

Contents

| | |
|---|-----|
| Acknowledgments | vii |
| 1 Introduction. | 1 |
| The Project. | 4 |
| Approaches | 5 |
| Preview | 6 |
| 2 Theory and Literature | 8 |
| Mainstream SLA Research. | 9 |
| Language as Dialogic | 10 |
| Learning as Social | 12 |
| Contemporary Sociocultural Perspectives | 13 |
| Identity | 16 |
| Ethnographic Research | 20 |
| Recent Ethnographic Studies | 22 |
| The Present Study. | 25 |
| 3 Methodology | 28 |
| Data Collection | 28 |
| Analysis | 30 |
| Ethics and Power Relations | 32 |
| 4 Hari: His School, Teacher and Classroom and Language at Home and at School | 35 |
| Hari's Community and School | 36 |
| Hari's Teacher | 37 |
| Hari's Classroom | 39 |
| Hari in School | 43 |
| Use of Home Language. | 44 |
| Hari's Use of English | 49 |
| Discussion | 52 |
| Summary. | 54 |

| | | |
|---|---|-----|
| 5 | Hari and his Classmates | 55 |
| | Social Relations | 55 |
| | Participation | 60 |
| | Politics and Positioning. | 65 |
| | Discussion | 69 |
| | Summary. | 72 |
| 6 | Hari and Casey, a Newcomer | 73 |
| | Social Relations | 74 |
| | Participation | 78 |
| | Appropriation | 82 |
| | Discussion | 86 |
| | Summary. | 88 |
| 7 | Hari and his Teacher | 90 |
| | Participation | 90 |
| | Position. | 94 |
| | Identification. | 98 |
| | Discussion | 103 |
| | Summary | 107 |
| 8 | Conclusions | 108 |
| | Summary | 108 |
| | Discussion | 109 |
| | Implications for Research | 110 |
| | Implications for Classrooms | 112 |
| | Limitations of the Study. | 115 |
| | Final Comments | 116 |
| | References | 117 |
| | Appendix: Transcription Conventions | 128 |
| | Index | 130 |