

# **The language learner in a new world: Travel, technology and popular culture**

**Phil Benson  
Macquarie University, Australia**

ENPLE – 17<sup>th</sup> Encuentro Nacional  
de Profesores de Lenguas Extranjeras  
Universidad Nacional Autónoma de Mexico  
1-3 August 2016

# The language learner in a new world

- The new world – travel, technology, popular culture
- Two revolutions: learner-centredness and person-centredness
- ‘Reconceptualizing’ motivation, learning strategies and autonomy.
- Questions?

# Travel and mobility:

## Tourism, migration and study abroad

- 1.18 billion international arrivals in 2015  
(58% increase since 2000)
- 244 million international migrants in 2015  
(41% increase since 2000)
- 5 million international students  
(100% increase since 2000)

# Internet and mobile technologies

- 3.4 billion Internet users in 2016  
(50% increase since 2011)
- 46.1% of world population  
(31.8% in 2011)
- Rapid growth in Asia, Africa, Central and South America – due to mobile technologies
- Mexico: 45% of population has Internet access  
(2.7% in 2000; 19.2% in 2006)

# Popular culture

- Internet growth driven by globalization of social media and popular culture
- Facebook (1.17 billion daily users), YouTube (1+ billion monthly) – both 80+% non-US
- Localization: FB (92 languages), YT (76)
- Globalization of popular music, movies, TV drama, video games, etc.


# Popular culture

- Most popular YouTube videos – mostly English, but...
  - #1 Gangnam Style (Psy) – Korean
  - #9 Bailando (Enrique Iglesias) – Spanish
  - #11 Masha and the Bear – Russia
- Language learning as global popular culture
  - Duolingo – 120 million users
- Online spaces for multilingual interaction: forums, comments...

# Masters students' projects

The following slides are a selection of topics chosen by MA Applied Linguistics students for projects on language learning beyond the classroom

# An English teacher, lifelong learning of (1) French in Canadian bilingual school, (2) Esperanto by distance, (3) Irish by Duolingo

< All courses 

1.90M Learners  
Learn Irish from English





[Start course](#)

BLARNEY CASTLE (BLARNEY). BUILT IN 1446 AD.

### About the course

Irish is the national language of Ireland with over 94,000 people using Irish in their day to day lives. Learn the language of your ancestors and speak with the many knowledgeable Irish speakers you'll find dispersed across the globe. With Duolingo you'll gain the skills necessary to keep this language alive!

### Course contributors

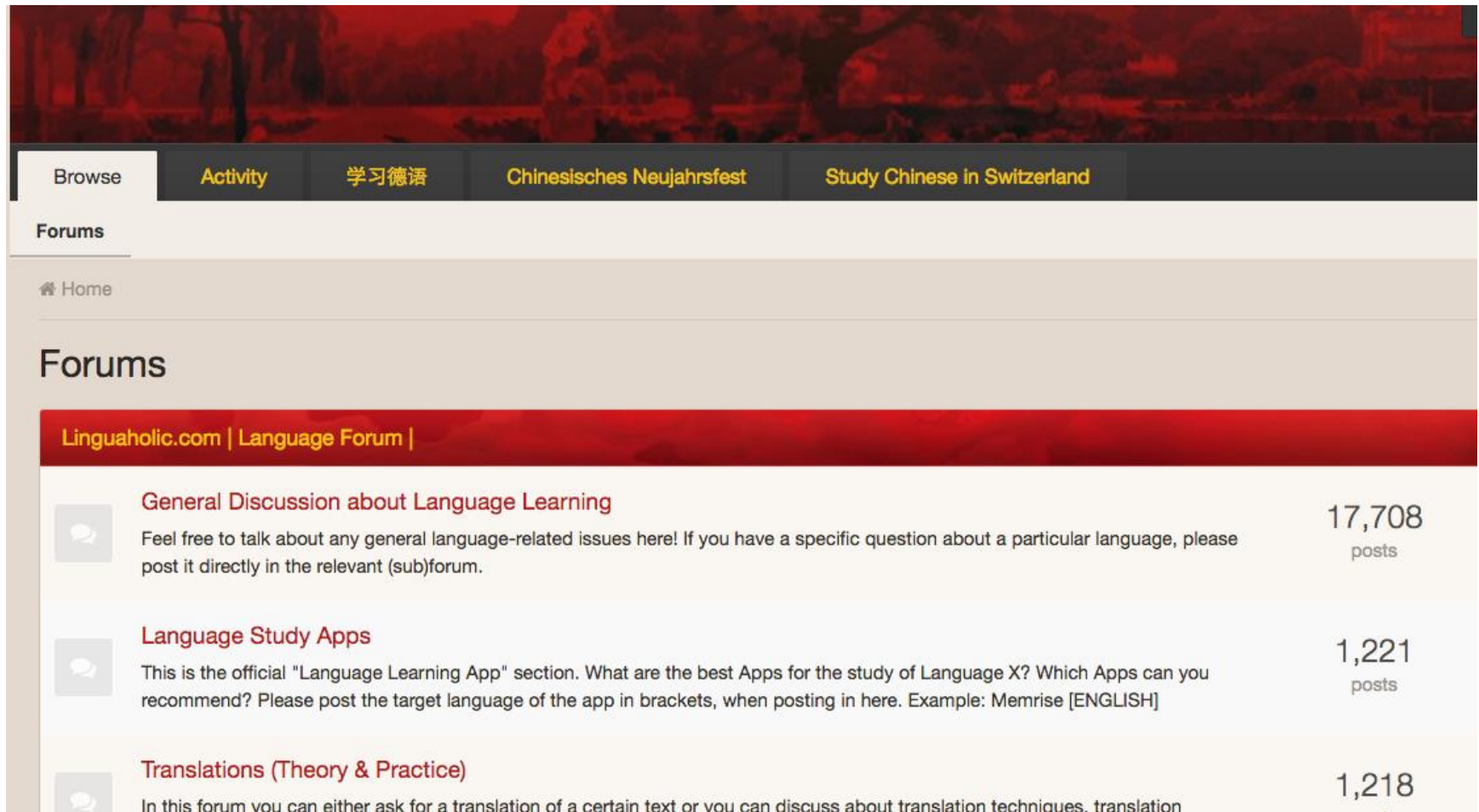
   



A female Brazilian in Sydney who has just finished a language school course and is now learning English without instruction



# Linguaholic: An online discussion forum on language learning






[Browse](#)   [Activity](#)   [学习德语](#)   [Chinesisches Neujahrsfest](#)   [Study Chinese in Switzerland](#)

Forums

[Home](#)

## Forums

[Linguaholic.com | Language Forum |](#)

	<b>General Discussion about Language Learning</b> Feel free to talk about any general language-related issues here! If you have a specific question about a particular language, please post it directly in the relevant (sub)forum.	17,708 posts
	<b>Language Study Apps</b> This is the official "Language Learning App" section. What are the best Apps for the study of Language X? Which Apps can you recommend? Please post the target language of the app in brackets, when posting in here. Example: Memrise [ENGLISH]	1,221 posts
	<b>Translations (Theory &amp; Practice)</b> In this forum you can either ask for a translation of a certain text or you can discuss about translation techniques, translation	1,218

# A prison inmate: learning Spanish from his cellmate; teaching his cellmate English

By continuing to browse this site you are agreeing to our use of cookies.

More from The Economist

My Subscription

Subscribe

Log in or regi

The  
Economist

World politics

Business & finance

Economics

Science & technology

Culture

Blogs

Debate

Mult

## Johnson Language



Comment (39)

Reprints & permissi

[Previous](#) | [Next](#) | [Latest Johnson](#)

[All latest updates](#)

Language in prison

## Solitary linguistic confinement

Apr 16th 2013, 18:39 BY H.G. | NEW YORK

Timekeeper

Like 853

Tweet

ANY fan of cops-crooks-and-courtrooms dramas knows that solitary confinement is a treat reserved for highly volatile criminals, or used to punish inmates for various misdeeds. In 2011, after determining that more than 15 days without human contact can have serious effects on a prisoner's mental health, a special rapporteur for the United Nations' Human Rights Council officially recognised prisoner isolation as a form of torture.

### About Johnson

Our correspondent of languages around the world after the dictionary.

RSS feed

Follow *The Ec*



# Comments on English teaching videos on YouTube



The image shows a YouTube video player interface. The video content is titled "INTRODUCTION" and features a woman in a blue suit holding a book labeled "English". A text box above her reads: "English is an International language and is understood all over the world. In fact, in today's world speaking English has become necessity. More over with the globalization of trade,". The video player includes standard controls like play, volume, and a progress bar showing 0:02 / 20:42. On the right side, there is a vertical list of suggested videos with thumbnails and titles such as "Up n...", "FUL", "100 Cor Convers", "Daily Spe...", and "IMPACT".

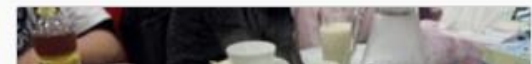
**INTRODUCTION**

English is an International language and is understood all over the world. In fact, in today's world speaking English has become necessity. More over with the globalization of trade,

0:02 / 20:42

Spoken English Learning Video Spoken English Tutorial English Conversation

# Meetup: A Korean-English language exchange group



# The language learner in a new world

- Multilingual cities and online spaces
- Languages everywhere
- Opportunities for informal learning
- Integration of language learning and language use
- Diverse contexts and purposes
- Languages as necessities and luxury items

# Globalization and FL teaching

“[T]here has never been a greater tension between what is taught in the classroom and what the students will need in the real world once they have left the classroom. In the last decades, that world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach nor what real world situations they are supposed to prepare for.”

Kramsch (2014: 296)

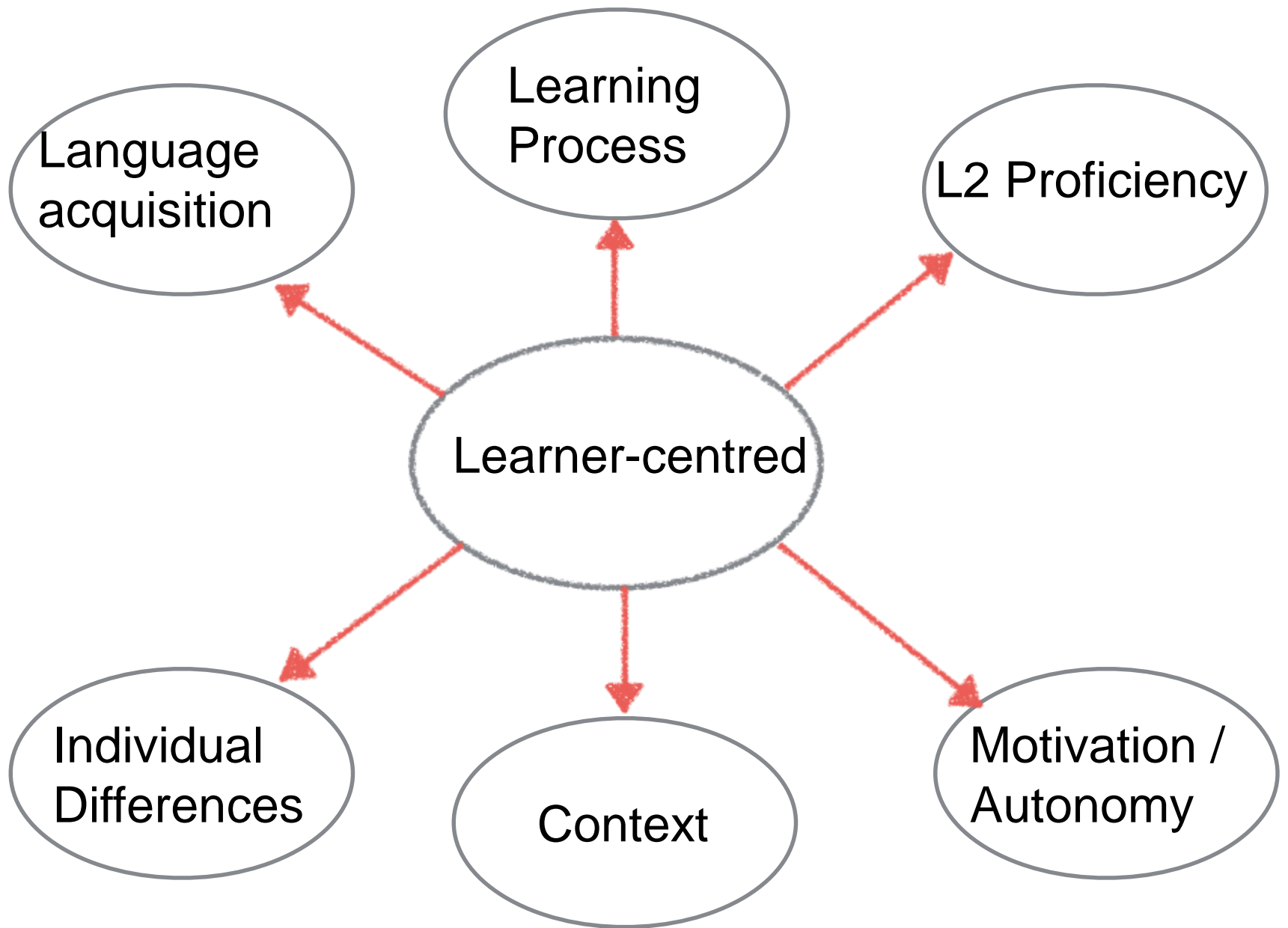
# Learner-centredness – 1970-80s

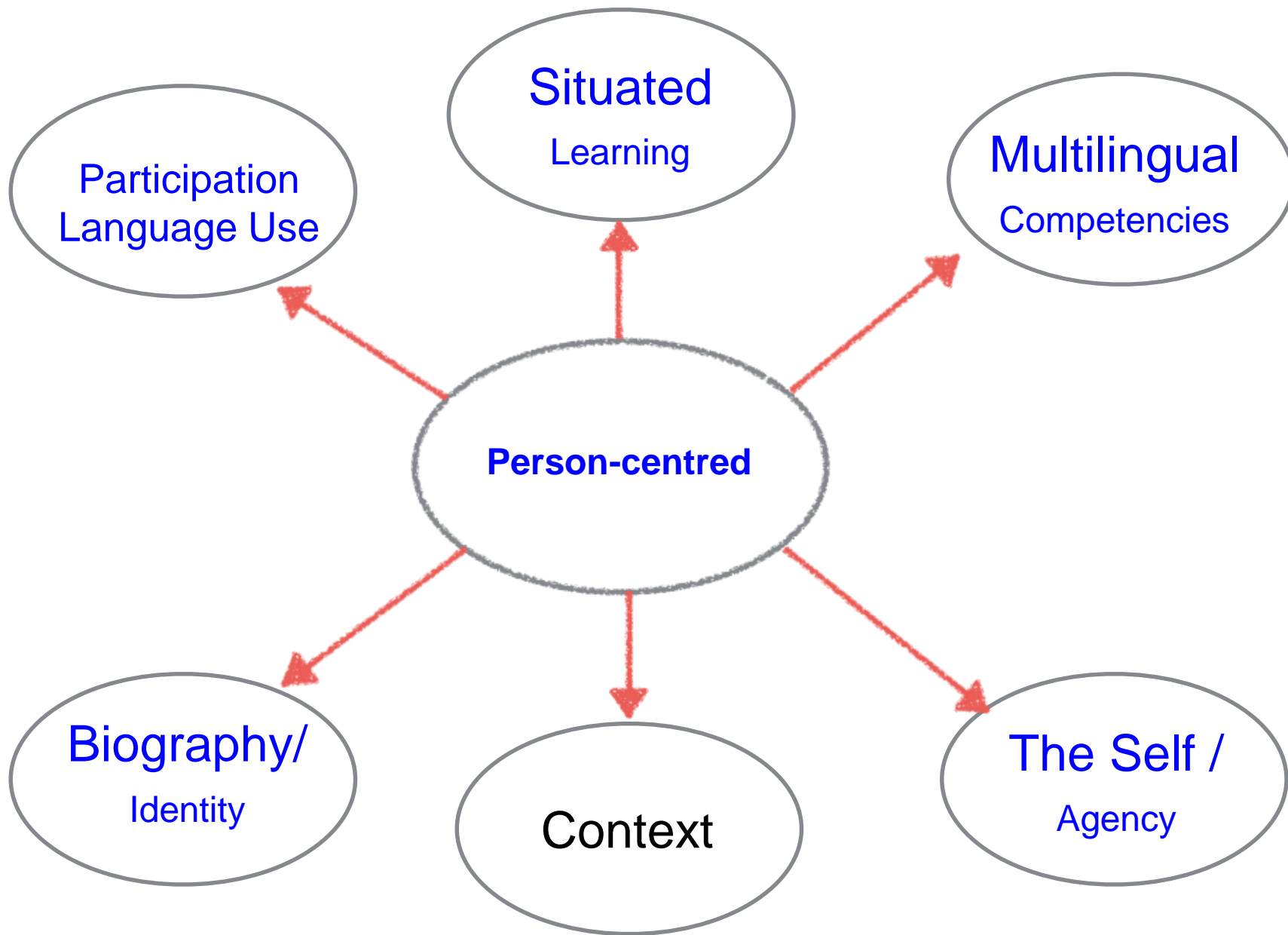
- Shift from focus on how languages should be taught
- Focus on ‘the learner’ and ‘the learning process’
- Language proficiency / communicative competence
- Language learning as cognitive process (Psycholinguistics)
- Influence of context on learning processes (Sociolinguistics)



# Person-centredness 2000-10s

- Shift from focus on learner and the learning process
- Focus on learner as ‘person’
- Multilingual competences
- Language learning as a social process
- Learning *in* context: Language learners as agents who shape the contexts of their learning





# Reconceptualizing motivation

- Formerly = willingness to learn + effort prepared to put into learning; now...
- How language learning fits into a person's life
- How individual purposes are matched to social purposes
- The roles of imagined selves and change of identities
- 'Motivating the person' (Ushioda, 2011)

# Reconceptualizing strategies

- Formerly = actions learners take to enhance learning; now...
- How people understand and act upon purposes for language learning
- How they interact with affordances for learning in their environments
- How learning leads to desired identities
- ‘Strategic language learning’ (Gao, 2010)

# Reconceptualizing autonomy

- Formerly = control over language learning processes; now...
- How people create and initiate opportunities for language learning and language use
- How they manage formal and informal learning opportunities
- How they manage identity change
- ‘Agency in learning environments’ (Palfreyman, 2014)

# Questions for teaching?

- Where does the 'classroom' fit into the 'new world' of informal language learning?
- How do we approach students interests in travel, technology, and popular culture?
- How do we view students' capacities for informal learning?
- How do we reconcile 'supporting language learning' with 'teaching languages'?

# References

- Gao, X. (2010). *Strategic language learning: The roles of agency and context*. Bristol: Multilingual Matters.
- Krashinsky, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *The Modern Language Journal*, 98 (1), 296-311.
- Palfreyman, D. M. (2014). The ecology of learner autonomy. In G. Murray (Ed.), *Social Dimensions of Autonomy in Language Learning* (pp. 175-192). Basingstoke: Palgrave Macmillan.
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24 (3), 199–210.