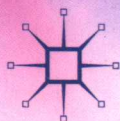


Conceptualising 'Learning' in Applied Linguistics

Edited by

Paul Seedhouse, Steve Walsh and
Chris Jenks



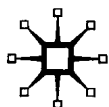
Conceptualising 'Learning' in Applied Linguistics

Edited By

Paul Seedhouse, Steve Walsh, Chris Jenks
Newcastle University, UK



palgrave
macmillan



Selection and editorial matter © Paul Seedhouse, Steve Walsh and
Chris Jenks 2010
Chapters © their individual authors 2010

All rights reserved. No reproduction, copy or transmission of this
publication may be made without written permission.

No portion of this publication may be reproduced, copied or transmitted
save with written permission or in accordance with the provisions of the
Copyright, Designs and Patents Act 1988, or under the terms of any licence
permitting limited copying issued by the Copyright Licensing Agency,
Saffron House, 6–10 Kirby Street, London EC1N 8TS.

Any person who does any unauthorized act in relation to this publication
may be liable to criminal prosecution and civil claims for damages.

The authors have asserted their rights to be identified as the authors of this
work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2010 by
PALGRAVE MACMILLAN

Palgrave Macmillan in the UK is an imprint of Macmillan Publishers Limited,
registered in England, company number 785998, of Houndmills, Basingstoke,
Hampshire RG21 6XS.

Palgrave Macmillan in the US is a division of St Martin's Press LLC,
175 Fifth Avenue, New York, NY 10010.

Palgrave Macmillan is the global academic imprint of the above companies
and has companies and representatives throughout the world.

Palgrave® and Macmillan® are registered trademarks in the United States,
the United Kingdom, Europe and other countries.

ISBN: 978–0–230–23254–9 hardback

This book is printed on paper suitable for recycling and made from fully
managed and sustained forest sources. Logging, pulping and manufacturing
processes are expected to conform to the environmental regulations of the
country of origin.

A catalogue record for this book is available from the British Library.

A catalog record for this book is available from the Library of Congress.

10 9 8 7 6 5 4 3 2 1
19 18 17 16 15 14 13 12 11 10

Printed and bound in Great Britain by
CPI Antony Rowe, Chippingham and Eastbourne

Notes on Editors and Contributors

Editors

Paul Seedhouse is Professor of Educational and Applied Linguistics in the School of Education, Communication and Language Sciences, Newcastle University, UK. His monograph *The Interactional Architecture of the Language Classroom* was published by Blackwell in 2004 and won the Modern Languages Association of America Mildener Prize. He also co-edited the collections *Applying Conversation Analysis* (Palgrave Macmillan 2005), *Language Learning and Teaching as Social Interaction*, (Palgrave Macmillan 2007) and *Conversation Analysis and Language for Specific Purposes* (Peter Lang 2007). He currently has a second grant from the IELTS consortium to study topic development in the IELTS speaking test.

Steve Walsh is Senior Lecturer in Applied Linguistics and TESOL and Postgraduate Research Director in the School of Education, Communication and Language Sciences at Newcastle University. He has been involved in English language teaching for more than 20 years and has worked in a range of overseas contexts including Hong Kong, Spain, Hungary, Poland and China. His research interests include classroom discourse, teacher development, second language teacher education, educational linguistics, and analysing spoken interaction. He has published extensively in these areas and is the editor of the journal *Classroom Discourse* published by Routledge.

Chris Jenks is Lecturer in Applied Linguistics at Newcastle University, where he teaches courses on conversation analysis and task-based learning. His current work is concerned with voice-based interaction in computer-mediated media, task-based interaction, English as a lingua franca interaction, and institutional discourse.

Contributors

Joachim Appel has graduated from the University of Constance. He holds an M.Sc. in Applied Linguistics (Edinburgh) and a PhD. (Munich). After teaching German at Edinburgh University he trained and worked as a secondary school teacher. He went on to teach English language

teaching methodology and applied linguistics at Munich University and at the Pädagogische Hochschule Freiburg. He is currently Professor of Applied Linguistics and Language Teaching in the Department of English at the Pädagogische Hochschule Ludwigsburg. His current research interests include the teacher's experiential knowledge, and verbal interaction in language teaching.

Vivian Cook is Professor of Applied Linguistics at Newcastle University. His main interests are how people learn second languages, and how writing works in different languages. He is a co-editor of the new journal *Writing System Research*, and founder of the European Second Language Association. He has written books on the learning and teaching of English, on linguistics, and on writing systems, including popular books on English spelling and vocabulary; he has given talks in countries ranging from Chile to Japan, Canada to Iran, and Cuba to Norway.

Irina Elgort is Lecturer in Higher Education at Victoria University of Wellington, New Zealand. Her research interests include second and foreign language vocabulary acquisition, reading and computer assisted language learning, and flexible learning and educational technology. She teaches on the MA programme in TESOL and Applied Linguistics at Victoria University. Her PhD research in vocabulary acquisition won the Christopher Brumfit PhD/Ed.D. Thesis Award in 2007.

Rod Ellis is currently Professor in the Department of Applied Language Studies and Linguistics, University of Auckland, where he teaches post-graduate courses on second language acquisition, individual differences in language learning, and task-based teaching. He is also a visiting professor at Shanghai International Studies University (SISU) as part of China's Chang Jiang Scholars' Program. His published work includes articles and books on second language acquisition, language teaching, and teacher education. His most recent books are a second edition of *The Study of Second Language Acquisition* (Oxford University Press, 2008) and *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching* (Multilingual Matters, 2009). He is also currently editor of the journal *Language Teaching Research*.

Diane Larsen-Freeman is Professor of Education, Professor of Linguistics, and Research Scientist at the English Language Institute at the University of Michigan, Ann Arbor. She is also a Distinguished Senior Faculty Fellow at the Graduate SIT Institute in Brattleboro, Vermont. Professor Larsen-Freeman's latest book, *Complex Systems and*

Applied Linguistics (co-authored with Lynne Cameron, Oxford University Press, 2008), was awarded the 2009 Kenneth W. Mildenberger prize from the Modern Language Association. In 2009, she was appointed Fulbright Distinguished Chair at the University of Innsbruck, Austria. Also in 2009, she received an honorary doctorate from the Hellenic American University in Athens, Greece.

Constant Leung is Professor of Educational Linguistics at King's College London, University of London. He is Chair of the MA English Language Teaching programme and Director of the MA Assessment in Education programme in the Department of Education and Professional Studies. He also serves as Deputy Head of Department. His research interests include language education in ethnically and linguistically diverse societies, second/additional language curriculum development, language assessment, language policy, and teacher professional development. He has written and published widely on issues related to ethnic minority education, additional/second language curricula, and language assessment nationally and internationally.

Florence Myles is Professor of French Linguistics and Director of the Centre for Research in Linguistics and Language Sciences at Newcastle University. Her research interests range from theory building in Second Language Acquisition (SLA), the development of morpho-syntax in French L2, the interaction between generative and processing constraints L2 development, the role of age in SLA, to the use of new technologies in SLA research. Together with her colleagues, she has developed large databases of oral learner French and Spanish, available on-line (www.flloc.soton.ac.uk; www.splloc.soton.ac.uk). She is co-author, with R. Mitchell, of the best-selling *Second Language Learning Theories*.

Paul Nation is Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. A four-book series *Reading for Speed and Fluency* appeared from Compass Publishing in 2007. His latest books on vocabulary include *Learning Vocabulary in Another Language* (2001) published by Cambridge University Press, *Focus on Vocabulary* (2007) from NCELTR/Macquarie, and *Teaching Vocabulary: Strategies and Techniques* published by Cengage Learning (2008). Two books, *Teaching ESL/EFL Listening and Speaking* (with Jonathan Newton) and *Teaching ESL/EFL Reading and Writing*, have recently been published

by Routledge and another book, *Language Curriculum Design* (with John Macalister), appeared in 2009.

Amy Snyder Ohta is Associate Professor at the University of Washington. She is co-editor of *Japanese Applied Linguistics* (with Junko Mori) and wrote *Second Language Acquisition Processes in the Classroom: Learning Japanese*. She is editor of the volume of Wiley-Blackwell's forthcoming *Encyclopedia of Applied Linguistics* entitled *Social, Dynamic, and Complexity Theory Approaches to Second Language Development*. Her research interests include classroom interaction, what learners think and do outside of the classroom and how that impacts their L2 development, interlanguage pragmatics and socio-cultural theory, bilingualism, and Japanese sociolinguistics. Professor Ohta is currently analysing data from a large interview study of Japanese-English bilingual development.

Simona Pekarek Doehler is Professor of Applied Linguistics at the University of Neuchâtel, Switzerland. Her research, drawing from conversation analysis and interactional linguistics, focuses on second language acquisition, specifically within the classroom, and the relation between grammar and interaction. She investigates how people use language as a resource to accomplish and coordinate social actions and how, through that use, they develop their linguistic and interactional competence. She is also interested in the conceptual and theoretical implications that emanate from such empirical observations for our understanding of SLA and, more generally, of language.

Manfred Pienemann is Professor of Linguistics at Paderborn University, Germany. He was previously Professor of Applied Linguistics at the University of Newcastle, and also at the Australian National University. He founded the Language Acquisition Research Centre at the University of Sydney and was one of the founding members of PacSLRF. Professor Pienemann has been involved in second language acquisition research since the 1970s, when he collaborated with Meisel and Clahsen. His main contribution to the field has been the development of processability theory, a cognitive approach to SLA that has been tested for a range of L2s, and applied to the profiling of L2 development.

Transcription Conventions

A full discussion of CA transcription notation is available in Atkinson and Heritage (1984). Punctuation marks are used to capture characteristics of speech delivery, **not** to mark grammatical units.

[indicates the point of overlap onset
]	indicates the point of overlap termination
=	a) turn continues below, at the next identical symbol b) if inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, it indicates that there is no gap at all between the two turns
(3.2)	an interval between utterances (3 seconds and 2 tenths in this case)
(.)	a very short untimed pause
<u>word</u>	underlining indicates speaker emphasis
e:r the:::	indicates lengthening of the preceding sound
-	a single dash indicates an abrupt cut-off
?	rising intonation, not necessarily a question
!	an animated or emphatic tone
,	a comma indicates low-rising intonation, suggesting continuation
.	a full stop (period) indicates falling (final) intonation
CAPITALS	especially loud sounds relative to surrounding talk
° °	utterances between degree signs are noticeably quieter than surrounding talk
↑ ↓	indicate marked shifts into higher or lower pitch in the utterance following the arrow
> <	indicate that the talk they surround is produced more quickly than neighbouring talk
()	a stretch of unclear or unintelligible speech.
(guess)	indicates transcriber doubt about a word
.hh	speaker in-breath

hh	speaker out-breath
→	arrows in the left margin pick out features of special interest

Additional symbols

(T shows picture)	non-verbal actions or editor's comments
<i>ja</i> ((tr: yes))	non-English words are italicised, and are followed by an English translation in double brackets
[gibee]	in the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
[æ]	phonetic transcriptions of sounds are given in square brackets
< >	indicate that the talk they surround is produced slowly and deliberately (typical of teachers' modelling forms)
X_____	the gaze of the speaker is marked above an utterance and that of the addressee below it. A line indicates that the party marked is gazing towards the other; absence indicates lack of gaze. Dots mark the transition from nongaze to gaze and the point where the gaze reaches the other is marked by X
T:	teacher
L:	unidentified learner
L4:	identified learner
LL:	several or all learners simultaneously

Contents

<i>List of Illustrations</i>	vii
<i>List of Tables</i>	viii
<i>Notes on Editors and Contributors</i>	ix
<i>Transcription Conventions</i>	xiii
1 An Introduction to Conceptualising Learning in Applied Linguistics <i>Steve Walsh and Chris Jenks</i>	1
2 Prolegomena to Second Language Learning <i>Vivian Cook</i>	6
3 Theoretical Pluralism in SLA: Is There a Way Forward? <i>Rod Ellis</i>	23
4 Having and Doing: Learning from a Complexity Theory Perspective <i>Diane Larsen-Freeman</i>	52
5 A Cognitive View of Language Acquisition: Processability Theory and Beyond <i>Manfred Pienemann</i>	69
6 Vocabulary Learning in a Second Language: Familiar Answers to New Questions <i>Irina Elgort and Paul Nation</i>	89
7 Conceptual Changes and Methodological Challenges: On Language and Learning from a Conversation Analytic Perspective on SLA <i>Simona Pekarek Doehler</i>	105
8 Learning a Second Language through Classroom Interaction <i>Paul Seedhouse and Steve Walsh</i>	127
9 Adaptation in Online Voice-Based Chat Rooms: Implications for Language Learning in Applied Linguistics <i>Chris Jenks</i>	147

10	Limitations of Social Interaction in Second Language Acquisition: Learners' Inaudible Voices and Mediation in the Zone of Proximal Development <i>Amy Snyder Ohta</i>	163
11	English as an Additional Language: Learning and Participating in Mainstream Classrooms <i>Constant Leung</i>	182
12	Participation and Instructed Language Learning <i>Joachim Appel</i>	206
13	Building a Comprehensive Second Language Acquisition Theory <i>Florence Myles</i>	225
14	A Framework for Conceptualising Learning in Applied Linguistics <i>Paul Seedhouse</i>	240
	<i>Bibliography</i>	257
	<i>Index</i>	285

Illustrations

4.1	The having-doing continuum (Based on Sfard 1998)	53
5.1	Different developmental trajectories	73
5.2	A simplified account of the processability hierarchy	75
5.3	Feature unification in the S-procedures	77
5.4	Unmarked alignment in LFG	79
5.5	Development and variation	85
5.6	Development, variation and expressiveness	85
7.1	Extract 2 photo 1	112
7.2	Extract 2 photo 2	112
7.3	Extract 2 photo 3	113
7.4	Extract 2 photo 4	113
13.1	Language acquisition within the nature/nurture continuum	231

Tables

2.1	Six meanings of 'language'	7
2.2	'Language' in Larsen-Freeman (1997)	16
3.1	A comparison of cognitive and social SLA	28
3.2	Criteria for evaluating theories	32
3.3	Applying the criteria to a cognitive and social theory of L2 acquisition	34
4.1	The first idea unit in U's story at four times	64
4.2	The second idea unit in U's story at four times	65
5.1	Form-function analysis	71
5.2	The topic hypothesis	81
9.1	Characteristics of CA-for-SLA	151
10.1	Participants, languages, language-learning background and year interviewed	168
14.1	Six meanings of 'language'	242

1

An Introduction to Conceptualising Learning in Applied Linguistics

Steve Walsh and Chris Jenks

The chapters which make up this volume have emerged principally from a two-day BAAL/CUP seminar, 'Conceptualising Learning in Applied Linguistics', held at Newcastle University in June 2008. The seminar brought together some of the leading names in SLA research and resulted in a stimulating and thought-provoking debate about the meaning and characteristics of learning in applied linguistics. We hope we have captured the essence of that debate in the chapters which follow.

The volume addresses a number of issues, all related in some way to the central theme of learning in applied linguistics. A central focus of the book is the ways in which conceptions of learning vary according to different research traditions, paradigms and epistemologies. Our view of what learning actually is varies according to the research tradition we subscribe to. A clearer understanding of this relationship will likely provide a closer understanding of what learning is. A second sub-theme relates to the assessment of learning, considering how different methods for evaluating learning relate to different conceptions of learning. Another focus is the relationship between features of a language and conceptions of learning: are certain approaches to learning better suited to some features of the language than others? Which conceptions of learning lend themselves to, for example, lexis, which to oral fluency? A fourth theme is that of new conceptions of learning. For example, under a conversation analytic perspective of learning, it might be possible to trace second language acquisition in the moment-by-moment unfolding of spoken discourse. Related to this theme is that of learning and data: what new insights to learning can be gained from close scrutiny of naturally-occurring data, both in and out of classrooms? Finally, the whole point of the seminar was

to consider whether it is possible to produce conceptualisations of learning to which members of different schools of SLA will be able to subscribe.

In the field of applied linguistics, there are currently a number of differing conceptions of learning a second language. In the cognitive psychology tradition of SLA, learning tends to be regarded as a change in an individual's cognitive state. Changes over time may be tested and quantified by reference to discrete items or language chunks. On this view of learning, learners acquire new language through a largely individual, cognitive process and through exposure to input. While this process may entail interaction with others, learning is regarded very much as an individual endeavour. By contrast, in the social or socio-cultural tradition of SLA, learning tends to be conceptualised rather differently. Here, the focus tends to be on the processes of language learning and on socially-distributed cognition, rather than on discrete items as products. Evaluation of learning can include a) comparing evidence of a learner's current ability with that demonstrated in scaffolded interaction; b) explicating the progress of the learning process; c) portraying the process of socially-distributed cognition; d) showing changes in patterns of participation.

While some chapters in this collection focus on the compatibility of social and cognitive notions of learning, others argue that the two paradigms cannot be brought together and that we should simply acknowledge this. A common theme which runs through the book, however, is that social and cognitive notions of learning are not mutually exclusive; it should be possible to develop a perspective which incorporates the best insights and procedures from both traditions. In formal contexts, conceptions of learning tend to vary according to which aspect of a language is being taught. If the focus is on introducing new syntactical structures to students, the conception of learning may logically focus on whether individual students are able to actively produce these structures correctly. By contrast, if the teaching focus is on developing the ability to communicate and to participate in social interaction, the conception and evaluation of learning will focus on changes in patterns of participation and interaction over time. Whatever the focus, the complexity of language learning cannot be ignored. Consider, for example, what it means to 'know' a word: mastering a word may require knowledge of its orthographical and phonological form, meanings, grammatical behaviour, associations, collocations, frequency, register, and so on (see Elgort and Nation's chapter, this volume, for example).

The book aims, then, to present different conceptions of learning in applied linguistics which are able to explicate and incorporate variation according to a) the aspect of a language or communication which is being used and/or taught; b) the view of learning which is being adhered to; and c) the paradigms, methodologies and epistemologies being subscribed to and employed.

The main objectives of the book are to:

- explore and unpack the different conceptions of learning involved in research into learning and teaching a language;
- develop awareness of how different conceptions of learning originate in different paradigms, methodologies and epistemologies;
- develop awareness of how different procedures for evaluating learning relate to different conceptions of learning;
- develop awareness of how conceptions of learning vary according to the particular aspect of language or communication which is being learnt or taught;
- explore notions of learning in non-institutional settings;
- present different conceptions of learning to which members of different schools of SLA will be able to subscribe.

The collection consists of this introduction and 13 chapters. The first three chapters provide overarching frameworks which are able to encompass varying conceptions of learning. Cook (Chapter 2) considers what is meant by 'second language learning' and how this relates to an independent discipline of SLA research. His chapter defines the three key elements of SLA: language, second language, and learning. Ellis's epistemic relativism and theoretical pluralism approach (Chapter 3) and Larsen-Freeman's complex systems approach (Chapter 4) provide encompassing perspectives which are able to incorporate cognitive and social approaches, and to portray learning as both a process and a product.

Pienemann (Chapter 5) offers a cognitive view of language learning, arguing that while the cognitive perspective is not the only view of learning, it is a necessary component in any theory of SLA. Moving to look in some detail at the 'what' of learning, Elgort and Nation (Chapter 6) focus on vocabulary, arguing that cognitive and social approaches to vocabulary learning can complement each other in creating a balanced approach to L2 vocabulary learning, both as a process and a product. Staying with the theme of learning as process and product, Pekarek Doehler (Chapter 7) presents a CA-for-SLA perspective

of learning in which, using a conversation analytic methodology, she outlines some of the methodological challenges which need to be addressed when learning is viewed as both interactional and linguistic development.

The theme of classroom discourse is continued in Chapter 8 by Seedhouse and Walsh, who examine some of the conceptual and methodological problems involved in analysing how L2 learning is related to classroom interaction before proposing a conceptualisation of Classroom Interactional Competence (CIC).

In a departure to learning outside the classroom, while retaining a CA-based methodology, Jenks (Chapter 9) explores how interactants in online voice-based chat rooms learn to change their participation patterns according to established communicative norms and expectations. Using conversation analysis, Jenks shows that language learning is a process that is situated in the turn-by-turn moments of talk and interaction.

In Chapter 10, Ohta, using a sociocultural approach to L2 learning, considers the oral and literacy skills development of language learners by analysing their interview comments about the Zone of Proximal Development (ZPD). The chapter focuses on some of the limitations of social interaction for language learning as reported by learners.

Using an EAL (English as an Additional language) context, Leung (Chapter 11) offers a descriptive and analytical account of current policy positions in relation to additional language learning, using a piece of naturally occurring classroom data to illustrate some of these observations.

In Chapter 12, we return to the language classroom as Appel presents a microanalysis of participation in a young learners' language classroom. The discussion focuses on two issues: the collaborative setting-up of participation frameworks, and the relationship between participation structures and task structure.

Looking more towards the future, Myles (Chapter 13) proposes a conceptual map, suggesting how different approaches to learning in SLA can relate to each other. Finally, in Chapter 14, Seedhouse pulls together the different themes which have been developed in this volume and summarises the similarities and differences between conceptualisations which have emerged. A conceptualisation of learning is proposed which incorporates Ellis's epistemic relativism and theoretical pluralism (Chapter 2) and Larsen-Freeman's (Chapter 3) complex systems approach. The framework for conceptualising language learning