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Nota di contenuto	Frontmatter -- Contents -- Preface -- Introduction -- 1 Fact and Fiction in Language Learning -- 2 Researching Identity and Language Learning -- 3 The World of Adult Immigrant Language Learners -- 4 Eva and Mai: Old Heads on Young Shoulders -- 5 Mothers, Migration and Language Learning -- 6 Second Language Acquisition Theory Revisited -- 7 Claiming the Right to Speak in Classrooms and Communities -- Afterword -- References -- Index
Sommario/riassunto	Identity and Language Learning draws on a longitudinal case study of immigrant women in Canada to develop new ideas about identity, investment, and imagined communities in the field of language learning and teaching. Bonny Norton demonstrates that a poststructuralist conception of identity as multiple, a site of struggle, and subject to change across time and place is highly productive for understanding language learning. Her sociological construct of investment is an important complement to psychological theories of motivation. The implications for language teaching and teacher education are profound. Now including a new, comprehensive Introduction as well as an Afterword by Claire Kramsch, this second edition addresses the following central questions: - Under what

conditions do language learners speak, listen, read and write? - How are relations of power implicated in the negotiation of identity? - How can teachers address the investments and imagined identities of learners? The book integrates research, theory, and classroom practice, and is essential reading for students, teachers and researchers in the fields of language learning and teaching, TESOL, applied linguistics and literacy.
