



## IMPLEMENTING LANGUAGE POLICY AND PLANNING THROUGH MATERIALS DEVELOPMENT

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Language as both a social practise and the manner in which it produces and is created by a range of social connections are of relevance to instructors who are engaged in identities, multilingualism, and critical approaches. These interactions are diverse, similar to those between a speaker and a listener, an educator, a test creator and a test participant, and a university and a nation. The common belief that social interactions are rarely formed on equal footing, echoing and forming power structures in larger society, is what qualifies educators as "analytical." Additionally, the plural form of "pedagogical approaches" implies that there are several ways in which pedagogy may be critical; for critical language educators, the difficulty is figuring out the most effective approach to undertake a project of potential vocabulary learning across time and various contexts.

Researchers interested in second-language identification in the late 1970s and early 1980s tend to differentiate between societal identity identification. "Sense of identity" was understood to relate to how a language learner's link to the greater social environment is controlled by organisations including family, schools, businesses, social care, and legal systems (e.g., Gumperz, 1982).

The creation and presentation of personalities Although the internet is the means, communication is at the heart of the production of numerous identities. Thorne and Black (2011) use two examples to illustrate how weblogs and instant messaging (IM) offer a stylistic flair whereby authors intentionally combine textual standards with other semiotic resources to accomplish more personal purposes. They are capable of communicating with both nearby social media platforms and distant, unknown audiences by building new performance and semantic forms of expression that allow them to enact pertinent identities. Scientists are now using digital tales, a type of identity text, to better comprehend how students create identities using more information.

Unless the claim that a vernacular provisional licence identity has been culturally and historically crafted in relation to governmental and societal practises is taken into account, it follows that decision makers, teachers, investigators, supervisors, reviewers, and analyzers are all involved in the variety of personas from which a L2 learner can choose. The consequences of



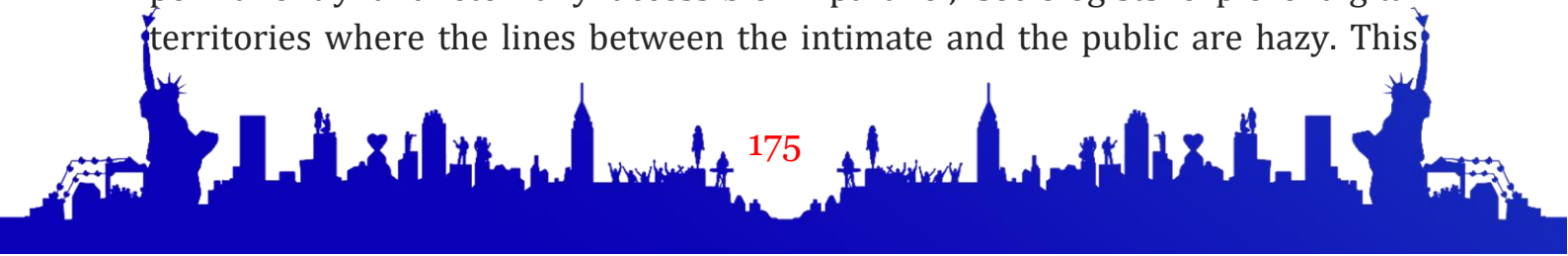


analytic approaches are considerable as organisations and society negotiate new technological horizons in a context of accelerating globalisation.

The internet also creates and strengthens identities, but it also has the potential to perpetuate societal injustices. The identities, social background, and financial resources of a student influence their exposure to and utilisation of computer media (Warschauer and Matuchniak 2010). The middle-class kids had better access to English language skills because of their limitless connections and technological devices, which helped them build content vocabularies and language comprehension. They became encouraged to experiment with various dialects and learn about international middle- and upper-class cultural aspects by developing representations that became identifiers.

I think the consequences of such internet-based identification have become more and more important as technological opportunities continue to facilitate a rather flexible interaction with the world. Nevertheless, instructors who are concerned with identities, L2 proficiency, and analytical methodologies face two significant problems. First off, there are an increasing number of these new venues that enable students to access, pick, and change material for personal purposes and to engage in a broader global society. Because these places need constantly changing kinds of knowledge, it becomes even more important for learners to navigate those areas and new types of social organisation using communication. The capillaries of dominance that control these settings, along with the underlying mechanisms of inclusion and exclusion, become less evident as learners inhabit more remote and virtual locations. Although technology demands new competences and approaches, it also creates new kinds of inequalities that have an effect on autonomy as people seek their respective life goals. Technologies, the centre of the globalised world, can result in "among the most devastating types of marginalization," according to Castells (2001). Socioeconomic status has a significant influence on who has exposure to and innovates, although it has received very little attention in modern language teaching studies. Session identity, including "middle class" and "middle class," together with traditional notions of social stratification, no longer truly reflect the reality of global society.

Students' multimodal self-presentations may also cement perceptions of identities and have a complex, significant impact on their daily lives, just as digitization affects students' notions of time and place and makes them permanently and eternally accessible. In parallel, sociologists explore digital territories where the lines between the intimate and the public are hazy. This





poses additional ethical, explicit consent, and investigator identification issues. In order to observe and analyse learning situations where students move smoothly between online and offline settings while utilising linguistic and technological tools in constantly changing ways, investigators also require increasingly complex tools. An important topic of study in language classes will be how they affect the way we examine identities and how this leads to more difficult practical difficulties.

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