

Identity, Motivation And Investment For Target Learners

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Abstract: The current research examines how identity, investment, and motivation relate to [a particular learner group, such as young learners in a bilingual setting or adult immigrant learners]. We investigate the ways in which cultural background, past learning experiences, and social context affect learners' self-perceptions in regard to the target language, their belief in the importance of learning, and their will to keep going. We determine the main determinants of learning success in this particular demographic by employing a [Methodology, e.g., mixed-methods approach combining quantitative surveys and qualitative interviews]. Our results provide [briefly summarize key findings] and useful suggestions for teachers who are working with [Specific Learner Group] to improve language acquisition.

Keywords:

Introduction

The process of learning a target language is intricate and involves many variables that go beyond linguistic ability. Research is showing how important learner identity, motivation, and investment are in determining language-learning outcomes. Student identity has a big influence on perseverance and engagement. It includes how one views oneself as a language student as well as the social and cultural environment in which learning takes place. Extrinsic (external incentives) and intrinsic (internal happiness) variables are both part of motivation, the driving force behind learning, which affects the amount of effort students put forth during the process. Lastly, investment shows how much students devote to studying and reaching their objectives. It includes both cognitive and emotional commitment. In this profile, I want to describe my selected target learners. They are both 13 years old and one of them is male, another is female. Umida can speak English like a native speaker and her knowledge is not the same as other classmates in this foreign language. When she was approximately 4 years old, her family moved to London. By the way, she started learning English in the natural environment such as going to the kindergarten at age of four, as well as studying at primary school in London until 6th grade. Umida can communicate with others in English and has many chances to improve her core-integrated skills due to living in the English-speaking country. When she returned home at the age of thirteen and began to study at our school in Uzbekistan, I surprised her accent and having a rich vocabulary. While I was teaching my subject to her current class, I always worried about mistaking any usage of words or following pronunciation rules. Shakhzod is capable to learning foreign languages. To my way of thinking about his ability of learning languages, he knows Russian very well, so it may help him achieve success of this foreign language. In addition, he attended extra-English courses, took practices, tended to listen the English podcasts, songs, BBC news, watching movies and communicate with verbal friends on social media. Shakhzod has been learning English in a tutorial-way and his learning environment is non-natural. On the other hand, Umida managed to acquire English in real-environment. Although their knowledge are similar, the way of learning English is differ from each other's.

Identity of learners

Darving and Norton (2021) discussed that "We survey identity particularly to comprehend how labels of identity such as race, ethnicity, gender, social class and sexual orientation form the way learners and their capital are placed in unlike social spaces: for instance, as Black, Latinx, woman, working class, gay or straight". My student, Umida, is from rich and well-paid family. Her parents are both doctors. They can both speak English. When Umida's family moved to London, there were many chances to communicate with native speakers. Some immigrants came from other countries to live or to study in London. Umida can connect with other different nations everywhere. Moreover, she is fresher in the class. She has a bit argument with her classmates. She wears unusual clothes without breaking the rules of the school. Some girls in her class envy her clothing, perfume, and taste. They discriminate her because of her race, manner and habits. Sometimes bad-tempered learners are scaring her. While she is punctual for every assessment, home tasks,

classroom activities, her group can ignore her answers. Moving to the next learner, Shakhzod is Azerbaijani. His father is a teacher, and his mother is a nurse. He is interested in different culture, religion, and history of varied countries. By knowing a lot about them, he thinks critically more than friends. It is clear that Azerbaijanis are more handsome, good-looking, cute and attractive than others. It is stereotype of Azerbaijanis. Because of Shakhzod's behavior, appearance and personality all the teachers like him. Other students are jealousy of his temper, behavior and knowledge in foreign language learning. He is so trustful.

Motivation for Shakhzod and Umida

According to Norton and Darvin, motivation is a psychological construct that focuses on conscious and unconscious factors. Motivation can be initiated or sustained. Understand that learners may be motivated extrinsically and intrinsically. According to Vallerand, there are major types of motivation: extrinsic and intrinsic. Umida is encouraged intrinsically. She began learning English in natural environment through communicating native speakers, studying primary school in English speaking country. She learnt English culture, costumes, clothing fashion, history and any other things with pleasure. Umida is very sociable and has curiosity to know something. The intrinsic motivation inspires successful and intellectual students in the group. Many searches demonstrated that learners who are motivated intrinsically are better in education. Motivated learners can effectually communicate project supplies and make decisions for the team. Providing strong goals to the team can support rise efficiency to attain accomplishment. On the other hand, Shakhzod is motivated extrinsically. Although he was keen to learning languages, his mother encouraged him to learn English with extrinsic motivation when he was in childhood. Shakhzod had English courses to improve the knowledge of this language, read articles, authentic materials, did many activities to develop integrated skills in order to achieve the prize from his mother and avoid her punishment. Parents are the cheerleader to inspire children to learn something. It is essential to improve children's relationship with their parents. Sometimes involve parents to the school by inviting for special meetings or by sending a monthly newsletter. If parents are urged by teacher's positive feedback for their offspring, they encouraged their children to study hard and achieve success. At that time, language learners are interpreted as having fixed personalities, learning styles and motivation (Norton & Darvin, 2015).

Investment for Umida and Shakhzod

Norton and Darvin (2015) stated that investment is primarily sociological and focuses on how histories, lived experiences and social practices shape language learning. Investment is a key factor to achieve success in everything. Umida's parents invested her study highly. Initially, Umida's family are affordable to develop her learning. One of her parents' major investments is to live abroad, to give an opportunity for communication with native speakers. Moreover, she has ultimate gadgets such as iPhone 14 Pro Max, netbook and Mac to watch English movies, listen to the English songs, podcasts, and aural materials, which are appropriate for her level.

Although her family returned home, they do not give up capitalizing for their daughter's study. Umida continue to study in boarding school in Uzbekistan. English and math are taught deeply in order to attain more command of knowledge of major subjects. In contrast with Umida's situation, Shakhzod has been learning English non-environmental area for a long time. His parents cannot speak English and are not from "oligarch". They cannot afford to send him to the overseas. However, they can invest his son's future career as soon as possible. Shakhzod has a laptop and mobile phone to improve his core skills. He usually tends to watch any kind of movies in English, have a chat with friends online, attends the English courses. An investment is a key of the aim of generating income. Norton and McKinney discuss that investment is not a substitute for motivation, nor is one subsumed by the other. Based on my experience, motivation is a bridge between the learners and their success. Target audience who are inspired by someone or something have strong feeling to attain their goals. Investment is one of the main factors to improve any kind of skills, learn any spheres, and achieve reward. Investment is differ from motivation.

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