Index

Page numbers in *italics* refer to illustrations; those in **bold** refer to tables

academic concepts 254, 256–258
Academic Literacy for All (ALA) project 253–254, 258–262
Adams, R.J. 201
Agar, Michael 28
Aljaafreh, A. 284
alternative perspectives, contrastive analysis 38–39, **40**
anthropology 49
*Applied Linguistics* 45–48
  classroom interaction and discourse studies 52–56
appropriateness judgment tasks 274–275
aptitude 67
aptitude–treatment–interaction (ATI) studies 67–68
Arthur, J. 450–451
assemblage 121–122
assessment 74, 86
  classroom-based (CBA) 74, 77, 83–86
  collaborative interaction 81
diagnostic 92
formative (FA) 77–78, 83
performance-based 78–79
static 240
summative 77–78
*see also* dynamic assessment (DA)
attention 188–189
auditory priming 175
authentication 358, 364
  of local identity 358–364
Áviles, Nancy 330–332
Bakhtin, Mikhail 28–29
Bangalore Project 477
Barnes, Douglas 51, 128–129, 137
beats 236–237
Belz, J. 267–268, 277
Billig, Michael 6, 11–12, 15
bodily contributions to language 236, 431–433
corpus for-learning 395–396
*see also* gestures
Bourdieu, P. 450
Bowles, S. 116
brush talk 396
Bucholtz, Mary 5–8
Canagarajah, Suresh 462, 463, 468–469
Candlin, C. 165
capital distribution 496–500
*see also* inequality; linguistic resource distribution
capitalization processes 491, 503, 520–521
Chaikitmongkol, W. 174–175, 177
Chaiklin, Seth 252, 253
Chick, J.K. 470–471
Chimbutane, F. 456
China, second language acquisition 3–4
Chinese characters 308
  as semiotic resources for
  socialization 309–312
Chinese heritage language classes 307–312
  character-decoding as pedagogical
  objective 308–309
Chinese writing system 307–308
  literacy development as a primary goal 307
  multi-performance effects 312–315
see also Chinese characters; heritage language learners
clarification requests 214
classroom-based assessment (CBA) 74, 77, 83–86
  research framework 84
see also assessment; classroom interaction research
classroom interaction 266, 375–379
  as a complex adaptive system 373, 379–382
  core institutional goal 376–377
  documenting interaction that leads to
devolution 235
  feedback role 381–382
  interaction order 450–451
  local accomplishment 409–410
  non-linearity 381
  pedagogy relationship 377–378, 380
  sequence organization 378–380, 448
see also interaction; power issues; resistance
classroom interaction research
  analytical methodology 379, 382–387, 383,
  384, 386
  critical ethnographic research 446–457
  critical issues 83–86
  cross-sectional studies 416–420
  current trends 77–83
  future directions 86–87
  historical perspective 74–77
  longitudinal studies 410, 414–416, 430, 512
  microgenetic studies 410–414
  qualitative perspectives 44–45
  telling cases study 52–56
see also classroom interaction
code-switching 451–452, 471–472
  as a contextualisation cue 452
  conversation-for-learning 394–395
  institutional talk 433–434
see also multi-performance
coding instructions 143
Cognition Hypothesis 168–170, 205–206
cognitive developmental activities (CDA) 240
Cognitive–Interactionist Tradition 8, 161–162, 163,
  165–166, 513–515
  emerging issues 513–515
  cohort-organized instruction 152–153
  collaborative assessment 81
  collaborative relationships 130
  collaborative task performance 170–176
  collaborative writing 208–209
  collective assessment 81
  collective expert 286–287
  Colorado Project (1964) 61
  communicative competence 10, 266
  communicative language teaching (CLT) 16, 78,
  476–477
  Communicative Orientation of Language
  Teaching Observation Scheme (COLT) 63
  community of practice (CoP), Tradewinds High
case study, Hawaii 355
  complex adaptive system 374–375
  feedback role 381–382
  L2 classroom interaction as 373, 379–382
  universality 375
  complexity theory 373, 374
  comprehensible input 182, 183–184
  comprehensible output 182, 184–186
  computer-mediated interaction 82–83
  concept-based teaching (CBT) 242–245,
  271–278, 515
  appropriateness judgment tasks 274–275
  research design 271, 272, 272
  sociolinguistic competence
  emergence 270–277
  strategic interaction scenarios 275–277
  verbalized reflection tasks 271–274
  concept development theory 253–256
  academic and everyday concepts 254, 256–258
  conceptual development 242
  conceptualization 233, 242–245
  conceptual mediation 242
  conceptual tasks 244
  Concotta-Segi, A. 456
  conditional relevance 12–13
  conduit metaphor 286
  conflict theory 117–118
see also resistance
  conscious awareness 257
  conscious noticing 188
  context 10–15
  of educational interactions 99–100
  contextualisation cues 451–452
  contrastive analysis 31–33
  of alternative perspectives 38–39, 40
  Teaching as a Linguistic Process research
  studies 33–40, 35–37
  conversational actions 98
  conversational recasts 216
  conversational sequences 98
  conversational structures 129–132
  conversation analysis (CA) 6–15, 24, 75–76,
  143–144, 373, 425–433, 515–517
  analytical methodology 379, 387
cross-sectional classroom interaction studies 416–420
developmental perspective 430
ethnography comparison 32
ethnomethodology and 426–429
expert–novice interactions 287–290
feminist perspective 6–7, 16
institutional discourse 375–376, 380
learning demonstration 429–431
longitudinal classroom interaction studies 409–421, 430
microgenetic classroom interaction studies 410–414
multiple layers of analysis 14
overview 371–372
pedagogical implications 434
preference 427
purist perspective 430
technical analysis 14–15

Conversation Analysis Tradition 9, 371–372
as institutional talk 391–392
characteristics of 391
development over time 401–402
embodied action 395–396
future research development 405–406
interactional practice development 404–405
interaction management 396–398
language choice 393–395
linguistic resource development 402–404
orientations to L2 learning 398–401
participants’ identities 392–393
pivoting 397
serial questioning 396–397
writing use 396

conversation tables see conversation-for-learning
corrective feedback 187, 189, 213, 514–515
effectiveness related to working memory capacity 191–192
experimental study 64–65
expert–novice interactions 284
explicit correction 215, 218, 219
future research directions 224–225
incidental versus intentional focus on language 222–223
instructional variable effects 220–224
learner–learner interactions 200
metalinguistic feedback 191, 215, 219
misinterpretation 189
observational studies 217–218
positive versus negative feedback 220–222
promotion of learning 76
quasi-experimental studies 218–220
recasts 191, 192
teachers’ versus students’ preferences for 224
types of 213–217, 217
see also feedback
correspondence theory 116–117, 119
critical development theories 476
critical discourse analysis (CDA) 5–8, 75, 454–455, 512–513
feminist CDA 7
future directions 456–457
critical ethnographic research 446–457
first generation studies 448–449
language policy 452–456
multilingual classroom interaction 446–452, 456
second generation studies 449–452
critical theory 453, 475
Critical Theory Tradition 4, 443–445
emerging issues 519–521
cultural–historical activity theory (CHAT) 282
culture 41, 283, 510

cultural norms 306, 321–322
language relationship 28, 321
decapitalization processes 491, 503, 520–521
declarative knowledge 100

Delamont, Sara 49
developing countries see international development
development 234
cognitive developmental activities (CDA) 240
conceptual development 242
conversation-for-learning 401–402
interactional practices 404–405
learning relationship 234–235, 291
linguistic resources 402–404
periods in child development 252–254
potential for future development 251
see also international development; Zone of Proximal Development (ZPD)
diagnostic assessment 82
dialectic 233
imagery and language 236
learning and development 234
thinking and communicating 233
didactic recasts 216
digital tabletop 383–384, 384
disagreement, cross-sectional study 417–420
see also conflict theory; resistance
discourse 5–6, 48, 54–56, 75
as action 55
as history 7–8
as talk 56
as text 7
content 99
Foucauldian theories 121–122
interactive see discourse interactions
natural histories of 8–9
discourse analysis (DA) 5–8, 97–100
feminist DA 7
learning interactions 97–100
discourse interactions 98–99
case example 100–109
classroom discourse assessment 75
learning through 97–109
see also classroom interaction; discourse; interaction
display (known-information) questions 63, 153
dispositions 119
dispreferred action 427–429
Donato, R. 286–287
double move teaching strategy 253
Doughty, C.J. 64–65
Duranti, A. 10–11
dynamic assessment (DA) 79–86, 240–242, 291–292, 511
learner development interpretation 85
scalability 291
technology use 82–83
Educational Tradition 93–94
emerging issues 512–513
Egi, T. 201
elicitations 214
Ellis, R. 164–165
embodied action see bodily contributions to language
emergence 265
English language programs and international development 475–486, 520
alternative development models 477–478
contemporary research 486
Timor-Leste case example 479–486
entextualization 8–10
error correction 63
see also corrective feedback
ethnographic perspective 26–41, 75
ethnography of communication 448
logic of inquiry 26, 27–38
ethnomethodology 142, 143–144, 426–429
ethnographic meta-analysis 26–27, 33–40, 510
task-oriented ethnography 492–493
see also critical ethnographic research
evaluation 378
see also feedback
everyday concepts 254, 256–258
experiential learning 150
experimental research 60–70
future directions 68–69
process-only, descriptive studies 61–63
process–process, descriptive and correlational studies 63–64
process–process, quasi-experimental and experimental studies 64–68
product-only, quasi-experimental studies 61
expert–novice relationships 281–282, 323
current developments in sociocultural approaches 290–292
socially oriented interactional frameworks 287–290
socioculturally informed L2 research 284–287
see also classroom interaction; teacher–learner interactions
explicit correction 215, 218, 219
eye gaze role in language 236, 431
Facebook 347–348
Fanselow’s Foci for Observing Communications Used in Settings (FOCUS) 62
feedback 63, 186–187, 378
as socialization 345–347
effectiveness related to learner variables 187–192
learner–learner interactions 199–200
misinterpretation 189
on text 150–152, 346–347
system adaptation and 381–382
see also corrective feedback
feminist perspectives 6–7
fields 118–119
Flanders’ Interaction Analysis Categories (FIAC) 61
formative assessment (FA) 77–78, 83
form-focused instruction 219–220, 223
Foucault, M. 7
discourse theories 121–122
fractal systems 375
frame analysis 99
frames of reference 28, 34
frame clashes 28
French language minority school research, Ontario 449
front stage/backstage distinction 496–497
Frota, S. 188
Galperin, P.I. 270
Garfinkel, Harold 143–144, 146–148, 426
Gee, J. 121
generalizability of experimental research 69, 255, 509–510
genetic analysis 278
genre concept 122–125, 259
gestures 236–239, 245, 431
conversation-for-learning 395
gesture–speech interface 238–239
mismatches 238
Gibbons, Pauline 260, 286
Gintis, H. 116
Glaser, B. 48, 49
globalization 490–491
Goffman, Erving 426
Goldberg, J.A. 148–149
Goodwin, Charles 9, 10–11, 431
Goo, J. 191
Gore, Jennifer 472–473
governing assumptions 31, 33
governmentality concept 453
Green, Judith 31–34, 50, 56
group-based activity 128–138  
  collaborative relationships 130  
  conversational structures 129–132  
  engagement of students 131–132  
  language as a situated process 133–137  
  talk role in 134–137  
  teacher intervention role 131
growth point 236
guiding question 31, 33
Gume Project (1972) 61
Gumperz, J.J. 6

Hawaii Creole see Pidgin case study, Tradewinds High, Hawaii
Heath, Shirley Brice 30, 321
Hedegaard, Mariane 253
Hellermann, J. 414–416
heritage language learners 304–305  
  peer interactions 204  
  see also Chinese heritage language classes
hidden curriculum 409
hierarchization processes 498, 501
Hill, K. 83–84
Hornberger, N.H. 454, 456–457
Husserl, Edmund 426
Hymes, D. 5–6, 50

identity 323  
  construction of 75, 323, 354  
  conversation-for-learning participants 392–393  
  local identity authentication 358–364  
  resistance and power relationships 465–470  
  threats to 463
imagery–language dialectic 236
imitation 253
indigenous education issues 502–503
individual agency 322–323
individual learner variables see learner variables
inequality 322, 461, 490–491
  legitimization of unequal resource distribution 501–503
social construction of 490–492, 503, 520–521
see also linguistic resource distribution
inhibitory control 191
input 183, 187
  comprehensible 182, 183–184
institutional interaction 375–377  
  see also classroom interaction
institutional talk 426  
  conversation-for-learning as 391–392
language  
  alternation and code-switching 433–434
instruction 142–143, 144–155  
  as socialization 345–347  
  cohort-organized 152–153
feedback on text 150–152
language as both the vehicle and object of 377, 380
one-to-one instructions in craft 148–150
sequential analysis of 145
textual instructions 146–148
instructional conversation (IC) 80–81
Integrated Performance Assessments 79
interaction 48, 52–54  
  contexts of 99–100
  culturally embedded social practices 325
institutional 375–377
intertextual nature of 57
intra-action relationship 233–234
learning relationships 97–109, 321
negotiation of meaning 75, 199, 200
pedagogy relationship 377–378, 380
procedural infrastructure 412
social and private nature of 245
task-based interaction research 166–173
see also classroom interaction; group-based activity; learner–learner interactions; teacher–learner interactions
interactional competence 10
  development of 430
Interaction Hypothesis 186, 198–199
interactionist approach 186–187, 192, 198
  basic tenets 198–199
interactive discourse 98–99
learning through 97–109
interlocutor proficiency effects 171, 201–204
Intermental Development Zone (IDZ) 290
internalization 233–234, 242–243
international development 475–476, 520
  alternative models 477–478
  critical development theories 476
  English language teaching and 475–486, 520
  Timor-Leste case example 479–486
intersubjectivity 426, 432
intertextuality 8, 30, 342
interthinking 131
intra-action 233–234
dynamic nature of 235
see also internalization

Jefferson, Gail 9, 426
Johnson, D.C. 454–457
Journal of Classroom Interaction 45–48
classroom interaction and discourse studies 52–56

Kelly, G.J. 29–30
Kitzinger, Celia 6–7
knowledge hierarchization 498
known-information (display) questions 63, 153

Krashen, S.D. 183

language as a situated process 133–137
as both the vehicle and object of instruction 377, 380
constructional role of 57
culture relationship 28
Language and Education 45–48
classroom interaction and discourse studies 52–56
language policy 449–452, 456–457, 519
critical ethnography of 452–456
policy implementation 454
classroom-oriented research 340–341
ethnographic approach 75
in-class versus out-of-class socialization 347–348
instruction and feedback as socialization 345–347
L1 versus L2 socialization 338–340
methodology 324–327, 340
new research contexts 326–327
oral presentations and discussions 341–345
social identity study 353–366
teacher 320–324, 338
see also SKILLS (School Kids Investigating Language Socialization Tradition 4, 301–303
emerging issues 516–517
Lantolf, James 252, 284, 291
learner variables 187–192
attention 188–189
noticing 188
working memory 189–192
learner-learner interactions 53–54, 199–201
early studies 199–201
feedback 199–200
heritage learners 204
modality of 208–209
negotiation of meaning 75, 200
proficiency effects 201–204
recent studies 201
task complexity effect 205–207
task repetition effect 172–173
see also classroom interaction; group-based activity; interaction
learning 96, 511
demonstration of in conversation analysis 429–431
development relationship 234–235, 291
experiential learning 150
naturally occurring language learning 426–427
output relationship 185–186
processes of 57
small groups 128
social nature of 133, 321
temporal nature of 57
through discourse interactions 97–109
see also output
learning-related episodes (LREs) 166
task performance and 169, 170–171
learning spaces 325–326
legitimate language 450
legitimization of unequal resource distribution 501–503
Limited Capacity Hypothesis 168
Lin, A.M.Y. 471–472
linguistic resource distribution 491–503
as capital distribution 496–500
classroom activities and 493–496
legitimization of unequal resource distribution 501–503
role in construction of inequality 491–492, 520–521
task-oriented approach 492–493
Linguistics and Education 45–48
classroom interaction and discourse studies 52–56
linguistic turn in social science 510
literacy socialization see language socialization
logic of inquiry 26, 33–38
development of 27–33
longitudinal studies of classroom interaction 410, 414–416, 512
McDonough, K. 173–176, 185, 190
Mackey, A. 190–193
McNamara, T. 83–84
McNeill, D. 236–237
Mead, Margaret 49
meaning 242–245
global 99–100
local 99
negotiation of 75, 199, 200
Mediated Learning Experiences (MLE) 79–82
mediation 79–82, 239
conceptual 242
scaffolding as 286
Mehan, H. 144
meta-analysis, ethnographic 26–27, 33–40, 510
metalinguistic clues 214–215
metalinguistic feedback 191, 215, 219
methods comparison studies 61
microethnographic studies 75, 448
criticisms of 464
power and resistance in classrooms 463–465
microgenetic analysis 278, 410
conversation analysis studies 410–414
Mitchell, Clyde 27
Mock ESL case study, Tradewinds High, Hawaii 353, 356–358, 364
Mondada, L. 287–288
Monitor Model of learning 183
monolingual norm 498–499
moral norms 306
Morine-Dershimer, G. 34–40
multilingual classroom interaction
see classroom interaction
multimodal analysis of task-based interaction 382–387, 383, 384
case example 384–387, 386
multi-performance 312, 315
communicative efficacy and 312–314
range of identity imaginations and 314–315
see also code-switching
Nassaji, H. 284
negative evidence 187
negative feedback see corrective feedback
neo-Marxian approaches 115
conflict 117–118
correspondence 116–117, 119
dispositions 119
fields 118–119
Neumann, H. 175–176
No Child Left Behind Act, US 455
non-linear systems 374–375, 381
noticing 188
Noticing Hypothesis 188
Nuevo, A.M. 201, 206
observer’s paradox 9
Ochs, Elinor 305, 321
Ohta, A.S. 287
one-to-one tutoring see tutoring sessions
ontogenetic analysis 278
oppositional behavior 463, 468–470, 472
see also resistance
oral presentations 341–345
orientation 270
orienting basis for action 270
output 184–186, 192–194
comprehensible 182, 184–186
learning relationship 185–186
modification following feedback 191
pushed 184–185
teacher roles 192–194
see also learning
participatory adult education model 478–479
peer interaction see classroom interaction; learner–learner interactions
peer socialization 323–324
Pekarek Doehler, S. 287–288
Pennsylvania Project (1970) 61
Pennycook, A. 453, 462
performance-based assessment 78–79
Pidgin case study, Tradewinds High, Hawaii 353, 358–364
pivoting 397
Poehner, M. 80, 85–86, 291
policy implementation 454
see also language policy
polylanguaging 354, 364–365
portfolio creation 123–124
positive evidence 187
poststructuralism 7, 115, 120–122
assemblage 121–122
power issues 322, 449–450, 461, 520
complexity of classroom power relations 461–462
governmentality concept 453
microethnographic research 463–465
negotiation of power 462
see also resistance
pragmatic ambivalence 221
praxis 511
preference organization 427
presentation–practice–production (PPP) teaching 66–67
priming 173–176
auditory 175
structural 173–175
problem schema 103–104, 107
procedural relevance 13
processes of learning 57
process-only, descriptive studies 61–63
process–process, descriptive and correlational studies 63–64
process–process, quasi-experimental and experimental studies 64–68
product-only, quasi-experimental studies 61
programs of research 31
prompts 213–215, 217
Academic Literacy for All project 259–260
observational studies 218
quasi-experimental studies 219–221
propositional analysis 99
pushed output 184–185
qualitative research 44–57, 207, 511–512
history of 48–50
language-based contributions to 50–52
literature review 45–48
principle education-related contributions of 56–57
reader-as-analyst position 27–31
Rea-Dickins, P. 78
recasts 191, 192, 215–216
conversional 216
didactic 216
observational studies 218
quasi-experimental studies 219–222
recontextualization 8, 133, 138
referential questions 63
reflective journal writing 347
REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) 478–479
reflexive turn in social science 41, 510
reformulations 213–214, 215, 217
RenRen social networking site 347
repair 427
repetitions 214
resistance 461–463, 520
in orderly classrooms 470–472
microethnographic research 463–465
oppositional behavior 463, 472
tracking resistance in classroom interaction 465–470
see also power issues
resource-directing factors 205–206
resource-dispersing factors 205–206
Révész, A. 190–191
rhetorical habitats 123
rhetorical habits 123
Ricento, T.L. 454
rich points 28, 33
Robinson, P. 168, 205–206
Sacks, Harvey 426
scaffolding 285–286
Schegloff, Emanuel 6–7, 11–15, 426, 431
schema 99–100
problem schema 103–104, 107
Schieffelin, Bambi 305, 321
Schmidt, R. 188
School District of Philadelphia 455
Schut, Alfred 426
second language acquisition (SLA), number of learners 3–4
self-report data 12
semantic relationships 34
sequence organization 378–379, 427, 448
see also turn-taking systems
sequential analysis 142–144
serial questioning 396–397
Shintani, B. 66–67
signs of approval 221–222
skills interpretation 285
SKILLS (School Kids Investigating Language in Life and Society) program 320, 327–332, 516
case example 330–332
multidirectional language socialization 329–332, 329
small groups
 collaborative relationships 130
learning in 128–129
see also group-based activity
social assemblage 121–122
social circles 28–29
social inequality see inequality
social interaction see interaction
socialization see language socialization; peer socialization
social networking site use 347–348
sociocognitive research approach 97
sociocultural theory (SCT) 23, 76, 208, 252, 282, 288–292, 511, 515–516
interaction and intra-action 233–234
intervention studies 284
microgenetic studies 410
Sociocultural Theory Tradition 231–232
emerging issues 515–516
sociolinguistic agency 268
sociolinguistic competence 265–266, 277–278
as mediated action 266–270
emergence of through concept-based instruction 270–277
sociolinguistic research 491–492
see also linguistic resource distribution
sociology 49
speech
 gesture–speech interface 238–239
social to private speech transformation 239–240

see also talk

Spindler, George 49

Spradley, James 48

stepping back from ethnocentrism 30

Stetsenko, A. 285

strategic interaction scenarios 275–277

Strauss, A.L. 48, 49

Strike, Kenneth 31

structural priming 173–175

student interactions see learner–learner interactions; teacher–learner interactions

summative assessment 77–78

superdiversity 354

Swain, M. 184, 203, 284

symbolic capital distribution 497–499

syncretic thinking 255

systematicity 257

talk

conversational structures 129–132

in group-based activities 131–132, 134–137

institutional 391–392, 426

see also classroom interaction; interaction; speech

talk-in-interaction 426–427

preference organization 427

tandem-teaching 451–452

task-as-plan/task-as-activity distinction 433–434

task-based interaction, multimodal analysis 382–387, 383, 384, 386

task-based language teaching (TBLT) 66–67, 163, 477

tasks 163

characteristics 167

collaborative performance 170–176

complexity effects 168–170, 169, 205–207

conceptual tasks 244

definitions of 164–166, 164

future research directions 176–177

implementation factors 170–173

peer interaction relationships 172–173, 205–207

performance outcomes 166

planning time 171–172, 206–207

priming tasks 173–176

repetition 170, 172–173

research review 166–173, 167

small-group activity research 130–132

types 167–168

teacher experience, impact on output 192–194

teacher–learner interactions 52–53

negotiation of meaning 75

resistance and 470–472

teachers’ code-switching practices 472

see also classroom interaction; expert–novice relationships; interaction

Teaching as a Linguistic Process research 33

contrastive analysis 33–40, 35–37

technology applications

dynamic assessment 82–83

multimodal analysis of task-based interaction 382–387, 383, 384, 386

video technology use 382–384, 431–432

telling cases 26–27, 33–40

as a process of ethnographic meta-analysis 33–39

classroom interaction study 52–56

contrastive analysis of alternative perspectives 38–39, 40

text linguistics 7

texts, feedback on 150–152

textual instructions 146–148

theories of deficit 501

theory relationships 41

thinking for speaking (TFS) 237–238

thinking in complexes 255–257

thinking in concepts 255–257

thought–gesture–speech relationship 236

Timor-Leste development program example 479–486

language teaching challenges 481

social and linguistic dynamics 480–481

teachers’ experiences 482–486

Todd, Frankie 128–129, 137

Tollefson, J.W. 453

Toth, P.D. 201

Tradewinds High case study, Hawaii 353, 355–365

Mock ESL use 356–358

Transana software 384

transcendence 80, 81

transcription 8–10

Trofimovich, P. 175–176

turn-taking systems 63, 142, 144, 152, 427

conversation-for-learning 397–398

longitudinal study 416

microgenetic analysis 412

teachers’ code-switching practices 472–473

tutoring sessions

dynamic assessment study 81–82

learning through discourse interactions, case example 100–109

Uggen, M. 185

undeveloped nations 476

dependency issue 476

see also international development

universality 375
uptake 192, 217–218
   corrective feedback relationship 217–218

Valdés, G. 304–305
valuation process 490, 498
Van Deusen-Scholl, N. 304–305
Varela, E. 64–65
verbalized reflection tasks 271–274
video technology use 382–384, 431–432
voice, development of 342
volition 257
Vygotsky, L.S. 234, 250–262, 282–283

Watanabe, Y. 203
Wetherell, Margaret 6, 11–15
Williams, L. 268–270, 277
Willis, P. 117–118
working memory 189–192
   slave systems 190
writing
   collaborative 208–209

feedback on text 150–152, 346–347
reflective journal writing 347
role in conversation-for-learning 396
socialization and 345–347

Young, Richard 10–12

Zapatista Autonomous Education program, Mexico 503
Zone of Proximal Development (ZPD) 76, 239–241, 250–254, 515
actual development link 254
broadening of concept 290–291
definition 239, 283
dynamic assessment and 79–83
expert–novice interaction studies 284–287
origin of construct 234
periods in child development 252–254
Zones of Interactional Transition 76