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Multiple Discourses, Multiple Identities: Investment and Agency in Second-Language Learning among Chinese Adolescent Immigrant Students

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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.

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Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review* 66.3, 577–608. Miller, J. (2003). Audible difference: ESL and social identity in schools. Clevedon: Multilingual Matters. Morita, N. (2004). Negotiating participation and identity in second language academic communities. *TESOL Quarterly* 38.4, 573–603. Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. London: Longman. Pavlenko, A. & Lantolf, J. (2000). Second language learning as participatory. Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review*, 66 (3), 577-608. Moll, L.C. (1986). Writing as communication: Creating strategic learning environments for students. *Theory to practice*, (2), 102-108. Moll, L.C., & Diaz, S. (1987). Change as the goal of educational research. I. multiple intelligences and language learning. In traditional learning contexts, learners were regarded and taught of as being the same; instead, one of the most significant advances in education in the last decades of the twentieth century is a growing shift towards learners' personal affective characteristics and learning styles. According to MIT theory, Language learning tasks can be developed around different types of intelligences. For instance, Accepting Gardner's Theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction. Second, the musical-rhythmic intelligence has to do with the ability to perceive and appreciate rhythm, pitch and melody.