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### **Summary**

Second language acquisition (SLA) has continuously evolved by mainly modeling after first language acquisition, reflecting behavioral, cognitive, social, and affective shifts. Language teaching practices have also been shaped throughout the decades. Yet, the SLA-driven divide between conscious and unconscious processes still prevails. Concomitantly, the title *instructed second language acquisition*, however much interest it arouses seems at first sight paradoxical through the dominant epistemological prism. This epistemology-shifting perspective stems from the need to acknowledge the unique characteristics of SLA. Against this backdrop, *Psycholinguistic Approaches to Instructed Second Language Acquisition: Linking Theory, Findings and Practice* by Daniel R. Walter addresses the chasm between *second language acquisition* in which researchers are interested and the *language pedagogy* with which practitioners are concerned.

The book seamlessly links psycholinguistic approaches with classroom-based practices by repairing the missing links between SLA and curriculum design in line with pedagogical considerations. In so doing, the book deliberately attempts to utilize the term *instructed SLA (ISLA)* by expanding on two major camps of research, i.e., implicit learning and explicit instruction. Here appears the most salient strength of the book in that it removes this dichotomy by re-envisioning the interplay between implicit learning and explicit instruction on a continuum of consciousness. This orchestration between

consciousness and unconsciousness, given the ever-present contention in terms of linguistic views of bilinguals, i.e., modular or integrated, is made obvious to inform curriculum design and in-class practices. In so doing, the book fills a niche by combining theory and practice at the intersection of two seemingly opposite ends, i.e. acquisition and learning. Also, it demonstrates how these two cross-breed each other eloquently. Bringing together current perspectives on the state of the art of ISLA, the book presents a psycholinguistic perspective on ISLA through well-relayed classroom implications at the nexus of theory and research findings as I will delve into below.

The book contains 6 Chapters along with an introduction. While the first four chapters are more conceptual, the last two chapters are practice-oriented. This horizon-widening and thought-provoking book is relevant to practitioners and researchers who attach importance to the synthesis of theory and practice. The structure of this book is also designed to move from the theoretical underpinnings of the divide between SLA and language instruction to the emergence of ISLA by removing the boundaries between SLA and language instruction considering the symbiotic relatedness of the individual and L2 classroom and finally to the related curriculum design, i.e. backward design. This illustrates the connection between theory and practice. Moreover, the book's complexity-oriented view renders it practical for teachers to recognize their power over the development of their students' L2, ensuring that the inquiries about their own L2 development could be reflected and blueprints for curriculum design provided could be tailored to align with their idiosyncratic contexts.

After familiarizing the genesis of SLA and ISLA and their interaction along with the book outline in the introduction, Chapter 1 presents theoretical elaborations of second language instruction and foreign language learning from the late 20<sup>th</sup> to nowadays by positioning ISLA within SLA with its characteristics. Myriad ways of interaction of such factors as religion, economics, education, and heritage are well presented to raise awareness of the complexity in classroom settings. Walter elaborates on this complexity by reviewing cognitive, social, and multilingual turns in SLA and their implications on language teaching. This theoretical review backs up the main argument of the book that theories about learning should be tested in a real-world setting, not in a controlled setting focusing on just one variable to gain insight into the way language learning occurs in various classroom contexts. This, I think, would urge not only researcher and practitioner collaboration but also theoretically sound and empirically motivated pedagogy given the dynamic structure of learning with diverse student populations and practitioners with different types of educational backgrounds.

Chapter 2 builds on the role of ISLA by asking a simple but comprehensive question: "What is there to influence?" (p.41) by taking into account psychological mechanisms encompassing auditory, visual, contextual information processing, memory activation, input integration, habits and their supporting role in conscious processes. Walter particularly emphasizes the role of metacognition which would play a significant role in my language-learning journey (Yüzlü, 2023). Walter also uses driving analogy to draw attention to the conscious and unconscious overlap to demonstrate the room generated for higher-order cognitive functions through previously proceduralized processes.

Chapter 3 illustrates the repercussions of the research findings on ISLA by mainly calling for removing the boundary between conscious and unconscious activities, thus offering a unified psycholinguistic model. This model consists of two ends, one focusing on the linguistic form while the other is concerned with semantic meaning. The trade-off between these two is well presented through such constructs as dynamic attention through noticing hypothesis (Schmidt, 1990) and input processing (VanPatten, 2020), task

complexity, beliefs, goals, and motivation over the course of an individual learner's development.

Chapter 4 looks at the conscious continuum in individual development by highlighting non-linearity in foreign language learning and truly contrasting language learning in the *wild*, i.e., acquiring the language as a native speaker to use a commonplace SLA definition. Walter also proposes a trajectory for language learning including parsing, automated sound/grapheme mapping, chunked language, and grammar which interact to foster the four skills, i.e., reading, listening, speaking, and writing. I agree with Walter that chunks could be regarded as grist for the mill (p.95) since they are language segments that could be analyzed consciously and unconsciously. He also emphasizes the inextricable nature of complexity, accuracy, and fluency by discussing interactional competencies, U-shaped learning, and contextual, social, and linguistic integration of a second/foreign language. He finally discusses the learning outcome by addressing these two constructs: *native-like proficiency* or *advanced multilingualism* by evincing the creative nature of code-switching and appreciating the need for one's multilingual identity. This chapter successfully presents an individual's developmental trajectory in a formal context with its context-related supremacies and constructs ignored or even worse discredited by the unconscious camp positing real acquisition is *wild*.

Chapter 5 delves into psycholinguistic processes in the classroom. Walter presents the complexity of a classroom context by presenting multiple factors: place, space, learners, teachers, artifacts including textbooks, geopolitics, and context. By appreciating this horizon-widening elaboration on the interplay between these factors, I agree with Walter that this dynamic interaction is under-researched. While he pictures how a learner can navigate in a formal context, he also embraces the complementary role of language learning *in the wild* in line with his argument bridging the conscious and unconscious dimensions.

Chapter 6 deepens how SLA could be used in language pedagogy by presenting curricular and pedagogical recommendations following backward design in which learning outcomes are prioritized and the starting point. Regarding assessment as a learning opportunity in line with "dynamic assessment" (p.157) is another contribution of this book to feedback conceptualization and practice. By highlighting the importance of intermediary goals, this chapter showcases the inherent dynamism of the art and science of language teaching and learning. Thus, it calls for tailoring methods and re-considering the goals of instruction under psycholinguistic, sociocultural processes, and complexities of second language and foreign language learning. Beyond its pedagogical and curricular recommendations, the book covers a topic that requires further research, i.e., the dynamic interplay of a myriad of variables along the L2 development trajectory of individuals in formal settings around the globe. This topic is still in its infancy and entails more research.

## Evaluation

As a result, the book contributes to the field of SLA and language pedagogy by bridging the gap between SLA research and language teaching practices, particularly in integrating psycholinguistic approaches with classroom-based instruction. By standing in-between along the continuum between conscious and unconscious language learning, this book offers significant implications for curriculum design and pedagogy with an emphasis on the inherent dynamism of the art (subjective aspect-individual) and science (general aspect-common ground) of language learning and teaching. With these affordances, this book can potentially make practitioners and researchers reconsider the link between SLA and language pedagogy rather than treating them as distinct entities. Overall, this book provides novel insights into the spotlight of consciousness and the obscurity of the

unconscious. In acknowledging the complementary essence of these dual processes, I endorse Walter's assertion that a continuous oscillation between conscious and unconscious processes is at play. Hence, rather than existing in isolation, both components ought to be engaged to facilitate metacognitive engagement and linguistic proficiency, as they possess the potential to synergistically enhance the language acquisition journey within educational settings. This entails leveraging both implicit learning mechanisms and explicit instructional approaches to optimize language learning outcomes. Consequently, I highly recommend this book to all stakeholders, including practitioners, pre-service teachers, teacher trainers, and researchers.

### References

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