In this article, Sandra McKay and Sau-Ling Wong argue for a revision of code-based and individual learner-based views of second-language learning. Their position is based on a two-year qualitative study of adolescent Chinese-immigrant students conducted in California in the early 1990s, in which the authors and their research associates followed four Mandarin-speaking students through seventh and eighth grades, periodically interviewing them and assessing their English-language development. In discussing their findings, McKay and Wong establish a contextualist perspective that foregrounds interrelations of discourse and power in the learner's social environment. The authors identify mutually interacting multiple discourses to which the students were subjected, but of which they were also subjects, and trace the students' negotiations of dynamic, sometimes contradictory, multiple identities. Adopting B. N. Peirce's concept of investment, McKay and Wong relate these discourses and identities to the students' exercise of agency in terms of their positioning in relations of power in both the school and U.S. society.
"We Are the Forgotten of the Forgottens": The Effects of Charter School Reform on Public School Teachers
ERIKA M. KITZMILLER

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Authority and Control: The Tension at the Heart of Standards-Based Accountability
JACK SCHNEIDER, ANDREW SAULTZ
Multiple discourses, multiple identities: investment and agency in second-language learning among Chinese adolescent immigrant students. By Sandra McKay and Sau-Ling Wong. In this article, Sandra McKay and Sau-Ling Wong argue for a revision of code-based and individual learner-based views of second-language learning. Adopting B.N. Peirce’s concept of investment, McKay and Wong relate these discourses and identities to the students’ exercise of agency in terms of their positioning in relations of power in both the school and U.S. society.

Purpose – Owing to the fact that the concept of “CSR orientation in different cultural settings” is still quite unexplored, both in CSR theory and in empirical research the paper aims to contribute to the question of how corporations can more.

Multiple Discourses, Multiple Identities: Investment and Agency in Second-Language Learning among Chinese Adolescent Immigrant Students. It exemplifies a type of narrative among these interviews in which tellers recount how they or their family members have broken with cultural expectations. In this story, the teller, a Nicaraguan woman, recounts how her uncle violated traditional values in her family by enlisting in the Sandinista army during wartime. Despite discursively distancing herself from this transgression, she ends by evaluating the transgressor and his recent accomplishments positively. In this article, issues of identity in second language (L2) learning are examined by using discourse analysis and ethnographic observations to analyze electronic bulletin board postings by ESOL students in a content-based class as they participated in discussions about gay rights and homosexuality. Drawing on notions of identity construction, community of practice, and participation frameworks, we demonstrate that as the students were engaged in the language and content of the lessons, they… CONTINUE READING.