

# w3erjioeiowerio

1. Noun
2. Noun
3. Determiner
4. Proper Noun
5. Coordinating Conjunction
6. Verb - Present Tense
7. Verb - Present Tense

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Initial stages

The Social Interactionist approach \_\_\_\_\_ Noun \_\_\_\_\_ Noun acquisition research has focused on three areas, namely the cognitive approach to language acquisition or the developmental cognitive theory of Jean \_\_\_\_\_ Determiner, the information processing approach or the information processing model of Brian \_\_\_\_\_ Proper Noun and Elizabeth Bates (the competition \_\_\_\_\_ Coordinating conjunction), and the social interactionist approach or social interaction model of Lev Vygotsky (socio-cultural theory). Although the initial research was essentially descriptive in an attempt to describe language development from the stand point of social development, more recently, researchers have been \_\_\_\_\_ Verb - Present Tense to explain a few varieties of acquisition in which learner factors lead to differential acquisition by the process of socialization; called the theory of "social interactionist approach".[1]

[edit]Socio-cultural theory

Vygotsky, a psychologist and social constructivist, laid the foundation for the interactionists view of language acquisition. \_\_\_\_\_ Verb - Present Tense to Vygotsky, social interaction plays an important role in the learning process and proposed the zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction. Vygotsky's social-development theory was adopted and made prominent in

Western thought by Jerome Bruner [2] who laid the foundations of a model of language development in the context of adult-child interaction.