

### **Identity, Language Learning, and Critical Pedagogies in Digital Times**

This article is written by Ron Darvin and Bonny Norton and aimed at to describe how critical pedagogies responded to the new structures, innovative technologies and relations of power in digital times. According to the researches and developments the digital times are classified in three categories. They are following:

1. The construction and performance
2. Performance of identities
3. Educational inequities

Next, this article gives information about two major issues in language learning. First, multiplicity of spaces and literacy and second one is critical reflection which requires systematic pattern of control. Educators and scholar consider identity, language learning and critical pedagogies as social practice since it is constructed by a mix variety of social relationships such as teacher and student, the writer and reader or test taker or school. In early developments part, they are interested differences between social identity and cultural identity in the 1970s. Social identity is the individual language learner and the larger social institutions such as families, schools, workplaces and social services. Cultural identity is an individual and members of a particular ethnic group who share common history and language. While gathering facts about identities, psycholinguistic approach, sociological and anthropological dimensions of language learning took into consideration. When it comes to major contributions part, technology and digital innovations was caused to accelerate globalization and the whole world was fragmented by digital media. Furthermore, virtual world brought more benefits to humans like people get an opportunity to share their interest, tastes and information with one another other. As it is mentioned, construction and performance are one of the categories of identity and they deal with the language by enacting social networks and anonymous audience. In this process, learners could able to develop their own digital stories like “An Odyssey of self”. Most importantly,

researches proofed that not only technologies enabled the performance of learners' identity but also the digital can be used in critical pedagogies too. For example, learners gain access to research about HIV/AIDS by using digital tools in Uganda. It is the relations of power which is discovered by the students. When it comes to the educational inequities, digital construct may reproduce social inequities among learners. For instance, middle class children have more opportunities to access the English language resources rather than working class children. To recapitulate briefly, new digital era can open new door for the next generation and provides with new implications for critical pedagogies.

To begin with, I have acknowledged from this article a lot since it provides with full of information which can be useful for my future career. From my perspective, I can say that digital era can give huge profit to the both critical pedagogy and learners identity while language learning. Most significantly, digital era offers more flexible engagement with the world and the implications of the virtual on identify are becoming progressively important. I can supply with several merits of digital in learning and teaching. The use of technology makes the students feel much more motivated, and using devices with which they can practice a language through features such as voice recognition and interactive multimedia exercises. For young students, learning using a tablet or smartphone is much more stimulating than traditional textbooks and CDs of practice exercises. Technology in language learning transforms students from passive recipients into active learners and enables deeper and more rewarding use of language. Students can study their English course using a variety of comprehensive apps that can sync even without internet. To sum up, learners' second language capabilities may extend by digital resources and make the world more globalized by increasing English language learners.

It is widely known that digital era has great position around the world in each sphere as well as in education. I wanted to connect this article with "Learners Digital stories in a Web 2.0 Age" written by Ghinwa Alameen. While reading the first article, I have found one case which is happened in Uganda. As Norton mentioned (2011) "Digital tools allowed females to gain

knowledge about HIV/AIDS. By this accessing the internet, they were able to learn about the female body and teenage pregnancy privately and they might not be able to discuss this topic with larger groups. Next, students could be able to create a story about an event that happened in their life. One of the benefits of the digital tool is that any learner can be able to find and share information with their own friends or only by themselves which facilitate them to grow in learning any new information. According to Canole (2008) mentioned that “In fast-changing digital age, English language learners face increasing demands to advance their familiarity with a variety of online tools as well as effective strategies for collaborative and communicative work”

**References:**

Alamen, G. (2011). “*Learner Digital Stories in a Web 2.0 Age*” TESOL Journal 2.3, September 355-359

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