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in Negotiating Cultural Capita And Knowledge Construction-  
A Case Study of An English Language Classroom

**Department:** Department of Educational Studies

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### **Findings**

The study found the language learning culture of the ESL classroom provided scope to learners to associate their L1 repertoire with the acquisition of a new L2 vocabulary by linking their previous knowledge with unfamiliar words. The learners used 'translanguaging' strategy to merge their L1 semiotic expressions in their writing style to communicate their thought construction in L2. The study found the effective use of translanguaging strategy by the teacher to encourage learners to communicate their thoughts and to check their comprehension. The study further observed language socialization can only happen if classroom spaces can facilitate authentic conversations to take place in the class to create speech communities. The role of learners' identities in negotiating cultural capital and knowledge construction is an ongoing process. Learners invest their identities to perform well in the class; however, in a classroom context, the teacher identifies learners based on their academic performance, which has a direct effect on the teacher and her teaching methodology. The study found the scope of language socialization emerges as learners invest their identities to engage actively in the speech community, that is, the classroom during the intervention sessions. The classroom culture is shaped by the intellectual creator who imposes her authority to create cultural legitimacy. The ESL speech community involves individual learners and their identity investment to acquire communicative competence and negotiate their cultural capital and symbolic resources as they construct knowledge in the classroom.