# ****Vygotsky’s Sociocultural Theory (1978)****

### It emphasizes that **learning is a social process** and knowledge is constructed through interaction with others. Cognitive development isn't solely an individual process but is deeply rooted in social interactions with others, particularly those who are more knowledgeable, like parents, teachers, and peers.  Cognitive development happens first at a **social level** (between people) and then at an **individual level** (internalized by the learner).

### ****Learning leads development.** Learning starts socially (Interpsychological level)**:**** Learners first acquire knowledge ****through interaction with others**** – teachers, parents, or peers.

**Then it becomes internal (Intrapsychological level):** What is first done **with support** gradually becomes part of the learner’s **own thinking and skills**.

**Zone of Proximal Development ( PD):** This is the distance between a child's current ability to solve problems independently and their potential ability with guidance and collaboration from an MKO. Learning occurs most effectively within this zone. Learning occurs best in the **zone between what a learner can do alone and what they can do with guidance**.

**Scaffolding supports growth:** This refers to the temporary support or guidance provided by a more knowledgeable person (MKO) to help a learner complete a task that they couldn't do on their own. Once the learner can perform the task independently, the scaffolding is gradually withdrawn. Teachers or peers provide **temporary help** (modeling, guiding questions, sentence starters, visuals). Support is gradually **reduced as independence increases**.

**Language as a Mediator:** Language is the **main tool of thought and learning**. Through dialogue, questioning, and self-talk, students process new ideas. In second language learning, **social use of language** speeds up acquisition.

### ****How Students Learn a Second Language:**** By engaging in **authentic communication** with teachers and peers.Through **collaborative dialogue**, learners notice gaps in their knowledge and improve accuracy.

**Scaffolding** (e.g., prompts, modeling, visuals) supports fluency and confidence.

Interaction provides opportunities to **practice language in real-life contexts**.

### ****Teaching–Learning Strategies in the Classroom****

**Collaborative Learning:** Group work, peer tutoring, and pair discussions.

**Scaffolding Techniques:** Modeling, guided practice, questioning, and hints.

**Authentic Tasks:** Role plays, problem-solving, and real-life projects.

**Dialogic Teaching:** Encourage open discussions and student-teacher dialogues.

**Language Support Tools:** Visuals, word banks, sentence frames.

**Think-Alouds:** Teacher demonstrates thought processes while solving a task.

**Gradual Release of Responsibility:** From teacher-led to student-led learning.