



Style sheet - ENG

Symposium title: *Methodologies in Informal Second Language Learning: observing learning in the private sphere*

Coordinator 1 Geoff SOCKETT, Sciences du Langage, Université Paris Cité, France

Coordinator 2 Kossi Seto YIBOKOU, Applied Linguistics, Université de Lorraine, France

Coordinator 3 Lily SCHOFIELD Applied Foreign Languages, Sorbonne Université, France

Symposium format (one choice - delete the others):

- **Symposium Multimodal**

Symposium mode (one choice - delete the others):

- **Hybrid**

Sub-themes (multiple choice - delete the others):

- ☐ (APPLIED) LINGUISTIC THEORY: history, (usage based) approaches, CDST-complexity, theory, approaches and analysis, phonology, psychology
- ☐ LANGUAGE RESOURCES: multi-modality (including gesture), corpora, artifacts,
- ☐ LANGUAGE & TECHNOLOGY: media, tools, digital humanities, Natural Language Processing (NLP)
- ☐ LANGUAGE IN USE: communication, interaction, conversation analysis, discourse, corpus, media
- ☐ LANGUAGE SKILLS: writing, fluency, chunks / formulaic language, speaking, feedback, testing
- ☐ LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- ☐ LEARNER CHARACTERISTICS: autonomy, strategies, young, old, non-instructed, individual factors or differences, emotion
- ☐ RESEARCH: methods, approaches and (collaborative) practices

Short summary in English

As the field of informal second language learning (ISLL) develops, a diversity of quantitative and qualitative approaches to characterising these complex phenomena may be observed in a wide range of contexts. The focus of this symposium is to explore methodologies which facilitate such diverse research.

Quantitative methodologies can play a key role in identifying factors which vary together in ISLL. Such methodologies can also address the challenge of going beyond the reduction of the complexity of ISLL to isolated data points, while classroom practitioners may also obtain rich insights from qualitative ISLL studies. Other key methodological issues may include use of corpora, or ethical issues such as the stance of the researcher in private space or copyright questions.



After the success of the ISLL seminar "Learning through Leisure" at AILA 2021, it is hoped that this symposium will facilitate the development of this exciting field by sketching out the opportunities and challenges offered by a range of methodological approaches to characterising the dynamics of ISLL around the world today and in the future.

Argument

As the field of informal second language learning (ISLL) develops, a diversity of quantitative and qualitative approaches to characterising these complex phenomena may be observed in a wide range of contexts (Dressman & Sadler, 2019). The focus of this symposium is to explore methodologies which facilitate such diverse research.

Complex systems perspectives on learning (Larsen-Freeman & Cameron 2008) point towards varied patterns of language use and development, suggesting that emic approaches may be key to characterising how learners adapt their linguistic resources in response to the affordances that emerge in communicative situations. This is particularly the case in ISLL where unique learning pathways are the norm.

Quantitative methodologies, including structural equation modelling (Lee, 2019), can play a key role in identifying factors which vary together in ISLL. Such methodologies can also address the challenge of going beyond the reduction of the complexity of ISLL to isolated data points.

While statistical analyses are essential in acquisitional research, practitioners wishing to gain deep insights into the impact of informal practices on their classrooms have much to gain from qualitative studies revealing the rich variety of language activity and development driven by ISLL. Such approaches, including case and diary studies, which may be retrodictive in nature (Dörnyei, 2007), may also raise issues regarding the conditions in which this data is collected from the private sphere, or the emic stance of the researcher.

Beyond quantitative and qualitative aspects, presenters in this symposium may wish to highlight approaches to identifying and analysing a diversity of corpora, written or oral, from the range of spaces in which ISLL may be observed. Since most ISLL research involves the collection of data from the private sphere it is important to consider how this data collection can best fit with language practices in the 2020s (online gaming, voice notes) or bring attention to the challenges of such empirical research, when seeking to reproduce informal conditions in classroom environments. Consideration of ethical challenges are also of interest. This might for example include issues relating to the stance of the researcher or copyright issues relating to the data collection.

After the success of the ISLL seminar "Learning through Leisure" at AILA 2021, it is hoped that this symposium will facilitate the development of this exciting field by sketching out the opportunities and challenges offered by a range of methodological approaches to characterising the dynamics of ISLL around the world today and in the future.



Bibliography

Dornyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.

Dressman, M., & Sadler, R. W. (Eds.). (2019). *The Handbook of Informal Language Learning* (1st ed.). Wiley. <https://doi.org/10.1002/9781119472384>

Larsen-Freeman, D., & Cameron, L. (2009). *Complex systems and applied linguistics*. Oxford Univ. Press.

Lee, J. S. (2019). Quantity and diversity of informal digital learning of English. *Language Learning & Technology*, 23(1), 114–126. <https://doi.org/10125/44675>