

## BIBLIOGRAPHY

- Ahearn, L. (2001). Language and agency. *Annual Review of Anthropology*, 30, 109-137.
- Ahearn, L. (2004). Literacy, power, and agency: Love letters and development in Nepal. *Language and Education*, 18(4), 305-316.
- Al-Sa'di, R. A. & Hamdan, J. M. (2005). "Synchronous online chat" English: Computer-mediated communication. *World Englishes*, 24(4), 409-424.
- Althusser, L. (1971). *Lenin and philosophy, and other essays*. London: New Left Books.
- Andersen, E. S. (1986). The acquisition of register variation by Anglo-American children. In B. B. Schieffelin & E. Ochs (Eds.), *Language socialization across cultures* (pp. 153-164). Cambridge: Cambridge University Press.
- Andler, D. (2000). Context and background: Dreyfus and cognitive science. In M. A. Wrathall & J. E. Malpas (Eds.), *Heidegger, coping, and cognitive science: Essays in honor of Hubert L. Dreyfus*, volume 2 (pp. 137-160). Cambridge, MA: MIT Press.
- Archer, M. S. (1996). *Culture and agency*. Cambridge: Cambridge University Press.
- Archer, M. S. (2000). *Being human: The problem of agency*. Cambridge: Cambridge University Press.
- Archer, M. S. (2003). The private life of the social agent: What difference does it make? In J. Cruickshank (Ed.), *Critical realism: The difference that it makes* (pp. 17-29). London: Routledge.
- Arievitch, I. M. (2008). Exploring the links between external and internal activity from a cultural-historical perspective. In B. van Oers, W. Wardekker, E. Elbers, & R. van der Veer (Eds.), *The transformation of learning: Advances in cultural-historical activity theory* (pp. 38-57). Cambridge: Cambridge University Press.
- Atkin, C. (2000). Lifelong learning – attitudes to practice in the rural context: A study using Bourdieu's perspective of habitus. *International Journal of Lifelong Education*, 19(3), 253-265.

- Auer, P. (1998). Introduction: Bilingual conversation revisited. In P. Auer (Ed.), *Code-switching in conversation: Language, interaction and identity* (pp. 1-24). London: Routledge.
- Aumann, R. J. & Shapley, L. S. (1974). *Values of non-atomic games*. Princeton, NJ: Princeton University Press.
- Austin, J. L. (1962). *How to do things with words*. Cambridge, MA: Harvard University Press.
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Banninck (2002). Negotiating the paradoxes of spontaneous talk in advanced L2 classes. In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 266-288). London: Continuum.
- Barth, R. (1997). *The principal learner: A work in progress*. Cambridge, MA: International Network of Principals' Centers, Harvard Graduate School of Education.
- Bateson, G. (1972). *Steps to an ecology of mind*. New York: Ballantine.
- Bateson, G. (1979). *Mind and nature: A necessary unity*. Glasgow, UK: Fontana.
- Baudrillard, J. (2001). *Selected writings (2<sup>nd</sup> ed.)*. Stanford, CA: Stanford University Press.
- Bauman, R. (1992). Contextualization, tradition, and the dialogue of genres: Icelandic legends of the *kraftaskáld*. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 125-146). Cambridge: Cambridge University Press.
- Becker, G. S. (1976). *The economic approach to human behavior*. Chicago: University of Chicago Press.
- Bell, N. D. (2007). How native and non-native English speakers adapt to humor in intercultural interaction. *Humor: International Journal of Humor Research*, 20(1), 27-48.
- Berger, P. L. & Luckmann, T. (1967). *The social construction of reality: A treatise in the sociology of knowledge*. New York: Anchor Books.

- Besnier, N. (1993). Reported speech and affect on Nukulaelae Atoll. In J. H. Hill & J. T. Irvine (Eds.), *Responsibility and evidence in oral discourse* (pp. 161-181). Cambridge: Cambridge University Press.
- Best, S. (2003). *A beginner's guide to social theory*. London: Sage.
- Bhaskar, R. (1979). *The possibility of naturalism: A philosophical critique of the contemporary human sciences*. Brighton: Harvester.
- Bicchieri, C. (1993). *Rationality and coordination*. Cambridge: Cambridge University Press.
- Billett, S. (2002). Critiquing workplace learning discourses: Participation and continuity at work. *Studies in the Education of Adults*, 34(1), 56-67.
- Billett, S. (2008). Learning throughout working life: A relational interdependence between personal and social agency. *British Journal of Educational Studies*, 56(1), 39-58.
- Billett, S., Smith, R., & Barker, M. (2005). Understanding work, learning and the remaking of cultural practices. *Studies in Continuing Education*, 27(3), 219-237.
- Bird, S. A. (2005). Language learning edutainment: Mixing motives in digital resources. *Regional Language Centre Journal*, 36(3), 311-339.
- Birdwhistell, R. L. (1970). *Kinesics and context*. Philadelphia, PA: University of Pennsylvania Press.
- Black, R. W. (2009). English-language learners, fan communities, and 21-st century skills. *Journal of Adolescent & Adult Literacy*, 52(8), 688-697.
- Blake, R. J. (2005). Bimodal CMC: The glue of language learning at a distance. *CALICO Journal*, 22(3), 497-511.
- Block, D. (2000). Revisiting the gap between SLA researchers and language teachers. *Links and Letters*, 7, 129-143.
- Block, D. (2003). *The social turn in second language acquisition*. Edinburgh, UK: Edinburgh University Press.
- Bloomer, M., Hodkinson, P., & Billett, S. (2004). The significance of ontogeny and habitus in constructing theories of learning. *Studies in Continuing Education*, 26(1), 19-43.
- Bloomfield, L. (1933). *Language*. New York: Holt, Rinehart and Winston.

- Bohman, J. (1999). Practical reason and cultural constraint: Agency in Bourdieu's theory of practice. In R. Shusterman (Ed.), *Bourdieu: A critical reader* (pp. 129-152). Oxford: Blackwell.
- Bond, M. H. & Lai, T. (1986). Embarrassment and code-switching into a second language. *The Journal of Social Psychology*, 126(2), 179-186.
- Bourdieu, P. (1977). *Outline of a theory of practice*. Cambridge: Cambridge University Press.
- Bourdieu, P. (1990). *The logic of practice*. Stanford, CA: Stanford University Press.
- Bourdieu, P. (1991a). *Language and symbolic power*. Cambridge, MA: Harvard University Press.
- Bourdieu, P. (1991b). The peculiar history of scientific reason. *Sociological Forum*, 6(1), 3-26.
- Bourdieu, P. (1998). *Practical reason: On the theory of action*. Stanford, CA: Stanford University Press.
- Bourdieu, P. (2000). *Pascalian meditations*. Stanford, CA: Stanford University Press.
- Bourdieu, P. & Wacquant, L. J. D. (1992). The purpose of reflexive sociology. In P. Bourdieu & L. J. D. Wacquant (Eds.), *An invitation to reflexive sociology* (pp. 61-216). Chicago: University of Chicago Press.
- Brett, P. (1998). Using multimedia: A descriptive investigation of incidental language learning. *Computer Assisted Language Learning*, 11(2), 179-200.
- Brier, S. (2004). Cybersemiotics and the problems of the information-processing paradigm as a candidate for a unified science of information behind library information science. *Library Trends*, 52(3), 629-657.
- Bryant, C. G. A. & Jary, D. (2003). Anthony Giddens. In G. Ritzer (Ed.), *The Blackwell companion to major contemporary social theorists* (2<sup>nd</sup> ed.). Oxford: Blackwell.
- Burkitt, I. (1998). The death and rebirth of the author: The Bakhtin circle and Bourdieu on individuality, language and revolution. In M. E. Gardiner & M. M. Bell (Eds.), *Bakhtin and the human sciences: No last words* (pp. 163-180). London: Sage.
- Burton, S. J. (1985). *An introduction to law and legal reasoning*. Boston, MA: Little, Brown and Company.
- Buss, A. R. (1979). *A dialectical psychology*. New York: Irvington.

- Butler, J. (1997). Performative acts and gender constitution: An essay in phenomenology and feminist theory. In K. Conboy, N. Medina, & S. Stanbury (Eds.), *Writing on the body: Female embodiment and feminist theory* (pp. 401-417). New York: Columbia University Press.
- Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.
- Carbaugh, D. (1996). *Situating selves: The communication of social identities in American scenes*. Albany, NY: State University of New York Press.
- Carswell, E. A. & Rommetveit, R. (1971). Introduction. In E. A. Carswell & R. Rommetveit (Eds.), *Social contexts of messages* (pp. 1-12). London: Academic Press.
- Carvalheira, A. & Gomes, F. A. (2003). Cybersex in Portuguese chatrooms: A study of sexual behaviors related to online sex. *Journal of Sex and Marital Therapy*, 29, 345-360.
- Cassell, P. (1993). Introduction. In P. Cassell (Ed.), *The Giddens reader* (pp. 1-37). London: Macmillan.
- Cervero, R. M. (2000). Trends and issues in continuing professional education. *New Directions for Adult and Continuing Education*, 86, 3-12.
- Chiou, W. (2007). Adolescents' reply intent for sexual disclosure in cyberspace: Gender differences and effects of anonymity and topic intimacy. *CyberPsychology and Behavior*, 10(5), 725-728.
- Chomsky, N. (1959). A review of B. F. Skinner's Verbal Behavior. *Language* 35, 26-58.
- Chomsky, N. (1965). *Aspects of a theory of syntax*. Cambridge, MA: MIT Press.
- Cicourel, A. V. (1992). The interpenetration of communicative contexts: Examples from medical encounters. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 291-310). Cambridge: Cambridge University Press.
- Clegg, S. & McNulty, K. (2002). The creation of learner identities as part of social inclusion: Gender, ethnicity and social space. *International Journal of Lifelong Education*, 26(1), 572-585.
- Coleman, J. S. (1990). *Foundations of social theory*. Cambridge, MA: Harvard University Press.
- Colley, H., Hodkinson, P., & Malcolm, J. (2003). Understanding informality and formality in learning. *Adults Learning*, 15(3), 7-9.

- Colley, H., James, D., & Diment, K. (2007). Unbecoming teachers: Towards a more dynamic notion of professional participation. *Journal of Education Policy*, 22(2), 173-193.
- Collins, L. (2007). Is cybersex sex? In A. Soble & N. Power (Eds.), *The philosophy of sex (5<sup>th</sup> ed.)* (pp. 117-134). Lanham, MD: Rowman & Littlefield.
- Coetzee-Van Rooy, S. (2006). Integrativeness: Untenable for world Englishes learners. *World Englishes*, 25(3/4), 437-450.
- Copleston, F. (1946). *A history of philosophy, volume 1: Greece and Rome*. Westminster, MD: Newman Press.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Sage.
- Crystal, D. (2003). *English as a global language (2nd ed.)*. Cambridge: Cambridge University Press.
- Crystal, D. (2006). *Language and the Internet (2<sup>nd</sup> ed.)*. Cambridge: Cambridge University Press.
- Cseh, M. (2001). Continuing professional education in the multilingual and multicultural environment of the 21<sup>st</sup> century. *Adult Learning*, 12(1), 13-14.
- Danan, M. (1992). Reversed subtitling and dual coding theory: New directions for foreign language instruction. *Language Learning*, 42, 497-527.
- Danet, B. & Herring, S. C. (2007). Introduction: Welcome to the multilingual Internet. In B. Danet & S. C. Herring (Eds.), *The multilingual Internet: Language, culture, and communication online* (pp. 3-42). New York: Oxford University Press.
- De Certeau, M. (1984). *The practice of everyday life*. Berkeley, CA: University of California Press.
- Delmonico, D. L. (2003). Cybersex: Changing the way we relate. *Sexual and Relationship Therapy*, 18(3), 259-260.
- Demuth, K. (1986). Prompting routines in the language socialization of Basotho children. In B. B. Schieffelin & E. Ochs (Eds.), *Language socialization across cultures* (pp. 51-79). Cambridge: Cambridge University Press.
- Derks, D., Bos, A. E. R., & von Grumbkow, J. (2008). Emoticons in computer-mediated communication: Social motives and social context. *CyberPsychology and Behavior*, 11(1), 99-101.

- DeSanctis, G. & Poole, M. S. (1994). Capturing the complexity in advanced technology use: Adaptive structuration theory. *Organization Science*, 5(2), 121-147.
- Dewaele, J-M. (2004). Blistering barnacles! What language do multilinguals swear in?! *Estudios de Sociolinguistica*, 5(1), 83-105.
- Diamondstone, J. (2002). Keeping resistance in view in an activity theory analysis. *Mind, Culture, and Activity*, 9(1), 2-21.
- Döring, N. (2000). Feminist views of cybersex: Victimization, liberation, and empowerment. *CyberPsychology and Behavior*, 3(5), 863-884.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. & Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics*, 23, 421-462.
- Doughty, C. J., & Long, M. H. (2003). The scope of inquiry and goals of SLA. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 3-16). Oxford: Blackwell.
- Drake, R. (2004). Duel! Defenders of honor or shoot-on-sight vigilantes? Even in 19th-century America, it was hard to tell. *Smithsonian Magazine*. Retrieved 13 October, 2009 from <http://www.smithsonianmag.com/history-archaeology/duel.html>
- Dreyfus, H. L. (1992). *What computers still can't do: A critique of artificial reason* (3<sup>rd</sup> ed.). Cambridge, MA: MIT Press.
- Du Bois, J. W. (1993). Meaning without intention: Lessons from divination. In J. H. Hill & J. T. Irvine (Eds.), *Responsibility and evidence in oral discourse* (pp. 48-71). Cambridge: Cambridge University Press.
- Duranti, A. (1992). Language in context and language as context: The Samoan respect vocabulary. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 77-100). Cambridge: Cambridge University Press.
- Duranti, A. (1993). Intentions, self, and responsibility: An essay in Samoan ethnopragmatics. In J. H. Hill & J. T. Irvine (Eds.), *Responsibility and evidence in oral discourse* (pp. 24-47). Cambridge: Cambridge University Press.
- Durkheim, E. (1958). *Suicide: A study in sociology* (2<sup>nd</sup> ed.). New York: Free Press.

- Eckert, P. & McConnell-Ginet, S. (2003). *Language and gender*. Cambridge: Cambridge University Press.
- Edwards, D. (1997). *Discourse and cognition*. London: Sage.
- Edwards, D. & Potter, J. (1995). Remembering. In R. Harré & P. Stearns (Eds.), *Discursive psychology in practice* (pp. 1-8). London: Sage.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Engeström, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of Education and Work*, 14(1), 133-156.
- Engeström, Y. (2007). Putting to Vygotsky to work: The change laboratory as an application of double stimulation. In H. Daniels, M. Cole, & J. V. Wertsch (Eds.), *The Cambridge companion to Vygotsky* (pp. 363-382). Cambridge: Cambridge University Press.
- Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247-273.
- Foucault, M. (1970). *The order of things: An archaeology of the human sciences*. London: Routledge.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Freire, P. (1974). *Education for critical consciousness*. London: Sheed and Ward.
- Froehlich, J. (1988). German videos with German subtitles: A new approach to listening comprehension development. *Die Unterrichtspraxis / Teaching German*, 21(2), 199-203.
- Gambetta, D. (1998). Concatenations of mechanisms. In P. Hedström & R. Swedberg (Eds.), *Social mechanisms: An analytic approach to social theory*. Cambridge: Cambridge University Press.
- Gardiner, M. E. (2000). *Critiques of everyday life*. London: Routledge.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 1-20). Honolulu, HI: University of Hawaii.

- Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.
- Garza, T. J. (1991). Evaluating the use of captioned video materials in advanced foreign language learning. *Foreign Language Annals*, 24(3), 239-258.
- Gass, S. M. & Selinker, L. (2008). *Second language acquisition: An introductory course (3rd ed.)*. London: Routledge.
- Gauthier, D. P. (1986). *Morals by agreement*. Oxford: Clarendon Press.
- Geertz, C. (1973). *The interpretation of cultures: Selected essays*. New York: Basic Books.
- Giddens, A. (1979). *Central problems in social theory: Action, structure and contradiction in social analysis*. London: Macmillan.
- Giddens, A. (1981). *A contemporary critique of historical materialism, Vol. 1: Power, property and the state*. London: Macmillan.
- Giddens, A. (1982). *Profiles and critiques in social theory*. London: Macmillan.
- Giddens, A. (1984). *The constitution of society: Outline of the theory of structuration*. Berkeley, CA: University of California Press.
- Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*. Stanford, CA: Stanford University Press.
- Giddens, A. (1993). *New rules of sociological method (2<sup>nd</sup> ed.)*. Stanford, CA: Stanford University Press.
- Giest, H. (2008). The formation experiment in the age of hypermedia and distance learning. In B. van Oers, W. Wardekker, E. Elbers, & R. van der Veer (Eds.), *The transformation of learning: Advances in cultural-historical activity theory* (pp. 100-126). Cambridge: Cambridge University Press.
- Godwin-Jones, R. (2000). Emerging technologies: Literacies and technology tools/trends. *Language Learning & Technology*, 4(2), 11-18.
- Goffman, E. (1961). *Encounters: Two studies in the sociology of interaction*. London: Penguin.
- Goffman, E. (1974). *Frame analysis: An essay on the organization of experience*. Boston: Northeastern University Press.
- Golden, D. (2004). Hugging the teacher: Reading bodily practice in an Israeli kindergarten. *Teachers and Teaching: Theory and Practice*, 10(4), 395-407.

- Gomm, R. (2004). *Social research methodology: A critical introduction*. New York: Macmillan.
- Gorski, P. & Clark, C. (2002). Multicultural education and the digital divide: Focus on language. *Multilingual Matters*, 4(2), 30-34.
- Gorski, P. & Clark, C. (2003). Turning the tide of the digital divide: Multicultural education and the politics of surfing. *Multicultural Matters*, 5(1), 29-32.
- Graves M. F. & Philippot R. A. (2002). High-interest, easy reading: An important resource for struggling readers. *Preventing School Failure*, 46(4), 179-182.
- Gregg, K. R. (2003). SLA theory: Construction and assessment. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 3-16). Oxford: Blackwell.
- Greif, E. B. & Gleason, J. B. (1980). Hi, thanks, and goodbye: More routine information. *Language in Society*, 9(2), 159-166.
- Grenfell, M. & James, D. (1998). *Bourdieu and education: Acts of practical theory*. London: Routledge.
- Griffiths, C. (2008). *Lessons from good language learners*. Cambridge: Cambridge University Press.
- Guglielmino, L. M. (2008). Why self-directed learning? *International Journal of Self-Directed Learning*, 5(1), 1-14.
- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge: Cambridge University Press.
- Gumperz, J. J. (1992). Contextualization and understanding. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 229-252). Cambridge: Cambridge University Press.
- Gutiérrez, K. D., Baquedano-López, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, culture, and activity*, 6(4), 286-303.
- Guttfreund, D. G. (1990). Effects on language usage on the emotional experience of Spanish-English and English-Spanish bilinguals. *Journal of Consulting and Clinical Psychology*, 58(5), 604-607.
- Harré, R. (1999). The rediscovery of the human mind: The discursive approach. *Asian Journal of Social Psychology*, 2, 43-62.
- Harré, R. (2002). *Cognitive science: A philosophical introduction*. Thousand Oaks, CA: Sage.

- Harré, R. & Secord, P. F. (1972). *The explanation of social behaviour*. Oxford: Blackwell.
- Harré, R. & Stearns, P. (1995). Introduction: Psychology as discourse analysis. In R. Harré & P. Stearns (Eds.), *Discursive psychology in practice* (pp. 1-8). London: Sage.
- Havel, V. (1989). [Untitled] speech in acceptance of a German peace prize. *The Independent*, 9 December, 1989.
- Heath, S. B. (2005). Strategic thinking, learning environments, and real roles: Suggestions for future work. *Human Development*, 48, 350-355.
- Hedström, P. (2005). *Dissecting the social: On the principles of analytical sociology*. Cambridge: Cambridge University Press.
- Hegel, G. W. F. (1825-6/2006). *Lectures on the history of philosophy 1825-6, volume 2: Greek philosophy*. Oxford: Oxford University Press.
- Heritage, J. (1984). *Garfinkel and ethnomethodology*. Cambridge: Polity Press.
- Herring, S. C. (2001). Computer-mediated discourse. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.), *The handbook of discourse analysis* (pp. 612-634). Oxford: Blackwell.
- Hobbes, T. (1651/1965). *Leviathan*. Oxford: Clarendon Press.
- Hodkinson, P. & Hodkinson, H. (2004). The significance of individuals' dispositions in workplace learning: A case study of two teachers. *Journal of Education and Work*, 17(2), 167-182.
- Hollis, M. (1977). *Models of man: Philosophical thoughts on social action*. Cambridge: Cambridge University Press.
- Holquist, M. (1983). The politics of representation. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 5(1), 2-9.
- Hubbard, P. (2004). Learner training for effective use of CALL. In S. Fotos & C. M. Browne (Eds.), *New perspectives on CALL for second language classrooms* (pp. 43-66). London: Routledge.
- Hudson, J. M. & Bruckman, A. S. (2002). IRC français: The creation of an Internet-based SLA community. *Computer Assisted Language Learning*, 15(2), 109-134.

- Hunter, C. L., Spence, K., McKenna, K., & Iedema, R. (2008). Learning how we learn: An ethnographic study in a neonatal intensive care unit. *Journal of Advanced Nursing*, 62(6), 657-664.
- Ihnatko, A. (1997). *Cyberspeak: An online dictionary*. New York: Random House.
- Internet World Stats. (2009). Internet world stats: Usage and population statistics. Retrieved August 21, 2009 from <http://www.internetworldstats.com/stats.htm>
- Irvine, J. T. (1993). Insult and responsibility: Verbal abuse in a Wolof village. In J. H. Hill & J. T. Irvine (Eds.), *Responsibility and evidence in oral discourse* (pp. 105-134). Cambridge: Cambridge University Press.
- Jarrell, D. & Freiermuth, M. R. (2005). The motivational power of Internet chat. *RELC*, 36(1), 59-72.
- Järvilehto, T. (2000). The theory of the organism-environment system: IV. The problem of mental activity and consciousness. *Integrative Physiological and Behavioral Science*, 35(2), 35-57.
- Järvilehto, T. (2006). What is motor learning? In K. Thomson, T. Jaakkola, & J. Liukkonen (Eds.), *Promotion of motor skills in physical education and sports* (pp. 9-18). Jyväskylä, Finland: University of Jyväskylä Publications.
- Jarvis, P. (1996). Continuing education in a late-modern or global society: Towards a theoretical framework for comparative analysis. *Comparative Education*, 32(2), 233-244.
- Jenkins, R. (2002). *Pierre Bourdieu* (2nd ed.). London: Routledge.
- Jenkins, R. (2004). *Social identity* (2<sup>nd</sup> ed.). London: Routledge.
- Joinson, A. N. (2001). Self-disclosure in computer-mediated communication: The role of self-awareness and visual anonymity. *European Journal of Social Psychology*, 31, 177-192.
- Johnson, M. (1987). *The body in the mind: The bodily basis of meaning, imagination, and reason*. Chicago: University of Chicago Press.
- Jones, J. (2004). Language and class. In L. Thomas, S. Wareing, I. Singh, J. S. Peccei, J. Thornborrow, & J. Jones (Eds.), *Language, society and power* (2<sup>nd</sup> ed.) (pp. 133-156). London: Routledge.
- Kasperson, L. B. (2000). *Anthony Giddens: An introduction to a social theorist*. Oxford: Blackwell.

- Katsuno, H. & Yano, C. (2007). *Kaomoji and expressivity in a Japanese housewives' chat room*. In B. Danet & S. C. Herring (Eds.), *The multilingual Internet: Language, culture, and communication online* (pp. 278-302). New York: Oxford University Press.
- Kelso, J. A. S. (1982). *Human motor behavior: An introduction*. Mahwah, NJ: Lawrence Erlbaum.
- Kendon, A. (1992). The negotiation of context in face-to-face interaction. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 323-334). Cambridge: Cambridge University Press.
- Kitade, K. (2000). L2 learners' discourse and SLA theories in CMC: Collaborative interaction in Internet chat. *Computer Assisted Language Learning*, 13(2), 143-166.
- Kitao, K. (1996). Why do we teach English. *The Internet TESL Journal*, 2(4).
- Kjørholt, V. S. & Sørensen, A. D. (2006). Generation XXX: Normalization and criticism of pornography amongst young people. *Nordic Gender Institute*. Retrieved October 6, 2009 from <http://www.nikk.uio.no/?module=Articles;action=Article.publicShow;ID=665>
- Knapp, M. L. & Hall, J. A. (2006). *Nonverbal communication in human interaction* (6<sup>th</sup> ed.). Belmont, CA: Thomson.
- Koven, M. (2006). Feeling in two languages: A comparative analysis of a bilingual's affective displays in French and Portuguese. In A. Pavlenko (Ed.), *Bilingual minds: Emotional experience, expression and representation* (pp. 84-117). Buffalo, NY: Multilingual Matters.
- Kramsch, C. (2002). Introduction: "How can we tell the dancer from the dance?" In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 1-30). London: Continuum.
- Kroonenberg, N. (1994/1995). Developing communicative and thinking skills via electronic mail. *TESOL Journal*, 4(2), 24-27.
- Lakoff, G. & Johnson, M. (1999). *Philosophy in the flesh: The embodied mind and its challenge to Western thought*. New York: Basic Books.
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System*, 32(1), 3-19.
- Lamb, M. (2009). Situating the L2 self: Two Indonesian school learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 229-247). Buffalo, NY: Multilingual Matters.

- Lammers, T. (2004). Python's Jones passionate about 'Life of Brian's' return: Film debuted to storm of controversy 25 years ago. *WNBC*. Retrieved October 16, 2009 from  
<http://web.archive.org/web/20070327153944/http://www.wnbc.com/entertainment/3316054/detail.html>
- Lantolf, J. P. (1996). Second language theory building: Letting all the flowers bloom! *Language Learning*, 46, 713-749.
- Lantolf, J. P. (2000). Introducing sociocultural theory. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 1-26). Oxford: Oxford University Press.
- Lantolf, J. P. & Genung, P. B. (2002). "I'd rather switch than fight": An activity-theoretic study of power, success, and failure in a foreign language. In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 175-196). London: Continuum.
- Lantolf, J. P. & Pavlenko, A. (2001). (S)econd (L)anguage (A)ctivity theory: Understanding second language learners as people. In M. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 141-158). London: Longman.
- Lantolf, J. P. & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.
- Laozi (1993). *Tao te ching*. Cambridge: Hackett Publishing.
- Leather, J. & van Dam, J. (2003). Towards an ecology of language acquisition. In J. Leather & J. van Dam (Eds.). *Ecology of language acquisition* (pp. 1-30). Dordrecht, The Netherlands: Kluwer Academic.
- Lee, C. K. M. (2007). Linguistic features of email and ICQ instant messaging in Hong Kong. In B. Danet & S. C. Herring (Eds.), *The multilingual Internet: Language, culture, and communication online* (pp. 184-208). New York: Oxford University Press.
- Lefrançois, G. R. (1991). *Psychology for teaching: A bear will not commit himself just now* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Leung, L. (2002). Loneliness, self-disclosure, and ICQ ("I seek you") use. *CyberPsychology and Behavior*, 5(3), 241-251.
- Lévi-Strauss, C. (1966). *The savage mind*. Chicago: University of Chicago Press.
- Lévi-Strauss, C. (1987). *Introduction to the work of Marcel Mauss*. London: Routledge.

- Lightbown, P. M. & Spada, N. (2006). *How languages are learned* (3<sup>rd</sup> ed.). Oxford: Oxford University Press.
- Livesay, J. (1997). Normative grounding and praxis: Habermas, Giddens and a contradiction in critical theory. In C. G. A. Bryant & D. Jary (Eds.), *Anthony Giddens: Critical assessments, volume 1* (pp. 344-363). London: Taylor & Francis.
- Livingstone, D. (2002). Mapping the Iceberg. *NALL Working Paper No. 54*. University of Toronto: Ontario Institute for Studies in Education. Retrieved August 14, 2009 from [www.oise.utoronto.ca/depts/sese/csew/nall/res/54DavidLivingstone.pdf](http://www.oise.utoronto.ca/depts/sese/csew/nall/res/54DavidLivingstone.pdf)
- Lo, S. (2008). The nonverbal communication functions of emoticons in computer-mediated communication. *CyberPsychology and Behavior*, 11(5), 595-597.
- Lobachev, S. (2008). Top languages in global information production. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 3(2).
- Löfgren-Mårtenson, L. & Månsson, S-A. (2006). Different porn careers? Girls' and boys' porn consumption. *Nordic Gender Institute*. Retrieved October 6, 2009 from <http://www.nikk.uio.no/?module=Articles;action=Article.publicShow;ID=647>
- Lomb, K. (2008). *Polyglot: How I learn languages*. Berkeley, CA: TESL-EJ. Retrieved August 14, 2009 from <http://tesl-ej.org/ej45/tesl-ej.ej45.fr1.pdf>
- Long, N. (2001). *Development sociology: Actor perspectives*. London: Routledge.
- Long, N. (2003). An actor-oriented approach to development intervention. In D. A. Cruz (Ed.), *Rural life improvement in Asia* (pp. 47-61). Tokyo: Asian Productivity Organization.
- Long, N. (2004). Actor, interfaces and development intervention: Meaning, purposes and power. In T. Kontinen, (Ed.), *Development intervention: Actor and activity perspectives* (pp. 14-36). Helsinki, Finland: University of Helsinki.
- Lynn, R. (2004). Ins and outs of teledildonics. *Wired*. Retrieved June 1, 2009 from <http://www.wired.com/culture/lifestyle/commentary/sexdrive/2004/09/65064>
- Lyotard, J-F. (1984). *The postmodern condition: A report on knowledge*. Minneapolis, MN: University of Minnesota Press.
- Mackay, J. (2001). Global sex: Sexuality and sexual practices around the world. *Sexual and Relationship Therapy*, 16(1), 71-82.

- Maddock, M. (2006). Children's personal learning agendas at home. *Cambridge Journal of Education*, 36(2), 153-169.
- Makoe, M. Q. (2006). South African distance students' accounts of learning in socio-cultural context: A habitus analysis. *Race Ethnicity and Education*, 9(4), 361-380.
- Malik, R. (2004). Culture and emotions: Depression among Pakistanis. In C. Squire (Ed.), *Culture in psychology* (pp. 145-160). London: Routledge.
- Malinowski, B. (1923). The problem of meaning in primitive languages. In C. K. Ogden & I. A. Richards (Eds.), *The meaning of meaning: A study of the influence of language upon thought and of the science of symbolism* (pp. 296-336). New York: Harcourt, Brace & World.
- Mantovani, F., Castelnuovo, G., Gaggioli, A., & Riva, G. (2003). Virtual reality training for health-care professionals. *CyberPsychology and Behavior*, 6(4), 389-395.
- Marjoribanks, K. (2006). Adolescents' cognitive *habitus*, learning environments, affective outcomes of schooling, and young adults' educational attainment. *Educational Psychology*, 26(2), 229-250.
- Marsick, V. J. & Watkins, K. E. (2001). Informal and incidental learning. *New Directions for Adult and Continuing Education*, 89, 25-34.
- Martin, R. A. (2007). *The psychology of humor: An integrative approach*. New York: Academic Press.
- Marx, K. (1844/1961). Economic and philosophical manuscripts. In E. Fromm (Ed.), *Marx's concept of man* (pp. 73-152). London: Continuum.
- Marx, K. (1852/1972). The eighteenth brumaire of Louis Bonaparte. In R. Tucker (Ed.), *The Marx-Engels Reader* (pp. 436-525). New York: W. W. Norton.
- Marx, K. (1867/1967). *Capital: A critique of political economy, volume 1*. New York: International Publishers.
- Marx, K. (1888/1972). Theses on Feuerbach. In R. Tucker (Ed.), *The Marx-Engels Reader* (pp. 107-109). New York: W. W. Norton.
- Marx, K. & Engels, F. (1848/2002). *The communist manifesto*. London: Penguin Classics.
- Mauss, M. (1989). *The gift: The form and reason for exchange in archaic societies*. London: Routledge.

- McCann, P. (2003). Global village or global city? The (urban) communications revolution and education. *Paedagogica Historica*, 39(1/2), 165-178.
- McEvilley, T. (2002). *The shape of ancient thought: A comparative study of Greek and Indian thought*. New York: Allworth Press.
- McNeil, A. (2004). *How to learn a foreign language: A question and answer resource guide*. Washington, MI: Language Experts.
- Merchant, G. (2001). Teenagers in cyberspace: An investigation of language use and language change in internet chatrooms. *Journal of Research in Reading*, 24(3), 293-306.
- Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63, 81-97.
- Mitchell, R. & Myles, F. (1998). *Second language learning theories*. London: Arnold.
- Moscovici, S. (1967). Communication processes and the properties of language. In L. Berkowitz (Ed.), *Advances in experimental social psychology, volume 3*. New York: Academic Press.
- Mouzelis, N. (1995). *Sociological theory: What went wrong? Diagnosis and remedies*. London: Routledge.
- Murti, T. R. V. (1960). *The central philosophy of Buddhism: A study of the Mādhyamika system* (2<sup>nd</sup> ed.). London: George Allen and Unwin.
- Nāgārjuna (1995). Mūlamadhyamakakārikā. In J. L. Garfield (Ed.), *The fundamental wisdom of the middle way: Nāgārjuna's Mūlamadhyamakakārikā* (pp. 1-84). Oxford: Oxford University Press.
- Nandhakumar, J. & Jones, M. R. (1997). Designing in the dark: The changing user-developer relationship in information systems development. In K. Kumar & J. I. DeGross (Eds.), *Proceedings of the 18<sup>th</sup> international conference on information systems* (pp. 75-86). Atlanta, GA.
- Neisser, U. (1967). *Cognitive psychology*. New York: Appleton-Century-Crofts.
- Nishimura, Y. (2007). Linguistic innovations and interactional features in Japanese BBS communication. In B. Danet & S. C. Herring (Eds.), *The multilingual Internet: Language, culture, and communication online* (pp. 163-183). New York: Oxford University Press.
- Norton, B. & Toohey, K. (2001). Changing perspectives on good language learners. *TESOL Quarterly*, 35(2), 307-322.

- Norton-Meier, L. A. (2004). A technology user's bill of rights: Lessons learned in chat rooms. *Journal of Adolescent & Adult Literacy*, 47(7), 606-608.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Ochs, E. (1982). Talking to children in Western Samoa. *Language in Society*, 11(1), 77-104.
- Ochs, E. (1992). Indexing gender. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 335-358). Cambridge: Cambridge University Press.
- Ochs, E. (1996). Linguistic resources for socializing humanity. In J. J. Gumperz & S. C. Levinson (Eds.), *Rethinking linguistic relativity* (pp. 407-437). Cambridge: Cambridge University Press.
- Ochs, E. (2002). Becoming a speaker of culture. In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 99-120). London: Continuum.
- Ollman, B. (1976). *Alienation: Marx's conception of man in capitalist society* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.
- Ollman, B. (2003). *Dance of the dialectic: Steps in Marx's method*. Urbana, IL: University of Illinois Press.
- Orlikowski, W. J. (1992). The duality of technology: Rethinking the concept of technology in organizations. *Organization Science*, 11(4), 404-428.
- Orlikowski, W. J. (2000). Using technology and constituting structures: A practice lens for studying technology in organizations. *Organization Science*, 3(3), 398-427.
- Orlikowski, W. J. (2002). Knowing in practice: Enacting a collective capability in distributed organizing. *Organization Science*, 13(3), 249-273.
- Orlikowski, W. J. & Hoffman, J. D. (1997). An improvisational model for change management: The case of groupware technologies. *Sloan Management Review*, 38(2), 11-21.
- Ortner, S. B. (1989). *High religion: A cultural and political history of Sherpa Buddhism*. Princeton, NJ: Princeton University Press.
- Oxford, R. L. (1996). *Language learning strategies around the world: Cross-cultural perspectives*. Manoa, HI: University of Hawaii Press.

- Palfreyman, D. & Al Khalil, M. (2007). "A funky language for teenzz to use": Representing Gulf Arabic in instant messaging. In B. Danet & S. C. Herring (Eds.), *The multilingual Internet: Language, culture, and communication online* (pp. 43-63). New York: Oxford University Press.
- Paolucci, P. (2007). *Marx's scientific dialectics: A methodological treatise for a new century*. Boston, MA: Brill.
- Parsons, T. (1949). *The structure of social action (2nd ed.)*. New York: McGraw-Hill.
- Pavlenko, A. (2005). *Emotions and multilingualism*. Cambridge: Cambridge University Press.
- Pavlenko, A. & Lantolf, J. P. (2000). Second language learning as participation and the (re)construction of selves. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 155-178). Oxford: Oxford University Press.
- Pavlov, I. P. (1927/2003). *Conditioned reflexes*. New York: Courier Dover.
- Payne, J. S. & Whitney, P. J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory, and interlanguage development. *CALICO Journal*, 20(1), 7-32.
- Peng, K. & Nisbett, R. E. (1999). Culture, dialectics, and reasoning about contradiction. *American Psychologist*, 54, 741-754.
- Pfeifer, R. (2003). Morpho-functional machines: Basics and research issues. In F. Hara & R. Pfeifer (Eds.), *Morpho-functional machines: The new species: Designing embodied intelligence* (pp. 1-22). Tokyo: Springer.
- Phillipson, R. (2008). *Lingua franca or lingua frankensteinia? English in European integration and globalisation*. *World Englishes*, 27(2), 250-267.
- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning*, 44(3), 493-527.
- Pica, T. (2002). Subject-matter content: How does it assist the interactional and linguistic needs of classroom language learners? *Modern Language Journal*, 86(1), 1-19.
- Poehner, M. E. & Lantolf, J. P. (2005). Dynamic assessment in the language classroom. *Language Teaching Research*, 9(3), 233-265.
- Ponterotto, J. G. (2006). Brief note on the origins, evolution, and meaning of the qualitative research concept "thick description". *The Qualitative Report*, 11(3), 538-549.

- Poole, M. S. & DeSanctis, G. (2004). Structuration theory in information systems research: Methods and controversies. In M. E. Whitman & A. Woszcynski (Eds.), *Handbook of information systems research* (pp. 206-249). Hershey, PA: Idea Group.
- Potter, J. & Edwards, D. (2003). Sociolinguistics, cognitivism, and discursive psychology. *International Journal of English Studies*, 3(1), 93-109.
- Prince, S. (2003). World filmmaking and the Hollywood blockbuster. *World Literature Today*, 77(3/4), 3-7.
- Riegel, K. F. (1979). *Foundations of dialectical psychology*. New York: Academic Press.
- Ritzer, G. (2000). *Sociological theory* (5<sup>th</sup> ed.). New York: McGraw-Hill.
- Roberts, F., Francis, A. L., & Morgan, M. (2006). The interaction of inter-turn silence with prosodic cues in listener perceptions of “trouble” in conversation. *Speech Communication*, 48(9), 1079-1093.
- Robin, R. (2007). Commentary: Learner-based listening and technological authenticity. *Language Learning & Technology*, 11(1), 109-115.
- Roebuck, R. (2000). Subjects speak out: How learners position themselves in a psycholinguistic task. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 79-96). Oxford: Oxford University Press.
- Rogoff, B., Paradise, R., Arauz, R. M., Correa-Chávez, M., & Angelillo, C. (2003). Firsthand learning through intent participation. *Annual Review of Psychology*, 54, 175-203.
- Rommetveit, R. (1971). Words, contexts, and verbal message transmission. In E. A. Carswell & R. Rommetveit (Eds.), *Social contexts of messages* (pp. 13-28). London: Academic Press.
- Rommetveit, R. (2003). On the role of “a psychology of the second person” in studies of meaning, language, and mind. *Mind, Culture, and Activity*, 10(3), 205-218.
- Rose, K. R. & Kasper, G. (2001). *Pragmatics in language teaching*. Cambridge: Cambridge University Press.
- Ross, A. (1998). *The language of humour*. London: Routledge.
- Ross, M. W. (2005). Typing, being, and doing: Sexuality and the Internet. *The Journal of Sex Research*, 42(4), 342-352.

- Ryle, G. (1971). *Collected papers, volume 2: Collected essays 1929-1968*. London: Hutchinson.
- Sampson, E. E. (1993). *Celebrating the other: A dialogic account of human nature*. Boulder, CO: Westview Press.
- Sawchuk, P. H. (2008). Theories and methods for research on informal learning and work: Towards cross-fertilization. *Studies in Continuing Education*, 30(1), 1-16.
- Sayer, D. (1991). *Capitalism and modernity: An excursus on Marx and Weber*. London: Routledge.
- Scharle, A. & Szabó, A. (2000). *Learner autonomy: A guide to developing learner responsibility*. Cambridge: Cambridge University Press.
- Schegloff, E. A., Ochs, E., & Thompson, S. A. (1996). Introduction. In E. A. Schegloff, E. Ochs, & S. A. Thompson (Eds.), *Interaction and grammar* (pp. 1-51). Cambridge: Cambridge University Press.
- Schieffelin, B. B. (2008). Speaking only your own mind: Reflections on talk, gossip and intentionality in Bosavi. *Anthropological Quarterly*, 81(2), 431-441.
- Schugurensky, D. (2000). The Forms of Informal Learning: Towards a Conceptualization of the Field. *NALL Working Paper No. 19*. Retrieved August 14, 2009 from <http://www.oise.utoronto.ca/depts/sese/csew/nall/>
- Scollon, R. (2002). Cross-cultural learning and other catastrophes. In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 121-139). London: Continuum.
- Seferoğlu, G. (2008). Using feature films in language classes. *Educational Studies*, 34(1), 1-9.
- Sewell, W. H. Jr. (1992). A theory of structure: Duality, agency and transformations. *American Journal of Sociology*, 98, 1-29.
- Shaw, W. D. (1983). Asian student attitudes towards English. In L. E. Smith (Ed.), *Readings in English as an international language* (pp. 21-33). Oxford: Pergamon Institute of English.
- Shilling, C. (2003). *The body and social theory* (2<sup>nd</sup> ed.). London: Sage.
- Shilling, C. (2005). *The body in culture, technology and society*. London: Sage.
- Shortis, T. (2001). *The language of ICT*. London: Routledge.

- Shotter, J. & Billig, M. (1998). A Bakhtinian psychology: From out of the heads of individuals and into the dialogues between them. In M. E. Gardiner & M. M. Bell (Eds.), *Bakhtin and the human sciences: No last words* (pp. 13-29). London: Sage.
- Shweder, R. A. (1991). *Thinking through cultures: Expeditions in cultural psychology*. Cambridge, MA: Harvard University Press.
- Sifianou, M. (1997). Silence and politeness. In A. Jaworski (Ed.), *Silence: Interdisciplinary perspectives* (pp. 63-84). Berlin, Germany: Mouton de Gruyter.
- Sjöholm, K. (2004). The complexity of the learning and teaching of EFL among Swedish-minority students in bilingual Finland. *Journal of Curriculum Studies*, 36(6), 685-696.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.
- Skinner, B. F. (1972). *Beyond freedom and dignity*. London: Jonathan Cape.
- Smith, R. (2003). Too easy? Too hard? Finding the right easy reader. *Booklist*, 99(21), 1902-1903.
- Snow, D. A. & Benford, R. D. (2005). Clarifying the relationship between framing and ideology. In H. Johnston & J. A. Noakes (Eds.), *Frames of protest: Social movements and the framing perspective* (pp. 205-212). Lanham, MD: Rowman & Littlefield.
- Solomon, N., Boud, D., & Rooney, D. (2006). The in-between: Exposing everyday learning at work. *International Journal of Lifelong Education*, 25(1), 3-13.
- Sorjonen, M-L. (1996). On repeats and responses in Finnish conversations. In E. A. Schegloff, E. Ochs, & S. A. Thompson (Eds.), *Interaction and grammar* (pp. 277-327). Cambridge: Cambridge University Press.
- Sotillo, S. (2006). Using instant messaging for collaborative learning: A case study. *Innovate* 2(3).
- Spirkin, A. (1983). *Dialectical materialism*. Moscow: Progress.
- Sporns, O. & Pegors, T. K. (2004). Information-theoretical aspects of embodied artificial intelligence. In F. Iida, R. Pfeifer, & L. Steels (Eds.), *Embodied artificial intelligence: International seminar, Dagstuhl Castle, Germany, July 7-11, 2003; Revised selected papers* (pp. 74-85). Tokyo: Springer.

- Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research (3<sup>rd</sup> ed.)* (pp. 443-466). Thousand Oaks, CA: Sage.
- Stcherbatsky, F. Th. (1962). *Buddhist logic, volume 1*. New York: Dover Publications.
- Stelzer, M. A. (2005). *Learn a language your own way: Acquire proficiency in a foreign language using effective and efficient self study techniques*. Charleston, SC: Booksurge.
- Stewart, M. A. & Pertusa, I. (2004). Gains to language learners from viewing target language closed-captioned films. *Foreign Language Annals*, 37(3), 438-442.
- Stones, R. (2005). *Structuration theory*. London: Macmillan.
- Stones, R. (2007). Structure and agency. In G. Ritzer, (Ed.), *The Blackwell encyclopedia of sociology, volume 10: St-Z*. Oxford: Blackwell.
- Stubbs, M., Martin, I., & Endlar, L. (2006). The structuration of blended learning: Putting holistic design principles into practice. *British Journal of Educational Technology*, 37(2), 163-175.
- Subrahmanyam, K., Smahel, D., & Greenfield, P. (2006). Connecting developmental constructions to the Internet: Identity presentation and sexual exploration in online teen chat rooms. *Developmental Psychology*, 42(3), 395-406.
- Suchman, L. A. (2007). *Human-machine reconfigurations: Plans and situated actions (2nd ed.)*. Cambridge: Cambridge University Press.
- Suler, J. (2004). The online disinhibition effect. *CyberPsychology and Behavior*, 7(3), 321-326.
- Swanwick, T. (2005). Informal learning in postgraduate medical education: From cognitivism to 'culturism'. *Medical Education*, 39, 859-865.
- Sztompka, P. (1991). *Society in action: The theory of social becoming*. Chicago: University of Chicago Press.
- Sztompka, P. (1993). *The sociology of social change*. Oxford: Blackwell.
- Taylor, C. (1999). To follow a rule . . . In R. Shusterman (Ed.), *Bourdieu: A critical reader* (pp. 29-44). Oxford: Blackwell.
- Thompson, J. B. (1989). The theory of structuration. In D. Held & J. B. Thompson (Eds.), *Social theory of modern societies: Anthony Giddens and his critics* (pp. 56-76). Cambridge: Cambridge University Press.

- Thornborrow, J. (2004). Language and identity. In L. Thomas, S. Wareing, I. Singh, J. S. Peccei, J. Thornborrow, & J. Jones (Eds.), *Language, society and power* (2<sup>nd</sup> ed.) (pp. 157-172). London: Routledge.
- Thorndike, E. L. (1913). *Educational psychology: The psychology of learning*. New York: Teachers College Press.
- Thorne, S. L. (2000). Second language acquisition theory and the truth(s) about relativity. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 219-244). Oxford: Oxford University Press.
- Tian, C. (2005). Chinese dialectics: From Yijing to Marxism. Lanham, MD: Lexington Books.
- Torab, A. (1996). Piety as gendered agency: A study of Jalaseh ritual discourse in an urban neighbourhood in Iran. *Journal of the Royal Anthropological Institute*, 2(2), 235-252.
- Trimnell, E. (2005). *Why you need a foreign language & how to learn one* (2<sup>nd</sup> ed.). Cincinnati, OH: Beechmont Crest.
- Tseliga, T. (2007). "It's all Greeklish to me!" Linguistic and sociocultural perspectives on Roman-alphabeted Greek in asynchronous computer-mediated communication. In B. Danet & S. C. Herring (Eds.), *The multilingual Internet: Language, culture, and communication online* (pp. 116-141). New York: Oxford University Press.
- Tudini, V. (2003). Using native speakers in chat. *Language Learning & Technology*, 7(3), 141-159.
- Turner, B. S. (1996). *The body and society: Explorations in social theory* (2<sup>nd</sup> ed.). London: Sage.
- Ushioda, E. (2008). Motivation and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 19-34) Cambridge: Cambridge University Press.
- Vaid, J. (2006). Joking across languages: Perspectives on humor, emotion, and bilingualism. In A. Pavlenko (Ed.), *Bilingual minds: Emotional experience, expression and representation* (pp. 152-182). Buffalo, NY: Multilingual Matters.
- Van Dam, J. (2002). Ritual, face, and play in a first English lesson: Bootstrapping a classroom culture. In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 237-265). London: Continuum.

- Van Dam, J. (2003). Language acquisition behind the scenes: Collusion and play in educational settings. In J. Leather & J. van Dam (Eds.), *Ecology of language acquisition* (pp. 203-222). Dordrecht, The Netherlands: Kluwer Academic.
- Vanderplank, R. (1990). Paying attention to the words: Practical and theoretical problems in watching television programmes with uni-lingual (CEEFAX) subtitles. *System*, 18, 221-234.
- Van der Veer, R. (2008). Multiple readings of Vygotsky. In B. van Oers, W. Wardekker, E. Elbers, & R. van der Veer (Eds.), *The transformation of learning: Advances in cultural-historical activity theory* (pp. 20-37). Cambridge: Cambridge University Press.
- Van Deusen-Scholl, N., Frei, C., & Dixon, E. (2005). Coconstructing learning: The dynamic nature of foreign language pedagogy in a CMC environment. *CALICO Journal*, 22(3), 657-678.
- Van Lier, L. (2000). From input to affordance: Social-interactive learning from an ecological perspective. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 245-260). Oxford: Oxford University Press.
- Van Lier, L. (2002). An ecological-semiotic perspective on language and linguistics. In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 140-164). London: Continuum.
- Varela, F. J., Thompson, E., & Rosch, E. (1992). *The embodied mind: Cognitive science and human experience*. Cambridge, MA: MIT Press.
- Von Neumann, J. & Morgenstern, O. (1944). *Theory of games and economic behavior*. Princeton, NJ: Princeton University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1987). *The collected works of L. S. Vygotsky, volume 1: Problems of general psychology. Including the volume thinking and speech*. R. W. Rieber & A. S. Carton (Eds.). New York: Plenum Press.
- Vygotsky, L. S. (1997a). *The collected works of L. S. Vygotsky, volume 4. The history of the development of higher mental functions*. R. W. Rieber (Ed.). New York: Plenum Press.
- Vygotsky, L. S. (1997b). *Educational psychology*. Boca Raton, FL: St. Lucie Press.
- Vygotsky, L. S. (2004). Imagination and creativity in childhood. *Journal of Russian and East European Psychology*, 42(1), 7-97.

- Wacquant, L. J. D. (1992). Toward a social praxeology: The structure and logic of Bourdieu's sociology. In P. Bourdieu & L. J. D. Wacquant (Eds.), *An invitation to reflexive sociology* (pp. 1-60). Chicago: University of Chicago Press.
- Walsham, G. (2002). Cross-cultural software production and use: A structural analysis. *MIS Quarterly*, 26(4), 359-380.
- Wang, Y. (2006). Negotiation of meaning in desktop videoconferencing-supported distance language learning. *ReCALL*, 18(1), 122-146.
- Wardhaugh, R. (2002). *An introduction to sociolinguistics* (4<sup>th</sup> ed.). Oxford: Blackwell.
- Watanabe, S. (1993). Cultural differences in framing: American and Japanese group discussions. In D. Tannen (Ed.), *Framing in discourse* (pp. 176-209). Oxford: Oxford University Press.
- Watkins, J. (2007). Burman/Myanmar. In A. Simpson (Ed.), *Language and national identity in Asia* (pp. 263-287). Oxford: Oxford University Press.
- Watson, J. B. (1929). *Behavior: An introduction to comparative psychology*. New York: Holt.
- Watson-Gegeo, K. A. (2004). Mind, language and epistemology: Toward a language socialization paradigm for SLA. *Modern Language Journal*, 88(3), 331-350.
- Watson-Gegeo, K. A. & Gegeo, D. W. (1986). Calling-out and repeating routines in Kwara'ae children's language socialization. In B. B. Schieffelin & E. Ochs (Eds.), *Language socialization across cultures* (pp. 17-50). Cambridge: Cambridge University Press.
- Watson-Gegeo, K. A. & Nielsen, S. E. (2003). Language socialization in SLA. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 3-16). Oxford: Blackwell.
- Watts, R. J. (1997). Silence and the acquisition of status in verbal interaction. In A. Jaworski (Ed.), *Silence: Interdisciplinary perspectives* (pp. 87-115). Berlin, Germany: Mouton de Gruyter.
- Wertsch, J. V. (2007). Mediation. In H. Daniels, M. Cole, & J. V. Wertsch (Eds.), *The Cambridge companion to Vygotsky* (pp. 178-192). Cambridge: Cambridge University Press.
- West, C. & Zimmerman, D. H. (1987). Doing gender. *Gender and Society*, 1(2), 125-151.

- Williams, H. L. (1989). *Hegel, Heraclitus and Marx's dialectic*. London: Harvester Wheatsheaf.
- Williams, M. & Burden, R. L. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
- Williams, R. (1977). *Marxism and literature*. Oxford: Oxford University Press.
- Willis, P. (1977). *Learning to labour: How working class kids get working class jobs*. Farnborough, UK: Saxon House.
- Wilson, H. T. (1991). *Marx's critical/dialectic procedure*. London: Routledge.
- Wittgenstein, L. (1958). *Philosophical investigations*. New York: Macmillan.
- Wong, W-C. (2006). Understanding dialectical thinking from a cultural-historical perspective. *Philosophical Psychology*, 19(2), 239-260.
- Wulf, W. A., & Fisher, G. M. C. (2002). Makeover for engineering education. *Issues in Science and Technology*.
- Yamada, M. & Akahori, K. (2007). Social presence in synchronous CMC-based language learning. How does it affect the productive performance and consciousness of learning objectives? *Computer Assisted Language Learning*, 20(1), 37-65.
- Zhao, Y., Alvarez-Torres, M. J., Smith, B., & Tan, H. S. (2004). The non-neutrality of technology: A theoretical analysis and empirical study of computer mediated communication technologies. *Journal of Educational Computing Research*, 30(1 & 2), 23-55.
- Zimmerman, D. H. & Boden, D. (1991). Structure-in-action: An introduction. In D. Boden & D. H. Zimmerman (Eds.), *Talk and social structure: Studies in ethnomethodology and conversation analysis*. Cambridge: Polity Press.
- Zoreda, M. A. (2005). Teaching film, culture, and language: An advanced English course in Mexico. *Interdisciplinary Humanities*, 22(2), 61-72.