

Chapter 3

BILINGUAL EDUCATION AND IDENTITY: FROM A SOCIO-CULTURAL PERSPECTIVE

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INTRODUCTION

The socio-cultural theory stated by Vygotsky emphasized the significance of the interaction between language and thinking. Vygotsky formulated a concept which suggests language and thought are normally separated; however, they are blended once a child starts to join social activities. The social activities would undoubtedly promote language learning, which consecutively enhances cognitive development (Weil, 2012). Recent research has figured out that bilingualism hastens and increases cognitive development, particularly in nonverbal areas, covering reaction and social cognition (Bialystok et al., 2005; Carlson & Meltzoff, 2008). Decades of work concentrating on bilingualism in education stresses the requirement to further comprehend the phase of identity formation (Block, 2007). Vygotsky supplies a more proper scheme to clarify how bilingual children's social interactions end in quick cognitive development. Bilingual children acquire to obtain clues from interactions in the social context, as well as to understand which language is suitable to employ. By means of social interaction, bilingual children see individuals own their unique backgrounds and could communicate through just one language the bilingual knows. Bilingual children have to proper-

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occurs differently. Further, it was aimed to clarify the issue by referring to the language education process of bilinguals. The study relied on the primary sociocultural perspectives on identity development, which Vygotsky developed. Depending on the social and cultural nature of language, identity focuses on the understanding of how learners build awareness of themselves in varied environments. Learner identity is shaped by the socio-cultural environment. That is the reason why identities display a relationship with bilingual education programs that depict social discourses. Thus, any classroom activity should go parallel with bilingual students' developing identity.

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