

A Sociocultural View of Ethnicity of Parents and Children's Language Learning

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Abstract : Ethnic minority children's language learning is believed that it can be developed through school system. However, many cases prove that these kids are left to challenge with multicultural context at school and sometimes decreased the ability to acquire new learning. Consequently, it is significant for ethnicity parents to consider that prompting their children at home before their actual school age can eliminate negative outcome of children's language acquisition. This paper discusses the approach of instructional use of parents and children language learning in the context of minority language group in Thailand. By conducting this investigation, secondary source of data was gathered with the purpose to point out some primary methods for parents and children in ethnicity. The process of language learning is based on the sociocultural theory of Vygotsky, which highlights expressive communication among individuals as the best motivating force in human development and learning. The article also highlights the role of parents as they lead the instruction approach. In the discussion part, the role of ethnic minority parents as a language instructor is offered as mediator.

Keywords : ethnic minority, language learning, multicultural context, sociocultural theory

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