

THE ROLE OF IDENTITY, MOTIVATION, AND INVESTMENT IN THE SECOND LANGUAGE ACQUISITION.

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Annotation: *As the increase for language learning, instructors and learners are deeply determined to navigate effective ways of acquiring language in second language learning. The target aim of every ESL program should be to provide students with language skills essentially to participate and show cognitively demanding experiences. Students are often identified according to their ability, identity, and personality in effective language production. This article shows how SLA can be more comprehensible with learners' psychological investment, motivation, and identity. Two different learners, Gulsanam and Fotima have been chosen from my current English class, whom I have known personally. They are similar in age and students of the same group with various backgrounds in English language acquisition. A summary is provided about the examination of the "receptive and productive language abilities of two learners" (Loup et al., 1994, p. 73).*

Key words: *Identity, investment, motivation, ESL, language development, language learning, SLA*

Gulsanam is 16-year-old Uzbek girl. She is an untutored English learner because she has a different background knowledge of learning English. She was taught German as L2 at her first secondary school before coming to the academic lyceum where she began studying English as a second language formally. Her fancy for English is increased with the help of authentic materials, listening to audio and songs, and having conversations with friends all around the world via social media. Gulsanam's process of acquisition is obtained by everyday idioms in English songs and by guessing meanings of social context. She has never had formal instruction in English and therefore she can neither read nor write anything in English. She maintained effective communication even though she was not concerned about her grammar. With the help of imitation and music, she has enough phonology patterns, no noticeable foreign accent, and a good conventionalized form.

Fatima, on the other hand, is described as a classroom learner at an intermediate level of English proficiency. She has Turkish as a home language. She came here after his father's responsibilities. She has received formal instruction in English as a foreign language (EFL) in her early classroom setting. The study investigates Fotima's language development, including her ability to understand and produce English with the support of grammar-based instruction. She has studied English with standards of reading and writing, but only textbooks were provided at her far-away school in Turkey's small villages. Fotima's process of acquisition in a second language is obtained by the grammar-translation method without oral instructions. She has fluent grammar and writing skills with enough usage of vocabulary only in text contexts.

Language Learner Profile focused on Identity.

A significant construct in language learning research, *identity* is defined as "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future". (Norton, Bonny, 2013. P. 45.) Recognizing language as a social practice, identity highlights how language constructs and is constructed by a variety of relationships. Because of the diverse positions from which language learners can participate in social life, identity is theorized as multiple, subject to change, and a site of struggle.

Understanding the unique identities of language learners is crucial for educators and institutions to provide effective and inclusive language learning experiences (Waller et al., 2017). So, here provided learners Fotima and Gulsanam are taken from previous language learners' profiles, and they are adult learners with different identities. According to Norton (2017), when learners use their language to communicate via several practices it shows their identity and personality.

Fatima, for example, is an extrovert adult girl and can participate in social life effectively, which can enhance her speaking skills. In terms of family background, she has an educated family environment, educational experiences, and personal motivations as her mother is a teacher, all shape her identity as a language learner. She has a great learning environment with dedicated teachers, and available resources all of which play a significant role in shaping Fotima's identity in language learning. For example, she is a bookworm and wants to do something new and unique in her term. While preparing for certificates in a new language her unstoppable character leads her to gain significant results.

Gulsanam, on the other hand, is a shy and introverted girl who is passive in speaking skills. However, her hobby of learning new languages forced her to communicate via social media and changed her identity to gain confidence in describing feelings and character. She is good at storytelling after watching interesting movies from English which enhances her opportunities for social interaction (Norton, 2011). Even though her family background is far from the education environment, her hobby is traveling abroad which makes her learn and use the language outside the classroom. In addition, Gulsanam is a good user of technologies, language apps, and multimedia resources which are particular aspects of language learning.

Motivation and investment

Investment, introduced by Norton in 1995, highlights the socially and historically constructed relationship between learners and the target language, learners invest in a language because they recognize how it will help them acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital and social power. Norton has advanced these ideas, and identity and investment are now considered foundational in language education Norton has advanced these ideas, and identity and investment are now considered foundational in language education, investment recognizes the language learner as having complex, multiple identities, changing across time and space, and reproduced in social interaction. If learners "invest" in the target language, they do so with the understanding that they will acquire a wider range of symbolic

and material resources, which will increase the value of their cultural capital and social power.

According to documented research “studying L2 may have the same difficulties as L1 in classroom settings” (Sparks et al., 2008. p.12), the process of acquiring L2 should be established with the help of learner identity which might be changed during L1 settings. Identity has a great influence on motivation and investment (Waller et al., 2017). As Darwin and Norton (2021) noted, “If learners are discriminated against through their gender, ethnicity, or social class they may not be invested in the language learning, even with a high level of motivation.

Sometimes **Gulsanam** shows her motivation to learn a language to get good grades and praise from teachers or parents, and according to her identity, she wants to master new skills or achieve specific goals in her future career. In terms of investment, Gulsanam brings resources such as books, learning materials, and digital tools as educational opportunities for language learning. Her aims to find desirable careers or good relationships and friendships in the community are considered an investment in language learning (Waller et al., 2017).

Fotima as well, has a great purpose for learning language as subject matter is really satisfying or intellectually stimulating for her. To gain academic high achievement motivation is often goal-oriented and masters in her learning activities to be a proudful person for all teachers and family. Coming to investment Fatima may seek to enhance her university prospects, pursue job opportunities in the future, or improve her communication skills in a professional context. Fotima invests a language because it helps her acquire a wide range of material resources, which increases social power and profit (Darvin & Norton, 2017).

As Norton (2011) claimed, **investment** for learners encompasses the multiple ways in which language learners feel connected to the target language and its culture, as well as their willingness to engage and participate in language learning activities, mostly allocating resources and benefits from the future. **Motivation**, on the other hand, “is a psychological construct focused on conscious and unconscious factors” (Darvin & Norton, 2021), such as inner drive, desire, and sense of purpose. Investment and motivation are two distinct concepts, but they can be linked in certain contexts.

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