LEV VYGOTSKY’S (1978) SOCIO-CULTURAL THEORY IN LANGUAGE TEACHING

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Lev Vygotsky’s (1978) Socio-cultural Theory believes that children may acquire the language through socialization. Children may develop their linguistic competence as they interact with their environment and being exposed to the language. Hence, social construct has a great contribution in children’s utterances. Also, this theory stresses the use of Zone of Proximal Development (ZPD). Children learn the language well through the support and guidance of the others. In the classroom setting, in order to manifest interdependency and absolute learning, the students should need assistance and support from their teachers.

This theory is relevant in classroom teaching as it supports the claim that acquisition is better than learning. Interaction leads the students to develop communicative competence. Thus, classroom discourse has a major contribution on how to make it possible. Teachers serve as the More Knowledgeable Others (MKO) whom ready to assist the students for learning. This theory emphasizes that communicative competence may achieve through interaction and teachers may do their part as MKO as they choose the appropriate language inside the classroom. Vygotsky’s (1978) shows how interaction, communication and socialization through classroom discourse develop linguistic competence among the students. This theory presents that communication is vital in acquiring the language as it helps the students in gathering comprehensible input, be exposed in the language and has an opportunity to reflect and realize their errors through self-correction.
Brent et al. (2014) posited that conversation in the classroom is a way of creating a special bond between the teacher and students that improves language acquisition. It empowers them to negotiate for meaning, and encourage them to self-discovery. The teachers serve as the facilitator of language development where the students are being supervised. In the language classroom, Lev Vygotsky’s (1978) Socio-cultural Theory should be realized. Teachers should use and expose the target language among the students through interaction. Kouicem’s (2010) research entitled “The Effect of Classroom Interaction on Developing the Learner’s Speaking” describes how interaction in the classroom has helped the students to generate meaning. It explains that classroom interaction may help to enhance learners’ speaking skills as it is utilized as the best pedagogical approach in language teaching.

References:
