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Nota di contenuto	Authoring the Dialogic Self -- Editorial page -- Title page -- LCC data -- Table of contents -- Introduction -- About the structure of this book -- 1. Language, consciousness, and dialogical selves -- 1.1 Overview of Bakhtin's framework -- 1.2 A dialogic approach to language and the self -- 1.3 Why narratives? Why Bakhtin? -- 2. Introducing the participants and the setting of qualitative inquiry -- 2.1 The participants -- 2.2 Collection of narrative examples -- 3. Positionings in the second language -- 3.1 "I am like in the kindergarten": In the discourse of silence -- 3.2 "Sometimes people don't like immigrants": Othering language practices -- 3.3 "He cannot do anything because he has no language": English as a source of positioning -- 3.4 "I was afraid": Gender and the discourse of emotion -- 4. Gender, language learning, and discursive practices -- 4.1 Dialogue, situated ethics, and responsibility -- 4.2 Discourses about language learning and accuracy -- 4.3 Metalinguistic discourses -- 4.4 Gendered discourses of linguistic expertise -- 4.5 "Because I feel a responsibility": Discourses of responsibility, second language use, and gender -- 4.6 Gender and discourse in culture -- 5. Between the self and the Other -- 5.1 "Americans are very different" -- 5.2 "When I communicate, I live" (Kogda ya obshayus', ya jivu) -- 5.3 "Bol'naya tema": Culture and the languaged self -- 5.4 Gendered zones of

dialogical selves -- 6. Acts of agency in a new language -- 6.1
Authoring selves, acts, and discourses in a dialogical world -- 6.2
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understanding and discourses of education and values -- 6.4 Creativity
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Legend of transcription symbols in narrative excerpts -- References --
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Sommario/riassunto

This book offers a truly interdisciplinary perspective on key socio-cultural aspects of second language learning. Building on Bakhtin's philosophy of language and the self, it examines the complex intersections among gender, culture, and agency in the everyday discursive practices of immigrants. Bakhtin's dialogic framework still remains on the periphery of second language acquisition research. The book embraces not only Bakhtin's well-known notion of dialogue but also his core concepts of responsibility and ethics in the analysis of immigrants' narrative samples. The significance of narratives is underscored throughout the book, and a dialogic, discourse-centered approach to narrative as a genre is suggested. *Authoring the Dialogical Self* targets a range of disciplines. Scholars in applied linguistics, narrative studies, cultural psychology, and communication studies will find the discussed concepts relevant. The rich data samples and detailed analysis make the book appropriate for graduate courses in TESOL, language and identity, or language and gender.
