

# TESOL 2002: Language and the Human Spirit

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## Visually Vygotsky

April 11, 2002; Thursday; 8:30 to 10:15 a.m.

Salt Lake Palace Meeting Room, 251 E

Session #1131

Joan Wink, Ph.D.

Professor, College of Education

CSU Stanislaus

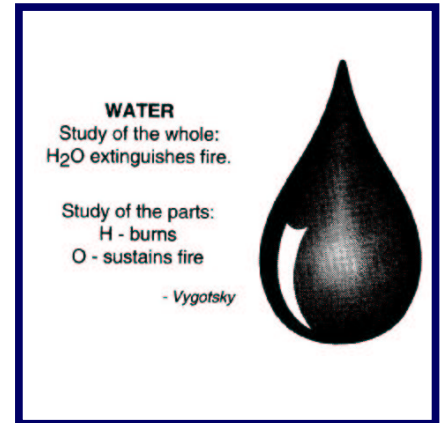
[www.JoanWink.com](http://www.JoanWink.com)

LeAnn G. Putney, Ph.D.

College of Education

University of Nevada, Las Vegas

[putneyl@unlv.edu](mailto:putneyl@unlv.edu)



### Introduction

Three Perspectives on Pedagogy

Mentoring: The Early Years

### Primary Focus of Visually Vygotsky

#### Three Principal Principles

#### Thought and Language

Sociocultural Teaching and Learning

The ZPD

### Conclusion

What's new about Vygotsky? Mentoring

Mentoring: The Later



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in the schedule section

# TESOL 2002: Language and the Human Spirit

## Introduction

Mentoring: The Early Years

Three Perspectives on Pedagogy

The Vygotskian Metaphor of Water (p. 24)

Vygotsky's Theory of Learning Development

## Three Principal Principles

### Thought and Language

*Thought is not merely expressed in words; it comes into existence through them. Every thought tends to connect something with something else, to establish a relation between things. Every thought moves, grows and develops, fulfills a function, solves a problem - (Vygotsky, 1986, p. 218). - (p. 41)*

Venn Diagram (p. xxv)

Language and Thought (p. xxv)

Language and Thought Dynamic (p. xxvi)

Closed whirlwind (p. 44)

Open Whirlwind (p. 45)

The Braid (p. 46)

The Vygotskian Volcano (p. 52)

The Thought Community Rainbow (p. 53)

Framework for Critical Praxis (p. 55)

## TESOL 2002: Language and the Human Spirit

### Sociocultural Teaching and Learning

*Instruction, after all, does not begin in school  
(Vygotsky, 1986, p. 208). - (p.60)*

Puzzle of Learning, (p. 64)

Puzzle of Pedro (p. 66)

Sam: A Teaching Timeline (p 71)

Student in the Center (p. 75)

### The Zone of Proximal Development (ZPD)

*What the child can do in cooperation today he can do  
alone tomorrow. Therefore the only good kind of  
instruction is that which marches ahead of development  
and leads it... (Vygotsky, 1986, p. 188) - (p.85)*

ZPD *the distance between the actual developmental level as  
determined by independent problem solving and the  
level of potential development as determined through  
problem solving under adult guidance or in  
collaboration with more capable peers (p. 86)*

Hot Air Balloon (p. 88)

Zebroski: Three Illustrations of Development (p. 90)

Interpersonal/Intrapersonal Communication (p. 92)

Integrating Scientific and Spontaneous (p. 94)

Play Creates a ZPD (p. 113)

## TESOL 2002: Language and the Human Spirit

Vygotsky proposed three important pedagogical conclusions.

1. Topics in a course of study must be interconnected. This is the best way to insure a common interest of students around a central theme.
2. Avoid repetition by making instruction focused. Review and relate topics in a more thorough and all-inclusive form, complemented with a wealth of new facts, generalizations, and conclusions. The topics students have already studied are revisited, though unfolded from a new perspective..." (p. 86).
3. Begin with what is familiar to students, and with what arouses their interests naturally.

### Conclusion

*These processes of internalization do not take place in isolation. They are embedded in apprenticeships with parents, mentors, and distant teachers...When these collaborations are successful, novices develop fluency, and learn how experienced artists and scientists think. At the same time, such collaborations offer renewal for the experienced individual and the use of shared knowledge for the novice's development of self. From a Vygotskian point of view, these interactions are central to the transformation of the novice into an experienced thinker (John-Steiner, 1997, p. xxiii).*

Years later: The Mentoring Continues