotsky concerned with the teaching and learning of languages beyond the first (L2). Following a brief overview of developments in the application of Vygotskian theory to explicating processes of L2 development in instructional settings, we consider more recent scholarship that has employed the theory as a ...

Amazon.com: Vygotskian Approaches to Second Language ...

Dynamic assessment in the classroom: Vygotskian praxis for second language development James P. Lantolf and Matthew E. Poehner Language Teaching Research 2010 15 : 1 , 11-33

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His research interests include processes of second language development, classroom-based assessment, and the relationship between assessment and teaching practices. He is especially interested in exploring the use of L.S. Vygotsky's Sociocultural Theory of Mind as a theoretical perspective on second language learning as well as a basis for innovations in language instruction and assessment.

Sociocultural theory and second language acquisition ...

The collection of essays on aspects of Vygotskian theory focuses on the theory's application to research on second language learning. Articles include: "Theoretical Framework: An Introduction to Vygotskian Perspectives on Second Language Research" (James P. Lantolf, Gabriela Appel); Collective Scaffolding in Second Language Learning" (Richard Donato); "Linguistic Accommodation with LEP and LD ...

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Donato, R. (1994). Collective scaffolding in second ...

The socio-cultural theorists who work primarily within second language acquisition framework assume that a great deal of language learning takes place through social interaction, at least in part because interlocutors adjust their speech to make it more accessible to learners .The essence of language is to be able to communicate one's thoughts and feelings to another person.

ZPD, Tutor, Peer Scaffolding: Sociocultural Theory in ...

A sociocultural approach to teaching and researching second language: Systemic-theoretical instruction and second language development. Ph.D. dissertation, The Pennsylvania State University. Vygotsky , L. S. (1926 /1997).

Vygotskian Approaches To Second Language

Vygotsky has developed a sociocultural approach to cognitive development. He developed his theories at around the same time as Jean Piaget was starting to develop his ideas (1920's and 30's), but he died at the age of 38, and so his theories are incomplete - although some of his writings are still being translated from Russian.

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