

Thorne, S. L., Black, R. W., & Sykes, J. (forthcoming in 2009). Second language use, socialization, and learning in Internet interest communities and online games. *Modern Language Journal*, 93.

In recent years there has been a great deal of research and pedagogical experimentation relating to the uses of technology in second (L2) and foreign language education. The majority of this research has usefully described and examined the efficacy of in-class and directly classroom-related uses of technology. This article broadens the scope of inquiry to include second and foreign language-related uses of technology that extend into the interstitial spaces between instructed L2 contexts and entirely out-of-school noninstitutional realms of freely chosen digital engagement. Two demographically and sociologically significant phenomena are examined in detail; the first focuses on participation in Internet interest communities such as fan fiction and virtual diaspora community spaces; the second describes a continuum of 3-D graphically rendered virtual environments and online games. A review of research in each of these areas reveals extended periods of language socialization into sophisticated communicative practices and demonstrates the salience of creative expression and language use as tools for identity development and management.

Thorne, S. L. (2009). 'Community', semiotic flows, and mediated contribution to activity. *Language Teaching*, 42(1): 81-94.

This article begins with an overview and problematization of the term *community* through a brief assessment of its history, diverse uses, core attributes, heterogeneous elements, and collocational companions. Following this, I describe demographics and processes associated with collective engagement in digitally mediated environments. Utilizing select alternatives to the term *community* and incorporating the cultural-historical notions of mediation and activity, I then present research describing exogenous influences affecting educational uses of technology in L2 settings, the use of instant messaging and blogging for out-of-class FL interaction at the secondary school level, and a pedagogically focused example of a remixing text posted to an online fan fiction website. I conclude by proposing *bridging activities* as an approach for connecting the emergent logics of digital vernaculars with the analytics of formal schooling.

Thorne, S. L. & Reinhardt, J. (2008). "Bridging activities," new media literacies and advanced foreign language proficiency. *CALICO Journal*, 25(3): 558-572.

This article proposes the pedagogical model *bridging activities* to address advanced foreign language proficiency in the context of existing and emerging Internet communication and information tools and communities. The article begins by establishing the need for language and genre-focused activities at the advanced level that attend to the shifting social practices and emerging literacies associated with digital media. Grounded in principles of language awareness and the concept of multiliteracies, the *bridging activities* model centers on guided exploration and analysis of student selected or created digital vernacular texts originating in Web 2.0 and other technologies/practices. Application of the model includes an iterative implementation cycle of observation and collection, guided exploration and analysis, and creation and participation, with the ultimate goal of fostering critical awareness of the anatomy and functional organization of a wide range of communicative practices relating to both digital and conventional textual conventions.

Thorne, S. L. (2008). Transcultural communication in open Internet environments and massively multiplayer online games. In S. Magnan (Ed.), *Mediating discourse online*. Amsterdam: Benjamins.

This publication examines online gaming and open Internet environments as informal settings for L2 use and development. The text begins by contextualizing communication technologies use within broader demographic, historical, and sociological frameworks. Two categories of online interaction are then explored: (1) various cases of Internet-mediated intercultural communication that largely, or fully, occurred outside of instructed L2 classroom settings, and (2) a case study of multilingual transcultural communicative activity occurring in the massively multiplayer online game *World of Warcraft*. In conclusion, an argument is made for continued exploration of new media genres of language use and their selective inclusion into instructed L2 pedagogies, processes, and curricula.

Thorne, S. L., & Black, R. (2007). Language and literacy development in computer-mediated contexts and communities. *Annual Review of Applied Linguistics*, 27: 133-160.

This article describes second language uses of Internet communication tools, web environments, and online gaming, and critically reviews existing research and emerging technologies representing diverse pedagogical conditions in three distinct computer-mediated configurations, (1) instructed and institutional intra-class discussion and inter-class

partnerships, (2) transcultural partnerships and structured participation in “open” Internet environments, and (3) interaction in ongoing Internet-mediated environments that include popular culture blogs and web sites, fan fiction communities, language and/or culture communities, and online games. We propose that a critical-and-constructive appraisal of existing and emerging digital media, communicative genres, literacy practices, and the communities made possible through them, can help to forge more responsive, and more ecologically responsible, language learning opportunities for students who are expected to navigate increasingly mediated social and professional worlds.

Thorne, S. L., & Lantolf, J. P. (2007). A linguistics of communicative activity. In S. Makoni & A. Pennycook (eds.), *Disinventing and reconstituting languages* (p. 170-195). Clevedon: Multilingual Matters.

This chapter describes an approach we are calling a *linguistics of communicative activity* (LCA). LCA is rooted in, and attempts also to augment, the Vygotskian cultural-historical tradition. The purpose of this chapter is two-fold: the first is to briefly describe the historical antecedents that strongly shaped what we interpret to be a debilitating and on-going construction of language as a natural object independent of lived communicative activity; the second purpose is to provide an exegesis of theories of language that provide usage-based and meaning-centered characterizations of linguistically mediated human activity – what we are terming the LCA framework. The latter effort, comprising the majority of the chapter, attempts to selectively recover key insights from earlier theoretical work by Peirce (1955), Wittgenstein (1953), Whorf (1956), and Garfinkel (1967), and bring them into contact with current scholarship by linguists and communication theorists such as Rommetveit (1974, 1992), Hopper (1998), Hanks (1996), and Tomasello (2003), among others. In conclusion, we integrate the LCA framework with Vygotskian developmental theory.

Lantolf, J., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.

Sociocultural theory (hereafter SCT) is a theory of the development of higher mental functions that has its roots in 18th and 19th century German philosophy (particularly Kant to Hegel), the sociological and economic writings of Marx and Engels (specifically *Theses on Feuerbach* and *The German Ideology*) and most directly to the research of the Russian psychologist Lev Vygotsky and his colleagues. The basic claims of the theory are that cognitive development, including first and additional language acquisition, occurs from the outside in, that is, that activity on the social plane informs the cognitive development of an individual through participation in culturally organized practices. Sociocultural theory offers a framework through which cognition can be systematically investigated without isolating it from social context. This book describes the history and continuing development of Vygotsky-inspired research and its application to second- and foreign-language developmental processes and pedagogies. The primary concepts addressed include the genetic method, mediation, internalization, activity, and the zone of proximal development. Additionally, pedagogical and assessment uses of the theory are explored in two full chapters and portions of others.

Thorne, S. L. (2005). Epistemology, politics, and ethics in sociocultural theory. *Modern Language Journal*, 89: 393-409.

This article describes the history and continuing development of Vygotsky-inspired sociocultural theories (SCT) and their application in second and foreign language research. In particular, I emphasize the intellectual traditions out of which SCT emerged and the relation of SCT to other critical scholarship. The discussion includes long standing as well as recent conceptual and methodological innovations in SCT research, the philosophical entailments of SCT in regard to epistemology and ethical issues, and a select review of SCT second language (L2) studies.

Thorne, S. L. (2003). Artifacts and cultures-of-use in intercultural communication. *Language Learning & Technology*, 7 (2), 38-67.

This article analyzes three cases of computer-mediated foreign language intercultural interaction and suggests relationships among the following factors, 1) educational-institutional and non-academic social and material conditions, 2) specific cultures-of-use associated with specific Internet communication tools, 3) that genres of communicative activity relate to both tool type and discursive context, and subsequently 4), that these aforementioned factors underlie varying types, qualities, and quantities of participation in foreign language intercultural interaction. The analyses demonstrate that Internet-mediated educational activity is embedded in, and functionally disassociable from, other everyday communicative contexts. As a corollary, Internet communication tools, like all human artifacts, are shown to be deeply cultural tools for habituated users.