

REFERENCES

- Agar, M. (1994). Language shock: Understanding the culture of conversation. New York: William Morrow.
- Antón, M., & DiCamilla, F. (1988). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *The Canadian Modern Language Review*, 54(3), 314–342.
- Bakhurst, D. (1991). Consciousness and revolution in Soviet psychology. Cambridge, UK: Cambridge University Press.
- Batalova, J., Fix, M., & Murray, J. (2007, March). Measures of change: The demography and literacy of adolescent English learners: A report to Carnegie Corporation of New York.

 Washington, DC: Migration Policy Institute.
- Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.
- Bransford, J., & Johnson, M. (1972). Contextual prerequisites for understanding: Some investigations of comprehension and recall. *Journal of Verbal Learning and Verbal Behavior, 11,* 717–726.
- Bransford, J., & Johnson, M. (1973). Considerations of some problems of comprehension. In W. Chase (Ed.), *Visual information processing* (pp. 383–438). New York: Academic Press.
- Bronfenbrenner, U. (1979). *The ecology of human development:*Experiments by nature and design. Cambridge, MA: Harvard University Press.

- Brooks, F., Donato, R., & McGlone, J. (1997). When are they going to say 'it' right? Understanding learner talk during pair-work activity. *Foreign Language Annals*, 30(4), 524–541.
- Bruner, J., & Sherwood, V. (1976). Peekaboo and the learning of rule structures. In J. Bruner, A. Jolly, & K. Sylva (Eds.), *Play: Its role in development and evolution* (pp. 277–287). Harmondsworth, UK: Penguin Books.
- Cazden, C. (1981). Performance before competence: Assistance to child discourse in the zone of proximal development. *Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 3, 5–8.
- Clay, M., & Cazden, C. (1992). A Vygotskian interpretation of Reading Recovery. In C. Cazden (Ed.), Whole language plus: Essays on literacy in the United States and New Zealand (pp. 114–135). New York: Teachers College Press.
- Chomsky, N. (1986). Knowledge of language. Cambridge, MA: MIT Press.
- Cohen, A., & Walqui, A. (2007). Three moments in teaching a Robert Frost poem [DVD]. San Francisco: WestEd.
- Cohen, D. (1988). Teaching practice: Plus ça change In P. Jackson (Ed.), Contributing to educational change: Perspectives on research and practice (pp. 27–84). Richmond, CA: McCutchan Publishing.
- Cole, M. (1985). The zone of proximal development: Where culture and cognition create each other. In J. Wertsch (Ed.), *Culture, communication, and cognition*. New York: Cambridge University Press.
- Cook, V. (1995). Multi-competence and the learning of many languages. *Language, culture, and curriculum, 8*(2), 93–98.
- Crescenzi, S., & Walqui, A. (2008). *Brain injury jigsaw project* [DVD]. San Francisco: WestEd.
- Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York: Harper and Row.

- Copyright © 2010 WestEd. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.
- Csikszentmihalyi, M., & Schmidt, J. (1998). Stress and resilience in adolescence: An evolutionary perspective. In K. Borman & B. Schneider (Eds.), The adolescent years: Social influences and educational challenges. Ninety-seventh Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press.
- Cummins, J. (1984). Bilingualism and special education: Issues in assessment and pedagogy. San Diego, CA: College-Hill Press.
- Cummins, J. (1996). Negotiating identities: Education for empowerment in a diverse society. Los Angeles: California Association for Bilingual Education.
- Deci, E., & Flaste, R. (1995). Why we do what we do: Understanding selfmotivation. New York: Penguin Group (USA).
- DeFazio, A., & Walqui, A. (2001). Where do you want to go next? [DVD]. San Francisco: WestEd.
- Donato, R. (1994). Collective scaffolding. In J. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 33–56). Norwood, NJ: Ablex Publishers.
- Ellis, R. (2005). *Instructed second language acquisition. A literature review.* Wellington, NZ: New Zealand Ministry of Education.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. TESOL Quarterly, 40(1), 83–107.
- Ellis, R. (2008). Principles of instructed second language acquisition. CAL Digest, Washington, DC: Center for Applied Linguistics.
- Elmore, R. F. (1996). Getting to scale with good educational practices. Harvard Educational Review, 66, 1–25.
- Fleming, S. (1994). It takes two to tango. Unpublished MA project, Monterey Institute of International Studies, Monterey, CA.

- Frost, R. (1916). The road not taken. Retrieved April 15, 2009, from http://en.wikipedia.org/wiki/The_Road_Not_Taken_(poem)
- Gándara, P., & Contreras, F. (2009). *The Latino education crisis. The consequences of failed social policies*. Cambridge, MA: Harvard University Press.
- Gándara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). Listening to teachers of English language learners: A survey of California teachers' challenges, experiences, and professional development needs. Santa Cruz, CA: The Center for the Future of Teaching and Learning.
- García, V., Agbemakplido, W., Abdella, H., Lopez, O., & Registe, R. (2006). High school students' perspectives on the 2001 No Child Left Behind Act's definition of a highly qualified teacher. *Harvard Educational Review*, 76(4), 698-724.
- Gibbons, P. (2002). Scaffolding language, scaffolding learning. Portsmouth, NH: Heinemann.
- Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content based classroom. *TESOL Quarterly*, 37(2), 247–273.
- Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. *Prospect*, 20(1), 6–30.
- Gibbons, P. (2009). English learners, academic literacy, and thinking: Learning in the challenge zone. Portsmouth, NH: Heinemann.
- Gibbs, R. (2005). *Embodiment and cognitive science*. New York: Cambridge University Press.
- Gonzales, A., & Walqui, A. (2004). *Appropriating the academic language of geometry* [DVD]. San Francisco: WestEd.
- Graves, K. (1996). A framework of course development processes. In K. Graves (Ed.), *Teachers as course developers* (pp. 12–38). Cambridge, UK: Cambridge University Press.

- Copyright © 2010 WestEd. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.
- Hernandez, A. (n.d.). Second-language writers: The writing of second-language children. In *Professional development for teachers of English language learners*. San Diego, CA: San Diego County Office of Education.
- Hopstock, P., & Stephenson, T. (2003). Descriptive study of services to LEP students and LEP students with disabilities. Special topic report #2: Analysis of Office of Civil Rights (OCR) data related to LEP students. Washington, DC: U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA).
- Jastrow, J. (1899). The mind's eye. *Popular Science Monthly, 54,* 299–312. Retrieved April 2, 2009, from http://commons.wikimedia.org/wiki/File:Duck-Rabbit_illusion.jpg
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford, UK: Oxford University Press.
- Lantolf, J., & Thorne, S. (2006). Sociocultural theory and the genesis of second language development. Oxford, UK: Oxford University Press.
- Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. New York: Cambridge University Press.
- Long, M. (1996). The role of linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). San Diego, CA: Academic Press.
- Mercer, N. (1995). The guided construction of knowledge: Talk between teachers and learners in the classroom. Clevedon, UK: Multilingual Matters.
- Merton, R. (1968). *Social theory and social structure* (Rev. ed.). New York: The Free Press.
- Ng, R., & Walqui, A. (2005a). *Teaching Black Boy in three moments* [DVD]. San Francisco: WestEd.

- Ng, R., & Walqui, A. (2005b). Oral development jigsaw project [DVD]. San Francisco: WestEd.
- Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9–31.
- Passel, J. (2006, March 7). The size and characteristics of the unauthorized migrant population in the U.S. *PEW Hispanic Center*. Retrieved October 10, 2009, from http://pewhispanic.org/reports/report.php?ReportID = 61
- Pinker, S. (1994). The language instinct. New York: William Morrow.
- Price, J., & Walqui, A. (2001). *Scaffolding the 14th Amendment* [DVD]. San Francisco: WestEd.
- Quality Teaching for English Learners. (2006). Unit 3: Introduction to Shakespeare: *Macbeth. Module 10. Teaching language arts 11–12 to English language learners*. San Francisco: WestEd.
- Resnick, L., Hall, M., & Fellows of the Institute for Learning. (2006). *Principles of learning: Study tools for education* [CD-ROM]. Pittsburgh, PA: University of Pittsburgh, Institute for Learning, Learning Research and Development Center.
- Rodríguez, Luis. (1993). *Always running: La vida loca: Gang days in L.A.*New York: Touchstone.
- Rogoff, B. (1995). Observing sociocultural activity on three planes:
 Participatory appropriation, guided participation, and apprenticeship.
 In J. Wertsch, P. del Rio, & A. Alvarez (Eds.), Sociocultural studies of the mind (pp. 139–164). New York: Cambridge University Press.
- Rosenthal, R., & Jacobson, L. (1966). Teachers' expectancies: Determinates of pupils' IQ gains. *Psychological Reports, 19,* 115–118.
- Ryan, K., & Walqui, A. (2008). *Novel ideas only in preparing learners to read "The Necklace"* [DVD]. San Francisco: WestEd.

- Copyright © 2010 WestEd. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.
- Schleppegrell, M. (forthcoming). Language in academic subject areas and classroom instruction: What is academic language and how can we teach it?
- Shakespeare, W. (n.d.). *Macbeth.* Retrieved April 15, 2009, from http://www.gutenberg.org/etext/2264
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 114–135.
- Skutnabb-Kangas, T. (1984). *Bilingualism or not: The education of minorities*. Clevedon, UK: Multilingual Matters.
- Stenhouse, L. (1975). An introduction to curriculum research and development. London: Heinneman.
- Suárez-Orozco, C., Suárez-Orozco, M., & Todorova, I. (2008). Learning a new land. Immigrant students in American society. Cambridge, MA: The Belknap Press of Harvard University Press.
- Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research*, 4(3), 251–274.
- Tharp, R., & Gallimore, R. (1988). Rousing minds to life: Teaching, learning, and schooling in social context. New York: Cambridge University Press.
- Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics*, 22, 204–218.
- Valsiner, J. (2006, September). Beyond the first language: Acquisition without learning. Invited presentation at the Thirteenth Annual Sociocultural Theory and Second Language Learning Research Working Group, University of Massachusetts, Amherst.
- van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy, and authenticity.* London: Longman.

- van Lier, L. (2004). The ecology and semiotics of language learning: A sociocultural perspective. Dordrecht, NL: Kluwer Academic.
- Verhoeven, L. (1990). Acquisition of reading in a second language. *Reading Research Quarterly*, 25, 90–114.
- Voloshinov, V. (1973). *Marxism and the philosophy of language*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. (1962). Thought and language. Cambridge, MA: MIT Press.
- Vygotsky, L. (1976). Play and its role in the mental development of the child. In J. Bruner, A. Jolly, & K. Sylva (Eds.), Play: Its role in development and evolution (pp. 537–554). Harmondsworth, UK: Penguin Books.
- Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Walqui, A. (1992). *Sheltered instruction: Doing it right*. San Diego, CA. San Diego County Office of Education.
- Walqui, A. (2001). Accomplished teaching with English learners:
 A conceptualization of teacher expertise. *Multilingual Educator* 1(4), 55–55.
- Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89–100.
- Wright, R. (1945/1998). Black Boy. New York: HarperCollins.

This is an excerpt only. Continue to <u>sample the book</u> or return to the <u>book description and shopping cart</u>.