

IDENTITY, LANGUAGE LEARNING, AND CRITICAL PEDAGOGIES IN DIGITAL TIMES

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ABSTRACT

Identity, Language Learning, and Critical Pedagogies in Digital Times” by Ron Darvin and Bonny Norton gives information about how technology innovations influences to learners’ sociocultural identities. There are multiple identities among language learners even they are categorized into two types such as social identity and cultural identities. Social identity covers relationship between language learners and surrounded social groups where people take place according to their status in real world (Gumperz, 1982). Cultural identity represents connection between people and individual’s culture, ethnicity, the same historical background, language and comprehension (Valdes, 1986).

Keywords: *identity, technology, sociocultural identity, English learners, language learning*

АННОТАЦИЯ

Идентичность, изучение языка и критическая педагогика в эпоху цифровых технологий» Рона Дарвина и Бонни Нортон дает информацию о том, как технологические инновации влияют на социокультурную идентичность учащихся. Среди изучающих язык существует множество идентичностей, даже если они подразделяются на два типа, такие как социальная идентичность и культурная идентичность. Социальная идентичность охватывает отношения между изучающими язык и окружающими социальными группами, где люди занимают место в соответствии со своим статусом в реальном мире (Gumperz, 1982). Культурная идентичность представляет собой связь между людьми и индивидуальной культурой, этнической принадлежностью, одним и тем же историческим прошлым, языком и пониманием (Вальдес, 1986).

Ключевые слова: *идентичность, технология, социокультурная идентичность, изучающие английский язык, изучение языка.*

INTRODUCTION

According to Norton’s research identity and investment plays great role in language learning process of learners that learners can acquire language not only by the help of motivation but also by investing the language. Moreover, migrants and

foreign language learners adapted to multiple identities while learning even in the past it was a problematic. According to Cummins and Early (2010) accepting to variety identities by learners due to using digital tools and social networks where they can find different and creative identities.

Learners' identity is distinguished not only according to ethnical, political and gender but also according locational status of learners. Moreover, there are given three topics in the field of critical pedagogy as the construction and performance of identities, structures and relations of power, and social and educational inequities. Presenting identities via digital stories is as a transferring one complex identity to another identity and these complex identities comes from lack of structuring conditions and learners have to use different ideas. In the second sphere, illustrated how technology using become more prestige rather than physical tools. Lastly, social status and digital use differences can bring inequalities between learners.

DISCUSSION AND RESULTS

The second article represented by Chris Kennedy and Brain Tomlinson titled "Implementing language policy and planning through materials development" reports about the failures of education ministries to achieve top-down forced modifications to national curriculum, as well as reviews of some of the core principles in language planning and policy, laid the basis for the introduction of a variety of alternatives. One is the principle of subsidiarity, which depends on decentralized and dynamic language policy working groups placed in the middle of the classroom and government offices, with the aim of recognizing problems and formulating suitable solutions. These working groups support a principle known as recursive backward mapping, in which continual interaction occurs from the practitioners to the mid-level, with feedback loops allowing for back-and-forth consultation. This process continues until policy proposals reach the national level. A group of academics have proposed a framework for language education in India. They argue that their framework would address the mismatch between international and local language teaching materials. The aim is to create a national language policy based upon consultation between all stakeholders. These have greater potential for being implemented as national language policies, they say. Kennedy and Tomlinson propose a new framework for change agents. They suggest top-down or bottom-up strategies for those who have experienced failure in the past through using top-down or bottom-up strategies. The pair does not offer predictions for how long it might take to implement change.

The first article opens real factors that influence of digital tools to the sociocultural and educational identities of language learner. There are we can see not

only cultural or background affects but also how location, digital using lead to social and educational inequality in language learning. In this article we can see solutions to avoid these issues such as developing implementing technology during the classrooms where learners can adopt to another groups' identities and they will also demonstrate their own identities while using digital tools. To my mind, this article is very useful for ESL/EFL teachers to deal with the problems with learners' identities and improve their language acquisition.

Second article by Chris Kennedy and Brain Tomlinson (2013) gives clear report how LPP and materials utilized to provide it. There are showed that global course books are not suitable to all types of learners and seem like secondary urban class in private schools. The main cause for this problem is language planners and language teachers do not work cooperatively. As a solution, all language experts such as political, social and educational principles should be combined together but with language acquisition theory and language learning practice. It is very crucial for teacher as they have to choose appropriate materials for teaching and they should not to beat language learners. After reading both articles I have learned new ideas and new points of view about use of digital tools in the classroom and their influence to learns, in addition, I have learned while planning language policies or educate students we have to pay attention not only to economics, society and education system but also to the learning language theories and practices should be added.

CONCLUSION

I have notices also similar problems among my students that students are from city and village. Students from the city are good at using digital tools and they easily access to digital texts where they enrich their lexical sources but my urban students struggle with using digital tools. When it comes to language policy and material development I have to avoid some problems while providing reading and writing course and my chosen material (textbook) is not appropriate to my students according to its complexity. I found that the first article can be connected to our previous course ESOL where we have learned how to use digital tools and modify materials with digital tools to improve learners' digital literacy and acquisition.

The second article is related to curriculum development and lesson planning where we have learned to create syllabus and choose appropriate materials that are suitable to level, background and culture of the learner.

REFERENCES

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