Learning languages other than English in the age of global English

A) RATIONALE FOR THE PROJECT
As the world is busy learning English, will L1 speakers of English become increasingly monolingual? Will the only multilinguals left in Anglophone countries be those with a migration background? A recent *Modern Language Journal* edition on motivation for learning *languages other than English* (LOTE) describes the crisis of LOTE, both at the level of the individual (motivation), and the education systems (national/institutional policy/incentivising LOTE). The drawbacks of English monolingualism have been described sufficiently to warrant a) a better understanding of the effects of globalization on LOTE b) a better understanding of what motivation might work best for the LOTE learner c) the development of pedagogical and policy recommendation to facilitate learning of LOTE.

B) REFERENCES THAT SHOULD BE READ (if you do not have access to these, please email me)

C) RESEARCH AIMS / QUESTIONS
The following are some possible research questions that fit this topic; others are possible but all questions must fit the overall topic described in A. All dissertations projects are expected to gather new empirical insights, and contribute to our conceptual understanding of motivation in learning languages other than English.

● (How) Are attitudes and motivations to language learning changing in Anglophone country/specific context X?
● (How) Are policies and demands for learning LOTE changing in Anglophone country/specific context X?
● What motivates the LOTE learner? What Visions of Self are salient? How do they relate to specific target languages and/or education contexts?
● What kind of pedagogy could foster positive Visions of Self and motivation in LOTE learners?

D) METHODS (e.g. contexts, design, participant characteristics, sampling, procedures, measures, materials, analysis)
Under this topic, a variety of methods and designs are possible. For instance, for a diachronic approach to policy analysis, a contrastive analysis of language education policy in a specific country (teaching only LOTE) over several decades would be suitable. For a similar synchronic analysis, a cross-national comparison would be suitable. Studies investigating LOTE motivation should choose a synchronic or diachronic approach, and focus on one context, or compare two. Regarding data type
and analysis, large scale design, mixed methods, questionnaires, interviews, and discourse analysis (e.g. of policy documents) are invited.