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“FAN VA TA’LIM YANGILIKLARI”

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Bosh muharrir:
Shoumarov G‘ayrat Bahromovich, psixologiya fanlari doktori, akademik

Bosh muharrir o‘rinbosari:
Qodirov Umarali Do‘stqobilovich, psixologiya fanlari doktori (DSc), professor

Mas’ul kotib:
Muqimov Alisher

Texnik muharrir:
Qarshiyev Jamshid Murotaliyevich, pedagogika fanlari bo‘yicha falsafa doktori (PhD), dotsent v.b.

TAHRIR HAY’ATI:

01.00.00 – FIZIKA-MATEMATIKA FANLARI
Ayupov Shavkat Abdullayevich, fizika-matematika fanlari doktori, akademik
A’zamov Abdulla, fizika-matematika fanlari doktori, akademik
Zohidov Erkin A’zamovich, fizika-matematika fanlari doktori, professor

02.00.00 – KIMYO FANLARI
Normaxamatov Nodirali Soxobataliyevich, kimyo fanlar doktori, professor
Tojibayev Komiljon Sharobitdinovich, kimyo fanlar doktori, akademik

03.00.00 – BIOLOGIYA FANLARI
Abdurahmonov Ibrohim Yo‘lchiyevich, biologiya fanlari doktori, akademik
Sulaymonov Botirjon Abdushukurovich, biologiya fanlari doktori, akademik

04.00.00 – GEOLOGIYA-MINERALOGIYA FANLARI
Fayziyev Abdulhaq Radjabovich, geologiya-mineralogiya fanlari doktori, professor
Husanov Sultonboy To‘xtayevich, geologiya-mineralogiya fanlari doktori, professor

05.00.00 – TEXNIKA FANLARI
Allayev Qahramon Rahimovich, texnika fanlari doktori, akademik
Majidov Inom Urishevich, texnika fanlari doktori, professor
Turobjonov Sadritdin Maxamatdinovich, texnika fanlari doktori, akademik
Shaumarov Said Sanatovich, texnika fanlari doktori, professor

06.00.00 – QISHLOQ XO‘JALIGI FANLARI
Namozov Shodmon Ergashovich, qishloq xo‘jaligi fanlari doktori, akademik
Shoumarov Hikmat Bahromovich, qishloq xo‘jaligi fanlari nomzodi, professor

07.00.00 – TARIX FANLARI
Ziyo Azamat Hamid o‘g‘li, tarix fanlari doktori, akademik
Sagdullayev Anatoliy Sagdullayevich, tarix fanlari doktori, akademik
Yusupova Diloram Yunusovna, tarix fanlari doktori, akademik

08.00.00 – IQTISODIYOT FANLARI
Abdurahmonov Qalandar Xodjayevich, iqtisod fanlari doktori, akademik
Musayev Behzod Anvarovich, iqtisod fanlari nomzodi
To‘xliyev Nurislom, iqtisod fanlari doktori, akademik
G‘ulomov Saidahror Saidahmedovich, iqtisod fanlari doktori, akademik

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09.00.00 – FALSAFA FANLARI
Nazarov Qiyom Normirzayevich, falsafa fanlari doktori, professor
Saifnazarov Ismoil Saifnazarovich, falsafa fanlari doktori, professor

10.00.00 – FILOLOGIYA FANLARI
Mengliyev Baxtiyor Rajabovich, filologiya fanlari doktori, professor
Sirojiddinov Shuhrat Samariddinovich, filologiya fanlari doktori, akademik
Xidirov Rajab Gulmatovich, filologiya fanlari nomzodi, dotsent (Tojikiston)

11.00.00 – GEOGRAFIYA FANLARI
Nigmatov Asqar Nigmatullayevich, geografiya fanlari doktori, professor
Tojiyeva Zulxumor Nazarovna, geografiya fanlari doktori, professor

12.00.00 – YURIDIK FANLAR
Rustamboyev Mirzayusuf Hakimovich, yuridik fanlar doktori, professor
Saidov Akmal Xolmatovich, yuridik fanlar doktori, akademik
Xolmo'minov Jumanazar Toshtemirovich, yuridik fanlar doktori, professor
Qodirov Bobiromon Bekmurodovich, yuridik fanlar doktori, professor

13.00.00 – PEDAGOGIKA FANLARI
Djurayev Risboy Haydarovich, pedagogika fanlari doktori, akademik
Ibraimov Xolboy, pedagogika fanlari doktori, akademik
Musurmonova Oynisa, pedagogika fanlari doktori, professor
Umarov Bahrom Norboyevich, pedagogika fanlari bo'yicha falsafa doktori, dotsent

14.00.00 – TIBBIYOT FANLARI
Akilov Xabibulla Ataullayevich, tibbiyot fanlari doktori, professor
Nazirov Feruz Gafurovich, tibbiyot fanlari doktori, akademik

15.00.00 – FARMATSEVTIKA FANLARI
Abdullabekova Viloyat Nurillabekovna, farmatsevtika fanlari doktori, professor
Tulaganov Abduqodir Abdurahmonovich, farmatsevtika fanlari doktori, professor

16.00.00 – VETERINARIYA FANLARI
Daminov Asadullo Suvonovich, veterinariya fanlari doktori, professor
Jabborov Shuhrat Abdumajidovich, veterinariya fanlari doktori, professor
G'afurov Aktam G'afurovich, veterinariya fanlari doktori, professor

17.00.00 – SAN'ATSHUNOSLIK FANLARI
Ahmedova Nigora Rahimovna, sanatshunoslik fanlari doktori, professor
Hakimov Akbar Abdullayevich, san'atshunoslik fanlari doktori, akademik

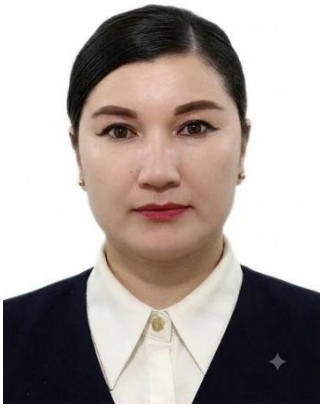
18.00.00 – ARXITEKTURA
Nozilov Dodo Avazovich, arxitektura fanlari doktori, professor
Uralov Axtam Sindarovich, arxitektura fanlari doktori, professor

19.00.00 – PSIXOLOGIYA FANLARI
Abdusamatov Hasanboy Usmonjon o'g'li, psixologiya fanlari doktori, professor
Barotov Sharif Ramazonovich, psixologiya fanlari doktori, professor
Karimova Vasila Mamanosirovna, psixologiya fanlari doktori, professor
Halimova Mashraboy Vohidovna, psixologiya fanlari doktori, professor
Lazar Drajeta, psixologiya fanlari doktori, professor, Belgrad, Serbiya
Karpinskiy Konstantin Viktorovich, psixologiya fanlari doktori, professor, Grodno, Belarussiya
Boboyeva Sayyora Boboradjabovna, psixologiya fanlari doktori, professor, Tojikiston
Suletbayeva Ella Serikbayevna, psixologiya fanlari doktori, dotsent

Turaxonov Abdukarim Eshkuziyevich, psixologiya fanlari bo'yicha falsafa doktori, dotsent
22.00.00 – SOTSIOLOGIYA FANLARI
Bekmurodov Mansur Bobomurodovich, sotsiologiya fanlari doktori, professor
Toshmuhamedova Dilorom Gafurdjanovna, sotsiologiya fanlari doktori
23.00.00 – SIYOSIY FANLAR
Fayzullayev Alisher Omonullayevich, siyosiy fanlar doktori, professor
Hasanov Otabek Abdurashidovich, siyosiy fanlar doktori
Paxrutdinov Shukritdin Ilyasovich, siyosiy fanlar doktori, professor
Omonov Baxtiyor Axtamovich, siyosiy fanlar doktori, professor
Quronboyev Qahramon Qo'chqorovich, siyosiy fanlar doktori, professor
Avazov Komil Xolliyevich, siyosiy fanlar bo'yicha falsafa doktori
24.00.00 – ISLOMSHUNOSLIK FANLARI
Ibrohimov Ne'matulla, filologiya fanlari doktori, akademik
Islomov Zohidjon Mahmudovich, filologiya fanlari doktori, professor

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UDK 372.881.111.1:37.015.3



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LEARNER IDENTITY, MOTIVATION, AND INVESTMENT IN SECOND LANGUAGE LEARNING: A COMPARATIVE CASE STUDY OF TWO SECONDARY SCHOOL STUDENTS IN UZBEKISTAN

Abstract. Second language development is shaped not only by linguistic ability but also by learners' identities, previous language-learning experiences, motivation, and opportunities to participate in meaningful communicative contexts. This qualitative comparative case study examines the English language learning experiences of two 15-year-old secondary school students in Uzbekistan, referred to by the pseudonyms Nodir and Sitora. Although both learners study English within the same national educational context, their linguistic backgrounds, previous experiences, exposure to English, and patterns of engagement differ considerably. Nodir is a Tajik–Uzbek bilingual learner with extensive experience living in English-speaking countries, whereas Sitora has primarily encountered English through formal schooling and independent learning. Drawing on Krashen's Input Hypothesis, Schmidt's Noticing Hypothesis, and Darvin and Norton's conceptualization of identity, motivation, and investment, the study examines how learners' sociocultural identities and learning histories shape their engagement with English. The analysis indicates that Nodir demonstrates greater confidence and investment in informal spoken English but requires additional support in academic language, whereas Sitora demonstrates stronger engagement with written English but experiences greater hesitation in oral communication. The findings highlight the importance of differentiated and identity-responsive language instruction that provides academically rich input alongside supportive, low-pressure opportunities for meaningful communication.

Keywords: learner identity, second language acquisition, motivation, investment, sociocultural factors, English language learning, Uzbekistan, secondary education.

IKKINCHI TILNI O‘RGANISHDA O‘QUVCHI SHAXSI, MOTIVATSIYASI VA INVESTITSIYASI: O‘ZBEKISTONDAGI IKKI UMUMIY O‘RTA TA’LIM O‘QUVCHISINING QIYOSIY KEYS-TADQIQOTI

Annotatsiya. Ikkinchi tilni rivojlantirish jarayoni nafaqat lingvistik qobiliyat, balki o‘quvchining shaxsiyati, avvalgi til o‘rganish tajribasi, motivatsiyasi hamda mazmunli kommunikativ muhitlarda ishtirok etish imkoniyatlari bilan ham belgilanadi. Mazkur sifatli qiyosiy keys-tadqiqot O‘zbekistondagi umumiy o‘rta ta’lim muassasasida tahsil olayotgan 15 yoshli ikki o‘quvchi — tadqiqot etikasi nuqtayi nazaridan Nodir va Sitora taxalluslari bilan nomlangan respondentlarning ingliz tilini o‘rganish tajribasini o‘rganadi. Har ikki o‘quvchi bir xil milliy ta’lim sharoitida ingliz tilini o‘rganayotgan bo‘lsa-da, ularning lingvistik kelib chiqishi, avvalgi tajribasi, ingliz tiliga duch kelish darajasi va o‘quv jarayonidagi faollik xususiyatlari sezilarli darajada farq qiladi. Nodir tojik-o‘zbek ikki tilli o‘quvchi bo‘lib, ingliz tilida so‘zlashuvchi mamlakatlarda yashash tajribasiga ega, Sitora esa ingliz tilini asosan rasmiy ta’lim va mustaqil o‘rganish orqali egallagan. Tadqiqotda Krashenning Input gipotezasi, Schmidtning Noticing gipotezasi hamda Darvin va Nortonning shaxsiyat, motivatsiya va investitsiya konsepsiyalariga tayangan holda o‘quvchilarning ijtimoiy-madaniy shaxsi va til o‘rganish tajribasi ularning ingliz tiliga bo‘lgan munosabati hamda ishtirokiga qanday ta’sir ko‘rsatishi tahlil qilinadi. Tahlil natijalari Nodir norasmiy og‘zaki ingliz tilidan foydalanishda yuqori ishonch va faol investitsiyani namoyon etishini, biroq akademik tilni o‘zlashtirishda qo‘shimcha yordamga ehtiyoj sezishini ko‘rsatadi. Sitora esa yozma ingliz tilidan foydalanishga nisbatan yuqoriroq faollikni namoyon etib, og‘zaki muloqotda ko‘proq ikkilanishga duch keladi. Tadqiqot natijalari akademik jihatdan boy til materiali bilan bir qatorda mazmunli muloqot uchun qo‘llab-quvvatlovchi va psixologik bosimi past kommunikativ imkoniyatlarni taqdim etuvchi differensial hamda o‘quvchi shaxsiyatiga yo‘naltirilgan til ta’limining muhimligini ko‘rsatadi.

Kalit so‘zlar: o‘quvchi shaxsi, ikkinchi tilni o‘zlashtirish, motivatsiya, investitsiya, ijtimoiy-madaniy omillar, ingliz tilini o‘rganish, O‘zbekiston, umumiy o‘rta ta’lim.

ИДЕНТИЧНОСТЬ УЧАЩЕГОСЯ, МОТИВАЦИЯ И ИНВЕСТИЦИЯ В ИЗУЧЕНИЕ ВТОРОГО ЯЗЫКА: СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ ДВУХ УЧАЩИХСЯ ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ В УЗБЕКИСТАНЕ

Аннотация. Развитие второго языка определяется не только лингвистическими способностями, но и идентичностью учащихся, их предыдущим опытом изучения языков, мотивацией и возможностями участия в содержательно значимых коммуникативных ситуациях. В данном качественном сравнительном исследовании рассматривается опыт изучения английского языка двух 15-летних учащихся общеобразовательной школы в Узбекистане, обозначенных в соответствии с исследовательской этикой псевдонимами Нодир и Ситора. Несмотря на обучение английскому языку в едином национальном образовательном контексте, учащиеся существенно различаются по языковому и социокультурному происхождению, предшествующему опыту, степени контакта с английским языком и характеру учебной вовлечённости. Нодир является таджикско-узбекским билингвом и имеет значительный опыт проживания в англоязычных странах, тогда как Ситора преимущественно изучала английский язык в рамках формального образования и самостоятельно. На основе гипотезы ввода С. Крашена, гипотезы осознания Р. Шмидта, а также концепции идентичности, мотивации и инвестиции Д. Дарвина и Б. Нортон в исследовании анализируется влияние социокультурной идентичности и предшествующего языкового опыта учащихся на их вовлечённость в изучение английского языка. Результаты анализа показывают, что Нодир демонстрирует большую уверенность и более высокую вовлечённость в использование разговорного английского языка в неформальных ситуациях, однако нуждается в дополнительной поддержке при освоении академического языка. Ситора, напротив, проявляет более высокую вовлечённость в письменную английскую речь, но испытывает больше трудностей и неуверенности в устной коммуникации. Полученные результаты подчёркивают необходимость дифференцированного и ориентированного на идентичность языкового обучения, сочетающего содержательно насыщенный языковой материал с поддерживающими коммуникативными ситуациями, снижающими психологическое давление и создающими возможности для содержательного общения.

Ключевые слова: идентичность учащегося, овладение вторым языком, мотивация, инвестиция, социокультурные факторы, изучение английского языка, Узбекистан, общее среднее образование.

Introduction. Second language learning is influenced by a complex interaction of linguistic, cognitive, affective, and sociocultural factors. Although traditional approaches to language learning have often emphasized proficiency, motivation, and individual differences, contemporary perspectives increasingly highlight the role of learners' identities, social contexts, and opportunities to participate in language practices. From this perspective, learners do not enter the

classroom as linguistically neutral individuals. Rather, they bring with them previous experiences, cultural backgrounds, linguistic resources, beliefs, and expectations that shape how they engage with an additional language.

Learner identity is particularly important because individuals' relationships with a language are shaped by the social contexts in which they encounter and use it. Darvin and Norton argue that motivation and investment provide complementary perspectives for understanding language learning: motivation focuses primarily on learners' psychological and affective orientations, whereas investment draws attention to identity, social positioning, and the perceived social value of language practices.

Input also plays a central role in second language development. Krashen's Input Hypothesis emphasizes the importance of comprehensible input for language acquisition, while subsequent processing-oriented approaches have examined how learners attend to and process linguistic input. VanPatten's work, for example, emphasizes the processes through which learners attend to and interpret linguistic input rather than simply the quantity of input they receive.

However, access to English input is not equally distributed among learners. Students who have lived in English-speaking environments may encounter authentic opportunities for communication, whereas learners whose exposure is largely restricted to formal schooling may have fewer opportunities to develop spontaneous oral communication. Consequently, two learners studying within the same educational environment may demonstrate substantially different strengths, needs, and patterns of engagement.

This issue is particularly relevant in the Uzbek educational context, where English has become increasingly important for academic study, international communication, and future educational and professional opportunities. Nevertheless, learners' access to English beyond the classroom may vary according to their linguistic backgrounds, mobility, social networks, and previous educational experiences.

The present study addresses the following research questions:

How do learners' linguistic and sociocultural identities shape their English language learning experiences?

How do previous experiences and exposure to English influence learners' strengths and challenges in oral and academic English?

How do motivation and investment influence learners' engagement with English?

What instructional approaches may better respond to the individual needs of learners with different language-learning histories?

The study compares two secondary school learners, Nodir and Sitora, whose English-learning histories differ substantially. By examining these two cases, the study seeks to demonstrate why language instruction should account for learners'

identities, experiences, and patterns of participation rather than treating learners as a homogeneous group.

Methods

Research Design

This study employed a qualitative comparative case study design to examine the English language learning experiences of two secondary school students in Uzbekistan. A case-study approach was selected because it allows for an in-depth examination of individual learners within their linguistic, educational, and sociocultural contexts.

The two cases were selected because they represent contrasting language-learning trajectories. Although both learners are 15 years old and study English in Uzbekistan, they differ considerably in terms of linguistic background, international mobility, exposure to English, confidence in oral communication, and engagement with academic English.

Participants

The participants were two 15-year-old secondary school learners, referred to by the pseudonyms Nodir and Sitora in order to protect their identities.

Nodir is a Tajik–Uzbek bilingual learner who was born in Uzbekistan and grew up in a Tajik-speaking family in which both Tajik and Uzbek are used. Because of his father's employment, he previously lived in several English-speaking countries, including the United States, the United Kingdom, and Australia. These experiences provided him with opportunities for authentic interaction with English speakers in everyday contexts.

Sitora comes from an Uzbek-speaking family in Uzbekistan. Unlike Nodir, she has not lived abroad and has had relatively limited opportunities to use English outside formal educational settings. Her primary exposure to English has occurred through school instruction and independent use of online learning materials.

The contrasting backgrounds of the participants provide an opportunity to examine how different language-learning histories may shape learners' identities, motivation, investment, and language practices.

Analytical Framework

The analysis was informed by three complementary perspectives on second language learning.

First, Krashen's Input Hypothesis was used to examine the relationship between learners' exposure to comprehensible English input and their language development. This perspective is particularly relevant to Nodir because of his extensive experience in English-speaking environments.

Second, Schmidt's Noticing Hypothesis was used to consider the role of conscious attention to language form and use in learners' development. This perspective is relevant to both learners because strength in one area of English does not necessarily transfer automatically to other linguistic contexts.

Third, Darvin and Norton's framework of identity, motivation, and investment was used to examine how learners' social positioning and perceived opportunities influence their engagement with English. Their framework emphasizes that motivation and investment are related but distinct constructs: learners may be motivated to learn a language while investing differently in particular language practices.

The analysis focused on four dimensions:

linguistic and sociocultural identity;

previous English-learning experiences and exposure;

motivation and investment;

instructional needs and participation patterns.

Data Analysis

The available learner background information and instructional observations were analyzed thematically. The analysis involved identifying recurring patterns in the learners' language practices, strengths, challenges, motivation, and engagement with English.

The two cases were then compared across the four analytical dimensions. Particular attention was given to differences between informal and academic English, oral and written language use, and classroom and out-of-class exposure.

Because the present study is based on a small number of cases, its purpose is not statistical generalization. Rather, it seeks to provide an in-depth account of how individual language-learning histories may shape learners' engagement with English.

Results

Contrasting Language-Learning Profiles

The analysis revealed substantial differences between Nodir and Sitora despite their similar age and educational context.

Dimension	**Nodir**	**Sitora**
Linguistic background	Tajik–Uzbek bilingual	Uzbek-speaking
International experience	Lived in English-speaking countries	No experience living abroad
Main English exposure	Authentic social interaction	School and online materials
Oral English	Relatively confident	More hesitant
Written English	Less confident in academic contexts	Relatively stronger
Academic English	Major area of difficulty	Developing
Motivation	Social and academic	Primarily academic and future-oriented

Investment	Stronger in informal communication	Stronger in formal classroom learning
Main instructional need	Academic register and formal language	Oral confidence and interaction

These differences suggest that English proficiency cannot be understood solely in terms of the amount of classroom instruction learners receive. Their previous experiences and opportunities for language use appear to have influenced the domains in which they feel most confident and the types of English with which they are most familiar.

3.2. Nodir: Strong Informal Communication but Limited Academic English

Nodir demonstrated considerable confidence in conversational English. His previous residence in the United States, the United Kingdom, and Australia provided opportunities for authentic interaction with English speakers. His English development therefore appears to have been strongly supported by informal communicative experiences.

His major challenge was not basic communication but the transition from conversational English to academic English. He was more comfortable with casual conversation and group interaction than with formal vocabulary, complex academic structures, and school-oriented genres.

This pattern suggests that extensive exposure to authentic communication may contribute to communicative confidence without necessarily resulting in equivalent competence in academic registers. Nodir's experience therefore illustrates the importance of distinguishing between conversational proficiency and academic language proficiency.

His Tajik–Uzbek bilingual background also represents an important linguistic resource. Rather than treating bilingualism as a deficit, the analysis recognizes that Nodir possesses a broader linguistic repertoire that may contribute to his language awareness. At the same time, moving between Tajik, Uzbek, and English across different contexts may require him to develop greater awareness of register and language-specific conventions.

Sitora: Stronger Written Engagement and Limited Oral Participation

Sitora demonstrated a contrasting profile. Her primary contact with English has occurred through formal schooling and independent online learning. As a result, she appeared more comfortable with reading and writing than with spontaneous oral communication.

Her main difficulty was hesitation when speaking, particularly in larger groups. This pattern may reflect affective and social factors that influence her willingness to participate in oral language practices.

From an affective perspective, learning environments perceived as threatening or judgmental may reduce learners' willingness to participate. Sitora may therefore

benefit from instructional contexts that reduce performance pressure and provide gradual opportunities for oral participation.

Her case also demonstrates that limited out-of-class exposure may restrict opportunities for developing spontaneous communication. Although she may possess knowledge of English vocabulary and grammar, such knowledge does not necessarily translate into confident oral performance without opportunities for meaningful interaction.

Motivation and Investment

The two learners also demonstrated different patterns of motivation and investment.

Nodir appeared to have strong motivation for informal English use. English was associated with social interaction and his previous experiences in English-speaking environments. Consequently, he had invested considerable time and effort in oral communication.

However, his investment in academic English appeared comparatively weaker. Formal writing and academic language did not have the same personal relevance as conversational English. His motivation to improve academic English could therefore be understood partly in instrumental terms, particularly in relation to school requirements and academic performance.

Sitora's motivation was more strongly connected to formal education and future opportunities. Academic success, examinations, and the possibility of future international study provided instrumental reasons for learning English.

Nevertheless, her investment was uneven. She participated more comfortably in structured learning activities than in spontaneous oral communication. Her willingness to speak appeared to depend considerably on the social and emotional conditions of the classroom.

These contrasting patterns support the argument that motivation and investment should not be treated as identical concepts. A learner may value English and be motivated to learn it while investing more heavily in particular language practices than in others.

Discussion. The findings demonstrate that the two learners' English development is closely connected to their identities, language-learning histories, and opportunities for participation.

Nodir's experience illustrates the potential benefits of extensive authentic exposure to English. His international mobility provided opportunities for interaction that are difficult to reproduce through classroom instruction alone. This exposure appears to have contributed to his confidence in conversational English. However, his difficulty with academic English demonstrates that communicative experience does not automatically result in mastery of formal academic registers.

This finding has important pedagogical implications. Rather than providing Nodir with additional general conversation practice alone, instruction should help him transfer his existing communicative competence into academic contexts. Content-based instruction, academic discussions, formal presentations, and genre-based writing activities could provide opportunities to develop this transition.

Sitora represents a different learning trajectory. Her stronger engagement with written English reflects her experience with formal schooling and independent study. However, her limited oral participation suggests that knowledge of English does not necessarily result in willingness or confidence to use the language spontaneously.

For Sitora, the classroom environment is therefore particularly important. Small-group discussions, pair work, rehearsed speaking tasks, supportive peer interaction, and gradual progression toward whole-class participation may reduce pressure while increasing opportunities for meaningful communication.

The comparison also illustrates the importance of identity in second language learning. Nodir's identity as a multilingual learner with transnational experiences appears to position English as a language of social interaction. Sitora's identity is more strongly connected to formal schooling and the Uzbek-speaking environment. These different identities may influence not only what the learners can do in English but also the contexts in which they are willing to use it.

The findings further support the value of distinguishing motivation from investment. Nodir is motivated to use English socially but appears less invested in academic English. Sitora is motivated by academic and future-oriented goals but invests less confidently in spontaneous speaking. This distinction is consistent with Darvin and Norton's argument that motivation and investment provide different but complementary perspectives on language learning.

The study also has implications for differentiated instruction. Treating both learners with the same instructional approach would overlook their different needs. Nodir requires greater attention to academic vocabulary, formal register, academic writing, and structured oral genres. Sitora requires increased opportunities for low-pressure oral interaction, pronunciation practice, confidence building, and authentic communicative exposure.

Instructional Implications

The findings suggest several instructional strategies.

For Nodir:

academic vocabulary development;

genre-based academic writing;
formal presentations and seminars;
content-based instruction;
explicit attention to academic grammar and register;
transformation of conversational language into academic language.

For Sitora:

pair and small-group speaking activities;
gradual progression from controlled to spontaneous speaking;
pronunciation and phonological awareness activities;
supportive and formative feedback;
authentic listening materials;
low-pressure communicative tasks.

Communicative Language Teaching may support both learners, although its implementation should be differentiated. Nodir may benefit from formal discussions, presentations, and academic role plays, whereas Sitora may initially benefit more from pair and small-group interaction.

Task-Based Language Teaching may similarly provide opportunities for both learners to use English meaningfully. Tasks involving authentic materials, problem-solving, interviews, presentations, and real-world situations can connect classroom learning with communicative purposes.

However, instructional methods should not be selected simply because they are theoretically associated with language learning. Their effectiveness depends on how appropriately they respond to the specific learner profile, instructional objectives, and learning context.

Teaching Implications. The comparison of Nodir and Sitora reinforces the need for learner-centered and differentiated language instruction. Effective teaching should recognize that learners may possess different forms of linguistic capital and may participate in English differently depending on their identities, previous experiences, and perceived social opportunities.

Teachers should therefore avoid interpreting limited oral participation as direct evidence of low motivation. In Sitora's case, limited speaking may reflect affective and contextual barriers rather than a lack of interest in English.

Similarly, Nodir's conversational confidence should not be interpreted as evidence of complete English proficiency. His experience demonstrates the importance of distinguishing between conversational fluency and academic language competence.

A differentiated classroom can therefore provide multiple pathways for participation. Students with stronger oral confidence can be challenged through academic presentations and discussions, while students who are less confident can initially participate through pair work, rehearsal, collaborative tasks, and scaffolded speaking activities.

Such an approach is consistent with an inclusive view of language teaching in which learners' linguistic and cultural resources are treated as potential strengths rather than deficiencies.

Conclusion. This comparative case study examined how identity, previous language-learning experiences, motivation, and investment may shape English language learning among two secondary school learners in Uzbekistan.

The analysis revealed contrasting learner profiles. Nodir's transnational experiences and extensive exposure to English appear to have contributed to greater confidence in informal oral communication, while he requires additional support in academic English. Sitora, in contrast, demonstrates stronger engagement with written English but experiences greater difficulty and hesitation in oral communication.

These findings suggest that English language instruction should move beyond a one-size-fits-all approach. Learners' identities, linguistic resources, previous experiences, and opportunities for meaningful language use should be considered when designing instruction.

The study also highlights the value of distinguishing motivation from investment. Both learners have reasons to learn English, but they invest differently in particular language practices. Their cases therefore demonstrate how engagement with English is shaped not only by what learners want to achieve but also by how they position themselves within different social and educational contexts.

The study has an important limitation: it focuses on only two learners and relies primarily on qualitative learner profiles and instructional analysis. Therefore, the findings cannot be generalized to the wider population of Uzbek secondary school students. Future research should examine a larger and more diverse sample and incorporate interviews, classroom observations, language assessments, learner journals, and other forms of empirical data.

Nevertheless, these two cases demonstrate the importance of identity-responsive and differentiated language teaching. Understanding learners as individuals with distinct linguistic histories can help teachers create more meaningful opportunities for both academic development and communicative participation.

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FAN VA TA'LIM YANGILIKLARI
JURNALI

2026-yil
9(2)-son

Muassis - "FAN VA INNOVATSIYA YANGILIKLARI" MCHJ
Jurnal hamkori - «PROFI UNIVERSITY»

Jurnal O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi axborot va ommaviy kommunikatsiyalar agentligi tomonidan 2024-yil 24-may kuni № 454068-sonli guvohnoma bilan ro'yxatga olingan.

Jurnal 2024-yilda tashkil etilgan, 1 oyda bir marta o'zbek, tojik, qozoq, qirg'iz, qoraqalpoq, rus va ingliz tillarida nashr etiladi.

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Telegram kanali: **https://t.me/saen_2024**

Maqolada keltirilgan fakt va ma'lumotlarning to'g'riligi uchun mualliflar mas'uldirlar.

"Fan va ta'lim yangiliklari" ilmiy-amaliy jurnali Oliy attestatsiya komissiyasi Rayosatining qarori (25.08.2025 y., №374/5) bilan pedagogika va psixologiya fanlari bo'yicha falsafa doktori (PhD) va fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan milliy ilmiy nashrlar ro'yxatiga kiritilgan.

ISSN: 3093-8694