

**Towards Becoming Ideal Multilingual Self: A Narrative Inquiry into Language
Learning, Personal Investment and Identity Formation**

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Ethical Approval



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Dear **Aigerim Turanova**

This letter now confirms that your research project titled '**Towards Becoming an Ideal Multilingual Self: A Narrative Inquiry into Language Learning, Personal Investment, and Identity Formation**' has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

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Abstract

Towards Becoming an Ideal Multilingual Self: A Narrative Inquiry into Language

Learning, Personal Investment, and Identity Formation

The present narrative study focuses on the journey towards constructing an ideal multilingual self through an in-depth analysis of the relationship between the notion of language learning being intertwined with personal investment and the development of identity. As multilingualism is increasingly valued in our globalized world, it is recognized as a critical asset that develops the individual both culturally and intellectually. Despite the large amount of research on multilingualism, the specific processes of acquiring skills that incorporate both linguistic and cultural diversity are poorly understood. This research is directed to reveal the hidden motives, problems, and changes experienced by the language learners. Using qualitative methods, particularly narrative essays and semi-structured interviews, the research explores the detailed, unique and rich personal stories of the participants, their personal career, emotion and time based personal investments and their identity transformations. The notion of the link between language learning and personal identity formation was first introduced by Bonnie Norton (2013) and then elaborated by Darwin and Norton (2015) in a study that investigated the connection between identity and patterns of investment in applied linguistics. The study is guided by the theoretical framework provided by Bonnie Norton (2013) and Darwin and Norton (2015) and investigates the connection between language learning, identity development and investment. As expected, the results show that language learning, personal investment and identity formation have a close integrated correlation. These processes influence a learner's perception of the ideal multilingual self, self-esteem and the feeling of belonging to different social and cultural communities. Even

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though the personal dimension of this language learning is always connected with emotional exhaustion, loneliness, and professional burnout, participants had optimistic attitudes towards their multilingual experiment. In conclusion, this narrative study reveals key aspects of the development of the multilingual self. It illuminates the path to becoming an ideal multilingual, emphasizing personal involvement, cultural immersion and identity transformation in the process of achieving linguistic proficiency and intercultural competence.

Keywords: language learning, multilingualism, Ideal Multilingual Self, personal investment, identity transformation, language learners

Аңдатпа

«Идеалды көптілді мен» болу барысында: тіл үйрену, жеке инвестиция және өзіндік тұлғаның қалыптасуын баяндайтын зерттеу

Бұл зерттеу жұмысы тіл үйрену, жеке инвестициялау және өзіндік тұлғаны қалыптастыру арасындағы күрделі байланысты зерттеу арқылы «идеалды көптілді мен» концептісінің жетілу аспектілерін қарастырады. Біздің жаһанданған әлемімізде көптілділік барған сайын бағаланып отырғандықтан, ол жеке тұлғаны мәдени және интеллектуалдық тұрғыдан дамытатын өмірлік құндылық ретінде танылуда. Көптілділік бойынша зерттеулердің үлкен көлеміне қарамастан, тілдік және мәдени әртүрлілікті қамтитын дағдыларды меңгерудің нақты процестері жақсы түсіндірілмеген. Бұл зерттеу тіл үйренушілердің жасырын мотивтерін, проблемалары мен өзгерістерін анықтауға бағытталған. Сапалық әдістерді, атап айтқанда баяндау эсселерін және жартылай құрылымдық сұхбаттарды пайдалана отырып, зерттеу қатысушылардың егжей-тегжейлі, бірегей және бай жеке әңгімелерін, олардың жеке мансаптарын, эмоциялары мен жеке басына жұмсалған уақытты және олардың жеке басының өзгерістерін зерттейді. Тіл үйрену мен тұлғаның жеке басын қалыптастыру арасындағы байланыс тұжырымдамасын алғаш рет Бонни Нортон (2013) енгізді және қолданбалы лингвистикадағы сәйкестілік пен инвестициялық үлгілер арасындағы байланысты зерттейтін зерттеуде Дарвин мен Нортон (2015) одан әрі дамытты. Бұл зерттеу Бонни Нортон (2013) және Дарвин мен Нортон (2015) ұсынған теориялық негіздерге сүйенеді және тіл үйрену, өзіндік тұлғаны дамыту және инвестициялау арасындағы байланысты зерттейді. Күтілгендей, нәтижелер тіл үйрену, жеке инвестиция және жеке басын қалыптастыру күшті интеграцияланған байланысқа ие екенін көрсетеді. Бұл процестер студенттің идеалды көптілді өзін-өзі қабылдауына, өзінөзі

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бағалауына және әртүрлі әлеуметтік және мәдени қауымдастықтарға қатыстылығын сезінуіне әсер етеді. Тілді үйренудің жеке өлшемі әрқашан эмоционалды сарқылумен, жалғыздықпен және кәсіби шаршаумен байланысты екеніне қарамастан, қатысушылар өздерінің көптілді экспериментіне оптимистік көзқараспен қарайды. Қорытындылай келе, бұл нарративті зерттеу көптілді өзін-өзі дамытудың негізгі аспектілерін ашады. Ол тілді меңгеру мен мәдениетаралық құзыреттілікке қол жеткізу процесінде тұлғаның қатысуын, мәдени сіңуін және тұлғаның өзгеруін баса көрсету арқылы идеалды көптілділікке жету жолын жарықтандырады.

Түйін сөздер: тіл үйрену, көптілділік, идеалды көптілді мен, жеке инвестиция, өзіндік тұлғаның қалыптасуы, тіл үйренушілер

Аннотация

На пути к становлению «идеального многоязычного я»: нарративное исследование изучения языка, личных инвестиций и формирования идентичности

Настоящее нарративное исследование посвящено пути к созданию «идеального многоязычного я» посредством глубокого анализа взаимосвязи между понятием изучения языка, переплетающимся с личными инвестициями и развитием идентичности. Поскольку многоязычие все больше ценится в нашем глобализованном мире, оно признается как важнейший актив, развивающий личность как в культурном, так и в интеллектуальном плане. Несмотря на большое количество исследований, посвященных многоязычию, конкретные процессы приобретения навыков, включающих как языковое, так и культурное разнообразие, изучены недостаточно. Данное исследование направлено на выявление скрытых мотивов, проблем и изменений, с которыми сталкиваются изучающие язык. Используя качественные методы, в частности, нарративное эссе и полуструктурированные интервью, исследование изучает подробные, уникальные и богатые личные истории участников, их личную карьеру, эмоции и временные инвестиции в личность, а также трансформации их идентичности. Понятие связи между изучением языка и формированием личной идентичности было впервые введено Бонни Нортон (2013), а затем развито Дарвином и Нортон (2015) в исследовании, посвященном изучению связи между идентичностью и моделями инвестиций в прикладную лингвистику. Данное исследование опирается на теоретические рамки, предложенные Бонни Нортон (2013) и Дарвином и Нортон (2015), и изучает связь между изучением языка, развитием идентичности и инвестициями. Как и ожидалось, результаты показывают, что изучение языка, личные инвестиции и формирование идентичности имеют тесную интегрированную взаимосвязь.

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Эти процессы влияют на восприятие учащимся идеального многоязычного я, самооценку и чувство принадлежности к различным социальным и культурным сообществам. Несмотря на то, что личностное измерение изучения языка всегда связано с эмоциональным истощением, одиночеством и профессиональным выгоранием, участники оптимистично относятся к своему многоязычному эксперименту. В заключение следует отметить, что данное нарративное исследование раскрывает ключевые аспекты развития многоязычного я. Оно освещает путь к становлению идеального многоязычия, подчеркивая личную вовлеченность, культурное погружение и трансформацию идентичности в процессе достижения языкового мастерства и межкультурной компетенции.

Ключевые слова: изучения языка, многоязычие, идеальное многоязычное я, личные инвестиции, формирование личности, изучающие языки

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Chapter 1: Introduction

The field of language learning and applied linguistics has been significantly transformed by Bonny Norton's major discoveries. Through her innovative research on identity transformation and language learning investment she has made a considerable contribution to the broader understanding of the concept of the "Ideal Multilingual Self".

Norton's (2010) widely recognized work, *Identity and Language Learning*, has profoundly impacted the understanding of the complex relationship between language learners' personal identities, their motivation for learning new languages, and their aspirations to achieve multilingual fluency.

To understand this transformation in more detail, this study draws inspiration from Norton's (2010) influential research and aims to explore the experiences of English medium instruction (EMI) university students in Kazakhstan as they begin their journey towards becoming multilingual individuals. Norton's profound insights will serve as the foundation of this study, guiding the exploration of identity, investment, and language acquisition within a language learning environment. Her analysis will play an important role in this research, providing a framework for investigating these areas within the context of EMI education in Kazakhstan.

Background Information

The process of language learning is deeply intertwined with a learner's identity and motivation. Learners embark on this journey with a unique self-concept, shaped by past experiences, confidence levels, and the broader sociocultural environment. This self-concept

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plays a crucial role in shaping their motivation to learn, which encompasses both internal and external factors. As Dörnyei (2005) explores, motivation can stem from a desire for communication, career opportunities, or cultural integration.

Scholars like Norton (2000) have delved deeper into the concept of identity development in language learners. She emphasizes the concept of “fluidity” in identity, suggesting it constantly evolves throughout the learning process. Norton (2015) further introduced the concept of “investment” to describe the emotional, psychological, and social energy learners dedicate to language acquisition. She argues that these investment choices directly influence how learners transform into multilingual individuals, with those more invested developing a stronger positive multilingual identity.

Norton (2000) has especially elaborated on fluidity as the main aspect of identity development in language learners. She posited “investment” to explain the emotional, psychological and social engagement students bring in their language acquisition process (Norton, 2015). Norton argued that learners’ investment choices directly impact their transformation into multilinguals with those more invested developing a positive multilingual identity (Norton, 2015). Although there is a considerable amount of papers about broad processes of language learning, existing research often lacks detailed individual narratives of identity development in multilingual learners. The complex process of becoming multilingual in the context of Kazakhstan remains underexplored at a personal level. Typically, researchers examine the concepts of identity, language investment, and language acquisition from a macro perspective using surveys and aggregate data (Norton & McKinney, 2011). Recognizing that each language learner is unique, this study focuses on the personal experiences of multilingual

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individuals. It aims to comprehensively understand the unique process of identity formation during language acquisition. The results of this study contribute to the broader discussion on language and identity learning, especially in multilingual settings. As indicated by Norton (2000) and Dörnyei (2005), the relationship between language learning and identity is influenced by personal motivations, social and cultural environments, and institutional contexts. Thus, Kazakhstan with its highly developed bilingualism and a genuine mix of cultural narrations provides a perfect context to investigate this phenomenon. It is in this vein that this research seeks to contribute to the current discourse in applied linguistics by investigating the impact of the different cultures and identities on the learners. By analyzing individual language-learning experiences, the study aims to uncover the complex relationship between these factors and the process of becoming multilingual, thereby enriching the understanding the impact of multilingualism. Current study focuses on explaining the intricacies of language learning and identity formation in diverse environments, providing valuable insights for both local and global contexts.

Problem Statement

While existing research provides valuable insights into motivation, self-concept, and identity formation in language learners, there's a significant gap in understanding these concepts through the lens of individual narratives. Existing studies often rely on surveys and aggregate data, overlooking the richness of personal experiences. This study aims to address this gap by focusing on the personal narratives of EMI university students in Kazakhstan. By analyzing their unique stories and experiences, we can gain a deeper understanding of how identity formation unfolds in the context of becoming multilingual.

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Purpose of the Study

The purpose of this study is to explore how participants' personal investment choices influence their identity formation and development as multilingual individuals. Additionally, the study aims to investigate the trajectories that language learners follow as they navigate their journeys towards achieving their ideal multilingual selves. By addressing these research questions, the study seeks to provide a deeper understanding of the interplay between personal investment in language learning, identity formation, and the dynamic process of becoming multilingual within the context of a unique multicultural learning environment.

Research Questions

To guide the investigation, two research questions are formulated:

1. How do participants' investment choices influence their identity formation and development as multilingual individuals?
2. What trajectories do language learners follow as they navigate their journeys towards their ideal multilingual selves?

Significance of the Study

This study sheds light on the complex interplay between identity formation, investment strategies, and language acquisition within the field of applied linguistics. It offers valuable insights for language education, particularly on complex relationships, particularly within the unique sociocultural context of Kazakhstan. By examining the interaction between sociocultural and institutional factors and learners' investment and identity development in a multilingual society, this research offers valuable insights. Language teachers and policymakers can apply these findings to make informed decisions, designing teaching practices, curricula, and policies

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that align with Kazakhstan's diverse sociocultural landscape. In addition, this study enhances the voices and experiences of Kazakh language learners by validating their personal journey and choices. Such recognition can inspire and motivate students, shaping their positive attitudes towards language learning and encouraging them to be more engaged.

This research underscores the multifaceted impacts of individual, cultural, and institutional factors on language learning, bridging general theories with specific situations in Kazakhstan. Researchers, practitioners, and stakeholders gain contextual knowledge crucial for advancing multilingualism in Kazakhstan's interconnected society. Multilingualism, as highlighted by this study, is more than a skill; it is a way of life. The findings emphasize that personal investment and identity are key factors in developing multilingualism, supporting Kazakhstan's goal of creating a multilingual society. Therefore, this study is pivotal not only for enhancing language education but also for promoting a multilingual national identity within Kazakhstan's sociocultural environment.

Outline of the Study

In this section, I will provide the foundational information outlining the research problem and objectives. I've also introduced the research questions and discussed their significance. The following section will delve into the core concepts of this study—identity, investment, and imagined identities—within the context of language acquisition. It will also review relevant literature on these topics. Following that, Chapter 3 will detail the research methodology, covering aspects such as the research design, site selection, sampling methods, data collection tools and procedures, analysis techniques, and ethical considerations. Chapter 4 will present the primary research findings, which will then be discussed further in Chapter 5. In the fifth chapter,

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I will interpret these findings within the framework of existing literature to enhance their relevance. The concluding Chapter 6 will summarize the main findings of the study, address its limitations, suggest directions for future research, and propose recommendations for stakeholders in the field.

Chapter 2: Literature Review

Introduction

Kazakhstan, a multilingual and multicultural nation, provides a unique context for exploring the concepts of the Ideal Multilingual Self (IMS), language learning motivation, and identity transformation. As a former Soviet republic, Kazakhstan has navigated a complex linguistic landscape influenced by Russian, Kazakh, and the increasing prominence of English. This literature review explores theoretical and empirical research on multilingualism, language learning, and identity within the specific sociocultural and educational context of Kazakhstan.

Definitions of the Main Concepts

Ideal Multilingual Self

The Ideal Multilingual Self (IMS) is a theoretical model that explains an individual's envisioned self as proficient in multiple languages. The basis for this idea is rooted in a wider context of language learning psychology and motivational theories. It posits that the way learners envision their future selves as multilingual can significantly impact their motivation and learning outcomes. The IMS is closely linked with the idea of the ideal L2 self proposed by Dörnyei (2009), which emphasizes the motivational power of envisioning oneself as a successful second language user.

Relatively introduced in language learning psychology, the Ideal Multilingual Self (IMS) is a more theoretical concept that defines the subject's vision of the self with multiple language proficiency. This notion is rooted in broader motivational theories, particularly those concerning self-concept and future self-guides, suggesting that how individuals envision their future selves

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can profoundly influence their current behaviors and motivations. In the context of language learning, if learners have a clear and positive vision of themselves as multilingual, they are more likely to be motivated to engage in behaviors necessary to achieve that vision (Dörnyei, 2009; Dörnyei & Ushioda, 2009). The IMS concept builds on Zoltán Dörnyei's idea of the Ideal L2 Self introduced in 2009, which refers to a learner's vision of themselves as a proficient second language (L2) user. Dörnyei's research emphasizes that this vision is a key driver of motivation; learners who can vividly imagine themselves successfully using the L2 are more motivated to put in the effort required to reach that level of proficiency (Dörnyei, 2009). Similarly, the IMS extends this idea to encompass multiple languages (L3, L4, etc.), recognizing that many language learners today are involved in acquiring several languages. The IMS posits that a positive and detailed vision of oneself as a multilingual individual can serve as a powerful motivator across all the languages being learned (Csizér & Magid, 2014).

A strong IMS involves several key components. Firstly, it includes a detailed and positive vision of oneself as proficient in multiple languages, not just in terms of communication ability but also cultural and social integration (Henry, 2015). This detailed vision includes imagining specific scenarios where multilingual skills would be beneficial, such as traveling, working in international contexts, or forming friendships with speakers of different languages. This mental visualization helps learners create a vivid and concrete image of their future multilingual selves.

Secondly, the vision must be personally relevant, meaning learners need to see how being multilingual fits into their broader life goals, whether for personal, professional, or social reasons (Dörnyei, 2009). For instance, a student aspiring to work in international business may envision how being multilingual could facilitate negotiations and build stronger relationships with international clients (Dörnyei, 2009). Similarly, someone with a passion for travel might imagine

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the ease and enjoyment of navigating different cultures and countries with language proficiency (Henry, 2015).

Thirdly, the envisioned multilingual self must be perceived as attainable; perceiving it as unrealistic or too far-fetched will not serve as effective motivators. Therefore, having realistic short-term goals and milestones is crucial (Ushioda, 2011). This involves setting achievable intermediate targets, such as mastering basic conversational skills in a new language within a few months, which can help sustain motivation by providing regular, tangible progress.

Lastly, the vision needs to evoke positive emotions such as pride, satisfaction, and excitement, as these emotions significantly boost motivation (Mercer, 2011). Positive emotions can be fostered through celebrating small successes and milestones in the language learning journey, thus reinforcing the learner's commitment to their multilingual goals.

The IMS has significant implications for language learning outcomes. A strong IMS can lead to increased motivation, persistence through challenges, and greater investment of time and effort in language learning activities. It can also aid in setting specific achievable goals by breaking down the broader vision into smaller manageable steps, enabling consistent progress toward multilingual proficiency (Lamb, 2012). Furthermore, a clear and positive IMS can provide emotional resilience, helping learners stay focused and bounce back from setbacks (Hadfield & Dörnyei, 2013).

Multilingualism

Multilingualism refers to the ability to use and understand multiple languages at varying proficiency levels, ranging from basic conversational skills to native-like fluency. In today's globalized world, characterized by increased economic, social, and cultural exchanges, the

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ability to navigate multiple languages is becoming increasingly common. Grosjean (2010) defines multilingualism as the regular use of two or more languages in everyday life.

Research has extensively documented the cognitive benefits associated with multilingualism. Multilingual individuals often exhibit enhanced executive function, encompassing improved attention control, problem-solving skills, and cognitive flexibility (Bialystok, 2011). This cognitive advantage is attributed to the constant mental juggling required when switching between languages, which strengthens the brain's executive control system (Adesope et al., 2010). Moreover, studies suggest that multilingualism can delay the onset of dementia and other age-related cognitive decline (Craik et al., 2010).

Beyond cognitive benefits, multilingualism also contributes to improved metalinguistic awareness, the ability to reflect on and manipulate the building blocks of language. This heightened awareness facilitates the learning of additional languages and deepens the learner's understanding of how languages function, providing a solid foundation for further linguistic development.

Socially, multilingualism fosters cross-cultural understanding and communication (Pavlenko & Blackledge, 2004). The ability to speak multiple languages allows individuals to connect with people from diverse cultural backgrounds, fostering empathy and mutual respect. This can lead to the development of more harmonious multicultural societies and reduce social tensions. Multilingual individuals often serve as cultural mediators, bridging gaps between communities and promoting intercultural dialogue.

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Economically, multilingualism offers a competitive advantage in the global job market. In many professions, particularly those involving international relations, trade, and diplomacy, the ability to communicate effectively in multiple languages is a valuable asset (Grin, 2004). Multilingual employees can facilitate business negotiations, understand cultural nuances, and build stronger international partnerships. Additionally, companies that employ multilingual staff are better positioned to expand into new markets and cater to a diverse customer base.

However, the experience of being multilingual is not without its challenges. One such challenge is identity conflict, as multilingual individuals may grapple with reconciling their multiple linguistic identities (Block, 2007). This can manifest in feelings of cultural dislocation or confusion about one's place within different linguistic communities. Furthermore, societal pressures to assimilate to dominant language norms can lead to the marginalization of minority languages and cultures (Heller, 2007). This pressure can result in language attrition, where speakers gradually lose proficiency in their heritage languages due to lack of use and societal support.

Language Learning

Language learning is a complex and dynamic journey that involves acquiring the ability to understand and use a language beyond one's mother tongue. The mother tongue, also known as the first language (L1), plays a crucial role in shaping an individual's linguistic foundation (Chomsky, 1957). This process can occur in formal educational settings or through informal means such as immersion experiences, travel adventures, and everyday communication with native speakers. Researchers have proposed various theories to explain how individuals learn

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languages. These theories encompass different perspectives: behaviorist, cognitive, sociocultural, and constructivist.

Behaviorist perspectives view language learning as a process of habit formation built on stimulus-response associations (Skinner, 1957). This theory suggests that language learning occurs through imitation, practice, and reinforcement, much like forming any other habit. However, critics argue that this view focuses too narrowly on observable behavior and neglects the critical role of mental processes involved in language acquisition. Despite these criticisms, behaviorist approaches have influenced language teaching methodologies like the audiolingual method, which emphasizes repetitive drills and exercises.

Cognitive theories, on the other hand, highlight the importance of mental processes in language learning. Swain's (2006) Output Hypothesis proposes that producing language, whether speaking or writing, helps learners process and internalize linguistic structures. This theory emphasizes the importance of interaction and communication in language learning, as opposed to simply memorizing rules. Additionally, cognitive approaches often utilize strategies like mnemonic devices, cognitive mapping, and self-monitoring to support learners in organizing and retaining new information.

Sociocultural theories, such as those developed by Vygotsky (1978), emphasize the significance of social interaction and cultural context in language learning. Vygotsky suggests that language learning is a socially mediated process. Learners construct knowledge through collaborative interactions with others who are more knowledgeable. This perspective highlights the role of scaffolding, where teachers or peers provide temporary support to help learners reach higher levels of understanding. Sociocultural theories also introduce the concept of the Zone of

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Proximal Development (ZPD), which refers to the gap between what learners can do independently and what they can achieve with assistance.

Constructivist perspectives, influenced by Piaget (1972), emphasize the active role of learners in constructing their own understanding of language. This approach views language learning as a process of meaning-making. Learners build on their prior knowledge and experiences to develop new linguistic abilities. Constructivist approaches often involve problem-solving tasks, project-based learning, and experiential activities that encourage learners to engage deeply with the language and actively construct their own understanding.

Identity Formation

Identity transformation through language learning is a phenomenon where acquiring a new language leads to significant changes in an individual's self-concept and social identity. Learning a new language often involves adopting new cultural practices and perspectives, which can profoundly impact how learners see themselves and how they are perceived by others (Norton, 2000). This section investigates the relationship between language learning and identity, drawing on theoretical and empirical studies that illustrate how language acquisition can be a transformative experience.

As learners become more proficient in a new language, they often adopt new ways of thinking, behaving, and interacting with others (Kramsch, 2009). This process can result in a reconfiguration of their social identity and personal self-concept. For example, a study by Hernandez-Chávez (2017) found that Mexican immigrants in the US who actively learned English reported increased participation in community events and felt a stronger sense of

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belonging to their new social environment. This highlights how language learning can facilitate integration into new cultures and social settings.

Learning a new language can also broaden one's worldview (Byram, 1997) and foster greater cultural empathy (Bennett, 1993). By engaging with different cultural perspectives and ways of expression, learners can develop a more nuanced understanding of the world and their place within it. This expanded awareness can contribute to a stronger sense of global citizenship (Tawil, 2013). Additionally, language learning can enable individuals to develop a bicultural or multicultural identity, where they integrate aspects of the new language and culture into their existing identity (Norton, 2000). This fluidity of identity (Norton, 2000) is particularly relevant when considering the concept of the Ideal Multilingual Self (IMS) discussed earlier. Learners with a strong IMS and a high investment in acquiring multiple languages (Norton & Toohey, 2011) might be more likely to experience a deeper and more positive transformation through the language learning process.

However, identity transformation is not always a straightforward or positive process. It can involve periods of identity conflict and negotiation, especially when learners face resistance or lack of acceptance from their native cultural groups or the target language community. This can lead to feelings of alienation or marginalization, which need to be addressed through supportive learning environments and community engagement strategies.

Understanding Personal Investment in the Process of Language Learning

Personal investment in language learning refers to the amount of time, effort, and resources that individuals are willing to dedicate to acquiring a new language. This investment is influenced by a complex interplay of factors, including personal goals (Gardner, 1985), cultural

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background (Norton, 1995), and social environment (Darvin & Norton, 2015). Building on this concept, Norton (1995) emphasizes that a learner's willingness to invest is closely tied to their desired outcomes. Just like any investment, learners expect a return, such as social recognition, increased cultural capital (Bourdieu, 1991), or access to better professional opportunities. This section explores how personal investment fuels motivation and influences language learning outcomes (Dörnyei, 2009). It also delves into the relationship between investment and other motivational constructs like the Ideal Multilingual Self (IMS) and integrative motivation. Personal investment manifests in various forms, reflecting the learner's unique approach to language acquisition. For instance, a highly invested learner might dedicate several hours a week to studying grammar and vocabulary using various resources. They might actively seek out conversation partners online or through language exchange programs to practice speaking and listening skills. Additionally, they might immerse themselves in the target language culture by watching movies, listening to music, and consuming literature in the new language. In contrast, a learner with lower investment might rely solely on classroom instruction and complete the minimum required work, lacking the drive to seek out additional learning opportunities. Factors influencing personal investment include the perceived value of the language for the learner's goals, their identity and aspirations, and the support available from their social circle and institutions. Learners who see a clear connection between language proficiency and their desired career path, for example, are more likely to invest significant effort into language learning. Similarly, learners who hold a strong Ideal Multilingual Self (Ushioda, 2009), where they envision themselves using multiple languages confidently, are likely to be more invested in the learning process. Additionally, social support from peers, mentors, and family can significantly enhance learners' motivation and commitment by providing

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encouragement, practical assistance, and a sense of belonging within the language learning community (Gardner & Lambert, 1972).

Types of Motivation

Motivation plays a vital role in language learning, representing the internal drive that influences our choices and the effort we invest in them (Dörnyei, 2000). This understanding is consistent with definitions by Ortega (2009) and Pintrich & Schunk (1995), who describe motivation as a goal-directed force that initiates and sustains learning activities.

Previously, Gardner (1985) characterized L2 motivation as the desire and effort to learn a language, which can be gauged by a learner's dedication and enjoyment in the learning process. Sustaining this motivation through the highs and lows of language learning requires learners to employ specific strategies to remain focused (Ushioda, 2008). Ushioda also emphasizes that a motivational and supportive social environment, which encourages autonomy and intrinsic motivation, is crucial for fostering learner independence and the pursuit of optimal challenges within their zone of proximal development.

Intrinsic and Extrinsic Motivation

Motivation is generally divided into two main categories: intrinsic and extrinsic (Ryan & Deci, 2000). Intrinsic motivation refers to the internal desire to engage in an activity for its own sake, deriving enjoyment, satisfaction, or personal growth from it. Learners motivated intrinsically are driven by curiosity, pleasure in the learning process, and a quest for challenges. Conversely, extrinsic motivation arises from external rewards or pressures. Learners with extrinsic motivation

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might be motivated by the need to please a teacher, avoid punishment, achieve good grades, or meet job requirements.

Theoretical Framework

Understanding the complex interplay between language learning motivation and identity transformation necessitates a robust theoretical framework. This research draws on two key works: Bonny Norton's "Identity and Language Learning: Extending the Conversation" and Darwin and Norton's "Investment and Motivation in Language Learning: What's the Difference?". These works provide a foundation for exploring the intricate relationship between identity, investment, and motivation in language acquisition.

Building on the concept of a fluid and multifaceted identity, Norton (2000) emphasizes that language learning is a process of continual negotiation and renegotiation of self through social interactions and power dynamics. Learners constantly grapple with how their evolving language skills influence how they see themselves and how they are perceived by others within different social contexts.

Darwin and Norton (2015) extend traditional notions of motivation by introducing the concept of investment. They frame investment as the socially and historically constructed relationship between learners and the target language. This relationship is influenced by desires for both material and symbolic resources. For instance, a learner might be highly invested in learning English due to the perceived career opportunities it unlocks (material resource) and the desire to connect with a wider online community (symbolic resource).

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This framework integrates identity and investment, recognizing how learners' investments are shaped by their existing identities and the power relations inherent in their learning contexts. It posits that motivation is not simply an internal psychological state but is deeply embedded in social and cultural contexts. This perspective helps us understand how language learners navigate their evolving identities and investments within multilingual learning environments. By examining this interplay, we can shed light on the transformative potential of language learning and the factors that influence this transformation.

By examining the theoretical and empirical contributions to the fields of multilingualism, language learning, and identity transformation, this literature review sets the stage for exploring the specific experiences of multilingual students studying in a multilingual education system. It provides a comprehensive understanding of the factors influencing language learning motivation and identity transformation, offering valuable insights for educators and policymakers aiming to support multilingual learners effectively.

Conclusion

This literature review has explored the multifaceted relationship between the Ideal Multilingual Self (IMS), multilingualism, language learning, and identity transformation. By synthesizing theoretical and empirical insights, it highlights the importance of several factors:

- Imagining a positive multilingual self: Cultivating a strong IMS can serve as a powerful motivator for language learning.
- Understanding the cognitive and social benefits of multilingualism: Multilingualism offers a range of cognitive advantages and fosters intercultural understanding.

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- Recognizing the complex process of identity transformation: Language learning can lead to significant changes in how learners see themselves and interact with the world.
- The significance of personal investment in language learning: Investment, influenced by personal goals, cultural background, and social environment, plays a crucial role in motivation and language learning outcomes.

Theoretical frameworks that integrate identity and investment provide a nuanced understanding of language learning motivation, emphasizing the role of social and cultural contexts. This comprehensive review, focused on the experiences of multilingual learners, lays the groundwork for further research investigating the experiences of multilingual students in Astana's multilingual educational system. By exploring the interplay between Ideal Multilingual Self, investment, motivation, and identity transformation within this specific context, the study aims to contribute valuable insights for educators and policymakers supporting multilingual learners.

Chapter 3: Methodology

This research has two main objectives. First, it explores the experiences of individuals learning multiple languages and their desire to achieve high proficiency. Second, it investigates the connections between learners' investment choices, the transformation of their ideal multilingual selves, and the development of their multilingual identity.

By focusing on the personal stories of current and former language learners from various cultural backgrounds, the study seeks to identify different patterns of identity development in multicultural contexts. This study intends to provide a deeper understanding of the relationship between language investment, identity, and language proficiency, ultimately enhancing comprehension of the multifaceted nature of language acquisition.

Hence, in light of the theoretical framework supporting this investigation, the Methodology chapter elaborates on the steps taken to collect essential information aimed at addressing the research inquiries posed:

1. How do participants' choices in language investment influence their identity formation and development as multilingual individuals?
2. What trajectories do language learners follow as they navigate their journeys towards their ideal multilingual selves?

This chapter begins with a detailed description of the design used in the study. This is followed by a description of the chosen research site and the methods used to select participants. Next, the chapter describes the instruments used for data collection, the data collection process itself, and the subsequent procedures for analyzing the data comprehensively. Finally, the chapter

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concludes with a comprehensive discussion of the ethical considerations involved in conducting the study.

Research Design

A qualitative research design was chosen for this study. This approach aligns with the goal of exploring the intricate and nuanced experiences of multilingual individuals (Creswell & Poth, 2018). Qualitative methods are well-suited to in-depth exploration and analysis of data, essential for gaining a profound understanding of participants' perspectives, identity transformations, and the multifaceted experiences associated with language acquisition (Dörnyei, 2007).

The qualitative approach allows us to delve deeper than simply measuring language proficiency or tracing linear cause-and-effect relationships. It provides a richer and more contextually grounded understanding of the complex phenomenon of multilingual experiences. Therefore, using a qualitative approach, this study will go beyond simply assessing the thorough understanding of language, the learning process, personal identity changes and their interrelationships, and the personal journey of multilingual people. This methodological choice is supported by the recognition that the qualitative paradigm offers a more nuanced lens through which to interpret and analyze the complex connection of multilingual experiences, allowing for a richer and more contextually grounded comprehension of the phenomena under investigation.

Due to the diverse perspectives and interpretations explored in this research (Creswell & Poth, 2018), narrative writing and semi-structured interviews have been chosen as the methods for data collection. This selection is based on the notion that text data, especially narratives shared by the participants, is particularly valuable because it is articulated in the participants'

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own words, reflecting their personal insights (Creswell, 2014, p. 223). In this qualitative research, the text data consists of narrative writing pieces gathered from student participants.

Given the emphasis on diverse perspectives and interpretations in this research (Creswell & Poth, 2018), two primary data collection methods were chosen: narrative writing and semi-structured interviews.

Text data, particularly narratives shared by participants, is valuable because it reflects their personal insights and experiences in their own words (Creswell, 2014). In this study, student participants will contribute written narratives detailing their language learning experiences, including biographical information and their language backgrounds. These narratives will provide a foundation for the subsequent interviews.

Semi-structured interviews are considered an appropriate method for gathering in-depth qualitative data on participants' experiences and perceptions (Winwood, 2019). This approach fosters a more informal interaction between the researcher and participants, facilitating a nuanced exploration of their experiences. Initially, participants will be asked to document their language learning journeys through written narratives. These narratives will then serve as a springboard for the semi-structured interviews, ensuring the questions are closely tied to each participant's unique story. The semi-structured interviews will involve a set of 12 pre-designed questions with additional probes as needed. These interviews can be conducted online or in-person based on participant preference. This dual-method approach (written narratives and interviews) aims to triangulate data, providing a more comprehensive understanding of the interplay between language investment, identity formation, and proficiency development.

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The combination of narrative writing and semi-structured interviews aligns with the qualitative paradigm's emphasis on capturing the depth and richness necessary to unravel the complexities of language acquisition experiences. By examining the journeys towards realizing the ideal multilingual self, this study employs a narrative inquiry that investigates the intricate connections between language learning, investment, and identity formation. This qualitative research design avoids simplistic cause-and-effect relationships, instead offering a holistic understanding of the multifaceted interactions and emerging factors influencing participants' experiences (Creswell & Poth, 2018).

Research Site

This research will be conducted at the National Research University of Kazakhstan, an English Medium Instruction (EMI) university in Kazakhstan. This university was chosen due to its logistical convenience for data collection, as a significant portion of its programs are offered in English, fostering a diverse student body ideal for investigating language acquisition, personal investments, and identity formation among multilingual individuals in an academic environment. This diversity enriches the study's capacity to explore the complex relationships between language learning, personal investment, and the development of multilingual identities within an academic setting.

Sampling

Convenience sampling, a pragmatic approach justified by its ease of access to participants (Creswell & Creswell, 2017), is employed as the sampling strategy for this research. This method involves selecting individuals based on their availability and accessibility, offering a quick and efficient way to gather data (Etikan et al., 2016). Given the constraints of time and

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resources in this study, convenience sampling emerges as a suitable choice to ensure a manageable and timely recruitment process.

Creswell and Creswell (2017) advocate for convenience sampling in situations where access to the entire population is challenging or when the research question allows for a less rigorous sampling approach. The focus of this research on exploring individual experiences and perceptions aligns with the flexibility and expediency offered by convenience sampling (Creswell & Creswell, 2017). This method is particularly appropriate when the researcher seeks insights into a specific group or community and can readily access individuals who meet the study's criteria (Etikan et al., 2016).

Convenience sampling enables the researcher to select participants based on their convenience and willingness to participate, allowing for a more straightforward and less time-consuming recruitment process (Creswell & Creswell, 2017). While it may not guarantee a fully representative sample, convenience sampling is deemed acceptable when the research aims to explore specific phenomena within a constrained context (Etikan et al., 2016).

In line with the principles of convenience sampling, participants for this study are recruited based on two main criteria:

1. Proficiency in three or more languages
2. Origin from different countries

The expected number of participants - between four and six - depends on these criteria. The recruitment process involved careful selection of participants who fulfill these criteria, with the assistance of a proxy. Carefully selected participants were given pseudonyms and their

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participation in this study has been kept confidential from the gatekeeper. This approach is driven by the need to be ethical, maintain strict confidentiality, and ensure an accurate match between the participants selected and the criteria and aims of the study. The emphasis is on selecting participants who fulfill the specified criteria, thus ensuring that the research is targeted and managed within the available resources and timeframe.

Data Collection Instruments

Given the emphasis on diverse perspectives and interpretations in this research (Creswell & Poth, 2018), two primary data collection methods were chosen: narrative writing and semi-structured interviews.

In this qualitative study, students are assigned to answer a series of carefully designed guiding questions in the form of a narrative writing (see Appendix B). This initial phase, inspired by Pavlenko's work (Pavlenko, 2001), serves as a means of addressing the unique and rich sources of information encapsulated in first-person narratives, shedding light on the complex interplay between language and the formation of participants' ideal multilingual identities. The use of narrative research and inquiry tools in educational studies, as discussed by Moen (2006), has become a novel approach. In this research, narrative writing is intentionally chosen to gain a deep understanding of participants' personal learning experiences, expressed in their own words. Guided by Barkhuizen and Wette (2008), the inclusion of guiding questions not only helps structure the data collection but also encourages participants to highlight the most relevant aspects of their multilingual experiences, ensuring comprehensive data. A key data collection method in this study is the semi-structured one-on-one interview, selected for its flexibility, ability to build rapport, and effectiveness in engaging children in sharing their multilingual

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learning experiences (Dörnyei, 2007). Unlike structured interviews, semi-structured interviews are preferred based on Winwood's (2019) insights, which suggest this method creates a comfortable environment for participants to share their stories. The semi-structured format fosters a dialogue where core issues can be collaboratively identified and explored, as emphasized by Winwood (2019). Additionally, this approach allows the researcher to ask follow-up questions for clarification (Silverman, 2017). The interview protocols, carefully prepared in advance and shared with participants beforehand (see Appendix C), ensure a systematic and thorough examination of the diverse aspects of participants' experiences in their journey towards becoming multilingual.

Data Collection Procedures

The data collection procedure for this qualitative study utilized a systematic and phased approach, integrating narrative writing and semi-structured interviews. This was designed to capture the experiences of 6 participants, each with a diverse linguistic background and proficiency in more than three languages.

Participant Recruitment

The initial data collection phase involved narrative writing. Student participants were provided with guiding questions and encouraged to respond through written narratives (See Appendix B). This method, inspired by Pavlenko (2001) and aligned with narrative research principles (Moen, 2006), serves as a foundational step for the interviews. It allows participants to express their experiences in their own words, offering a nuanced understanding of the intricate dynamics of language learning and identity formation.

Narrative Writing

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The written narratives provided valuable insights that guided the development of semi-structured interview protocols (See Appendix C). These protocols were carefully crafted to delve deeper into the participants' narratives, ensuring the interviews aligned with their unique stories. The questions explored language investment, identity formation, and the trajectory of their multilingual journeys.

Interview Preparation

The written narratives served as a valuable guide for crafting semi-structured interview protocols (See Appendix B). These protocols were carefully developed to help me understand in greater depth the participants' narratives, ensuring that the interviews align with their unique stories. The questions are designed to explore language investment, identity formation, and the trajectory of their multilingual journeys.

Semi-Structured Interviews

The subsequent phase involved conducting one-on-one semi-structured interviews, either online or in person based on participant preference. The interview process, lasting approximately 50-60 minutes, allowed for a dynamic exploration of the participants' language learning paths, investment choices, and identity transformations.

The combination of written narratives and semi-structured interviews facilitated a comprehensive and nuanced exploration of the interplay between language investment, identity formation, and proficiency development. This methodological choice, grounded in the qualitative paradigm, ensured the capture of depth and richness essential for unraveling the complexities of language acquisition experiences. Through this carefully crafted data collection procedure, the

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study aimed to glean insights into the multifaceted nature of becoming an ideal multilingual self, considering the unique perspectives and diverse language backgrounds of the participants.

Data Analysis Procedures

The data collected from written narratives and semi-structured interviews underwent a thematic analysis process to derive meaningful insights and effectively address the research questions.

Written Narratives Analysis

Thematic analysis was employed to analyze the narratives obtained through participants' responses to specific prompts. This method involves identifying, analyzing, and reporting patterns or themes within the data (Braun & Clarke, 2006). Each narrative was carefully examined to identify recurring themes related to language learning experiences, personal investments, and identity formation. Coding was applied to label and categorize significant elements, allowing for the emergence of patterns and connections across narratives.

Semi-Structured Interviews Analysis

The recorded interviews are transcribed to facilitate detailed analysis. Grounded theory, as suggested by Charmaz (2014), is employed to systematically analyze qualitative data. This approach involves the constant comparison of data to identify patterns, categories, and themes that emerge from the participants' responses.

Ethical Considerations

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Throughout the data analysis process, ethical considerations are prioritized. Anonymity and confidentiality were maintained by using participant codes rather than names, and all identifiable information was carefully redacted. The researcher adhered to strict ethical standards to protect the well-being and confidentiality of the participants. By employing a rigorous and systematic data analysis approach, this study aimed to uncover the nuanced connections between language learning, personal investment, and identity formation among multilingual individuals, contributing to a richer understanding of these complex phenomena.

To maintain participant confidentiality, stringent measures were implemented throughout the study. During data collection, each participant was assigned a specific letter, utilized in data analysis and the final study report. Rigorous analysis was conducted to exclude potential identifiers that might inadvertently disclose participant identities. Any specific and detailed information with the potential for participant identification was omitted from the study results. To address confidentiality risks associated with long-term audio recording storage, a dual approach was employed. Data was encrypted and password-protected, stored on the researcher's computer, and retained for a maximum of one year for possible future research. All research data, including audio recordings, was securely stored on the computer, protected by a dual system requiring verification through a specific fingerprint and facial identification. Access to this data was strictly limited to the researcher, ensuring the highest level of data security and confidentiality.

This study posed minimal risks to participants, with strict adherence to ethical protocols effectively addressing minor risks associated with preserving participant confidentiality. Prior to commencing the research, participants received information about the voluntary nature of their participation, emphasizing their right to withdraw at any point. Participants were informed that

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they were not obligated to answer every question and could decline to respond to sensitive or uncomfortable inquiries. The semi-structured interview format provided flexibility to skip specific questions if deemed necessary for participants' comfort. Throughout the study, the primary concern was to ensure participant well-being, safeguarding them from potential physical or psychological harm resulting from their involvement (Creswell, 2007).

This research holds the potential to deepen the understanding of multilingualism intricacies, providing insights into the challenges of acquiring and maintaining proficiency in multiple languages. The findings can contribute valuable insights to language education, illuminating effective strategies, resources, and approaches for individuals aspiring to become multilingual. Stakeholders such as language instructors, curriculum designers, and educational policymakers can benefit from these findings to enhance language learning practices. Additionally, the research explores the personal growth of multilingual individuals, uncovering the impact of language acquisition on identity formation. This aspect is significant for personal development, self-discovery, and identity exploration, as well as for fostering cultural awareness and competence.

Conclusion

This chapter covered the research methods used in this study. It outlined the reasons behind choosing the research design and site, detailed the sampling techniques and data collection tools, and provided a step-by-step guide to the data collection and analysis processes. Additionally, it outlined the ethical aspects associated with the study.

In essence, this qualitative research employed narrative writing and semi-structured one-on-one interviews, involving six students. The study was conducted with official approval from

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the Nazarbayev University Institutional Research Ethics Committee, ensuring the protection of participants' rights and adherence to ethical standards in human subjects research.

Chapter 4: Findings

The previous chapter explored the research design and data collection methods employed in this study, which included narrative writing and individual semi-structured interviews. This chapter synthesizes and presents the key findings gleaned from six participants who are proficient in multiple languages. Before delving into the analysis, it's essential to revisit the core research questions guiding this study:

1. How do participants' language investment choices influence their identity formation and development as multilingual individuals?
2. What trajectories do language learners follow as they navigate their journeys towards their ideal multilingual selves?

Following this, I will present biographical accounts of the participants based on their narrative essays. This will be followed by a discussion of the factors that motivated them to learn additional languages beyond their first, and how language proficiency has shaped their identities.

Biographical Accounts the Participants

The study included participants named Karina, Gail, Raj, Jasmine, Yuri, and May, distinguished by their knowledge of multiple languages. The participants' narrative essays provided rich information about their diverse linguistic backgrounds, experiences, and motivations that stimulated their interest in multilingualism. Each shared personal cases and key moments that shaped the path of language learning and the formation of their personal identity. Important themes such as family influences, cultural context, and educational experiences were highlighted, emphasizing the interconnectedness of various factors in the process of forming a multilingual identity. All participants currently reside in Astana due to studying at English

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Medium Instruction (EMI) University. This chapter offers contextual details about the participants derived from their individual narratives and semi-structured interviews. The demographic profiles of the participants are outlined in Table 1 for reference (see Table 1).

Table 1

Demographic Characteristics of the Participants

Pseudonym	Age	Gender	Language Repertoire
Karina	31	Female	Kazakh, English, Russian, French, Spanish
Gale	42	Female	Karakalpak, Russian, Uzbek, Kazakh, English, Korean, German
Raj	45	Male	Hindi, English, Mandarin, Spanish
Jasmine	29	Female	Farsi Dari, Pashto, Urdu, English, Dutch
Yuri	34	Male	Korean, English, Japanese, Italian
May	23	Female	French, English, Korean, German, Kazakh

Karina:

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Karina, a multilingual enthusiast, speaks seven languages: Kazakh and Russian (native), English, Turkish, and Spanish (C1/C2 level), and basic skills in Korean and French. Her initial focus was on English, but career considerations motivated her to learn other languages. Realizing that English alone was not enough in a competitive job market, studying at Kazakh Turkish University and moving to Turkey facilitated her learning of Turkish through immersion. She chose Spanish due to its global prevalence. The cultural aspects of each language fuel her interest and dedication. Karina's language learning strategy is deliberate and immersive. For Spanish, she incorporates TV series, podcasts, and books into her daily routine and dedicates time to focused grammar study while ensuring the process remains enjoyable. Language learning has profoundly impacted her identity, enriching her core self and adding cultural and linguistic uniqueness to her understanding of own self. She aims for proficiency beyond basic conversational skills, aiming to understand complex conversations and read literature. For languages that can be income sources, she sets higher standards, including business language proficiency.

Gale:

Gale's story provided a fascinating insight into the language learning process. She has mastered six languages: Karakalpak, Kazakh, Uzbek, Russian, English and Korean. Gale's motivation to learn multiple languages stemmed from her immersion in a linguistically diverse environment during her childhood in Karakalpakstan. Growing up in a family where everyone spoke Karakalpak, studying and earning her Bachelor's degree in Uzbek and attending educational courses in Russian provided her with an initial linguistic foundation. Despite the skepticism of her Soviet surroundings about the practicality of learning English, to ensure a brighter future, she began to learn the language and subsequently moved and lived in Texas. Her desire to learn Korean was

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driven by necessity rather than simple interest because of the relocation to Korea. Gale's path to learning the language was shaped by family, culture, and education.

Raj:

Growing up in a traditional family, Raj quickly learnt English, which dominates his country along with Hindi. At the age of nine, his family moved to the United States, to Michigan. Despite financial hardship and pressure from his family, Raj's passion for the language drove him to pursue an academic education. After his undergraduate studies, he went to China where he started learning Mandarin and subsequently conducted business meetings with representatives from Guangzhou. Raj's main motivation for learning Spanish was to introduce himself to his wife's family. From his early years until his PhD, he took every opportunity to immerse himself in learning the intricacies of language acquisition and intercultural communication.

Jasmine:

Jasmine's linguistic journey was shaped by her upbringing in a multilingual environment where she learnt five languages: Farsi Dari, Pashto, Urdu, English and Dutch. Her early linguistic development was influenced by active participation in cultural practices, a community of practice and social interaction that laid a strong foundation in her mother tongue, Farsi Dari and Pashto. In addition, exposure to literature, family conversations and teacher support contributed significantly to language acquisition. Urdu was learnt mainly through exposure to visual media and Indian films, despite limited interaction with native speakers. Jasmine's efforts to learn English were difficult at first and required considerable effort, money and energy. However, immigration to the Netherlands forced her to master English and Dutch for academic and social integration. Intensive language courses and critical language awareness facilitated her adaptation to her new social environment

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and accelerated her language development. Throughout her journey, Jasmine has a deep understanding of the cultures associated with her and recognizes how knowledge of one language facilitates the learning of subsequent ones. She recognizes the typological similarities between her base language and Pashto/Urdu, which facilitated the process of acquisition. Similarly, her prior knowledge of English facilitated the learning of Dutch vocabulary, which emphasizes the interconnectedness of languages and cultures.

Yuri:

Yuri, a 34-year-old male, speaks four languages: Korean, English, Japanese, and Italian. His initial motivation to learn multiple languages stemmed from personal and family circumstances. Raised in a Korean-speaking household, Yuri began learning English at 14 to communicate with his younger sister, who moved to Canada and became more proficient in English than Korean. His grandparents in Okinawa, Japan, significantly influenced his identity, leading him to become fluent in Japanese as he spent many formative years with them. Yuri's decision to learn Italian was driven by his academic ambitions, as he needed it for his master's degree. This required a substantial investment of time and money in language courses and travel to immerse himself in the culture.

May:

May is proficient in five languages: French, English, Korean, German and Kazakh. Her motivation to learn multiple languages stemmed from her parents' jobs, which required frequent travelling to different countries throughout her life. These constant relocations immersed her in a diverse language environment, forcing her to learn and adapt to new languages. French is May's native language. She learnt and spoke it from an early age and attended primary school. Her family later moved to the United States where she attended high school. Being immersed in an English-

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speaking environment at school and in the community helped her master the English language.

During high school, May's family moved to Germany. After 4 years of residence, May's family then moved to South Korea, where she had to learn Korean to integrate into her new surroundings. She attended intensive language courses and practiced by socializing with local friends and participating in local fan-club activities. More recently, May moved to Kazakhstan to pursue her Master's degree and because of her interest, inspired by her close friend she started learning Kazakh, which is strikingly different from other languages in her repertoire. She now takes private lessons and spends long hours practicing the language.

Analyzing Participants' Experiences

This part of the findings provides an analysis of the data that is related to **research question 1: How do participants' language investment choices influence their identity formation and development as multilingual individuals?**

In this section, the main themes that emerged during the study of the interview transcripts will be discussed. These themes are: *navigating linguistic affiliation and cultural integration; multilingual identity formation; the role of language ideologies; self-perception and expression; social and professional opportunities; adaptation and flexibility.*

Navigating Linguistic Affiliation and Cultural Integration

Data analysis revealed that participants' choices to invest time and effort in learning specific languages reflected their sense of linguistic affiliation. This connection stemmed from a strong desire to belong and the necessity to communicate effectively in crucial situations. This perspective was clearly articulated during the interviews with Karina, May, and Gale, as evidenced by Extracts 1, 2, 3, 4, and 5.

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According to the Karina's response,

Extract 1: I believe that being able to speak several languages helps to easily communicate with people from diverse cultural communities, and helps to develop the sense of belonging. For example, in order to apply for the Flex program, I actively sought extracurricular English classes, spending a lot of time watching YouTube videos with various speakers. Similar efforts were made when applying to the University in Turkey for an exchange program. I invested significant time and resources into learning Turkish, spending up to 5 hours on it every day with my tutor (Karina, January 6th, 2024).

She further developed her point by saying:

Extract 2: With the efforts I made for improving my English and Turkish language skills, I felt comfortable both in the USA and Turkey, making friends and easily integrating myself into local social circles. Communicating with new acquaintances and friends allowed me to learn different slangs, expressions and local humor, which facilitated smooth communication and strengthened my sense of belonging (Karina, January 6th, 2024).

During the interview with Gale, Similarly, Gale described the challenges of integrating into a Korean workplace due to language barriers:

Extract 3: You know, the transition between new countries and cultures has not been easy for me. When I started working for a multinational corporation in Korea, I faced some real challenges in communicating with my Korean colleagues as they were the heads of our departments (Gale, December 22nd, 2023).

She emphasized the cultural differences in communication styles, highlighting the importance of nonverbal cues and hierarchical language:

Extract 4: Their communication style was absolutely different from what I was used to in the United States, for instance there you need to bow in order to greet and approach someone, and use specific hierarchical words like "sonbae" or "hubae". I used it to refer to my colleagues who are older or younger in terms of age and experience and I always had to put a smile on my face and couldn't be somewhat harsh or straightforward while analyzing group projects, because it would count as a

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rude/unprofessional behavior and would negatively affect my image, and I hated it, at the end of a day I am a person of a free will.

To bridge this gap, Gale adapted her communication style and enrolled in Korean language classes:

Extract 5: Despite those issues, I quickly realized that I needed to adapt my approach if I wanted to collaborate effectively. Also, I was in a foreign country and had to respect their norms. So, I began observing how my Korean colleagues communicated, continued my Korean language classes with my Russian tutor picking up on the subtleties in their language, tone, and nonverbal cues. It wasn't easy, but I learned to express myself more subtly and respectfully, aligning with Korean cultural norms (Gale, December 22nd, 2023).

Another important factor the participant of the study also emphasized is the importance of language investment choices intertwined with cultural integration, as she selected a language that aligned with their cultural background.

In Extract 6 May reflected on immersion within a German friend's family, by recalling that:

Extract 6: I was in Munich last year for Christmas for personal reasons. I speak Standard German well. I learned it as a tribute to my mother's roots because I'm half German and it's her mother tongue. But since we don't speak it in our family, I never practiced it outside of language classes. So when I had the opportunity to spend time with my friend Thomas' family, it was a unique chance to practice the language and experience things that were new to me. As we ate together, I couldn't tear myself away from absorbing the flavors and stories behind each dish and felt a deeper connection to the Germans and my mom's roots through their cuisine. Dancing to traditional German folk music with my friend's family, I think I felt some sense of belonging and appreciation for their and my heritage (May, December 22nd, 2023).

These narratives illustrate the multifaceted nature of language learning. Investment choices are not solely academic or professional decisions; they are driven by personal needs and a desire for social integration. These investments significantly influence participants' identity formation and sense of belonging. Ultimately, the findings highlight the deep connection between language learning, social interaction, and cultural context.

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Multilingual Identity Formation

Data analysis revealed that language investment choices played a pivotal role in participants' negotiation of their multilingual identities. Participants navigated the complexities of multiple linguistic and cultural identities, balancing aspects of their heritage with new linguistic experiences.

Raj's experience exemplifies the transformative power of language learning. One interesting factor that impacted the identity formation was explained by him:

Extract 7: When I left India at the age of 25 for a job opportunity in China, I could not have imagined the impact language would have on my sense of identity. When I grew up fluent in Hindi, English, each of these languages represented a part of my identity and the history of my country. But, Chinese...The Chinese language always seemed to me to be some sort of an alien language that I would never be able to learn. However, after relocating to China, I faced a dilemma. Should I continue to stay in the comfortable English-speaking environment or accept the challenge of learning Chinese to be able to survive in the new environment? The answer followed immediately. The people in my off-campus neighborhood did not know English (Raj, January 26th, 2024).

He elaborated on this point further by sharing:

Extract 8: If you're a beginner, I'll tell you, in order to speak Mandarin it's important to be able to properly use four different tones per syllable. And they have different meanings. It is not the easiest language to learn. To stop myself from being discouraged from learning Mandarin, I had to reshape a part of myself (identity) and love China with all my heart. To get used to their rhythm of life, to celebrate holidays that are foreign to my country and to enjoy this amazing country and its people (Raj, January 26th, 2024).

Jasmine's response underscores the influence of context on language use. Immigration to Pakistan didn't disrupt her native Farsi, but relocating to the Netherlands demanded adaptation. Each language she spoke "carried with it a piece of her identity" requiring her to adjust her communication style depending on the situation. In her narrative writing she shared:

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Extract 9: Immigration to Peshawar Pakistan did not pose any threat to my mother tongue (Farsi). Unlike those who immigrate to Europe, my mother tongue developed much like I would have developed in my home country. Despite being in a new country, I was surrounded by people who spoke my language. I also went to a Farsi medium school. However, upon relocating to the Netherlands, I faced the intimidating task of connecting my diverse linguistic backgrounds with the demands of my professional and social life. Each language I spoke carried with it a piece of my identity, a connection to my roots and upbringing. Yet, as I engaged with colleagues and acquaintances from different spheres of my life, I realized the importance of adapting my language use to fit the context (Jasmine, January 6th, 2024).

Yuri's multilingual journey reveals another fascinating aspect: the cultural insights he gained through language proficiency. Born into a monolingual household, Korean was the only language in his repertoire for a long period time. However, after his parents' divorce and his mother's move to Vancouver with his sister, Yuri began actively learning English to maintain communication with his little sister. This sparked his passion for languages, and he dedicated himself to mastering Korean, English, Japanese, and Italian.

Extract 10: As a big anime and manga (Japanese animation and comics) fan, I was quite influenced into learning Japanese to be able to read fresh manga panels without spending days waiting for the proper translation in a burning desire. However, at the very beginning I found it challenging to memorize and differentiate between the numerous kanji characters used in Japanese writing...But delving into Japanese manga and anime culture, provided me with insights into Japanese societal values, customs, and storytelling techniques. With Italian, I also encountered difficulties with grammar and pronunciation, as the language was unlike my native tongue. Similarly to Japanese, in my desire to learn Italian, I developed an appreciation for Italy's rich cultural heritage, including its literature, art, cuisine, and history (Yuri, December 27th, 2023).

The provided extracts demonstrate the complex interplay between language investment and identity formation. Participants like Raj, Jasmine, and Yuri navigated their linguistic landscapes, shaping their identities by balancing their heritage languages with new linguistic experiences. Ultimately, these accounts highlight the transformative power of language learning, emphasizing its role in personal growth, cultural integration, and a deeper understanding of the world.

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The role of Language Ideologies

Language ideologies, defined as “socially situated and culturally specific beliefs about language” (Woolard, 2020), shape participants' attitudes towards various languages and varieties. These beliefs influence social and communicative behavior, often reflecting and reinforcing social inequalities (Woolard, 2020). Language ideologies mediate the relationship between language and social life, sometimes by legitimizing certain ways of speaking over others.

Participants' discussions mirrored broader societal perceptions and language hierarchies. Issues of linguistic prestige, prejudice, and the privilege of certain languages within both institutional and social spheres were raised. They critically engaged with these ideologies, considering their impact on language investment decisions and identity negotiation.

In the given extract the participant underscored the presence of linguistic prestige, where certain languages are elevated above others, leading to an unfair hierarchy:

Extract 11: During the period of the last 9 years I had to move to several countries due to my husband's working activity. As someone who finds it difficult to be unemployed, I also sent my CVs to various workplaces indicating what languages I was proficient in. **My mother tongue was often rejected as less important, while the dominant languages (English and Dutch) were celebrated.** This created a hierarchy that made me feel somehow limited in my opportunities. **It is frustrating to see how language prejudice can shape public opinion** (Jasmine, January 6th, 2024).

Similarly, another participant echoed this notion in the next extract, which expands on how language can be associated with specific social classes within professional spheres.

In Extract 12, Raj shares personal encounters with linguistic discrimination within professional spheres:

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Extract 12: I have experienced discrimination in professional environments. For example, during team meetings conducted primarily in English, my contributions in my native language (Hindi) were often dismissed or overlooked, despite their relevance to the discussion. This made me feel undervalued and excluded from important decision-making processes (Raj, January 26th, 2024).

He further shared that:

Extract 13: In addition, my language skills were sometimes unfairly evaluated in my job evaluation, my competence in English was questioned, despite my ability to communicate effectively and perform my job duties, because as a native of India, I had perfected the language since childhood. It negatively affected my confidence and sense of belonging in the workplace, also showed how such attitudes undermined the diverse perspectives and talents that other multilingual people bring to the workplace because I seemed to be non proficient in English (Raj, January 26th, 2024).

Self-perception and Expression

Language investment goes beyond acquiring skills; it's a journey of self-discovery and expression. The data reveals that participants' language learning choices not only enhance communication but also influence their self-perception and identity. Through personal reflections, Karina, Yuri, Gale, and Jasmine share how languages have shaped their sense of self and how they express it.

In Extract 14, Karina describes the profound impact of language learning:

Extract 14: As I flipped through the pages of language textbooks, I couldn't help but feel a sense of anticipation bubbling within me. Each language represented a new facet of me waiting to be discovered and expressed. Would learning Spanish unlock my inner romantic? Would mastering English reveal a hidden strength? The choices I made in my language investment weren't just about acquiring skills to enroll in a program; they were about shaping how I saw myself and how I wanted others to see me (Karina, December 22nd, 2023).

Yuri's experience underscores the transformative power of languages. He describes each language as a lens through which he views himself, leading to a shift in self-perception:

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Extract 15: Standing in front of the mirror, I practiced greetings in English, Japanese, and Italian, experimenting with different tones and gestures. I also practiced languages in public places and felt overwhelmed by the joy and realization that my language choices had become a reflection of who I was and who I aspired to be. (Yuri, January 20th, 2024).

In Extract 16, Gale (December 22nd, 2023) offers a candid perspective on the challenges and rewards of language learning. She acknowledges the discomfort of pushing oneself into conversations with native speakers, but emphasizes how each interaction contributes to her evolving voice:

Extract 16: Sometimes I had to push myself into conversations with native speakers. It was in fact really stressful...And every time, I found my voice sound more confident with each word spoken. My language investment wasn't just memorizing grammar and vocabulary; it was about being able to express my perspective and feelings (Gale, December 22nd, 2023).

Jasmine's journey exemplifies the empowering potential of language learning. Reflecting on her experience, she recognizes a transformation in her self-perception:

Extract 17: Reflecting on your question and my journey of language acquisition, I now realize that my self-perception has undergone a transformation. With each new language I embraced, I became more confident in expressing myself authentically to others (Jasmine, December 22nd, 2024).

Language acquisition is not just restricted to learning language skills, but rather involves a learning process that points toward the construction of the self and one's identity. The value of the extracts stems from the manner in which they indicate the extent of change in people's ideas about themselves due to language acquisition.

Social and Professional Opportunities

Data analysis revealed a significant theme: participants' language investment decisions significantly impacted their ability to connect with social circles, advance careers, and engage in diverse cultural experiences. Navigating multilingual job interviews showcased the doors opened

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by language fluency. Participants easily networked connections with colleagues from various backgrounds and negotiated deals in global markets, with their linguistic skills emerging as indispensable assets.

In the Extract 18, Gale shares that being fluent in multiple languages made her an irreplaceable assistant manager:

Extract 18: It's no secret that speaking multiple languages helps you be more marketable in the job market. I was the only one to land an assistant manager position among 32 other applicants. In the short time I lived and worked in Korea, for anything international related my language skills became irreplaceable (Gale, December 22nd, 2023).

Similarly, Raj highlights that his ability to speak multiple languages has become a fundamental aspect of both his social and professional identity:

Extract 19: When I was identified as a translator for a meeting with our Chinese partners, I felt certain superiority over the other employees... Because of my language repertoire, I have had expanded opportunities in language. My linguistic investment provided a natural catalyst for building meaningful relationships and pursuing new job opportunities (Raj, January 26th, 2024).

Yuri reflects on the transformation his language skills brought to his personal and professional life. Multilingualism, once a hobby, became a strategic advantage in the competitive job market:

Extract 20: As I reflected on my journey from monolingualism (Korean) to multilingualism, I realized the impact that language investment had on my social and professional aspects was huge. What had once felt like a simple hobby now becomes a strategic advantage in a competitive job market (Yuri, January 20th, 2024).

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These narratives underscore the transformative power of language investment in shaping professional trajectories and social interactions. Participants' decisions yielded tangible benefits, including enhanced marketability, career advancement, and enriched cultural experiences. Fluency in multiple languages opened doors to diverse professional opportunities and facilitated meaningful connections with colleagues from different backgrounds (Extracts 18, 19, 20). These experiences highlight the practical value of language skills, empowering individuals to navigate the increasingly interconnected world.

Adaptation and Flexibility

Analysis revealed that participants' language investment choices necessitated adaptability and flexibility in navigating changing linguistic and cultural landscapes. These narratives illustrate the challenges of entering a new environment with limited language proficiency. Gale describes how her encounters with colleagues in a new country became opportunities to test her linguistic abilities and adapt to cultural norms, including the use of respectful speech patterns:

Extract 21: If Kazakh, Uzbek, Russian and English were already familiar to me, coming to a foreign country with little knowledge of the local language, I quickly realized that flexibility and adapting to the new setting were essential survival skills. For instance, every interaction with my colleagues became an opportunity to test my linguistic abilities and adapt to new cultural norms as honorifics (Gale, December 22nd, 2023).

Similarly, Raj's experience underscores the importance of adaptability in navigating daily life where English is not the dominant language. He highlights the need to constantly adjust communication styles to fit the language community:

Extract 22: I had trouble reading the street signs. In Guangzhou, because of the commercial nature of the city, there are a great number of them. To be able to understand, I constantly asked for help from the locals and adapted to the new language community. (Raj, January 26th, 2024).

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In the next Extract, Karina reveals the transformative potential of accepting difficulties as an opportunity for personal growth and the role of adaptation in language acquisition:

Extract 23: Initially mispronounced Spanish words and had difficulties in understanding colloquial expressions, I sensed the uncertainty if my language choice was right and felt constant discomfort. There was a fair amount of bullying for these reasons. After all, it's important for a 17-year-old to not fall flat. And when I started making friends, I found myself in a state of resilience. I learned to accept the difficulties of language learning as an opportunity for growth and self-discovery (Karina, December 22nd, 2023).

In her turn, May shares how she delved into the challenges and rewards of adjusting communication styles to resonate with diverse cultural contexts, and explored the transformative impact of embracing adaptability as a pathway to meaningful connections and success:

Extract 23: I quickly realized that adaptability and flexibility are essential skills to continue living at my usual pace without affecting my mental state... Whether it's a full conversation or making small talk with strangers in crowded public transportation, I am constantly adjusting my communication style to fit the cultural context of a country's residents to avoid feeling alienated and lonely in a new context (May, December 22nd, 2023).

These combined experiences underscore how adaptability and flexibility are central to successful language learning and meaningful cross-cultural interactions. Participants faced challenges in new linguistic and cultural settings, but by embracing adaptability, they were able to adjust, grow, and connect.

Pathways to Becoming Multilingual Selves: Participants' Individual Journeys

This part of the findings provides an analysis of the data that is related to **research question 2:**

What trajectories do language learners follow as they navigate their journeys towards their ideal multilingual selves?

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The data analysis revealed the main pathways that shaped the journeys of learners as they pursued their goals of becoming proficient in multiple languages. These pathways are:

motivation for additional learning; the process of proficiency development; understanding cultural norms and lifelong learning.

Motivation for Additional Learning

Data analysis revealed that motivation was an important catalyst for all six participants to start learning new languages at the very beginning of their journey. The participants also emphasized that whether it was family influence, cultural heritage, academic pursuits, or personal aspirations, each one of them was deeply motivated to learn and master new languages.

For instance, Karina revealed that:

Extract 24: I often romanticize my journey to becoming a multilingual individual. I remember how in my childhood, my parents put up a world map poster on the wall of my room. It was during a time when we didn't have easy access to the internet. My sister and I would often look at flags of countries and their territories. I was always curious to learn about their culture, to visit these countries, and to discover where winters lasted forever and where summers lasted all year round. The desire to achieve this goal motivated me to start learning languages (Karina, December 22nd, 2023).

The analysis of Gale's narrative revealed a fascinating linguistic journey marked by a blend of natural acquisition and deliberate pursuit:

Extract 25: Since childhood, I grew up in a bilingual environment; in the family, we used our mother tongue, Karakalpak, and at school, we used Russian. During my school years, I learned English as a foreign language. After graduating from high school, I learned the Uzbek language. In the undergraduate program, I also took a German language course. However, it was not as successful as the other languages I learned. While studying in a graduate program in South Korea, I learned the Korean language. I also speak Kazakh, but I didn't learn this language at school or in any educational setting (Gale, December 22nd, 2023).

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Another interesting extract that further explains Gale's motivation for language learning is explained in Extract 26:

Extract 26: For me, this language is very similar to my mother tongue, and for that reason, I speak Kazakh fluently. I learned the Karakalpak, Russian, and Kazakh languages naturally without considering any external factors. However, my parents possibly preferred sending my brother, sisters, and me to Russian medium of instruction schools due to the dominance of the Russian language in society. I was motivated to learn Korean, English, and Uzbek languages due to extrinsic motivation. However, learning the English language was the most important among all languages because, from a young age, I understood the dominance of the English language in the Global arena (Gale, December 22nd, 2023).

Raj found his motivation for language learning rooted in his diverse life experiences. Growing up in India, he was exposed to the rich linguistic tapestry of his country, where Hindi and English were spoken interchangeably in his household and community. However, it was during his travels to China and Spain for business that he realized the power of language as a bridge to cultural understanding and professional opportunities.

Extract 26: In my 30s, I have been living in China for 5 years. Inspired by my experiences abroad, I decided to embark on a language learning journey. I was driven by a burning curiosity to learn the intricacies of these languages and experience the cultures they represented. My weekends became dedicated to the pursuit of language acquisition. Learning Mandarin became a challenge unlike any I had encountered before. The tonality, the characters - it was like deciphering a code. The Spanish language, with its melodic rhythms and passionate expressions, captivated me from the beginning. When I met my wife Maria, I was further motivated to master it (Raj, January 26th, 2024).

In this narrative writing, the journey of language acquisition unfolded through a deeply personal lens, offering insights into the diverse motivations that propel individuals along their linguistic paths. From the intimate exploration of familial and cultural connections to the pragmatic pursuit of academic and career success, each language learned represented a unique chapter in the participant's story.

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Jasmine demonstrates the intricate interplay of personal experiences, societal influences, and intrinsic motivations that shape the trajectory of language learning:

Extract 27: Therefore, immigration to Peshawar Pakistan did not pose any threat to the maintenance of my mother tongue. Unlike those, who migrated to Europe, my first language evolved in a manner, as if I was raised in my home country. Pashto was the language of the large population in Peshawar and it can be regarded as my second L1 during my childhood. To my amazement, to be in touch with my background I did not have to delay and started learning Farsi-Dari, its literature and traditions. One may see how passionate teachers and the interest in Pashto literature influenced the choices in education and career paths.

She further shared her experience of becoming a multilingual individual:

Extract 28: Moreover, the vivid Indian movies created a great interest in Urdu, which compelled me to study more Urdu by watching movies and serials. Transitioning to English and Dutch as the two subjects kindled the horn of dilemma as practical need became the obvious tool to steer me towards different social settings as well as academic challenges. From this perspective, my motivation transformation can be described as follows: Initially, I was concerned with the search for affection, and later, it became functional, aimed at achieving success (Jasmine, 22 December, 2024).

Yuri's multilingual journey exemplifies a profound exploration of language driven by a desire for cultural understanding and connection. From his initial steps in learning English to maintain communication with his family in Vancouver to his ventures into Japanese and Italian, Yuri's motivation transcends mere linguistic proficiency. Instead, it reflects a deep-seated curiosity for the diverse cultural landscapes of the world, manifested through his passion for literature, music, and artistic expression.

Extract 29: My journey into multilingualism has been driven by a deep-seated curiosity for cultural insights and connections. Initially, my motivation to learn English was pragmatic, stemming from the need to maintain communication with my family after my mother's move to Vancouver. Through my study of Japanese, I gained valuable insights into Japanese societal values and customs. Similarly, my interest in Italy's rich heritage fueled my determination to learn Italian. Each language I studied reflected my own multifaceted motivation, which connected personal ties, exploration of a culture unfamiliar to me, and curiosity (Yuri, January 20th, 2024)

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Through May's narrative, the intricate interplay between personal motivation, cultural immersion, and the transformative impact of language acquisition is illuminated.

Extract 30: Because my parents' job required frequent change of residence, I was never a part of any group for a long time. Like, I had to change cultural contexts' every six months. French is my first language. I started learning German because it is my mother's first language. When I was 12, we moved to London, and here I started actively practicing and learning English. When I was 17, like many girls my age, I became interested in Korean pop culture and I had a great desire to learn a new and completely unusual language for me, Korean. Year and half ago I moved to Kazakhstan to pursue my Master's degree, and with the help of my new best friends I started learning Kazakh. My father is polyglot, and I always wanted to be like him. With every language I learnt I became closer to this ideal vision of me as a multilingual speaker (May, December 22nd, 2023)

The Process of Proficiency Development

The data analysis revealed that participants traversed a dynamic trajectory of language proficiency development, marked by distinct stages from basic vocabulary acquisition to advanced fluency.

Extracts 30 and 31 illuminate the initial phases of this journey, depicting the transition from rudimentary language skills to intermediate and advanced levels. Participants described a sense of achievement and newfound freedom as they progressed, indicating a pivotal turning point in their linguistic competence.

Extract 31: I would like to share my experience with English. As I progressed from basic vocabulary to more complex grammatical structures, a sense of satisfaction came over me. Intermediate level was the turning point in my language journey - the moment when I began to truly express myself in a foreign language. I was able to share my thoughts about the events happening around me, my personal impressions of the shows I watched without a template (Yuri, January 20th, 2024).

Extract 32: In Korean, as in English, there are certain levels of advancement in language learning. Going from Intermediate (TOPIK II-3 and TOPIK II-3) to Advanced (TOPIK II-6) level of language proficiency was like going to the final part of a video game, only in a linguistic mastery format. It's as if your hands were finally untied. No longer limited to simple phrases and basic conversations, I enjoyed the challenge of pushing my

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boundaries and reaching higher levels of language proficiency (May, December 22nd, 2023).

Extract 32 highlights the intricacies of advanced fluency, emphasizing the fusion of language and culture for effective communication. Here, participant demonstrated adeptness in navigating diverse social contexts and engaging with linguistic nuances:

Extract 33: When it comes to Chinese, it is not easy to achieve a high level of fluency because Chinese has many nuances in tone, dialects and manner of speech. When dealing with Chinese partners for the first time, I had to capture these nuances of the language and culture with accuracy and subtlety, as I had never studied to be an interpreter before. At one moment I found that I relied on years of practice to communicate effectively in this context (Raj, January 26th, 2024).

Furthermore, Extract 33 underscores the iterative nature of proficiency development, portraying fluency as an ongoing process of refinement and maintenance.

Extract 34: You know, I thought that when I reached the stage of maintaining and improving my Spanish, that would be the ultimate goal, but afterward I realized that this is an ongoing journey. Regular practice with my mates and exposure is necessary to maintain language proficiency (Karina, December 22nd, 2023).

Participants articulated the importance of sustained practice and exposure, highlighting the role of immersive experiences in honing their language skills over time. Together, these responses offer a comprehensive exploration of language proficiency development, emphasizing its dynamic nature and its profound implications for cultural understanding and lifelong learning.

Opportunities for Cultural Enrichment and Lifelong Learning

The analysis of participants' responses revealed that they embarked on a transformative journey of language acquisition and cultural immersion, each extract highlighting unique facets of this process. Extract 1 illustrates how immersing one in a new culture unveils the intricate

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connections between language and tradition, fostering a deeper appreciation for the richness of human experience.

Extract 35: From Texas, I unexpectedly moved to Gyeonggi-do. There were, of course, some difficulties throughout the exchange, but I did my best to digest as much of Korean culture as possible. When studying Korean I have come into the understanding that communication and interpersonal relationships are not just about the language but the elements from which these relationships are built. Leaving Korea was bittersweet, but I knew I wasn't just leaving with memories. I was leaving with a new appreciation for the beauty of human connection and the power of language to bridge the gap between cultures (Gale, December 22nd, 2023).

Extract 35 emphasizes the concept of lifelong learning as a commitment to continuous growth and exploration, with each language acquired and cultural experience embraced serving as a catalyst for personal enrichment:

Extract 36: With each new language I acquired, with each cultural experience I embraced, I felt enriched, becoming a lifelong learner on a journey of endless discovery and growth (Jasmine, December 22nd, 2024).

In Extract 36, the transition from language learner to culturally competent individual is depicted as a transformative journey, where linguistic proficiency intertwines with a profound understanding of cultural nuances to facilitate meaningful communication and interaction:

Extract 37: Becoming my ideal multilingual self was more than just mastering languages—it was about embracing a whole new prism of seeing the world and me. As I studied different languages, I realized that speaking fluently is not only about pronouncing words correctly, but also about being able to express your perspective, learn and understand (Karina, December 22nd, 2023).

She further elaborated:

It was in such moments that I began to truly appreciate the interconnectedness of language and culture, realizing that true language proficiency is not just knowing words, but understanding the people and the world around me. At some point, I realized that I was becoming not just a language speaker, but a citizen of the world (Karina, December 22nd, 2023).

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In Extract 37, the participant, now a parent of two multilingual teenagers emphasizes the importance of passing on their gained knowledge to their children:

Extract 38: Now that I am the mother of two multilingual teenagers, I want to teach them to understand and accept the knowledge I have gained along the way. The languages they have in their repertoire are not just a set of words, but a very important part of our identity (Gale, December 22nd, 2023)

Conclusion

In essence, the analysis of these stories embodies the ideal multilingual self - an individual deeply immersed in the intricacies of language and culture, constantly striving for further growth and understanding. In their journeys, the participants embraced the diversity of human expression and experience inherent in the pursuit of lifelong language learning. It is important to note that they have transcended beyond simple language proficiency to become culturally competent individuals adept at navigating the complexities of global communication. Their experiences underscore the transformative power of multilingualism, emphasizing its ability to develop empathy, bridge cultural differences, and enrich personal and social understanding. As they continue their journey of endless discovery and growth, these individuals embody the image of the ideal multilingual person, a lifelong learner who is committed to embrace diversity, raising cultural awareness and contributing to a more interconnected and harmonious world.

Chapter 5: Discussion

The previous chapter reported the findings of the present qualitative study, which aimed to explore how language learners' investment choices influence their identity formation and development as multilingual individuals and the trajectories they follow towards their ideal multilingual selves. This chapter discusses the findings of the current research, guided by Bonny Norton's (2010) and Darvin and Norton's (2015) frameworks on identity, investment, and motivation in language learning, in relation to existing relevant literature.

The study aimed to answer two research questions:

1. How do participants' language investment choices influence their identity formation and development as multilingual individuals?
2. What trajectories do language learners follow as they navigate their journeys towards their ideal multilingual selves?

This chapter is divided into two sections that correspond to the research questions mentioned above.

Theoretical Framework

This discussion employs the frameworks of Norton (2010) and Darvin and Norton (2015) to examine the findings presented in Chapter 4. These frameworks explore the interconnected concepts of identity, investment, and motivation in language learning, offering a comprehensive understanding of how learners' choices impact their identity and multilingual development.

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Norton (2010) and Darwin and Norton (2015) emphasize that language learning is not solely a cognitive exercise, but a deeply social and cultural one. Language acquisition, according to Norton et al., extends beyond vocabulary and grammar rules. It involves learners engaging with the social world, forming relationships, and negotiating their identities within those contexts. Darwin and Norton (2015) highlight the concept of investment as central to this perspective. Learners invest in language learning with the expectation of gaining symbolic and material resources that enhance their social and cultural capital. These investments are driven by learners' desires and goals, intrinsically linked to their identities and the roles they aspire to in society.

Norton et al. (2010, 2015) argue that language learning is neither neutral nor an individualistic process. It involves the learner within a social context, reflecting their aspirations, struggles for recognition, and attempts to align their language practices with their social and cultural identities. This framework provides a lens through which we can understand the experiences of language learners as dynamic and multifaceted, shaped by a range of social, economic, and political factors. The experiences of the participants in this study align well with this framework. They navigated complex linguistic and cultural landscapes, with their learning journeys influenced by interactions with peers, teachers, and community members, as well as their broader social environments. As they engaged with these diverse contexts, they continuously reconstructed their identities and negotiated their social roles. According to Darwin and Norton (2015), the participants' investments in learning multiple languages were closely tied to personal goals, such as academic success, securing better employment opportunities, or integrating into a new cultural community. These investments, in turn, shaped their language learning experiences, making the process deeply personal and socially situated.

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RQ1: How do participants' language investment choices influence their identity formation and development as multilingual individuals?

The analysis of the data obtained in the study showed that the formation and development of identity of multilingual individuals is influenced by these factors: *navigating linguistic affiliation and cultural integration; multilingual identity formation; the role of language ideologies; self-perception and expression; social and professional opportunities; adaptation and flexibility.*

Navigating Linguistic Affiliation and Cultural Integration

The present study found that participants' investment in learning new languages was driven by the desire for social integration and a sense of belonging. For instance, Karina's investment in learning English and Spanish was driven by her desire to apply for academic programs in the USA and Spain. This decision highlights her proactive engagement in expanding her linguistic repertoire to enhance her sense of belonging in diverse cultural settings. By learning these languages, Karina aimed not only to meet academic requirements but also to immerse herself in the cultural and social life of those countries. This aligns with Norton's (2010) emphasis on how language learning involves not just acquiring linguistic competence, but also negotiating one's identity within new cultural environments. Through this process, Karina was able to construct a multifaceted identity that resonated with the cultural norms and expectations of both the USA and Spain.

Similarly, Gale's acquisition of Korean was necessitated by her professional environment in Korea. Working in a Korean-speaking context required her to learn the language to effectively communicate with colleagues and clients, fulfill job responsibilities, and integrate into the

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workplace culture. According to Darvin and Norton (2015), this example illustrates how workplace demands can shape language investment and subsequently influence identity. By learning Korean, Gale was not only enhancing her professional skills but also aligning her identity with the cultural and social norms of her work environment. These experiences align with Norton's (2010) assertion that language investment is a social practice where learners seek to increase their cultural capital and negotiate their identities within their social networks (Bourdieu, 1991).

Multilingual Identity Formation

The results revealed that participants showcased how their multilingual journeys involved balancing their heritage languages with new linguistic experiences, shaping their multilingual identities. Language learning led to significant transformations in the participants' identities, illustrating the profound impact that acquiring new languages can have on one's sense of self. In accordance with Darvin and Norton (2015), identity is dynamic and constructed through engagement with new linguistic and cultural practices. Raj's journey from India to China vividly exemplifies this transformation. Initially, Raj perceived Mandarin as an "alien language," something entirely foreign and difficult to grasp. However, as he immersed himself in the Chinese linguistic landscape, he underwent a profound reconfiguration of his identity. Raj's experience required him to not only learn a new language but also to embrace new cultural norms and navigate linguistic challenges that were initially intimidating. This process echoes Darvin and Norton's (2015) notion of identity being shaped through continuous interaction with new linguistic and cultural environments. Through his investment in learning Mandarin, Raj

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transformed his identity, gradually integrating elements of Chinese culture into his sense of self and becoming more adept at navigating his new environment.

Jasmine's narrative further highlights the role of multilingualism in shaping a complex, layered identity. Her linguistic repertoire, influenced by migration and professional demands, required her to constantly negotiate her identity across different social and cultural contexts. According to Norton (2010), identity is multiple and fluid, influenced by learners' investments in different linguistic communities. Jasmine moved through various stages of her life in different countries, each time adopting new languages and adapting to new cultural settings. This ongoing negotiation underscores Norton's (2010) concept of identity as a dynamic process. Jasmine's experience demonstrates how her investments in different linguistic communities shaped her identity, making it multifaceted and adaptable. For Jasmine, each new language learned was a step towards integrating into a new community and fulfilling professional obligations. Her ability to switch between languages and cultural norms allowed her to navigate her social and professional environments more effectively. This adaptability highlights how multilingualism can serve as a tool for managing complex identities in a globalized world. According to Norton (2010), such identity construction is not static but continuously evolving as learners invest in new linguistic and cultural practices.

The Role of Language Ideologies

The study revealed that language ideologies significantly influenced participants' language investment choices. Jasmine experienced linguistic prejudice, where her mother tongue was often undervalued compared to English and Dutch, reflecting broader societal language hierarchies (Heller, 2007; Woolard, 2020).

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Raj faced discrimination in professional settings where his contributions in Hindi were overlooked, emphasizing the impact of language ideologies on social and professional opportunities (Heller, 2007).

They participants viewed their multilingualism as both a personal and professional asset, despite encountering challenges related to language ideologies. These insights highlight how language ideologies influence learners' access to social and professional opportunities and their sense of identity and belonging (Darvin & Norton, 2015).

Self-Perception and Expression

The study found that participants' investment in language learning influenced their self-perception and expression as they navigated and constructed their identities through multilingualism. Participants perceived themselves as a global citizen, leveraging her language skills to express different facets of her identity in various cultural contexts. Their multilingual abilities allowed him to express his interests and academic pursuits more fully, enriching his self-perception. Overall, the participants viewed their language skills as a crucial component of their self-expression and identity construction (Pavlenko, 2005).

Social and Professional Opportunities

The study revealed that language investment opened up new social and professional opportunities for participants. Participants' multilingualism provided them with professional opportunities in international settings, although they had to navigate linguistic prejudices. One participant's language skills enabled him to engage with diverse professional networks, although he faced challenges related to language ideologies.

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The research found that participants viewed their multilingualism as enhancing their social and professional prospects, despite the obstacles they encountered (Gardner & Lambert, 1972).

Adaptation and Flexibility

The study found that participants' investment in learning new languages fostered their adaptation and flexibility in various cultural and linguistic contexts. Interestingly, their ability to adapt to different linguistic environments was a key factor in her successful integration into new social circles. Flexibility in switching between languages and cultures facilitated her sense of belonging and identity formation. Participants approached their adaptability and flexibility as vital to their multilingual journeys and identity development (Bennett, 1993).

RQ2: What Trajectories Do Language Learners Follow as They Navigate Their Journeys Towards Their Ideal Multilingual Selves?

The trajectories of the participants towards their ideal multilingual selves were shaped by their motivations, both intrinsic and extrinsic, as well as by their sociocultural contexts.

Motivations and Language Learning Strategies

Participants demonstrated diverse motivations for learning new languages, ranging from personal interest and career aspirations to social integration and family connections. They were asked about their reasons for choosing specific languages and how these choices influenced their learning experiences.

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Gale's journey to learning multiple languages was driven by the necessity to adapt to different cultural and professional environments. Her experience highlights the role of extrinsic motivation in language learning.

Yuri's initial motivation to learn English was personal, driven by the need to communicate with his sister. This intrinsic motivation eventually extended to learning Japanese and Italian, fueled by his interests in anime and his academic pursuits.

These motivations align with Norton and Darwin's (2015) assertion that investment in language learning is influenced by a complex interplay of identity, desire, and capital. The participants' trajectories reflect their ongoing negotiation of their social identities and their efforts to accumulate linguistic and cultural capital (Csizér & Dörnyei, 2005).

Role of Language Ideologies

The study revealed that language ideologies significantly influenced participants' language investment choices. Jasmine experienced linguistic prejudice, where her mother tongue was often undervalued compared to English and Dutch, reflecting broader societal language hierarchies (Heller, 2007; Woolard, 2020). Raj faced discrimination in professional settings where his contributions in Hindi were overlooked, emphasizing the impact of language ideologies on social and professional opportunities (Heller, 2007).

Overall, the participants viewed their multilingualism as both a personal and professional asset, despite encountering challenges related to language ideologies. These insights highlight how language ideologies influence learners' access to social and professional opportunities and their sense of identity and belonging (Norton & Darwin, 2015).

Opportunities for Cultural Enrichment and Lifelong Learning

Participants' investment in language learning provided them with significant opportunities for cultural enrichment and lifelong learning. These opportunities were not just limited to enhancing their linguistic capabilities but also extended to broadening their cultural horizons and fostering a lifelong commitment to learning.

Cultural Enrichment

Learning new languages allowed participants to engage deeply with different cultures, leading to a richer, more nuanced understanding of the world. Karina's journey of learning English and Turkish enabled her to immerse herself in the cultural nuances of the USA and Turkey, developing a profound appreciation for diverse cultural practices and perspectives (Bialystok, 2011). May's decision to learn German connected her with her heritage and allowed her to experience German culture firsthand, enriching her overall cultural experience (Byram, 1997).

These experiences align with the notion that language learning is a pathway to cultural enrichment, offering learners a gateway to understand and appreciate the complexities of different cultures.

Lifelong Learning

Participants' commitment to learning new languages was indicative of their broader engagement with lifelong learning. Their language learning journeys were characterized by a continuous pursuit of knowledge and self-improvement.

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Gale's multilingual journey, driven by the necessity to adapt to different cultural and professional environments, highlighted her commitment to lifelong learning and professional growth (Csizér & Dörnyei, 2005). Yuri's intrinsic motivation to learn languages extended beyond mere communication needs. His passion for learning Japanese and Italian, fueled by his interests in anime and academics, showcased his dedication to lifelong learning and intellectual curiosity (Adesope et al., 2010).

The findings suggest that the participants' language learning efforts were part of a broader lifelong learning strategy, reflecting their desire for continuous personal and professional development.

Conclusion

In conclusion, the participants' experiences illustrated the dynamic and transformative nature of identity in the context of language learning. According to Norton et al. (2010, 2015), language learning can lead to significant personal growth and identity reconfiguration. Their journeys underscore the importance of understanding language learning as a socially and culturally embedded process, where identity is continuously negotiated and reconstructed. This perspective highlights the need for language education to consider the broader social and cultural dimensions of language learning, recognizing the profound impact it can have on learners' identities.

Chapter 6: Conclusion

This study explored the influence of language investment choices on identity formation among multilingual individuals. By analyzing the experiences of six participants – Karina, Gale, Raj, Jasmine, Yuri, and May – we gained valuable insights into the intricate relationship between language learning and identity development. Previous chapters revealed that language learning is deeply intertwined with social, cultural, and personal factors, shaping not only linguistic competence but also individual identities.

Key Findings

Language learning is a significant investment where learners negotiate their identities and seek social recognition. Motivations ranged from academic and professional aspirations to personal and cultural enrichment. The narratives of all participants illustrated the diverse motivations driving language learning. Karina's initial focus on career advancement broadened into a desire to immerse herself in different cultures. Gale's multilingual journey stemmed from her upbringing in a linguistically diverse environment and the professional necessity of learning languages. Raj's passion for languages reflected a desire to connect with different cultures and enhance his professional opportunities. Jasmine's multilingualism was shaped by her multicultural background and professional needs. Yuri and May also highlighted the importance of professional aspirations and personal interests in their language learning journeys.

Cultural Integration

Participants' language choices were influenced by the need to integrate into new cultural contexts and align with specific social groups.

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The experiences of the participants go beyond acquiring linguistic skills; language learning facilitated cultural integration. Karina's move to Turkey and subsequent immersion in Turkish learning exemplifies this. Similarly, Gale's relocation to Korea and her need to learn Korean for professional reasons highlight the role of language in navigating new cultural environments. Raj's journey in learning Mandarin and Spanish underscores the importance of language in building connections with different cultural communities. Jasmine's multilingualism, shaped by her migration experiences, demonstrates how language learning aids in cultural adaptation and social integration. Yuri and May also illustrate the importance of language learning in integrating into diverse cultural settings and aligning with specific social groups.

Multilingual Identity Formation

Acquiring new languages led to significant transformations in participants' identities, reinforcing the dynamic nature of identity construction. The participants' narratives highlight the transformative impact of language learning on their identities. Karina's journey of learning multiple languages enriched her core self and added cultural and linguistic uniqueness to her self-perception. Gale's mastery of six languages shaped her identity and influenced her sense of belonging in different cultural contexts. Raj's immersion in Mandarin and Spanish led to significant changes in his self-perception and identity. Jasmine's multilingual journey through different countries transformed her identity and influenced her sense of self. Yuri and May also experienced significant identity transformations through their language learning journeys, reinforcing the dynamic nature of identity construction in multilingual individuals.

Impact of Language Ideologies:

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Societal perceptions and language ideologies shaped participants' language investments, highlighting the need to address linguistic discrimination. The participants' experiences reveal the impact of societal perceptions and language ideologies on their language investment choices. Karina's realization that English alone was insufficient in a competitive job market motivated her to learn other languages. Gale's initial skepticism about learning English due to societal attitudes in her Soviet surroundings, and her subsequent move to Texas, highlight the influence of such perceptions. Raj's experiences of undervaluing native languages in professional settings underscore the impact of language ideologies on language investment. Jasmine's multilingualism, shaped by her migration experiences, also reflects the influence of societal perceptions on language learning. Yuri and May's language investments were similarly influenced by societal attitudes and language ideologies, highlighting the need to address linguistic marginalization, particularly the undervaluing of certain languages.

Self-Perception and Expression

Language learning enriched participants' self-perception and modes of expression, allowing them to align with their personal and cultural interests. The participants' narratives illustrate how language learning enriched their self-perception and modes of expression. Karina's deliberate and immersive language learning strategy allowed her to incorporate cultural aspects of each language into her daily routine, enriching her self-perception and enabling her to express herself in alignment with her personal interests. Gale's mastery of six languages enriched her cultural understanding and influenced her modes of expression. Raj's passion for language learning and his efforts to immerse himself in different linguistic and cultural practices enriched his self-perception and expression. Jasmine's multilingualism, shaped by her upbringing in a

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multicultural environment, also influenced her self-perception and expression. Yuri and May's language learning journeys similarly enriched their self-perception and modes of expression, allowing them to align with their personal and cultural interests.

Theoretical Implications

This study reinforces the frameworks of Norton (2010) and Darvin and Norton's (2015) on language investment and identity. Their theories emphasize that language learning is not just about acquiring linguistic skills but also involves complex social negotiations and ongoing identity construction. The experiences of the participants align with these perspectives, demonstrating that language learning is a significant investment that shapes identities and motivates learners to seek social recognition.

Norton (2010) proposed the theory of investment in language learning, suggesting that learners invest in acquiring new languages to gain symbolic and material resources. These resources, in turn, shape their identities. Norton & Darvin (2015) elaborated on this concept, highlighting the dynamic and socially situated nature of identity construction through language learning. The experiences of Karina, Gale, Raj, Jasmine, Yuri, and May resonate with these frameworks. Their narratives demonstrate that language learning is a significant investment that involves negotiating identities and seeking social recognition.

This research also contributes to the broader field of sociolinguistics by providing empirical evidence on the relationship between language investment, identity formation, and motivation. The participants' stories illustrate the multifaceted nature of multilingualism and the

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dynamic process of identity negotiation. They emphasize the need to consider the social and cultural dimensions of language learning in addition to linguistic skills development.

Practical Implications

Educational institutions should foster inclusive environments that recognize and address societal ideologies impacting language learning. The study's findings shed light on the importance of creating inclusive learning environments that support multilingual learners. Educational institutions should acknowledge and address societal ideologies that can hinder language learning, such as undervaluing native languages or marginalizing certain linguistic groups. By fostering inclusive environments, educators can help learners overcome these challenges and achieve their full potential.

Language learning programs should align with learners' personal and professional goals, facilitating cultural and social integration. The participants' experiences underscore the need for language learning programs that are tailored to learners' personal and professional goals. Educational institutions should design programs that facilitate cultural and social integration, equipping learners to navigate diverse cultural contexts and achieve their academic and professional aspirations. By aligning programs with learners' goals, educators can enhance motivation and support the development of multilingual identities.

Promoting the appreciation of linguistic diversity in educational and professional settings can enhance learners' sense of belonging and identity construction. The study's findings highlight the importance of promoting linguistic diversity in educational and professional settings. By valuing and appreciating linguistic diversity, educators can create a more inclusive and equitable

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environment for language learners. This appreciation strengthens learners' sense of belonging and supports the construction of multilingual identities. It also challenges societal ideologies that marginalize certain languages and linguistic groups.

Limitations and Future Research

Sample Size and Demographics:

The study's small sample size and focus on a specific demographic limit the generalizability of the findings. Future research should consider larger and more diverse populations to validate and expand upon these findings.

One limitation of this study is the small sample size, which restricts the generalizability of the findings. Future research should involve larger and more diverse populations to strengthen and broaden the understanding of the relationship between language investment, identity formation, and motivation. For instance, including participants from different linguistic backgrounds, age groups, and cultural contexts could provide a more comprehensive perspective. Longitudinal studies could provide deeper insights into the long-term impacts of language investment on identity formation.

Another limitation is the focus on a specific demographic, which may not fully capture the variety of multilingual experiences. Future research should consider including participants from a wider range of demographics to explore how factors such as age, gender, socioeconomic status, and educational background influence language investment and identity formation.

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Additionally, longitudinal studies could provide deeper insights into the long-term impacts of language investment on identity formation. By following participants over an extended period, researchers can explore how language learning trajectories evolve over time and how language investment choices continue to shape identities in the long term.

Final Reflection

In the process of writing this thesis, I went through a deep personal journey, experiencing numerous challenges and difficulties. Starting research from scratch was not easy, and I made many mistakes along the way. However, each mistake became a lesson that helped me understand the essence of the topic I was studying a bit more.

The stories of the participants in the research were not just simple stories to me but a source of inspiration. They proposed new prisms into the diversity of worlds and linguistic journeys, showing how public opinion and language ideologies can impact human identity. Encounters with experiences of marginalization and undervaluation of native languages sparked in me a determination to advocate for change.

Now I realize that the issues of multilingualism and language identity require not only academic study but personal engagement. My research has become not just an academic project but a driving force behind my advocacy for creating inclusive spaces.

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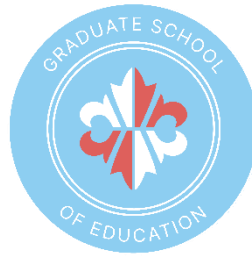
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Appendices

Towards Becoming Ideal Multilingual Self: A Narrative Inquiry into Language Learning, Personal Investment and Identity Formation

Appendix A – Declaration of the Use of Generative AI

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of AI and composed this work independently (please check one):

- with the use of artificial intelligence tools, or
- without the use of artificial intelligence tools.

During the preparation of this thesis I used ChatGPT for brainstorming ideas; Quillbot, Grammarly, Typeset, SonixAI, Invicta AI and Gemini to correct grammar, transcribe recordings, paraphrase the sentences, find literature, and proofread texts.

I also declare that I

- am aware of the capabilities and limitations of AI tool(s),
- have verified that the content generated by AI systems and adopted by me is factually correct,

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am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,

have submitted complete and accurate information about my use of AI tools in this work, and

acknowledge that there may be disciplinary consequences if I have not followed NUGSE's guidelines regarding AI appropriate use.

Name: Aigerim Turanova

Signature:

Date: 31.05.24

Appendix B

Written narrative guiding questions

Towards Becoming an Ideal Multilingual Self: A Narrative Inquiry into Language Learning, Personal Investment, and Identity Formation

1. Reflections on your multilingual journey: Please share your personal experience of learning multiple languages.

1. What languages did you learn and what motivated you to initiate this multilingual journey?
2. What were your imagined goals, imagined identities and communities? Briefly explain please.
3. How your imagined goals were aligned with the concept of the ideal multilingual self?

2. Language investment exploration: Describe the investment you made to achieve your language learning goals.

1. Can you describe the investment you made to achieve your imagined goals and ideal multilingual self?
2. How has your investment affected your language learning experience and your aspirations for language proficiency?

3. Identity formation: Reflect on how the language learning experience has affected your sense of self and identity.

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1. Have you observed any shifts or alterations in your identity as a result of acquiring multiple languages? If you have, please share these changes.

4. Language Proficiency Aspiration: Explain your vision for achieving multilingual proficiency.

1. What does it mean to you to achieve a high level of proficiency in multiple languages?

2. Can you elaborate on your ambitions and goals related to becoming an ideal multilingual self?

3. Are there any rewards for achieving the goals of a multilingual self?

5. Any other important point you would like to highlight with regard to your multilingual self journey.

В қосымшасы

Жазбаша баяндауға арналған жетекші сұрақтар

Идеал Көптілді Тұлға Болу Барысында: Тілді Үйрену, Жеке Инвестиция және Жеке

Басын Қалыптастыруды Баяндайтын Зерттеу

1. Көптілді саяхатыңыз туралы ойлар: Бірнеше тілді үйренудегі жеке тәжірибеңізбен бөлісіңіз.

1. Сіз қандай тілдерді оқыдыңыз және осы көптілді саяхатты бастауға не түрткі болды?
2. Сіздің елестететін мақсаттарыңыз, елестететін тұлғалар мен қауымдастықтар қандай болды? Қысқаша түсіндіруіңізді өтінемін.
3. Сіздің елестететін мақсаттарыңыз идеалды көптілді «Мен» тұжырымдамасына қалай сәйкес келеді?

2. Тілдік инвестицияларды зерттеу: Тіл үйрену мақсаттарына жету үшін салған инвестицияларыңызды сипаттаңыз.

1. Сіз өзіңіздің армандаған мақсаттарыңызға және идеалды көптілді тұлғаға жету үшін салған инвестицияларыңызды сипаттай аласыз ба?
2. Сіздің инвестицияңыз тіл үйрену тәжірибеңіз бен тілге деген ұмтылысыңызға қалай әсер етті?

3. Сәйкестікті қалыптастыру: Тіл үйрену тәжірибеңіз сіздің жеке басыңызға қалай әсер еткені туралы ойланыңыз.

1. Бірнеше тілді үйрену нәтижесінде тұлғаңыздың қандай да бір айрықшалығын немесе өзгерістерін байқадыңыз ба? Егер иә болса, осы өзгерістер туралы айтып беріңіз.

4. Тілдерді меңгеруге ұмтылу: Көптілді меңгеруге қол жеткізуге деген көзқарасыңызды түсіндіріңіз.

1. Бірнеше тілді меңгерудің жоғары деңгейіне жету сіз үшін нені білдіреді?
2. Идеалды көптілді адам болуға байланысты ұмтылыстарыңыз бен мақсаттарыңыз туралы толығырақ айтып беріңізші?
3. Көптілді жетік меңгерген тұлға болуға жетудің сізге қандай да бір ұтымдылығы бар ма?

5. Өзіңіздің идеал көптілді тұлғаға айналу саяхатыңызғы қатысты айта кеткіңіз келетін маңызды сәтті сипаттаңыз.

Приложение В

Направляющие вопросы для письменного повествования

На пути к становлению “идеального многоязычного Я”: нарративное исследование изучения языка, личностных инвестиций и формирования идентичности

1. Размышления о своем пути изучения языков: Пожалуйста, поделитесь своим личным опытом изучения нескольких языков.

1. Какие языки вы изучали, и что побудило вас начать это многоязычное путешествие?
2. Каковы были ваши воображаемые цели, воображаемые идентичности и сообщества? Пожалуйста, опишите кратко.
3. Как ваши воображаемые цели согласуются с концепцией вашего идеального многоязычного «я»?

2. Исследование языковых инвестиций: Опишите, какие инвестиции вы сделали для достижения своих целей в изучении языка.

1. Можете ли вы описать инвестиции, которые вы сделали для достижения своих воображаемых целей и идеального многоязычного «я»?
2. Как ваши инвестиции повлияли на ваш опыт изучения языка и ваши стремления к владению языком?

3. Формирование идентичности: Поразмышляйте над тем, как опыт изучения языка повлиял на ваше самоощущение и идентичность.

1. Наблюдали ли вы какие-либо сдвиги или изменения в своей идентичности в результате овладения несколькими языками? Если да, то расскажите, пожалуйста, об этих изменениях.

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4. Стремление к владению языком: Объясните свое видение достижения уровня владения несколькими языками.

1. Что для вас означает достижение высокого уровня владения несколькими языками?
2. Расскажите подробнее о своих стремлениях и целях, связанных с тем, чтобы стать идеальным многоязычным человеком?
3. Существуют ли какие-либо вознаграждения за достижение целей многоязычного «я»?

5. Любой другой важный момент, который вы хотели бы подчеркнуть в связи с вашим путешествием к многоязычному Я.

Appendix C

Interview protocol

Towards Becoming an Ideal Multilingual Self: A Narrative Inquiry into Language

Learning, Personal Investment, and Identity Formation

Time and date of the interview:

Place:

Participant: _____ (Specific letter)

Interviewer: Aigerim Turanova

Purpose of the study: to investigate and comprehend the respondents' backgrounds in language learning, investment, and personal growth in the context of becoming Ideal Multilingual Self.

General questions according to the written narrative of the participant:

Introduction and background:

1. Can you briefly tell me about your language learning background, including the languages you have studied and your level of proficiency in each?

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2. What initially motivated you to pursue multiple languages and how have those motivations changed over time?

3. Can you describe any significant moments or experiences that shaped your language learning path and influenced your language choice?

Language investment and identity:

4. Let's explore the concept of language investment. How do you make decisions about investing your time and effort in learning and using different languages?

5. Have you noticed any connection between your language investment choices and the development of your multilingual identity? If yes, can you give examples?

The ideal multilingual self:

6. You mentioned the idea of an "ideal multilingual self". Can you describe what this concept means to you personally and what it represents in terms of language proficiency and identity?

7. How do you envision the trajectory or path to achieving your ideal multilingual self? Are there specific goals or milestones you have set for yourself?

Research objectives and participation in the study:

8. Reflecting on the research objectives, why do you think it is important to explore the experiences of people like you who are learning multiple languages and their relationship to identity formation?

9. What motivated you to take part in this study, and what contribution do you hope your participation will make to a wider understanding of language learning and identity formation?

Challenges and strategies:

10. Multilingualism can be fraught with difficulties. Can you talk about obstacles or difficulties you have encountered on your language learning journey and how you overcame them?

11. Are there specific strategies or resources that you have found particularly effective in your language learning process?

Cultural awareness and competence:

12. How has your journey in multilingualism affected your cultural awareness and competence? Have you noticed any changes in your cultural attitudes or interactions as a result of being multilingual?

Reflections on the research process:

13. Today we explored various aspects of your language learning experience. How has this interview process influenced your own reflections on your multilingual journey and identity development?

Final Reflections:

14. Is there anything else you would like to share or offer any thoughts on the topic of language learning, identity and this study?

С қосымшасы

Сұхбаттасу хаттамасы

Идеал Көптілді Тұлға Болу Барысында: Тілді Үйрену, Жеке Инвестиция және Жеке

Басын Қалыптастыруды Баяндайтын Зерттеу

Әңгімелесу уақыты мен күні:

Орны:

Қатысушы: _____ (Әріп)

Сұхбатшы: Айгерім Тұранова

Зерттеудің мақсаты: Идеалды көптілді Менді қалыптастыру жағдайында тіл үйрену, инвестициялау және тұлғалық өсу саласындағы респонденттердің тәжірибесін зерттеу және түсіну.

Қатысушының жазған әңгімесіне сәйкес жалпы сұрақтар:

Кіріспе:

1. Сіз өзіңіздің тіл үйрену тәжірибеңізді, соның ішінде оқыған тілдеріңізді және әрқайсысын меңгеру деңгейіңізді қысқаша сипаттай аласыз ба?
2. Бастапқыда бірнеше тілді үйренуге не түрткі болды және уақыт өте келе бұл мотивациялар қалай өзгерді?
3. Тіл үйрену жолыңызды қалыптастырған және таңдауыңызға әсер еткен кез келген маңызды сәттерді немесе тәжірибелерді сипаттай аласыз ба?

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Тілдік инвестициялар және сәйкестік:

4. Тілдік инвестиция ұғымын қарастырайық. Уақыт пен күш-жігеріңізді әртүрлі тілдерді үйренуге және пайдалануға жұмсау туралы шешімді қалай қабылдайсыз?
5. Сіз тілді инвестициялау таңдауыңыз бен көптілді тұлғаның дамыту арасында қандай да бір байланысты байқадыңыз ба? Егер иә болса, мысалдар келтіре аласыз ба?

Идеалды көптілді «мен»:

6. Сіз «идеалды көптілді мен» идеясын айттыңыз. Бұл ұғым сіз үшін нені білдіретінін және тілді меңгеру мен сәйкестілік тұрғысынан нені білдіретінін сипаттай аласыз ба?
7. Сіз өзіңіздің идеалды көптілді тұлғаның жетудің траекториясын немесе жолын қалай елестетесіз? Сіз өзіңізге қойған нақты мақсаттар немесе белестер бар ма?

Зерттеудің міндеттері және оған қатысу:

8. Зерттеу мақсаты туралы ойлана отырып, сіз сияқты бірнеше тілді үйреніп жатқан адамдардың тәжірибесін және олардың жеке басын қалыптастыруға қалай қатысы барын зерттеу нәтижесінен маңызды деп ойлайсыз?
9. Осы зерттеуге қатысуыңызға не түрткі болды және сіздің қатысуыңыз тіл үйрену мен тұлғаны қалыптастыруды кеңірек түсінуге қандай үлес қосады деп үміттенесіз?

Мақсаттар мен стратегиялар:

10. Көптілділік қиын болуы мүмкін. Тіл үйрену жолында кездескен кедергілер немесе қиындықтар және оларды қалай жеңгеніңіз туралы айта аласыз ба?
11. Тіл үйрену үдерісінде ерекше тиімді деп тапқан нақты стратегиялар немесе ресурстар бар ма?

Мәдени хабардарлық және құзыреттілік:

12. Тілдерді үйрену барысында сіздің мәдени хабардарлығыңыз бен құзыреттілігіңізге қалай әсер етті? Көптілділік нәтижесінде мәдени көзқарастарыңызда немесе қарым-қатынастарыңызда қандай да бір өзгерістер байқадыңыз ба?

Зерттеу процесі туралы ойлар:

13. Бүгін біз сіздің тіл үйрену тәжірибеңіздің әртүрлі аспектілерін зерттедік. Бұл сұхбат процесі сіздің көптілді саяхатыңыз бен тұлғаның дамыту туралы ойларыңызға қалай әсер етті?

Қорытынды ойлар:

14. Тіл үйрену, жеке басын анықтау және осы зерттеу тақырыбы бойынша өз ойыңызды білдіргіңіз келетін тағы бір нәрсе бар ма?

Приложение С

Протокол интервью

На пути к становлению идеального многоязычного «Я»: нарративное исследование изучения языка, личностных инвестиций и формирования идентичности

Время и дата проведения интервью:

Место:

Участник: _____ (Конкретная буква)

Интервьюер: Айгерим Туранова

Цель исследования: изучить и осмыслить опыт респондентов в области изучения языка, инвестирования и личностного роста в контексте становления Идеального Многоязычного Я.

Общие вопросы в соответствии с письменным рассказом участника:

Введение и история вопроса:

1. Можете ли вы кратко рассказать о своей истории изучения языков, включая языки, которые вы изучали, и уровень владения каждым из них?
2. Что изначально побудило вас к изучению нескольких языков и как эти мотивы менялись с течением времени?
3. Можете ли вы описать какие-либо значимые моменты или переживания, которые определили ваш путь изучения языка и повлияли на его выбор?

Языковые инвестиции и идентичность:

TOWARDS BECOMING IDEAL MULTILINGUAL SELF

4. Давайте рассмотрим концепцию языковых инвестиций. Как вы принимаете решения об инвестировании своего времени и усилий в изучение и использование различных языков?

5. Заметили ли вы какую-либо связь между выбором языковых инвестиций и развитием вашей многоязычной идентичности? Если да, то можете ли вы привести примеры?

Идеальное многоязычное «я»:

6. Вы упомянули идею «идеального многоязычного Я». Можете ли вы описать, что это понятие означает лично для вас и что оно представляет собой с точки зрения владения языком и идентичности?

7. Как Вы представляете себе траекторию или путь к достижению своего идеального многоязычного «Я»? Есть ли конкретные цели или этапы, которые вы поставили перед собой?

Задачи исследования и участие в нем:

8. Размышляя о целях исследования, почему вы считаете важным изучить опыт таких людей, как вы, изучающих несколько языков, и их связь с формированием идентичности?

9. Что побудило вас принять участие в данном исследовании, и какой вклад, как вы надеетесь, ваше участие внесет в более широкое понимание проблем изучения языков и формирования идентичности?

Задачи и стратегии:

10. Многоязычие может быть сопряжено с трудностями. Можете ли вы рассказать о препятствиях или трудностях, с которыми вы столкнулись на своем пути изучения языка, и о том, как вы их преодолели?

11. Существуют ли конкретные стратегии или ресурсы, которые показались вам особенно эффективными в процессе изучения языка?

Культурная осведомленность и компетентность:

12. Как ваш путь в многоязычии повлиял на вашу культурную осведомленность и компетентность? Заметили ли вы какие-либо изменения в ваших культурных установках или взаимодействии в результате многоязычия?

Размышления о процессе исследования:

13. Сегодня мы изучили различные аспекты вашего опыта изучения языка. Как этот процесс интервью повлиял на ваши собственные размышления о своем многоязычном пути и развитии идентичности?

Заключительные размышления:

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14. Хотели бы вы еще чем-нибудь поделиться или высказать свои соображения по теме изучения языка, идентичности и данного исследования?

Appendix D

INFORMED CONSENT FORM

Towards Becoming an Ideal Multilingual Self: A Narrative Inquiry into Language

Learning, Personal Investment, and Identity Formation

You are invited to participate in a research aimed to investigate the experiences of individuals learning multiple languages and the reasons for their commitment to achieving a high level of proficiency in these languages. This research is undertaken by Aigerim Turanova, a master's student of Nazarbayev University Graduate School of Education.

You will be asked to answer some questions about how your investment choices influenced your identity formation and development as a multilingual individual. With your permission, I will ask you to write a narrative about your past experience and conduct an interview based on your writing. Then I tape-record your responses, as they will be used in further analysis. In case you do not wish to be recorded, I can take notes instead while you are answering to the questions.

Your participation in this study is voluntary. Although guiding questions are not intended to be a sensitive nature, if any point you do not wish to answer a question you may decline to respond. If you wish to withdraw from this project, you may do so at any time and all the information (writings, tapes and notes) will be deleted.

Your participation will require 40-50 minutes.

There are minimal risks associated with participation in the study. To protect you from the possible risks, I intend to take every necessary step to insure your confidentiality. To provide additional confidentiality and anonymity, I will use certain letters instead of your name, a file linking the letters to real names and your data will be saved in a password-protected application

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that requires certain fingerprint and facial identification steps to access. At the end of the project, the file will be deleted.

I will remove any identifying from the final version of the paper, so that your identity is not revealed and will remove all password protected files from the application after completing the study. No tangible compensation will be given for you. You will receive no direct benefits from participating in this research study. However, your responses may help my research learn more about your specific experience of becoming ideal multilingual self. Any report of this research that is made available to the public will not include your name or any other individual information by which you could be identified.

If you have questions or want a copy or summary of this study's results, you can contact me at the email address or telephone provided below. The results of the study will be used to write a scholarly article, prepare a conference presentation and for other written reports.

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D қосымшасы

АҚПАРАТТЫ КЕЛІСІМ ФОРМАТЫ

Идеал Көптілді Тұлға Болу Барысында: Тілді Үйрену, Жеке Инвестиция және Жеке

Басын Қалыптастыруды Баяндайтын Зерттеу

Мен сізді бірнеше тілді меңгерген адамдардың тәжірибесін және олардың осы тілдерде жоғары деңгейге жетуге ұмтылу себептерін зерттеуге бағытталған зерттеуге қатысуға шақырамын. Зерттеуді Назарбаев Университеті Жоғары Білім Беру Мектебінің магистранты Айгерім Тұранова жүргізеді.

Сізден инвестициялық таңдауыңыз көптілді адам ретінде жеке тұлғаңызды қалыптастыруға және дамытуға қалай әсер еткені туралы бірнеше сұрақтарға жауап беру сұралады. Рұқсат етсеңіз, мен сізден өткен тәжірибелеріңіз туралы жеке баяндамаңызды жазуды және жазғандарыңыздың негізінде сұхбат жүргізуге рұқсат беруіңізді сұраймын. Содан кейін жауаптарыңызды таспаға жазып аламын, өйткені олар әрі қарай талдауда қолданылады. Егер де сұхбатты аудио ретінде жазғыңыз келмесе, сұрақтарға жауап бергенде өзіме қағаз бетінде түртіп қалыммен жазып аламын.

Сіз осы зерттеуге ерікті түрде қатыса аласыз. Сізге қойылатын нұсқаулық сұрақтар сезімтал мәселелерді көтермейді, қалауыңыз бойынша, кез келген уақытта сұраққа жауап бергіңіз келмесе, жауап беруден бас тартуыңызға болады. Егер сіз осы жобаға қатысудан бас тартқыңыз келсе, мұны кез келген уақытта жасауға құқылысыз, сізден жазылған барлық ақпарат (жазбалар, дауыстық жазбалар және жазбалар) жойылады.

Сіздің жобаға қатысуыңыз шамамен 40-50 минутты алады.

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Зерттеуге қатысу минималды қауіп төндіру қатерін тудырады. Сізді мүмкін қауіптерден қорғау үшін және сіздің жеке ақпаратыңыздың құпия болып қалуын қамтамасыз ету үшін барлық қажетті шараларды қабылдауға ниеттімін. Қосымша құпиялылық пен анонимділікті қамтамасыз ету үшін атыңыздың орнына арнайы әріптерді, сосын сол әріптерді нақты аттармен байланыстыратын файлды қолданамын және деректеріңіз белгілі бір саусақ ізі мен бет-әлпет сәйкестендіруінен өтуді талап ететін құпия сөзбен қорғалған қолданбада сақтаймын. Зерттеу аяқталған соң, файл толықтай жойылады.

Мен сіздің жеке ақпаратыңызды көрсетпеу үшін мақаланың соңғы нұсқасынан кез келген сәйкестендіруді алып тастаймын және зерттеу аяқталғаннан кейін барлық құпия сөзбен қорғалған файлдарды қолданбадан жойып тастаймын. Зерттеу барысында сізге ешқандай қаржылық өтемақы берілмейді. Бұл зерттеуге қатысудан сіз ешқандай тікелей пайда алмайсыз. Дегенмен, сіздің жауаптарыңыз менің зерттеуіме идеал көптілді тұлға болудағы нақты тәжірибеңіз туралы көбірек білуге көмектесуі мүмкін. Бұл зерттеудің көпшілікке қолжетімді формасында сіздің атыңыз немесе сізді анықтауы мүмкін басқа жеке ақпарат болмайды.

Егер қосымша сұрақтарыңыз болса, осы зерттеу нәтижелерінің көшірмесін немесе қысқаша мазмұнын алғыңыз келсе, төмендегі электрондық пошта мекенжайы немесе телефон нөмірі бойынша маған хабарласуыңызға болады. Зерттеу нәтижелері ғылыми мақала жазуда, конференция презентациясын дайындауда және басқа жазбаша баяндамаларда пайдаланылады.

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Приложение D

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

**Становление «Идеального Многоязычного Я»: Нарративное Исследование Изучения
Языка, Личностных Инвестиций и Формирования Идентичности**

Приглашаю Вас принять участие в исследовании, направленном на изучение опыта индивидуумов, изучающих несколько языков, и причин их стремления достичь высокого уровня владения этими языками. Исследование проводится Айгерим Турановой, студенткой магистратуры Высшей школы образования Назарбаев Университета.

Вам будет предложено ответить на несколько вопросов о том, как ваш инвестиционный выбор повлиял на формирование и развитие вашей идентичности как многоязычной личности. С вашего разрешения я попрошу вас написать рассказ о своем прошлом опыте и проведу интервью на основе написанного вами. Затем я запишу Ваши ответы на диктофон, поскольку они будут использованы в дальнейшем анализе. Если вы не захотите записывать, я могу делать заметки в процессе ваших ответов на вопросы.

Ваше участие в данном исследовании является добровольным. Несмотря на то, что направляющие вопросы не носят деликатного характера, если в какой-то момент вы не захотите отвечать на вопрос, вы можете отказаться от ответа. Если Вы захотите отказаться от участия в данном проекте, вы можете сделать это в любое время, и вся информация (записи, диктофонные записи и заметки) будет удалена.

Ваше участие в проекте займет 40-50 минут.

Участие в исследовании связано с минимальными рисками. Чтобы защитить от возможных рисков, я намерена предпринять все необходимые меры для обеспечения

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вашей конфиденциальности. Для обеспечения дополнительной конфиденциальности и анонимности я буду использовать определенные буквы вместо вашего имени, файл, связывающий буквы с реальными именами, а ваши данные будут сохранены в защищенном паролем приложении, для доступа к которому необходимо пройти определенные этапы идентификации по отпечаткам пальцев и лицу. По окончании проекта файл будет удален.

Я удалю любую идентификацию из окончательной версии статьи, чтобы не раскрыть вашу личность, и удалю все защищенные паролем файлы из приложения после завершения исследования. Никакой материальной компенсации вам предоставлено не будет. Вы не получите никакой прямой выгоды от участия в данном исследовании. Однако ваши ответы могут помочь моему исследованию узнать больше о вашем конкретном опыте становления идеального многоязычного «я». Любой отчет о данном исследовании, который будет доступен общественности, не будет содержать вашего имени или любой другой индивидуальной информации, по которой вас можно было бы идентифицировать.

Если у вас есть вопросы или вы хотите получить копию или краткое изложение результатов данного исследования, Вы можете связаться со мной по указанному ниже адресу электронной почты или телефону. Результаты исследования будут использованы для написания научной статьи, подготовки презентации на конференции и для других письменных отчетов.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

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