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LANGUAGE LEARNING PROFILES, IDENTITY, MOTIVATION, INSTRUCTIONAL METHODS AND APPROACHES, INVESTMENT AND TEACHING PHILOSOPHY STATEMENT

Annotation

This passage offers a detailed analysis of two students' English language learning journeys, Tugrul and Bobur. It highlights their distinct backgrounds, motivations, and learning styles, as well as the challenges they face in developing specific language skills. A key focus of the passage is the role of instructional methods and approaches in shaping student learning. The work discusses the limitations of the traditional Grammar Translation Method (GTM) and advocates for more student-centered approaches like Communicative Language Teaching (CLT) and Cooperative Learning (CL). These approaches are seen as more effective in fostering language proficiency, critical thinking, and cultural understanding. The passage also delves into the teacher's philosophy, emphasizing the importance of fostering student identity, critical thinking, and real-life language application. By exploring these factors, the author provides valuable insights into the complexities of second language acquisition and the role of effective instruction in supporting student success.

Key words: communicative language teaching (CLT), cooperative learning (CL), student-centered learning, learner autonomy, intrinsic motivation, extrinsic motivation, language anxiety, cultural differences, language shock, interlanguage, language skills, pronunciation, grammar.

TIL O'RGANISH PROFILLARI, SHAXS, MOTIVATSIYA, O'QITISH USULLARI VA YONDASHUVLARI, SARMOYA VA O'QITISH FALSAFASI BAYONI

Annotatsiya

Ushbu maqola ikki talabaning ingliz tilini o'rganish bo'yicha sayohatlari – Tug'rul va Bobur batafsil tahlil qilinadi. Bu ularning o'ziga xos kelib chiqishi, motivatsiyasi va o'rganish uslublarini, shuningdek, muayyan til ko'nikmalarini rivojlantirishda duch keladigan qiyinchiliklarni ta'kidlaydi. Parchaning asosiy yo'nalishi o'quvchilar bilimini shakllantirishda o'qitish usullari va yondashuvlarining roli. Ishda an'anaviy Grammatik Tarjima Usulining (GTM) cheklavlari muhokama qilinadi va kommunikativ tillarni o'qitish (CLT) va hamkorlikda o'rganish (CL) kabi ko'proq talabaga yo'naltirilgan yondashuvlar tarafdori. Ushbu yondashuvlar tilni bilish, tanqidiy fikrlash va madaniy tushunishni rivojlantirishda samaraliroq deb hisoblanadi. Parchada o'qituvchi falsafasi ham chuqur o'rganilib, o'quvchi shaxsini tarbiyalash, tanqidiy fikrlash va tilni hayotda qo'llash muhimligi ta'kidlangan. Ushbu omillarni o'rganish orqali muallif ikkinchi tilni o'zlashtirishning murakkabliklari va o'quvchilar muvaffaqiyatini qo'llab-quvvatlashda samarali o'qitishning roli haqida qimmatli fikrlarni taqdim etadi.

Kalit so'zlar: Kommunikativ til o'rgatish (CLT), hamkorlikda o'rganish (CL), o'quvchiga yo'naltirilgan ta'lim, o'quvchilarning avtonomiyasi, ichki motivatsiya, tashqi motivatsiya, til tashvishi, madaniy farqlar, til zarbasi, o'zaro tillar, til ko'nikmalari, talaffuz, grammatika.

ПРОФИЛИ ИЗУЧЕНИЯ ЯЗЫКА, ИДЕНТИЧНОСТЬ, МОТИВАЦИЯ, МЕТОДЫ И ПОДХОДЫ ОБУЧЕНИЯ, ИНВЕСТИЦИИ И ФИЛОСОФИЯ ПРЕПОДАВАНИЯ ЗАЯВЛЕНИЕ

Аннотация

В этом отрывке представлен подробный анализ двух путешествий по изучению английского языка студентов, Тугрула и Бобура. Он подчеркивает их разное происхождение, мотивы и стили обучения, а также проблемы, с которыми они сталкиваются при развитии определенных языковых навыков. Основное внимание в отрывке уделяется роли методов и подходов обучения в формировании обучения студентов. В работе обсуждаются ограничения традиционного метода перевода грамматики (GTM) и отстаиваются более ориентированные на студентов подходы, такие как коммуникативное обучение языку (CLT) и кооперативное обучение (CL). Эти подходы считаются более эффективными для развития языковой грамотности, критического мышления и культурного понимания. В отрывке также рассматривается философия учителя, подчеркивающая важность развития идентичности студентов, критического мышления и применения языка в реальной жизни. Исследуя эти факторы, автор дает ценную информацию о сложностях освоения второго языка и роли эффективного обучения в поддержке успеваемости студентов.

Ключевые слова: Коммуникативное обучение языку (КПЯ), кооперативное обучение (КО), обучение, ориентированное на студента, автономия студента, внутренняя мотивация, внешняя мотивация, языковая тревожность, культурные различия, языковой шок, межкультурное общение, языковые навыки, произношение, грамматика.

Introduction. This passage examines the English language learning journeys of two students, Tugrul and Bobur. Both teenagers hail from Uzbekistan, but their backgrounds and approaches to learning differ significantly. Tugrul, a talented yet introverted student from Azerbaijan, struggles to connect with his peers due to cultural differences. Despite this, he possesses a strong work ethic and dedication to self-improvement, fueled by his desire for a future career in international fields. Bobur, on the other hand, is an outgoing and sociable young man with a strong foundation in English grammar. However, his lack of independent study habits and limited exposure to real-world English use hinder

his progress. The passage delves into the factors influencing their learning, including their motivations, investment in the language, and the instructional methods employed by their teacher. We will also explore the challenges each student faces in developing specific language skills, such as discourse competence and pronunciation. Finally, the teacher's philosophy is presented, highlighting the importance of fostering student identity, critical thinking, and real-life language application.

Student A: Identity. Tug'rul is from Azerbaijan that's why he finds it difficult to get friends with his peers who belong to another culture, community, and religion. He is a talented,

creative student and he can learn everything easily and follows all explanations. Tug'rul is a typical teenager, that's why he can actively use social media platforms, language apps, and language apps that allow him to improve his L2 skills. On the other hand, he is not an outgoing student. He tries to hide his emotions, feelings, and personality from his peers and educators. He always withdraws himself from the class because of his nation, religion, and culture. Darwin and Norton (2021) noted that "if learners feel marginalized in a classroom or community because of their race, gender, ethnicity, social class or sexual orientation, they may not be invested in the language practices of these learning contexts" (p. 3). As he is from another country many factors affect him to set good relationships with his peers, such as different cultures, classroom atmosphere, and curriculum. Tug'rul struggles to learn English because he doesn't seem interested or able to develop an L2 identity. Dörnyei (1998) stated that "the motivational basis of language attainment is not directly comparable to that of the mastery of other subject matters in that knowing an L2 also involves the development of some sort of L2 identity" (p. 118). Tug'rul wants to possess modern professions in the future such as Logistics, Project Designing, and Trading. He thinks these occupations will allow him to communicate with people all around the world and create the great career he wants in the future. Once he joined an online course on dispatching and started to imagine himself in this position in the future. That is the reason he decided to learn English. Motivation and Investment. Tug'rul's motivation for learning English is his family. As he knows the advantage of speaking in different languages, Tug'rul decided to learn English. His parents are well-educated, can speak different languages, and work in an international company. They always encourage their son to study well and learn several languages. His parents provide Tug'rul's course fees and materials economically. The other is self-motivation regarding his future career. He wants to acquire an international position and he knows that being a good dispatcher requires advanced English and communication skills. His motivation allows him to determine his L2 identity as well.

In Tug'rul's English learning process investment also plays a crucial role. He has independent study skills and time investment is the main part of his SLA. Every day he dedicates five hours to his English practice. During this time, he reads books and articles, watches TV shows and movies, listens to podcasts and music, and uses language learning apps. Norton and Toohey (2011) stated that "the construct of investment seeks to make a meaningful connection between a learner's desire and commitment to learn a language, and the language practices of the classroom or community" (p. 415). Regarding, building up a good rapport with his language partners, Tug'rul has problems in the classroom but he actively communicates with speakers of his target language through social media.

Student B: Identity. Bobur is from the Qashqadaryo region and his age is 16. He studies in a local primary school. His L1 is Uzbek and he has a two-year English language background. At the age of 14, he started learning English by attending language courses. He is a pre-intermediate level student. Bobur is a highly talented learner and has a proper base grammar of English. Bobur is a boy, that's why he always wants to be the leader and the first in the classroom but he spends most of his time in good-for-nothing activities, personal hobbies, and social media which can leave little time to study the target language. He is from the Qashqadaryo region, that's why his L2 learning process was slow because in his hometown he had no target language practice environment. Bobur is also a typical teenager who is struggling to define his self-discovery, that's why his L2 identity is not fully developed. He is a boy, that's why he spends most of his time in good-for-nothing activities, computer games, and social media. As a result, he spends little time practicing his target language. He has an outgoing personality and communicative skills, can make friends with others easily, and can be a leader of a group. On the other hand, he is a bit lazy. He cannot study independently without the supervision of his parents or teachers. He is going to be a doctor like his father and he wants to start his career in European countries, he thinks English will allow him to reach his intentions in the future. He believes that he

can make international career promotions in the future with the help of his knowledge of medicine and language.

Motivation and Investment. Bobur follows his father as a role model and takes motivation from his father's position in society. He wants to become an international doctor and make his father proud of him. His father also always motivates him in all aspects. His father tries to educate him to be independent and well-educated. He has both intrinsic and extrinsic motivation in learning English, not only self-motivation but also family motivation urges him to learn English. He believes that English will help him to achieve future success. Bobur is psychologically encouraged to achieve success in his target language socially as well. Darwin and Norton (2021) noted that "Investment recognizes that even though one can be ready and willing to participate in L2 contexts, one can be refused entry into these spaces or positioned as inadequate" (p. 4). Bobur is highly motivated but he has some problems with practicing the target language. To begin with, his family income is not good enough to invest in his courses economically and provide him with learning materials, because only his father works in the family. Moreover, he does not have an independent learning style so he cannot urge himself to practice. Also, he has to practice his major subject and cannot invest enough time in his target language. He practices English in school classes and our courses. Bobur has a good relationship with his teachers and peers and he is always active and sociable during the lessons.

Instructional methods and approaches. My two students learned English through GTM and they practiced only grammar rules. Their receptive and productive skills were not improved. This is because we use the CLL approach to encourage students to work in groups with their groupmates. This approach allows both students to exchange ideas, analyze the facts, and discuss their viewpoints with their team members inside and outside of the classroom. This approach is useful for both learners because Tug'rul is addicted to withdrawing himself from his peers in his school while Bobur cannot study independently because of his laziness. The CLL approach helps to motivate the learners and improve the language and communication skills of two learners. Comparing GTM, CLL allows students to better understand the content, set good relationships with their peers, and active use of target language. Karim (2018) noted that "compared to the traditional learning style, cooperative learning has a range of positive outcomes. For example, learners in a cooperative learning activity attain a higher achievement level, develop positive relations among themselves, improve self-esteem, and gain depth of understanding of the course material" (p. 1). The other method, I use for my two students, is CLT. This method requires from learners, active use of the target language. I will provide direction at the beginning of the class and then students play the main role during the class. As Tug'rul and Bobur have a good base of grammar teaching them according to the CLT method leads them to not only fluency but also cohesion and coherence in their target language. As their teacher this method allows me to put the focus totally on my learners and they might enhance language confidence, fluency, and conversational skills in everyday situations. With the help of this method Tug'rul and Bobur will be able to use L2 for various purposes not for remembering grammar rules or vocabulary.

Aspects of language. Tug'rul practices the target language through social media, listens to music and watches videos and movies in English. That's the reason he has no problem with pronunciation but he has a problem with discourse competence because he does not communicate with others in his target language. That is the reason why it is difficult for him to connect his ideas and speech logically and meaningfully based on the content or the situation. This aspect can help Tug'rul to achieve cohesion and coherence in his speech to identify their ideas and thoughts properly. As his teacher, I use different methods and activities to teach him this aspect. Role-playing or debating can be one of the best activities for learning discourse competence. The learner actively uses his target language by discussing different events or situations. Real-life communication helps them to use and better understand their target language.

Regarding Bobur, he is from a region where difficult to practice the pronunciation of the words in the target language. According to his prior instruction, they only learned the grammar rules without oral or communicative practice. In his case, I will focus on phonetics and phonology competence. As his instructor, I use different methods during the lessons. Comparing and contrasting of sound system of his L1 and target language can be one of the best ways to teach these aspects. Moreover, shadowing exercises, listening, and imitating native speakers' pronunciation can help him better understand how the sound system of their target language works.

Teaching Philosophy Statement. My teaching philosophy is directly connected with my students' motivation, investment, and identity because these factors play crucial roles not only in being comprehensive language speakers but also in becoming members of their society. During my lessons, I focus on my students' critical thinking, their cognitive skills, and their target language simultaneously. In my lessons, students play the main role because I believe that students are always the main figures in the learning language process. I always encourage them to learn the target language with real-life experiments. Group working, project designing, and attending lessons actively can lead my students to better understand the language. As a teacher, my main philosophy is not grading the students but teaching them.

My students are typical teenagers and they are in the process of self-discovery, that's why their identity is not fully developed. As their teacher, my responsibility is to follow up students' identities and encourage the students in different aspects

of life, inside and outside of the classroom. Waller, Wethers, and De Costa (2017) noted that "identities are not static; rather, they are dynamic and it is up to the teacher to recognize and allow those multiple identities to flourish in and out of the classroom" (p. 6). If there is a little bit of effort to do something or get involved in the discussion during the lesson students should be rewarded because this is also motivation in learning the target language. I always conduct the lessons with different kinds of activities so all the students can attend and share their ideas. Many students find it difficult to learn a language because of their different identities from other students in the class.

In my classes, there is no discrimination. All my students are equal no matter their social status, religion, and nation. As teachers, while teaching the students we have to consider our language background and experiences, how we learned the language, what kind of difficulties we faced, and what kind of methods could be the best for the students. We should consider that "Students' multiple identities and experiences may influence language learning, but a teacher's background, ideologies, and language learning experiences also come into play in the classroom" (Weller et al., 2017, p. 5). I always try to motivate my students to achieve their goals and make a turning point in their lives for the better side. In every lesson, my students receive feedback about their performance. All students are equally important to me and as their teacher, I have to teach them not only the subject or language but also life and help them to become adequate members of society.

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