The impact of identity-related processes on TBLL: A case study of Bosnia and Herzegovina English language undergraduates

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This paper presents the findings of a study conducted as part of the English integrated skills module with the first-year English language undergraduates from Banja Luka University, Bosnia and Herzegovina, examining the potential effects of identity-related processes (identity formation/consolidation and negotiation) on task-based language learning (TBLL). The task propositions allowed the students to independently select the topic(s), work procedure and end product medium and form, as well as to choose between individual, pair and group work. The structure of the tasks used and the potential of identity negotiation are assessed in relation to the students’ English proficiency improvement and selected aspects of identity/identity formation/consolidation, as perceived by the students themselves. To that end, two surveys were conducted, one on the students’ self-concept, perception of others and a range of L1 and L2-related cultural identity markers, and another on the thematic and procedural relevance of the task structure (personal and group dynamics; decision making and position along the group leader-group follower range vs. preferred type of activity vs. self-perceived language learning and use ability and preferences; personal vs. group contribution to task completion). The survey findings are compared to the students’ papers produced during and following the tasks and analysed using literal, interpretive and reflexive coding.

References:


Keywords: task-based language learning (TBLL), identity-related processes.