EXAMINING TENSIONS BETWEEN GLOBAL AND LOCAL IMAGINARIES OF TRANSNATIONAL LANGUAGE LEARNING

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○対象:ALL WELCOME!

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Bio.

Levi Durbidge is a Senior Lecturer and the coordinator of Language Studies at the University of the Sunshine Coast. With more than two decades of experience in language education across Australia and Japan, his research explores the intersections and cultural politics of language learning, digital technology, and international mobility. Levi's PhD thesis won the 2021 Michael Clyne Prize, and he received a AAH Humanities Travelling Fellowship in 2022. He is currently the Secretary of the Applied Linguistics Association of Australia.

Abstract

This talk presents ideas from the article which was recently awarded the MAK Halliday Prize as well as my recent book, Language Learning, Digital Communications and Study Abroad: Identity and belonging in translocal contexts (Multilingual Matters, 2024), which both explore how language learning during and beyond study abroad is shaped by tensions between global and local imaginaries of language, place, and identity. Drawing on the experiences of adolescent Japanese sojourners, I demonstrate the contrast between traditional imaginaries of study abroad as localised spaces of immersive monolingual learning and the reality of translocal and multilingual contexts sojourners encounter. Study abroad contexts are subject to global flows of people and information, creating tensions as learners negotiate these complex environments. On the other hand, local imaginaries of language and identity, which can emerge in opposition to globalising processes, may work to position sojourners in particular ways and structure the social connections and learning opportunities available to them. These negotiations, in turn, shape the linguistic resources sojourners ultimately appropriate. I argue that understanding language learning abroad requires consideration of these multifaceted complexities. Furthermore, it necessitates rethinking imaginaries of study abroad to recognize the translocal nature of learning contexts and the inherently multilingual character of language learning.