

IDENTITY & LANGUAGE LEARNING IN MULTILINGUALISM

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TODAY'S SESSION:

INTRODUCTION

THEORETICAL
FRAMEWORK

KEY
CONCEPTS

IMPLICATION

SUMMARY &
QUESTIONS

INTRODUCTION

INTRODUCTION

INTRODUCTION

WHY DID I CHOOSE THIS TOPIC?

INTRODUCTION

WHY DID I CHOOSE THIS TOPIC?

TARGET AUDIENCE

INTRODUCTION

WHY DID I CHOOSE THIS TOPIC?

TARGET AUDIENCE

FOCUS OF THIS SESSION

THEORETICAL FRAMEWORK

POSTSTRUCTURALISM

POSTSTRUCTURALISM

CHRISTINE WEEDON

“**Identity** is constituted **in and through** language.”

(Weedon, 1997, qtd in Norton)

POSTSTRUCTURALISM

CHRISTINE WEEDON

“

Language is the place where actual and possible forms of social organization and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of ourselves, our **subjectivity**, is constructed.

”

(1997, p. 21)

KEY CONCEPTS

IDENTITY

INVESTMENT

& IMAGINED COMMUNITY/IDENTITY

IDENTITY

BONNY NORTON

“

(...) 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.

”

(2000, p. 5)

INVESTMENT

INVESTMENT

“

If learners **INVEST** in a language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital and social power.

”

(Norton, 2013)

DEVELOPMENT OF THE CONCEPT OF ‘INVESTMENT’

INVESTMENT

high levels of motivation



success in language learning

DEVELOPMENT OF THE CONCEPT OF 'INVESTMENT'

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DEVELOPMENT OF THE CONCEPT OF 'INVESTMENT'

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(Norton, 2013)

WHY A LANGUAGE LEARNER LEARNS A LANGUAGE?

INVESTMENT

“ Are students **MOTIVATED** to learn a language? ”



“ Are students **INVESTED** in the language and literacy practices of a given classroom or community? ”

IMAGINED COMMUNITY & IMAGINED IDENTITY

“ **Imagined communities** refer to groups of people, not immediately tangible and accessible, with whom we connect through the power of the **imagination**. ”

(2013, p. 8)

IMAGINED COMMUNITY BY **NORTON**

IMAGINED COMMUNITY & IMAGINED IDENTITY

What we think of as **nations** are **imagined communities**

“

because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion.

(1991, p. 6)

”

IMAGINED COMMUNITY BY **ANDERSON**

IMAGINED COMMUNITY & IMAGINED IDENTITY



*After work today when I was walking by myself on New Street then I met Karl who was go to the same school with me last course.. I just told him about my job and the course I am taking. He said to me. **'The good thing for you is to go to school then in the future you would have a job to work in the office.'** I hope so. But **sometime I'm scared to dream about that.***

(Mai's diary on May 15, 1991 qtd in Norton, 2013)

CASE STUDY MAI, a young immigrant woman from Vietnam

IMPLICATION

NEW IMAGINED IDENTITY OPTIONS
IN MULTILINGUALISM

NEW IMAGINED IDENTITY OPTIONS IN MULTILINGUALISM

*“I have been struggling to acquire a **native-like competence** since the first English class in the middle school, almost for 18 years.”*

*“I used to think that learning English was to **follow the exactly same models and patterns of native speakers**. In other words, I spent a lot of time to take lessons about English pronunciation and intonation in order to **imitate native speakers’ accents** (...).”*

(qtd in Pavlenko, 2003)

CASE STUDY PRESERVICE & IN-SERVICE TEACHERS IN A TESOL PROGRAM

NEW IMAGINED IDENTITY OPTIONS IN MULTILINGUALISM

*“I was long trapped by monolingual bias; I set a norm of English as one spoken by monolingual speakers and set somewhat lower status on English spoken by L2 speakers including mine, and it took me years to break the spell. (. . .) As a future teacher of English, a language of power, I shall take into consideration of the power English language has in many ways. I hope I can make use of my unique experience of using as well as learning the language in different contexts and share my stories: **the struggle to acquire my voice in English with my future students.***

(qtd in Pavlenko, 2003)

CASE STUDY PRESERVICE & IN-SERVICE TEACHERS IN A TESOL PROGRAM

SUMMARY & **QUESTIONS**

IN SUM,

THEORETICAL
FRAMEWORK

KEY CONCEPTS

IMPLICATIONS

POSTSTRUCTURALISM

IDENTITY

NEW IDENTITY OPTIONS

INVESTMENT

IMAGINED IDENTITY
IMAGINED COMMUNITY

QUESTIONS?

If we have enough time,

FEEDBACK

- What was new information for you in this presentation?
- What was the most interesting/enjoyable part for you in this presentation?
- What was the most challenging part for you in this presentation?
- How can this presentation be improved for the better?
- Last comment to Talia:

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THANK YOU

감사합니다

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