

CHAPTER 5

Training Social Actors through ELT in Vygotskian Framework: Remapping Educational Routes and Rebuilding Pedagogical Lanes

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INTRODUCTION

Common European Framework of Reference (CEFR, 2001) and Common European Framework of Reference Companion Volume (CEFR CV, 2018) have set forth one of its crucial educational goals of *training social actors in English Language Teaching* (ELT) using action-oriented approach directed towards enabling learners to act in real-life situations, express themselves and accomplish tasks of different natures in which the co-construction of meaning through interaction is placed at the center of the learning and teaching process. This educational goal is rooted in the Vygotskian premise (1978) that knowledge is co-constructed through social interactions when individuals are engaged with one another in the learning process. CEFR and CEFR CV consider it crucial in order to prepare the learners for living and participating harmoniously in multi-lingual and multi-cultural societies. Therefore, as Modern Language Association (2000) emphasizes on, the hallmarks of a Liberal Art Education (LAE), i.e. communication, critical analysis, and creativity are more important than ever before as prerequisites for success in life.

Drawing focus and direction from the core educational strengths of LAE, this paper focusses on examining and discussing (a) Why is LAE crucial? (b) How are LAE materials suitable for promoting language and thinking skills? (c) Why do we need to teach language in an integrated skills and interactive framework? and

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In its final summing-up note, this paper provides considerable strength and support to Mercer's (2006) view that knowledge is a social entity; something which is shared and the essence of human knowledge is that 'it is shared' (p. 6) and, similarly, it also supports Willis's (2009) argument that learning, within the sociocultural paradigm, is the process of participating in a community of practice where expertise is developed in social as well as cognitive ways through use of cultural tools learned by working alongside more expert members (p. 1). Thus, in my view, teaching and learning activities in ELT classrooms need to be *solidarity-oriented* activities as against *formality-oriented* activities in order to achieve the goal of social action-based learning as set by CEFR and CEFRCV.

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