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**Sociocultural Theory  
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(see Lantolf, 2000b),  
extended Vygotsky's  
theory to second  
language acquisition,  
and focused mainly on  
how second language  
acquisition can be  
explained through the  
sociocultural  
perspective, that is, how  
second language  
learners acquire  
language when they  
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with other speakers.

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Second language acquisition (SLA) research informed by sociocultural theory (henceforth, SCT) began in earnest with the publication of Frawley & Lantolf's (1985) article on L2 (second language) discourse (described in the timeline proper).

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The authors, each from a different background, share a passion for sociocultural theory.

Each author brings stories, data and experiences from her area of expertise: second language pedagogy and teacher development

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(Linda); elementary  
classroom teaching with  
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concepts of

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sociocultural theories that are widely referred to in the field of second language research, including mediation, the zone of proximal development (ZPD), scaffolding and self-regulation. The Central Concepts of Sociocultural Theories Mediation Mediation is a central concept of sociocultural theory



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(Lantolf, 2000). For

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Books. This book  
represents a major  
statement of the current  
research being  
conducted on the  
learning of second  
languages from a  
sociocultural  
perspective. The book is  
divided into a  
theoretical and an  
empirical part. Specific  
topics covered include:

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learning and teaching  
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proximal development;  
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Although the

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sociocultural theory (henceforth SCT) of mental activity, rooted in the work of L. S. Vygotsky and his colleagues, has certainly come to the fore in developmental and educational research (cf. Forman, et al. 1993, Lave and Wenger 1991, Moll 1990, Newman, et al. 1989), it is still very much the “new kid on

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the block” as far as SLA  
research is concerned.

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This article considers  
the implications of two  
central constructs of  
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(SCT) for second  
language (L2)

development: mediation  
and internalization.

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Moreover, this study also critiques the basic concepts of the theory and how far these concepts have been implicated in the domain in...

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Learning Through Interaction. The essence of language is to be able to communicate one's

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thoughts and feelings to another person. This concept of communication is one of the foundations of sociocultural theory in language learning, which is one of the second language acquisition theory modules. The sociocultural theory believes that language can be acquired by

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allowing the students to

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second language  
acquisition research  
offer a framework  
through which human  
cognition can be  
systematically  
investigated without  
isolating it from social  
context (Lantolf,...

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Language and  
*Page 29/33*

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Sociocultural Theory is an international journal devoted to the study of language from the perspective of Vygotskian sociocultural theory. Articles appearing in the journal may draw upon research in the following fields of study: linguistics and applied linguistics, psychology and

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cognitive science,  
anthropology, cultural  
studies, and education.

## **Language and Sociocultural Theory**

This book is highly  
recommended and a  
worthwhile read for all  
those who seek to  
understand how  
sociocultural theory is  
entailed in teaching  
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edition continues to illustrate and explain the major concepts of sociocultural theory through the use of narratives recounted in the voices of language learners and teachers.

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