

Input, Interaction, and Output

Input, Interaction, and Output

- Three very different approaches:
 - The conduit theory of communication
 - Sociocultural theory
 - Co-construction

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Two Views of Language Use

- | | |
|---------------------------------|--|
| 1. Learn vocabulary and syntax. | 1. Use the second language. |
| 2. Then, use them. | 2. Vocabulary and syntax which arise are remembered. |

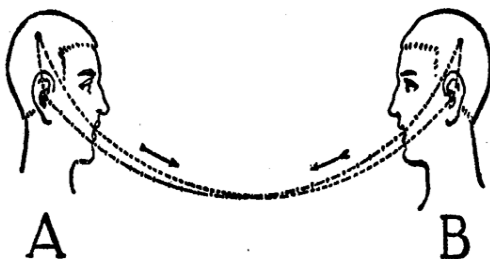
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Two Views of the Role of Input and Interaction in SLA

- In UG ...
 - Input serves as a trigger for innate principles of UG and to set language-specific parameters. Interaction provides negative evidence.
- In sociocultural theory ...
 - All internal knowledge comes from interaction. Output is how the learner mediates higher cognition.

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The Speech Chain



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The conduit theory of communication

- Input
- Foreigner talk
- Conversational adjustments and the negotiation of meaning
- Comprehensible input
- Comprehensible output

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Foreigner Talk

- Foreigner Talk is a variety of language used by native speakers to foreigners.
- Compare FT with other simplified registers such as “Baby Talk”.
- It was first studied by Charles Ferguson in 1975.

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Foreigner Talk



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Foreigner Talk

- Phonology
 - Release final stops
 - No reduced vowels
 - Fewer contractions
 - Longer pauses

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Foreigner Talk

- Vocabulary
 - High frequency vocabulary
 - Less slang and idioms
 - Overt definitions
 - Use of gestures and pictures

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Foreigner Talk

- Syntax
 - Short, simple sentences
 - Topic fronting
 - Repetition and restatement
 - New information at the end of the sentence
 - The NS repeats or reformulates the NNS's utterances.
 - The NS completes the NNS's incomplete utterances.

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Foreigner Talk

- Discourse
 - NS replies to a NNS turn with a question.
 - NS uses frequent tag questions.
 - NS offers corrections.
- The use of FT features varies ...
 - According to how the NS perceives the NNS's proficiency.
 - During interaction.

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NS Speaker Responses to a Foreigner Asking the Way

- Channel-switching
 - S1 draws a labeled map for the foreigner.
- Repetition
 - Straight down to the big junction. Big junction, okay?
 - I'm going past it. I'm going past it.
- Comprehension checks
 - Right?
 - Alright?
 - Got it?
 - Okay?

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NS Speaker Responses to a Foreigner Asking the Way

- Verbless utterances
 - So you. Down there. You turn left at the Main Road. Straight down to the big junction.
- Direct imperatives
 - Normal speech: If you walk straight up here to the end of this road to the church and turn left
 - FT: Up to the end of this street, to the church ... then turn left and keep walking

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NS Speaker Responses to a Foreigner Asking the Way

- *Do* deletion in questions
 - What country you come from?
 - How long ... Long time in England?
- Absence of inversion in questions
 - You have snow there?
- Other deletions
 - ... all Cemetery Junction round there
 - If I stay at home, no good
 - Top road

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NS Speaker Responses to a Foreigner Asking the Way

- Simplified lexis
 - The grandchildren. Babies. Grandchildren.
 - Cinema there. Picture place.
- Absence of contractions
 - I'll show you. I will show you.
 - You cannot mistake it.

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Identify the Foreigner Talk

- Hi Richard,

I might be in Madison 29 Nov for two nights.
You be in town? You have bed?

Hope everyone is as fine on your side as on mine.

Dieter

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Identify the Foreigner Talk

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Foreigner Talk



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Interaction and Negotiation of Meaning

- Signals of comprehension difficulty
 - Confirmation checks
 - Clarification requests
 - Comprehension checks

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Interaction and Negotiation of Meaning

- Confirmation checks
 - Moves by which one speaker seeks confirmation of the other's preceding utterance through repetition, with rising intonation, of what was perceived to be all or part of the preceding utterance.
 - NS: Did you get high marks? Good grades?
 - NNS: High marks?
 - NS: Good grades A's and B's.

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Interaction and Negotiation of Meaning

- Clarification requests
 - Moves by which one speaker seeks assistance in understanding the other speaker's preceding utterance through questions, ... statements such as "I don't understand," or imperatives such as "Please repeat."
 - NS: So you came here by yourself or did you come here with friends?
 - NNS: No no I ... what? What you say?
 - NS: Did you come to the States with friends or did you come alone?

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Interaction and Negotiation of Meaning

- Comprehension checks
 - Moves by which one speaker attempts to determine whether the other speaker has understood a preceding message.
 - NS: Okay, he's dancing with the woman doctor.
 - NNS: Excuse me?
 - NS: The the young man doctor is dancing with the woman doctor, right?

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The Importance of Negotiating Meaning for the Monitor Model

1. According to the Monitor Model, comprehensible input is necessary and sufficient for SLA.
2. Negotiation of meaning is one way in which learners can make input comprehensible.
3. Student-centered classrooms provide more opportunities for negotiating meaning than teacher-centered classrooms.
4. Information-exchange tasks provide more opportunities for negotiating meaning than discussion.

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Problematizing Input and Output

- “As students negotiate meaning, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways” (Pica, 1994).
- The hypothesis underlying this perspective is that the activity of negotiation leads to L2 learning because it provides learners with comprehensible input.

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Problematizing Input and Output

- A complementary perspective is that language serves not only a communicative function but is, itself, a psychological tool.
- Language facilitates task performance by mediating between us and the accomplishment of the task.
- Language may facilitate our performance of the task and may make some things possible that were not otherwise. It may qualitatively change the nature of the activity and it may change the subsequent outcome.

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Language as a Tool



Sociocultural Theory

- Mediation
- Regulation
- Scaffolding
- The Zone of Proximal Development (ZPD)

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Sociocultural Theory

- Sociocultural theory is based upon the work of Lev Vygotsky, a Soviet psychologist who was concerned mostly with general ideas about learning (not with language specifically).
- Sociocultural theorists see language acquisition in social terms. For them, SLA is a matter of problem solving in a master-apprentice relationship.
- Language learning is seen as a process of group socialization, where language is a tool for teaching group traits, values, and beliefs.

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Lev Vygotsky



- Lev Vygotsky was born in 1896 and was a contemporary of Jean Piaget. His works were not translated into English until 1962.

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Mediation

- Vygotsky believed that human higher order functions are mediated, that is, we use some kind of tool to interact with one another. Just as we would use tools such as hammers and saws to organize and alter our physical world, so we use language as a tool to organize and alter our mental world. Vygotsky himself was interested in the organization and control of mental processes such as voluntary memory, voluntary attention, logical problem solving, planning and evaluation, and voluntary learning: higher cognitive functions. The primary tool for mediation of these functions is language, which uses a set of symbols as tools. Such tools allow us to regulate our environment: to direct our and other's attention to a certain feature of the environment, plan to do something to that feature, and solve problems.

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Regulation

- In sociocultural theory there are two kinds of regulation: self regulation and other regulation.
- Self regulation indicates an autonomous, mature actor, who needs no help in solving problems.
- Other regulation indicates a person who needs help in solving problems, thus cannot regulate the object (problem). Other regulation is mediated through language.

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Scaffolding

- Scaffolding is the term used to describe the kind of interaction that takes place in a novice-master learning event ...
 - Recruiting interest in the task
 - Simplifying the task
 - Maintaining pursuit of the goal
 - Marking critical features and discrepancies between what has been produced and the ideal solution
 - Controlling frustration during problem solving
 - Demonstrating an idealized version of the act performed
- This is all mediated through language.

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The Zone of Proximal Development (ZPD)

- Vygotsky defines the ZPD as the difference between the child's developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.
- In the ZPD, the learner cannot yet function autonomously, but can solve problems with the help of a more capable partner. Once the learner has appropriated the knowledge of how to solve a particular problem, the developmental level of the child grows to encompass that knowledge and the level of potential development moves ahead, and the ZPD shifts.
- The process of learning involves the novice appropriating both the tools and the knowledge to solve the problem from the master. This appropriation happens in the context of social interaction between the novice and the master.

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The Sociocultural View of SLA

- Language acquisition is seen as general learning, not as the function of a language-specific mechanism. However, sociocultural theory does not deny the possibility of a language-specific mechanism for L1.
- Vygotskian second language learning looks mainly at form-focused instruction and most studies concentrate on the oral planning involved in a written-text task.
- No studies have yet looked at spontaneous use of scaffolded items. Learning is considered to have taken place when the learner uses scaffolded items later in the same type of task.
- And sociocultural theory does not consider ...
 - Different rates and routes of learning

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Dialogue as a Cognitive Tool

- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *Modern Language Journal*, 82, 320-337.
- Click on the link above to see excerpts from Swain and Lapkin's data.

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Dialogue as a Cognitive Tool

- Language use is both communication and cognitive activity.
- Language is simultaneously a means of communication and a tool for thinking.
- Dialogue provides both the occasion for language learning and the evidence for it.
- Language is both process and product.

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The Role of Student Dialogue

- Excerpt A: Dialogue as an enactment of mental processes
- Excerpt F: Dialogue as an occasion for second language learning

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Co-construction



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What is co-construction?

- Co-construction occurs when people exchange their ideas on a specific topic, collaboratively creating new knowledge, a tangible product, or a common understanding of a concept, and re-culturating this knowledge into their own belief and knowledge systems.

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Co-constructing Grandma's Elevator

- In this video clip two three-year-olds, Edward and Andrew, are engaged in block-play. At first, the two boys have different intentions for their block work, but Andrew's idea soon prevails. While Andrew's idea for the construction project is adopted, he does not assume leadership in the building process. Instead, Edward takes on the role of contractor for this construction site. As you watch the video, notice the fluidity of the symbols that these boys create individually, as well as how they create certain symbols together.

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Co-construction

- [Shea, D. P. \(1994\). Perspective and production: Structuring conversational participation across cultural borders. *Pragmatics*, 4\(3\), 357-389.](#)
- Click on the link above to see excerpts from Shea's data.

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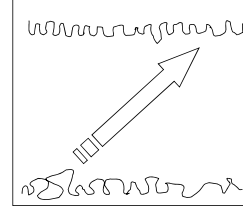
Co-construction

- Participants' perspective is related to their production:
 - Incongruous Perspective and Asymmetric Production: Jiro and his advisor
 - Incongruous Perspective and Symmetric Production: Fumiko and Dr. Hughes
 - Congruous Perspective and Asymmetric Production: Kazuko, Sandy, and Valerie
 - Congruous Perspective and Symmetric Production: Kazuko and Lilly

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Incongruous Perspective and Asymmetric Production

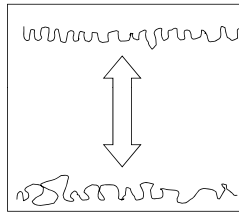
- Jiro (the NNS)'s perspective
- His NS advisor's perspective



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Incongruous Perspective and Symmetric Production

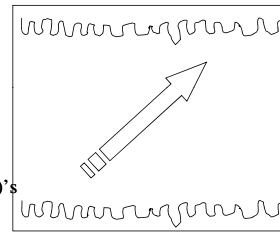
- Fumiko (the NNS)'s perspective
- Dr. Hughes (the NS)'s perspective



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Congruous Perspective and Asymmetric Production

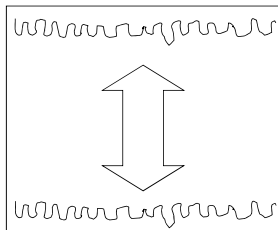
- Kazuko (the NNS)'s perspective
- Sandy and Valerie (NSs)'s perspective



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Congruous Perspective and Symmetric Production

- Kazuko (a NNS)'s perspective
- Lily (NS)'s perspective



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