

A CORPUS STUDY OF THE CONCEPTUALIZATION OF
LEARNERS IN APPLIED LINGUISTICS

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OF LEARNERS IN APPLIED LINGUISTICS**

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ABSTRACT

The differing views on language learners across the relevant literature have been observed. With the observed changes in ideology in looking at language learners, it would be good to investigate how the applied linguistic research community varies over time, mainly in conceptualizing learners as the focus of the disciplinary studies and discussions. Despite this interest, very little is known about how the change of views on learners has been portrayed in the Applied Linguistics field. How is the learner conceptualized in research articles in a period of 10 years of research in Applied Linguistics (from 1950-2016), and what are the changing views observed? Drawing on a corpus of 17.9 million words or 2655 articles taken from The Modern Language Journal, the study looks for answers to these questions to determine whether learners' conceptualization has changed in Applied Linguistics over the past 60 years. This study presents and attempts to account for possible surprising variations and possible explanations for the observed variations during the period under study.

Keywords: *learner, the conceptualization of learner, corpus study, applied linguistics.*

ABSTRAK

Perbezaan pandangan terhadap pelajar bahasa di seluruh pustaka yang berkaitan telah diperhatikan. Dengan perubahan ideologi yang meneliti pelajar bahasa, adalah baik untuk menyelidiki bagaimana komuniti penyelidikan linguistik terapan berbeza dari masa ke semasa, terutamanya, dalam mengkonseptualisasikan pelajar sebagai tumpuan kajian dan perbincangan disiplin. Walaupun terdapat minat yang sebegini, hanya sedikit sahaja yang diketahui tentang bagaimana perubahan pandangan terhadap pelajar telah digambarkan dalam bidang Linguistik Terapan. Bagaimanakah pelajar dikonseptualisasikan dalam artikel penyelidikan dalam jangka masa setiap 10 tahun penyelidikan dalam Linguistik Terapan (dari tahun 1950 ke 2016) dan apakah perubahan pandangan yang dapat diperhatikan? Dengan mengambil kira satu korpus yang terdiri daripada 17.9 juta perkataan atau 2655 artikel yang diperoleh daripada 'The Modern Language Journal', kajian ini mencari jawapan bagi soalan-soalan tersebut untuk menentukan sama ada konsep konseptualisasi pelajar telah berubah dalam Linguistik Terapan sepanjang jangka masa 60 tahun yang lalu. Kajian ini membentangkan dan berinisiatif untuk bertanggungjawabkan, beberapa variasi mungkin yang mengejutkan dan penjelasan yang mungkin untuk variasi yang diperhatikan dalam tempoh kajian.

Kata kunci: *pelajar, konseptualisasi pelajar, kajian korpus, linguistik terapan.*

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LIST OF SYMBOLS AND ABBREVIATIONS

SLA	:	Second Language Acquisition
L1	:	First Language
MLJ	:	Modern Language Journal
L2	:	Second Language
LOTES	:	Speakers of Language(s) Other Than English
CL	:	Corpus Linguistics
CV	:	Coefficient of Variance
ESRC	:	Economic and Social Research Council
RAS	:	Refugees and Asylum Seekers
CDA	:	Critical Discourse Analysis
ELL	:	English Language Learner
CLD	:	Culturally and Linguistically Diverse
SLL	:	Second Language Learners
EL	:	English Learner
LEP	:	Limited English Proficient
ESL	:	English as a Second Language
LEAL	:	Learner of English as an Additional Language
EAL	:	English as an Additional Language
FLES	:	Foreign Language in the Elementary School
SAT-Q	:	Quantitative portion of the Scholastic Aptitude Test
CAI	:	Computer-Assisted Instruction
CALL	:	Computer-Assisted Language Learning
FL	:	Foreign Language
LA	:	Low Achievement

JFL	:	Japanese as a Foreign Language
IL	:	Interlanguage
HR and LD	:	Students identified as high risk (HR) for learning a FL and students identified as learning disabled (LD)
Web-Magnet	:	Web Magnet Science and Technology Elementary School
ES	:	Experienced group Students
IAMS	:	Inter-American Magnet School
RS	:	Rosetta Stone
HL	:	Heritage Language
SHL	:	Spanish as a Heritage Language
TL	:	Target Language
FLH and CO	:	Foreign Language Housing (FLH) and CO – Classroom Only
L1/L2	:	First Language or Second Language
FLEP	:	Former Limited English Proficient
LTEL	:	Long-Term English Language Learners

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

As a major focus in applied linguistic research, a number of views concerning language learners have been witnessed in the literature. First, there is a long-held view of learners positioned in opposition to, or comparison with, the native speaker as far as language proficiency is concerned. Next, there is a more recent view expressed by scholars such as Cook (1992), who emphasized such notions as multi-competence, a term which carries the meaning of "a mind's compound state which possesses two grammars" (p. 112). They highlight the need to focus on learner language in its own right, not as a form of deficiency (e.g., Selinker, 1972; Cook, 1992; Klein, 1998; Ortega, 2013). Another view suggests that learner agency should be embraced, which follows learners' wills and purposes. That language should be viewed as 'open, complex, dynamic system' (Larsen-Freeman and Cameron, 2008a).

With all these observed changes in ideology in looking at language learners, it would be interesting to examine how the applied linguistic research community changes over time in conceptualizing learners as a focus of disciplinary studies and discussion. It is essential for several reasons. Firstly, it allows an understanding of how learners are conceptualized to understand how applied linguistics has developed over the years. Secondly, it enables a critical stance to explore learners on a broader consideration, particularly on how the applied linguistic community has constructed the word 'learner' during the study period. Thirdly, it provides a better understanding of considering learners in the teaching fields for the educators and their counterparts in language learning and teaching.

However, as to what extent does the change of views on learners depicted in the Applied Linguistics discipline, particularly in academic articles, are still under-researched.

1.2 Statement of Problem

Despite the growing Second Language Acquisition (SLA) literature, little study has been made regarding how learners are conceptualized over the years in academic discourse. This present study will address the gap in the literature section.

1.3 Aim of the Study

This study investigates how the learner is considered over the six decades (1950-2016) in the Applied Linguistics field, mainly portrayed in the journal articles, and uncovers possible reasons for these changing views. As will be discussed in Chapter 3, this exploratory study focuses on one leading journal, the Modern Language Journal (MLJ), to understand how 'learners' is conceptualized in Applied Linguistics.

1.4 Research Questions

This study seeks to answer the research questions as follows:

1. How is the learner considered in research articles in each period of 10 years of research in the field of Applied Linguistics (from 1950 – 2016)?
2. What are the changing views observed over six decades?

1.5 Significance of the Study

The importance of understanding a concept or history could be seen across the fields. For instance, in the nursing field, as pointed by Wilkinson and Whitehead (2009); in the field of counselling, as shown by Rønnestad and Skovholt (2003); and in the field of Second Language Teaching, as brought out by Howatt and Widdowson (2004). These three fields highlight the importance of studying their respective fields' history to

enhance their understanding of their fields. Both researchers and practitioners from each field could reconsider their practices by continually reflecting upon their professions. Hence, the study's findings will allow both researchers and practitioners to reconsider their practices in viewing and treating learners through reflections on how the field has changed over time.

The study, a diachronic study on how learners are conceptualized in the applied linguistic literature, hopes to consider the development of Applied Linguistics, particularly in SLA. It essentially allows the community of the field to reflect on the development from the learner's perspective. The study, hopefully, will bring about changes in thinking about applied linguistic practice.

1.6 Conclusion

This chapter outlined this study's central focus by describing the background and problem statement, aim of the study, research questions, and significance of the study.

This dissertation has five chapters, with Chapter 1 being the introductory chapter. Chapter 2 presents reviews on related previous studies that are relevant to this study. Chapter 3 explains the methods applied to conduct the study and how the data were analyzed. Chapter 4 discusses the findings, whereas Chapter 5 is the concluding chapter in which a summary of findings, the implication for future research, and limitations and recommendations are presented.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter begins with an introduction of SLA and Corpus Linguistics's field with their respective relevant studies. The chapter will end with a section on the conceptualization of language learners.

2.2 Second Language Acquisition

Ortega (2009) described SLA as a field of inquiry in which study the human capacity in the process of learning languages aside from the first language, during the period of late childhood, adolescence, or adulthood and the condition in which once the first language or multiple languages have been undergone the process of acquisition. It is also the study of various phenomena and complex influences that lead to the contribution of the confusing range of possible outcomes when learning an additional language in several different situations.

2.2.1 Development of SLA

The field of SLA has been progressed and developed vastly over decades, and some even said that the field had seen enough 'increasing fragmentation and silos' (Han, 2016).

Ellis (2020) has put the controversy regarding SLA's development to an end by categorizing 50 over years of inquiry into five phases.

The first phase is named 'making a start,' which covered roughly the 1960s and 1970s. The focus of this phase were studies conducted on naturalistic second language (L2) learners. The learners were studied to show if they act or behave similarly to the nature. Most studies in this period were cross-sectional but there were a few on longitudinal studies (Ellis, 2020).

The second phase is called the 'expansion period,' and it covers around the 1980s. It is the period where SLA widened the scope of the field considerably. Four major areas of study had been developed, namely 'language transfer, linguistic universals, second language pragmatics, and input/interaction.' Several established disciplines such as linguistics, sociolinguistics, and discourse analysis have been reached out in this period. They have been used to research different types of learner-language and learning.

The third phase is defined as 'coming of age' (Sharwood-Smith, 1994). It covers the next phase, starting from the late 1990s onwards. It is an extension of the previous stage. It is significant as it presents the impact taken from cognitive psychology. Information-processing theories are based on an input-output view of learning and were called 'computational mode' (Lantolf, 1996). Key constructs studied are 'attention' and 'skill learning.' Another emerging point at this period is the interest in implicit and explicit learning, which led to Krashen's (1981) theory, which is 'acquisition' and 'learning' distinction. Researchers borrowed from varied strands of study in cognitive psychology, which lead to other views on the roles of consciousness in language learners. Some researchers (e.g., Schmidt, 1990), arguing that there is a necessary need for a certain level of consciousness, and others (e.g., Tomlin & Villa, 1994) argued that learning seems to be implicit in whole.

The fourth stage was the social turn, where it began in the 1990s and late 1990s. It is the period where all the social factors come in. Schumann (1978) attempted to explain how social and psychological distance from the target-language community affected learners' access to the target language and acquire the target language. However, this model did not get any strong empirical support, and it has reflected an unavoidable view on the relationship between social context and learning. Towards the end of the 1990s, there are poststructuralist accounts by Firth and Wagner, 1997, which focused on

learner's agency in building social attempts for learning and notified the importance of social identity. They initiated the movement of the 'social turn' in SLA (Block, 2003). From this, there is also claims that L2 acquisition cannot be deciphered in purely cognitive terms. Learners are seen as 'complex social beings,' and L2 acquisition is best comprehended by focusing on how individual learners respond to the language and create their social context.

Next, a somewhat different kind of social turn, which is the sociocultural SLA, is also involved in this stage. As being applied to the field, sociocultural theory highlights the mediation that exists in the initial development and the following internalization of new knowledge. It identifies the 'mind' as the main component in language learning. Next, the theory also involves the metaphors of 'participation' and acquisition' (Sfard, 1998). It has driven to the robust pedagogic application, namely the importance of 'languaging.'

The last stage denotes SLA's recent development (roughly in the 2000s onwards and 2010s onwards). Two significant discoveries are found, namely, Complex Dynamic Systems Theory and 'the multilingual turn.' Firstly, on Complex Dynamic Systems Theory, it represents the emergence of Complexity Theory (Larsen-Freeman & Cameron, 2008b) and Dynamic Systems Theory (de Bot, Lowie, & Verspoor, 2007), which has the same basic precepts. For instance, the language systems are non-linear, high variable, individualistic, unpredictable, and always ready for changes.

The second development mentioned is 'the multilingual turn' It is a more inclusive construct than 'social turn.' Firth and Wagner commented on cognitive SLA's assumption that L2 learners aim at a monolingual native speaker's competency. Next, Ortega (2009) pinpointed that 'when we oppose L2 acquisition to first language (L1) acquisition as a subtle but dangerous monolingual bias seeps into our imagination' (p.5).

It leads to the other notable terms such as multicompetences (Cook, 1992) and translanguaging (May, 2013). The multilingual turn and Complex Dynamic System Theory share a similar view. The L2 learner is viewed as 'complex and heterogeneous'- a view that is far beyond the conceptualized non-native speaker from earlier SLA study.

2.2.2 Multicompetence, multilingualism, multiculturalism

The term 'multicompetence' was described initially as "the compound state of a mind with two grammars" (Cook, 1991, p. 111). Multicompetence means "the knowledge of more than one language in the same mind or the same community" (Cook, 2012, p. 1). Next, multicompetence presents a view of SLA in terms of the L2 user as a whole person rather than on the monolingual native speaker. It involves the whole mind of the speakers, not just their L1 or their L2. It gives assumption that someone who has the knowledge of two or more languages is a defiant person from a monolingual and there is need to be looked on "their own right rather than as a deficient monolingual" (Cook, 2012, p. 1). This term is neither a model nor a theory so much as an overall framework or perspective: it changes the lens from which SLA is viewed. In Grosjean's (2008) terms, multicompetence makes up of a bilingual 'wholistic' interpretation of bilingualism as compared to a monolingual 'fractional' interpretation of bilingualism.

Kubota (2012) defines multiculturalism as something that reflects aspects such as cultural, ethnic, racial, linguistic, and religious diversity carried out by the people's mobility during colonization, slavery, migration, and other historical causes. The rise of globalization has drawn out multicultural conditions of many societies. Reaction to the term has shaped public policies which includes education (Kubota, 2012). Multiculturalism that is conceptualized in education could bring attention not only to the

mentioned types of diversity, but also to other kinds of human differences, such as gender, class, language, sexual identity, and disability (Kubota, 2012).

Clyne (2007) refers to multilingualism as either the language used or the competence of either an individual or the language situation in an entire nation or society. The term was more commonly referred to as 'the use of more than one language' or "competence in more than one language" (Clyne, 2007, p. 301).

In relation to the language development and practice, multilingualism is heavily associated with the political economy of the historical period (Garcia, 2014). Before the early twentieth century, speakers of Language(s) Other Than English (LOTES) were regarded as 'colonized or conquered minorities' in which they are expected to be the educational failure, when receiving education via English, due to their inferior status as simple labour for their superiors. The multilingualism of speakers who are educated in English only come to scholarly attention until the early twentieth century (Garcia, 2014).

2.3 Corpus Linguistics

Corpus Linguistics (CL) is an ever-evolving field to date. The thought of discussing the term CL has been initiated by one of the field's founding fathers, Jan Aarts. He is reported as giving remark on coining the term CL with some doubts, as "because we thought (and I still think) that it was not a very good name: it is an odd discipline that is called by the name of its major research tool and data source. Perhaps the term has outlived its usefulness by now" (Taylor, 2008).

Next, Leech (1992) mentioned that CL is not only a developing methodology for language study, but as a research enterprise, and rattled on to describe the characteristics of computer corpus linguistics as a new paradigm. Stubbs (1993) brought up the idea of

a “corpus is an important concept in linguistic theory.” Teubert (2005) focuses on the theoretical conceptualization and states that corpus linguistics is “a theoretical approach to the study of language” (p. 2).

The notion of CL as a paradigm was highlighted by Gries, as he includes remark such as over the past few decades, corpus linguistics has become a central methodological paradigm in applied and theoretical linguistics.” (2006, p. 191). Tognini-Bonelli (2002) added on CL as a ‘pre-application methodology’ which has the “theoretical status.” Later, Mahlberg added the description of CL ‘as an approach to the description of English with its theoretical framework’ and also to focus on the term ‘corpus theoretical approach’ (2005, 2006). Thompson and Hunston (2006) mentioned that “[a]t its most basic corpus linguistics is a methodology that can be aligned to any theoretical approach to language,” but they are under subscription of two major emerging theories. Firstly, the meaning is not positioned in single words. However, through Sinclair’s (2006) terminology, ‘units of meaning’ and next, moving on to communicative discourse that uncovers as ‘a series of semi-fixed phrases. (p. 11–12).

CL then progresses as the notion of being viewed by McEnery, Xiao, and Tono (2006) as ‘a whole system of methods and principles of applying corpora in language studies and teaching/learning. It certainly has a theoretical status’ and later as viewed as methodology. McEnery and Wilson (1996) and Meyer (2002), as well as McEnery And Gabrielatos (2006), each agrees to the notion but subscribed to their interpretations.

Furthermore, CL is given credits on the hard-science nature by several notable researchers. For instance, McCarthy (2001) states that CL as a representative of ‘cutting edge change in terms of scientific techniques and methods” (p.125), while Stubbs (2001) put both CL and science in parallel, remarking that “[g]eologists are interested in processes which are not directly observable because they take place over vast periods

[...] Corpus linguists are interested in processes which are not directly observable because they are instantiated across the language use of many different speakers and writers” (p. 243).

It is worth mentioning how Chomsky-an teaching contributes to the formation of CL development. In responding to the claim on ‘scientific method’ that Chomsky criticized CL, he mentions that “[m]y judgment, if you like, is that we learn more about language by following the sciences' standard method. Chomsky argues The standard method of the sciences is not to accumulate huge masses of not analyzed data and to try to draw some generalization from them” (Chomsky, as cited in Andor, 2004). Next, on the frequent criticism from Chomskyan linguists on CL, Carter has no interest in the language beyond the sentence's level. As such, there is no recognition that accurate data is of any significance. There is no acceptance that studies of large corpora of real language in use play any part in descriptive theories of language. Most significantly, too, there is a clear sense that the analysis of meaning is not a primary purpose.” (Carter, 2004, p. 2). Sinclair (1991) critiqued the respective linguistics by mentioning that ‘one does not study all botany by making artificial flowers’ (p. 6). Lately, CL is described as ‘parole-linguistics opposing it to Saussure and Chomsky's langue-linguistics, among others (Teubert & Krishnamurthy, 2007).

Hence, CL is seen as a growing and evolving area; a study has been conducted in various methods and includes multiple topics (Hoey, 1993). Taylor (2008) explained that the nature of CL is that the corpus linguists could share a similar identity: corpus designer, compiler, or analyst. They could often possess all three identities simultaneously, and each of these could have a distinct version of how this enterprise shows.

In general, CL has multiple definitions through development. However, to serve a basic introduction in this study, CL could be referred to as the study of language as evidenced in samples of ‘real-world and the authentic text’.

Many diachronic studies have been conducted using corpora. For example,

Baker (2011) examines how British vocabulary has advanced for the past eight decades. The study used Brown corpora, especially on Four corpora, BLOB (1931), LOB (1961), FLOB (1991), and BE06 (2006), are compared with each other, with the focus aimed at the frequent words at which it would have to occur at least 1000 times in total with the frequencies in all four corpora being totalled up. Few techniques were employed but did not seem to meet the study's requirement, such as the chi-square test, Pearson correlation coefficient, a formula used to measure quantifying the strength of the difference between word frequencies in two corpora, as well as standard deviation. The relevant one was the coefficient of variance (CV). Later, the top 10 words of the highest relative variance and lowest relative variance were selected for further analysis as they showed the trace of changes over time. Having all the identified sorted the ones that possessed the traces of continuous decline, growth, or stability, the words were further classified into grammatical categories. There, multiple concordance searches and collocational analyses of these words that hope to produce contextual information that could explain the usage patterns were conducted. Few words which demonstrated the most robust pattern and the overall pattern during the examination of all the search words were depicted in the study due to words constraint. The finding was drawn mainly on the contribution of the methodology used in the study.

Apart from that, Baker et al. (2008) used corpora to describe and assess the methodology used in the ESRC – a funded project on Discourses of Refugees and Asylum Seekers in the UK Press 1996 -2006 (henceforth, the RAS project). It was a

novel, integrative combination of methodologies traditionally associated with corpus linguistics (CL) and critical discourse analysis (CDA). The method used was a fusion of CL and CDA approach. The methodology used in the mentioned study is relevant to my study, as my study looks for diachronic development in terms of changes.

2.4 On the Conceptualization of Language Learners

The discursive field of a subject and its relevant meaning are often represented by the concepts and socially constructed terminology (Chin & Wigglesworth, 2007). Due to this, the respective fields' standard used terminology should be identified and well comprehended (Baker, 2006). Terminology in the education field has been applied to bind a group of students into distinctive categories of learners through 'common or seemingly related characteristics' (Webster and Lu, 2012). English (2009), termed students as English language learners (ELL), is put in a category that is not the same as the mainstream language learner in the classroom. This categorization produces a limit between the first language English speakers and those acquiring English as an additional language, a boundary that is not being interpreted as neutral (English, 2009; Peregoy & Boyle, 2008). The term ELLs has been defined loosely in the literature, as language learners in the early stages of the English language development, as being compared to the similar grade peers, for academic in schooling context (Baker, 2006; Ontario Ministry of Education, 2005; Peregoy & Boyle, 2008; Perez & Holmes, 2010). However, those who are not having English as a heritage language are subjected to various other terms in the literature, such as Culturally and Linguistically Diverse (CLD), Second Language Learners (SLL), English learner (EL), Language Minority Student, Limited English Proficient (LEP), and English as a Second Language (ESL) Student. The inconsistent use and the mushrooming of the relevant terms create confusion to the teachers and relevant party (Paulson and Armstrong, 2010). The distinction of the terms which is actively present in the literature should be made aware.

Minority languages and minority language bilingualism have been side-lined and undervalued from education for an extended time due to the powerful societal structures (Webster and Lu, 2012). Cummins (2001) postulated that educators and researchers could potentially apply influence with the value messages they communicate. “When the children in language were chosen to be framed as ‘inaccurate, disrespectful, non-person-first, and deficit-based,’ the culture, identity, imagination, language, and intellect from the image of the child are being expelled” (Cummins, 2001, p. 654). On the same node, highlighting only the English language, particularly on English language learners, does not portray a different language learning orientation. The intentional absence of the students’ present language, repertoires, and cultural affiliations by the identifiers, shows that it is disempowering, inaccurate and problematic (Cummins, 1986).

Across the education history, ESL-related terminology has changed and progressed to reflect a more accurate representation of ELLs and the language acquisition process (Baker, 2006; English, 2009; Peregoy & Boyle, 2008; Schon, Shaftel & Markham, 2008). ESL was used previously as a common term to refer to students within the program, and it is still in use today in several situations. This term stands the test of time, as it is used globally and is descriptive; however, it could be inaccurate when English was probably not a students’ first or second language (Peregoy & Boyle, 2008). Next, the range of terminology can deter readers from gaining access to pertinent literature and obtain relevant understanding as they could not notice the confusing types of related terminology. Besides, each term within the range of terminology shows unique language values, intellect, cultures, and imagination (Cummins, 2001). More new terms have emerged due to the need for more accurate, positive, and inclusive terminology. For examples: Cummins (2001) suggest some terms such as Learner of English as an Additional Language (LEAL) and English as an Additional Language (EAL), ‘person-first’ types of term usage (Paulson & Armstrong, 2010) in which

modifies not the person but the context of the learners' learning environment- (for example, "a student placed into a transitional reading and writing course).” However, limited literature was found on ELLs' terminology issues, which prompts this study.

2.5 Conclusion

This chapter has outlined some reviews on the previous studies applicable to this study, focusing on the development of SLA and language learners' conceptualization.

The next chapter will present the methods used in this study.

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CHAPTER 3: METHODOLOGY

3.1 Introduction

This section begins with this study's research design, the chosen research instruments, the selection of corpus, research procedures, and ethical considerations.

3.2 Research Design

The study adopted both quantitative and qualitative approaches. This study adopted the methodology which combined corpus-driven and corpus-based approaches, as used in Baker et al. (2012), the former analysis would be affected by whatever it was significant, while the subsequent enabled users to evaluate pre-existing hypotheses.

3.3 Research Instrument

The study used corpus analysis software developed by Laurence Anthony, AntConc version 3.4.4, for concordancing and text analysis.

AntConc is introduced as a non-profitable, standalone, multiplatform corpus toolkit developed by the author, Dr. Laurence Anthony, and some renowned corpus linguists. What perhaps makes this software stand out from the other traditional or typical standard tools, is that this software is under continuous development, in such a way that new features and options are updated regularly, derived from the constructive feedback and suggestion given by some of the 70,000 or more software users from worldwide (Laurence, 2009).

3.4 Corpus Selection

In this study, the sample corpus was a written corpus, a collection of journal articles from the MLJ, which comprised of 2,655 research articles from 1950 to 2016. The rationale of choosing the MLJ was due to the publications which revolved around 'research and discussion about the learning and teaching of foreign and second

languages.’ Also, the target audience was broad, where it included researchers and teachers.

3.4.1 Corpus Size and Composition

Table 3.1: Word counts of articles taken from the MLJ

Period of 10 years	Word counts
1950-1959	2,127,849
1960-1969	1,716,159
1970-1979	1,529,516
1980-1989	1,518,779
1990-1999	2,083,860
2000-2009	5,069,721
2010-2016*	3,899,873
Total	17,945,757

Note: The period 2010-2016 was not considered a period of 10 years, but it was considered the journal taken during research.

Table 3.2: Number of articles taken during the period of the study

Period	Number of articles
1950s	617
1960s	479
1970s	344
1980s	267
1990s	246
2000s	364
2010-2016	338
Total	2655

3.4.2 The Arrangement of the Journal

According to the official source from The MLJ, a volume consisted of four regular issues. Each issue published 8 to 10 research studies. There were times when common issues would be guest-edited, in which it emphasized a particular topic. An additional issue of the journal, which typically published in January, often had various formats,

ranging from guest-edited matters to monograph-length articles. The MLJ also included Perspective, a column presented in the summer issue, and provided appropriate professional affairs for discussion from several viewpoints. Occasionally, it invited critical review essays that contained topically linked publications written in any language (e.g., monographs, edited volumes, empirical research articles, essays, reports, policy documents) by inserting them into a broad context scholarly inquiry (“Overview,” n.d.).

Hence, this study's selection included strictly on English research studies, as discussion and review essays might contain personal opinions from the academicians.

3.5 Research Procedure

The corpus of this study was a collection of journal articles. They were downloaded from the homepage of the MLJ (<https://onlinelibrary.wiley.com/journal/15404781>) in pdf format. They were then converted manually into text format to be generated in the selected corpus analysis software, Antconc.

Next, the corpus was divided into groups of ten years (decades), starting from the 1950s till 2016, for instance: 1950-1959, 1960 -1969, 1970-1979, etc. The articles were processed using AntConc software for each period, computer software on corpus analysis toolkit for concordancing, and text analysis. According to Duff (2012), throughout the development of SLA, language learners have been considered by the researchers as well as institutions, instead of the learners themselves, using the following terms: “interlanguage speakers, fossilized L2 users, immigrants, limited (English) proficient speakers, refugees, non-native speaker, heritage-language learners, Generation 1.5 learners” Hence, of all the mentioned terms, the recurring terms ‘user’, ‘users,’ ‘learner,’ learners’ have been chosen, whereas the term ‘student’ and ‘students’ are chosen because they are positively associated with of the word ‘learner.’ Next, the

collocates (learner, learners, student, students, user, and users) were investigated using AntConc software.

Several rationales were being argued by Groom (2010) on selecting closed-class keywords as the subject of analysis. Firstly, it will enable analysts 'to receive a compact and tractable list of items' to be used as analysis from the outset, and there is no dependency on the top-slicing procedures. In addition to this closed-class keywords, they tend to spread over fairly throughout the keywords list, which is typically ranked according to keyness values instead of raw frequency, making such items an exciting alternative for random sampling.

Aside from that, the versatility of using closed-class keywords could help generate fruitful analysis and feasible sets of starting points for concordance analysis and make them highly desirable among researchers. Also, what sets it apart from open-class keywords is that the more significant degree of generalizability of using closed-class keywords in analysis, as using a small fraction of them could provide for bigger data proportion as a whole. Similarly, this could be produced by analyzing a larger selection of open-class items, as closed-class words are the most common words present in all corpora (Groom, 2010).

Another feature that needs to be pointed out is that concordances of single closed-class words enable researchers to recognize additional information on phraseological features compared to others. For example, grammar patterns by Francis, Manning & Hunston (1996, 1998) and theorized by Hunston & Francis (1999); semantic sequences (Hunston, 2006) could provide a useful phraseological profile for a particular keyword, to enable the analyst to 'identify the underlying of commonalities of meanings among superficially very distinctive-looking patterns of linguistic elements' (Groom, 2010).

Table 3.3: Frequency of Terms that refers to Learner in the Corpus

Word form	Frequency
Learner	11,811
Learners	26,388
User	732
Users	1,653
Student	25,255
Students	66,542

Hunston (2002) suggests that choosing randomly at a portion of the total concordance lines could be done when dealing with the large corpus. In this study, I adopt the method from Hunston (2002) in dealing with massive data; a corpus user is advised to look at roughly 100 lines for general patterns and approximate 30 lines for detailed patterns. For certain concordance lines, the word 'learner' would be extended to the keyword 'learner' used across the article to provide broader meaning for the word 'learner' in context. The lens of discourse analysis would be used in order to make sense of the data. Next, the lemma 'learner*' was used to path the way to enable various possible findings. Since any form of learner was viewed as a separate party, the form of which the learner portrays did not affect the study's findings. In other words, wordforms like 'learner' and 'learners' were included in the study's analysis. The detailed procedure will be discussed further in Chapter 4: Findings and Discussion.

3.6 Ethical Considerations

The journal articles from the MLJ were obtained through legal download, which was accessed by a valid and authorized Institution account, and they formed the corpus of the study.

3.7 Analytical Procedure

For this study, this study employed the thinning feature in AntConc to make the excessive number of concordance lines (concordance lines which are more than 200

lines onwards) into 100 random lines, ideally using the Antconc feature of “show every nth row.” Next, for search words that have not more than 200 lines, all lines will be analyzed. For example, if the concordance hits are 5655 lines, if it were to be thinned into 100, 5655 will be divided by 100. The answer will be rounded off to the nearest whole number, which is 56, and that number will equal the number to be inserted in the feature of ‘show every nth row’.

Next, this study examined five grammatical patterns or frames following Baker et al.'s (2013) study.

1. Learner and NOUN
2. VERB + learner
3. Learner + VERB
4. ADJECTIVE + learner
5. Learner + NOUN

These frames were used to seek grammatical relationships with the search words, revealing more about learners' conceptualization. The first frame was {Learner and}, which looked for nouns that occur together with the search word “learner, learners, user, users, student and students.” This pattern was beneficial in revealing ‘what types of groups or people’ tended to get involved with learners. Examples: teachers, instructors, professors. The second and third frames were related to verbs. The second frame was on {verb+ learner}, where the learner was the verb object, in other words, when someone did or acted an action on the learner. Examples, enable, get, encourage. For the third frame, it looked for {learner + verb}, which provided the total opposite pattern as the second frame: cases when the learner was the doer or the subject of the verb, meaning, the learner was the person who executed an action. Example: find, advance, give, and hear. For the fourth and fifth frames, which are {adjective + learner} and {learner +

nouns}, they both gave cases, in both adjectives and other nouns, modify the word learner. Example for the fourth frames: language, L2, foreign, and example for the fifth frame: interest, reaction.

Apart from that, this study adapted the steps in corpus-assisted discourse analysis proposed by Baker et al. (2008). The steps that I was adopting were step 1- step 4, as they were relevant to my study in investigating learners' notion, especially in the data analysis procedure.

1. Perform context-based analysis of the topic via history. Identify existing discourses via more extensive reading.
2. Establish research questions/corpus building procedures.
3. Corpus analysis of frequencies – identify potential sites of interest in the corpus and possible discourses, relate to those existing in the literature.
4. Qualitative of a smaller, representative set of data (e.g., concordances of individual lexical items or a particular text or set of texts within the corpus) identifies discourses.

Next, for the presentation of the data, due to the size limit, a finding which has frequency with more than three occurrences is reported in this study with only a maximum of three occurrences. For finding which has one or two instances, they are reported as the number itself. For example, one finding is reported as one, two findings are reported as two, three findings are reported as three, more than three findings are reported as the maximum of three examples.

3.8 Conclusion

Chapter 3 of this dissertation has presented the essential process of how this study was conducted. The following chapter will elaborate on the findings and the discussion of the findings.

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CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Introduction

This section reports the findings found in the study and provide discussion to address the research questions. The only results with a frequency of more than one is reported due to the word limit.

4.2 Findings

The findings report five frames in each decade, with tabulated data followed by the corpus' relative examples.

4.2.1 1950s FRAME 1: (X AND NOUN)

Table 4.1: 1950s FRAME 1 (X and NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
									Teacher	18	Teachers	15
									Instructor	1	Members	5
									Class	1	Students	3
									Counterpart	1	Teacher	3
									Counsellor	1	Parents	2
									Major	1	Seniors	1
									Scientist	1	Professors	1
									Society	1	Revivor	1
									Community	1	Faculty	1
									Institution	1	Authorities	1
									Tutor	1	Scholars	1
											Student	1
											staff	1
											Instructor	1

Note: the search words are simplified into symbols due to space constraints.

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1950s, based on the tabulated data frame 1 (search word and Noun), the learner in the form of search word of *student* collocates the most with teacher (18 hits), whereas, for search word *students*, the top three collocates are: teachers (15 hits);

members (5 hits); and students and teacher each with (3 hits). There are no collocates of noun for the rest of the search words (*learner, learners, user, and users*).

Overall, the search word with the highest frequency of noun collocates is *students* with 15 nouns. *Student* with 11 nouns follows it. No finding could be observed from the remaining 4 search words.

According to the identified stance's frequency, each of the table results is presented with at least 3 examples.

The search word student collocates with the subjects like teacher, instructor with frequency occurring more than 3 times. In contrast, the remaining subjects with the frequency of at least one are class, counterpart, counsellor, major, scientist, society, community, institution, and tutor.

4.2.1.1 Frame 1:X and NOUN, (1950s) search word: *student*

- (1) *Student and teacher*, once provided with the term aspiration, have a quick means of correction. (MLJ1950E1)

Another way to express our aim would be to say that we are trying to design a system which will provide all the advantages of a language laboratory for even the least mechanically inclined *student and teacher*. (MLJ1950E2)

It again invites *student and teacher* to verify by comparing the English and Spanish words. (MLJ1950E3)

4.2.1.2 Frame 1: X and NOUN, (1950s) search word: *student*

- (2) And in the strictly non-technical colleges, where little or no attention is paid to scientific German, any so-called "supplementary helps for science students" found in the back of some grammars, are often completely disregarded by *students and teachers*, even in those colleges where a few students might wish to enter a class in scientific German elsewhere. (MLJ1950E1)

At another school, when a teacher could not find enough time both to teach a methods course and to supervise student teachers, she formed a seminar in which methods *students and student teachers* met together (MLJ1950E2)

This positive program which challenges *gifted students and enterprising teachers* has many salient features which the writer explains. (MLJ1950E3)

- (3) Now many *students* and members of the faculty call out their floors in Hebrew. There is general merriment and good cheer on the elevator even during the trying days of midterms. New passengers are quickly initiated into the elements of "elevator Hebrew" and they at once apply it by calling out their floors in Hebrew. (MLJ1950E1)
Every evening, after dinner, *students and staff members* gather at the Institute House to converse, play cards or ping-pong, dance or sing. This list could be extended to include picnics, swimming parties and sports but, suffice it to say, there is certain to be such a variety of activities that no student will feel that his interests have been overlooked or omitted. (MLJ1950E2)
All Institute *students and staff members* take their meals together in one of the college dining rooms. (MLJ1950E3)
- (4) I found in conversations with *students and ex-students* that those who had taken only the minimum requirements were at about the same level of incapacity as American students with the same amount of study. However, those who had majored in a foreign language seemed generally to be more fluent than American majors."(MLJ1950E1)
We have already considered the differences between army *students and college students* and between teaching conditions in the army and in the college. But the most important point is the stupefyingly vast difference in objective. Nothing could be more liberal than the average college language course or less liberal than the average army language course. (MLJ1950E2)
She was unable to discuss with me literature courses in the detail that I might have wished, but she was most helpful in giving me a picture of the teaching of languages in the Soviet Union, this subject being her specialty. It is to this long conversation with her and to conversations with *students and former students of the universities of Leningrad, Moscow and Kiev* that I am indebted in writing this article. (MLJ1950E3)
- (5) Both *students and teacher* must remember that a well written conversation has a real situational context when spoken by flesh and blood people. If you insist on this you will be accused, as I have, of running a dramatics course rather than a Spanish class, but conversational language is not written language merely recited. (MLJ1950E1)
The class was reading and discussing poetry of the romantic period-poems by Eichendorff. *Students and teacher* showed a sincere appreciation of the feeling in the whimsical and at the same time nostalgic import of the verses. The symbolism of the words used was analysed, and correlation with other products of the romantic period in German and in English literature pointed out. And so, the content was in itself of living interest even to an observer. (MLJ1950E2)
A normal class performance is distorted in at least these three ways: First, psychologically the presence of the tape recorder makes for an unnatural situation. *Students and teacher* are not at ease. The fact that their every utterance is being recorded makes them self-conscious and tense, at least until they become accustomed to the recorder as a standard classroom fixture. (MLJ1950E3)

- (6) He does not advocate offering language to students who have no language aptitude, but he does feel that "both *students* and *parents* should be made conscious of the desirability of language study." (MLJ1950E1)
The answer, in our opinion, is to make both *students* and *parents* so conscious of the desirability of language study that they will themselves demand it. This calls for public relations (or advertising, or propaganda, if you prefer those terms) of the first order. A good deal has been done in this field, but far more remains to be done. (MLJ1950E2)
- (7) *Students* and *instructors* agree that it is a success. (MLJ1950E1)
Voluminous, outsize record albums will enjoy little favor with the *students* and *instructors* that are forced to carry them around with them. (MLJ1950E2)

4.2.2 1950s FRAME 2: (VERB + X)

Table 4.2: 1950s FRAME 2 (VERB + X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
compel		1	make	1	enable	2	benefit	1	give	3	give	2
glut		1	expect	1	produce	1			prepare	2	get	2
block		1	stimulate	1	require	1			prevent	2	encourage	2
exclude		1							permit	2	afford	1
make		1							assure	1	tell	1
instruct		1							overcome	1	require	1
transport		1							inform	1	provide	1
									afford	1		
									separate	1		
									teach	1		
									forget	1		
									tell	1		
									introduce	1		
									help	1		
									call upon	1		
									make	1		
									have	1		
									provide	1		

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

Based on frame 2 (verb+n) in the 1950s, each search word has its own number and type of verbs. The description starts with the singular search words (*learner*, *user*, and *student*). For the search word, *learner*, there are 7 verbs found collocate with the search

term: compel, glut, block, exclude, make, instruct, and transport. For search word *user*, 3 verbs were found (enable, produce and require). Next, for search word *student*, 18 verbs were found (give, prepare, prevent, permit, assure, overcome, inform, afford, separate, teach, forget, tell, introduce, help, call upon, make, have, and provide) collocate with the search word.

For plural search words (*learners, users, students*), overall, the verb found collates with the search word is relatively lesser than the singular search words. There are 3 verbs found collocate with the search word *learners*, namely make, expect and stimulate. For search word *users*, there is only one verb found benefit. For the last search word *students*, seven verbs were found (give, get, encourage, afford, tell, require and provide).

Based on the overall trend, the search words *student* and *students* have higher numbers of verb collocate in this frame than the rest of the search words. The search word which has the most verb collocates is *student*, with 18 verbs. It is then followed by search words *learner* and *students* with 7 verbs, search words *learners* and *user* both with 3 verbs, and *users* with 1 verb.

4.2.2.1 Frame 2: VERB+X, (1950s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.2.2 Frame 2: VERB+X, (1950s) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.2.3 Frame 2: VERB+X, (1950s) search word: *user*

- (8) A dictionary containing all-or a majority of -the words of a given language is undoubtedly a very useful thing by the fact that it enables its *user* to understand not only one particular speaker of that language but any speaker. (MLJ1950E1)
Thus, in specimen 56 the discriminating word dance enables the English-speaking *user* to select baile as the correct translation of ball in this meaning. (MLJ1950E2)

4.2.2.4 Frame 2: VERB+X, (1950s) search word: *student*

- (9) Comparison with a parallel situation in our own experience, pointing out the differences and similarities, give the *student* food for thought (MLJ1950E1)
In other words, in the Italian scheme of education, the study of modern foreign languages is sufficiently long not only to give the average *student* a good command of at least one foreign tongue, but also an understanding of the culture and civilisation of the foreign people.(MLJ1950E2)
Short descriptions of the procedures and results of linguistics give the *student* confidence. (MLJ1950E3)
- (10) By using such methods, we can prepare the *student* for the structures he will meet and insure that he is able to handle them at the proper rate of speed. (MLJ1950E1)
For one unschooled in conscious thinking about language, Alfredo came close to presenting an objective view of his own thought processes, his use of the preterite to express an imminent future, and other ideas. Most of our college language courses, which should be language conscious, would not prepare a *student* to appreciate such a situation, where the ideas of extremes, exaggeration, aspect and subjectivity come into play. (MLJ1950E2)
- (11) Thus, the student is not artificially made grammar-conscious; while the exclusive use of the foreign language tends at the same time to prevent the *student* from being vernacular-conscious, conditions are created which are at least not antagonistic to the production of desirable speaking habits and the assimilation of new thought patterns. (MLJ1950E1)
We can prevent the *student* from pronouncing the native word, but we cannot prevent him from thinking it." (MLJ1950E2)
- (12) A large double-paned window, more- over, permits the instructor to keep an eye on the laboratory while monitoring, permits any *student* to signal to the instructor if his presence is needed. (MLJ1950E1)
Students may be asked to prepare such material in advance for classroom presentation, perhaps as a test; recordings for this purpose are made at a slower rate and with pauses to permit the *student* to repeat. (MLJ1950E2)

4.2.2.5 Frame 2: VERB+X, (1950s) search word: *students*

- (13) The Economic department endeavors to give the *students* a complete picture of the geography and economy of the USSR. (MLJ1950E1)
The others which have fewer class meetings are nevertheless giving their *students* from 2 to 3 hours of laboratory in addition to class meetings, and the total of hours scheduled is usually considerably larger than for the average first-year course. (MLJ1950E2)
- (14) Furthermore, the acting out gets *students* entirely away from the printed page and gives many of them their first real sense of achievement in their

study of foreign speech, either in speaking it or in really understanding it.
(MLJ1950E1)

Of even greater importance is the question of how we are to get students to enroll in a course in German when the enrollment in that language, as in other languages, is definitely on the decrease? (MLJ1950E2)

- (15) Encourage students to disagree with you, and with one another without being disagreeable: not so much to "oppose" each other as to confront one another and "compose" a new point of view from the association.
(MLJ1950E1)

In his inexperience, he is going to treat a bad section as an average section, unaware of an unusual concentration of weak students and reluctant to fail forty or fifty per cent of the friends he has made during the course of the semester; for if teaching is to be fun it must be pleasant, and the surest way to be pleasant is to encourage students with passing marks.(MLJ1950E2)

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4.2.3 1950s FRAME 3: (X + VERB)

Table 4.3: 1950s FRAME 3 (X + VERB)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	makes up	1	start	1	find	2	give	1	advance	2	have	3
	become	1	meet	1	translate	2			has	2	read	3
	guess	1	make	1	has	1			understand	2	need	2
	hear	1	be	1	decide	1			get	1	hear	2
					put	1			record	1	watch	1
					know	1			select	1	attend	1
					make	1			use	1	affirm	1
					eliminate	1			gain	1	study	1
									look	1	supply	1
									remain	1	memorize	1
									learn	1	unacquainted with	1
									Make sure	1	write	1
									become	1	become	1
									interested in	1	do	1
									remark	1	enjoy	1
									see	1	feel	1
									study	1	find	1
									subscribe to	1	forget	1
									do	1	understand	1
									recognize	1		
									deny	1		
									encounter	1		

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

Among 6 search words, *student* and *students* have more verbs recorded. Generally, the search word with the highest frequency of verb collocates is student with 22 verbs. It is followed by students with 19 verbs, user with 8 verbs, learner and learners both with 4 verbs and lastly, users with 1 verb.

4.2.3.1 Frame 3: X+VERB, (1950s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.3.2 Frame 3: X+VERB, (1950s) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.3.3 Frame 3: X+VERB, (1950s) search word: *user*

- (16) Note that the English-speaking *user* can find the correct translation of *chispa* for this Spanish sentence even without the aid of the usage label since *jag* is the only translation which fits even this very limited context, and, of course, in most situations more context than one sentence would be available. (MLJ1950E1)

If the German-speaking *user* has found the word *balance* in a sentence like: The balance of his earnings was set aside for rent, the context will easily point to *Restbetrag* as the correct translation. (MLJ1950E2)

- (17) For example, the Spanish-speaking *user* who wants to translate into English a sentence like: La chispa de la noche anterior le dej6 con un tremendo dolor de cabeza, will easily find the correct translation of *chispa* for this context in specimen 15 because it is marked colloquial, but no discriminating help is provided for any of the other meanings. (MLJ1950E1)

The English-speaking *user* who wants to translate into Portuguese a sentence like: After they left, we went to bed, can easily find the correct translation for *after* in specimen 19 because there is only one translation under *conj.*(MLJ1950E2)

4.2.3.4 Frame 3: X+VERB, (1950s) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.3.5 Frame 3: X+VERB, (1950s) search word: *student*

- (18) Naturally as the *student* advances in a language, a transfer of insight becomes increasingly possible from the student's knowledge of the structure of that language and of its vocabulary to some new specific learning in that same language or in another language. (MLJ1950E1)

As the *student* advances in the foreign language, the testing items become longer and longer. The position of the tested items is of importance. The difficulty increases at the rate at which the tested item is placed further back in the sentence. (MLJ1950E2)

- (19) I personally see no point in trying to teach these terms until the *student* has a background to tie them to. (MLJ1950E1)

If the *student* has a difficult sentence or construction he signals for help. (MLJ1950E2)

- (20) If the *student* understands correctly and knows the tense or tenses concerned, he can readily give the sentence with the verb in its correct form. (MLJ1950E1)

Experimentation with one "Comprehensive English Test" revealed that, although in certain questions the *student* understood the language involved, he missed the question simply because he misunderstood the complicated marking system of the test. (MLJ1950E2)

4.2.3.6 Frame 3: X+VERB, (1950s) search word: *students*

- (21) Few if any of these *students* have had any previous foreign educational experience, and among those acquainted with the European educational system, it is a moot question, therefore, just how much the average American bachelor of arts can profit from an unguided sojourn in a European institution of higher learning. (MLJ1950E1)

Our humanistic teacher, however, will not be deceived by all this journalistic verbiage, for he will realize that his job has been poorly done, even from a linguistic point of view, if his *students* have nothing more at their disposal than an impressive array of phrases which they can pronounce with almost the proper accent. (MLJ1950E2)

- (22) Then the *students* read the assignment and during the next class period the same pictures are used again. (MLJ1950E1)

Because at this stage all *students* should be reading as much as possible for themselves, class meetings of such a course ought to be reduced, we believe, probably to as few as two a week and devoted to critical discussion under the leadership of the instructor. (MLJ1950E2)

Also in these countries, and in Holland as well, *students* entering a university are expected to be able to read texts in English, French, and German, and often to attend lectures in one of these languages. (MLJ1950E3)

- (23) *Students* usually need at least five minutes in which to orient themselves into this unusual type of exercise. (MLJ1950E1)

Students will obviously need much more grammatical mastery if they are to use the grammatical forms in speech and writing and not merely understand (or ignore) them in the course of reading. (MLJ1950E2)

- (24) *Students* could then hear and view what they had been reading, an opportunity they usually miss when they read plays. (MLJ1950E1)

The *students* hear, for instance, "I Le gusta a usted ir al cine?" (MLJ1950E2)

4.2.4 1950s FRAME 4: (ADJECTIVE + X)

Table 4.4: 1950s FRAME 4 (ADJECTIVE + X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Foreign	1	Language	2	English-speaking and German-speaking	1	English-speaking	1	American	2	Language	5
	Foreigner	1	Slow	2			serious	1	Language	1	Advanced	3
	Intelligent	1							Average	1	High school	2
	Language	1							College	1	American	1
	Slow	1							Failing	1	Army	1
									Former	1	Artistic	1
									Participating	1	Bolder	1
									Military	1	Foreign	1
									Native	1	French	1
									High school	1	Graduate	1
									Slow	1	Low caliber	1
									University	1	Intermediate	1
											English-speaking	1
											New	1
											Promising	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

Generally, the search word with the highest amount or type of adjective collocates is *students* with 15 adjectives. It is followed by *student* with 12 adjectives, *learner* with 5 adjectives, *learners* and *users* both with 2 adjectives, and lastly, *user* with 1 adjective.

4.2.4.1 Frame 4: ADJECTIVE + X, (1950s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.4.2 Frame 4: ADJECTIVE + X, (1950s) search word: *learners*

- (25) None of the six factors just enumerated can be duplicated in a peace-time setup, for which reason alone I am personally sceptical of the sweeping claims often made for the oral intensive method just after the war, to the effect that this is the white hope for language learners, and that we ought to adopt it everywhere in our schools. (MLJ1950E1)
Language learners, like language teachers, suffer from many frustrations. (MLJ1950E2)

- (26) In our high schools there are more classes in English for slow learners than for the normal students. (MLJ1950E1)
THE CORE curriculum is an attempt to provide worthwhile educational experiences for our XG (Experimental General) students, for slow learners, and possibly for bright students. (MLJ1950E2)

4.2.4.3 Frame 4: ADJECTIVE + X, (1950s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.4.4 Frame 4: ADJECTIVE + X, (1950s) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.4.5 Frame 4: ADJECTIVE + X, (1950s) search word: *student*

- (27) But even when he has understood THE verbal aspect in Russian is one of the most difficult problems of grammar for the American student. (MLJ1950E1)
To point out one difference I gave a short account of my own experience as a very young American student many years ago, the only undergraduate in a seminar at Columbia University where there were five students, working for the first time with that great professor from the Sorbonne, the late Henri Chamard. (MLJ1950E2)

4.2.4.6 Frame 4: ADJECTIVE + X, (1950s) search word: *students*

- (28) The writer has a keen desire to improve our task in order that we may provide better equipped language students for our role in world leadership. (MLJ1950E1)
Reading texts were simplified and edited for language students. (MLJ1950E2)
A half century ago, modern language students were learning French, German, and Spanish much in the same way as they learned Latin and Greek. (MLJ1950E3)
- (29) To what extent this is done will depend upon the philosophy of the individual teacher and the ability of a given group, but I think particularly of one of our brilliant teachers of French who is able to develop with advanced students a literary quality that is rare at the college level. (MLJ1950E1)
Jordan adds that: "Advanced students were even more remarkable. (MLJ1950E2)
In all of the sections of the test, the time allowed for response was sufficient for the more advanced students to expand their answers by bringing in personal attitudes and other embellishments. (MLJ1950E3)

- (30) In response to the demands of New York City high school students desiring to continue their study of Hebrew, Brooklyn College invited Professor Abraham Halkin to join its faculty in 1938. (MLJ1950E1)
From them we see that the college classes have approximately the same level of attainment at the end of their first three months as do the high school students at the end of one school year, with the exception of reading. (MLJ1950E2)

4.2.5 1950s FRAME 5: (X + NOUN)

Table 4.5: 1950s FRAME 5 (X + NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	-		Tendencies	1	-		-		interest	2	-	
									actors	1		
									confidence	1		
									effort	1		
									recording	1		
									teaching	1		

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In general, the search word that has the highest frequency of noun collocates is *student*, with 6 types of nouns. It is then followed by the search word *learners* with 1 type of noun. No result can be generated from the remaining four search words.

4.2.5.1 Frame 5: X + NOUN, (1950s) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.5.2 Frame 5: X + NOUN, (1950s) search word: *student*

- (31) Yet because *student interest* in the career is so great, because the need for the best available personnel is growing steadily, because much of the training which would equip one to enter the Foreign Service would serve well elsewhere, and finally because recent changes have outmoded the standard guidance materials concerning the Service, it seems worthwhile to view the situation as it stands in 1950. (MLJ1950E1)
But it is unfortunately true that nothing kills *student interest* so quickly as a teacher's lack of enthusiasm for the student's learning to pronounce well. (MLJ1950E2)

4.2.6 1960s FRAME 1: (X AND NOUN)

Table 4.6: 1960s FRAME 1 (X AND NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Speaker	1	-		-		-		Teacher	14	Adults	4
									Instructor	2	Professors	2
									Staff	1	Advisors	1
									Student	1	Attendant	1
									Teaching Personnel	1	Expert	1
									Assistant	1	Faculty	1
											Followers	1
											Informants	1
											Instructors	1
											Parents	1
											Administrators	1
											Students	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

Based on the table, only three search words have findings, which are *learner*, *student* and *students*. The one with the highest frequency is *student* and learner (14 hits), followed by adults and *students* (4 hits), and lastly followed by *student* and instructor and *students* and professors (both with 2 hits).

4.2.6.1 Frame 1:X and NOUN, (1960s) search word: *learner*

(32) Usually it is an exhilarating period for *student* and teacher alike. (MLJ1960E1)

Small classes contributed to the close relationship of *student* and teacher. (MLJ1960E2)

Thus, it is more possible to treat the literary selection in accordance with the primary aims of teaching literature. In this way prominence can be given to our goal of cultural orientation, since the attention of both *student* and teacher can then be directed to the selection for its value as literature, and therefore, as a model of some facet of the culture which produced it. (MLJ1960E3)

(33) Significantly reflecting the unlamented shift from the "all or nothing" postures of the early days, when programmed instruction efforts sought to displace the teacher and outdo his performance, is the present tendency to explore ways in which it can play an auxiliary role for *student* and instructor alike. (MLJ1960E1)

At first it was difficult to change the habits of long standing for both *student* and instructor. The student himself must physically perform

actions that traditionally have been done for him, the appeal is otic not optic. (MLJ1960E2)

4.2.6.2 Frame 1:X and NOUN, (1960s) search word: *students*

- (34) Another shortcoming is the almost exclusive attention to rather select groups, mainly college *students and adults*. (MLJ1960E1)
 The test and personal-data questionnaire were administered by secondary *students and adults*. (MLJ196E2)
 Supposedly, if the instructional aids are for younger audiences, older *students and adults* will consider the material to be too childish and will be insulted; conversely, if the materials are for an adult audience, younger audiences will find the aids either beyond comprehension or irrelevant to their interests. (MLJ1960E3)
- (35) To meet the problem of creating and sustaining interest in college reading and in conversation classes, this play-reading program has proven to be a most successful and stimulating experience for *students and professors*. (MLJ1960E1)
 Fulbright Advisers on campuses, *students and professors* who have studied or taught abroad, and visiting foreign professors can always be consulted. (MLJ1960E2)

4.2.7 1960s FRAME 2: (VERB + X)

Table 4.7: 1960S FRAME 2 (VERB + X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
help		4	make	1	require	1	-		enable	2	produce	2
give		2	serve	1	enable	1			let	2	tell	1
cast		1	outdistance	1	alert	1			Help	2	hire	1
anticipate		1	accommodate	1	leave	1			Require	1	quiz	1
bring		1	deal with	1					confront	1	supply	1
ask		1							presuppose	1	require	1
leave		1							show	1	find	1
motivate		1										

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1960s, for frame 2 (verb + search word), all but search word *users* have no result in this frame. For singular search words (*learner, user, student*), *learner* has 8 verbs, *user* has 4 verbs, and *student* has 7 verbs.

In terms of plural search words (*learners, users, students*), *student* has the most verbs (7 verbs) compared to the other 2 plural search words, namely verbs like produce, tell, hire, quiz, supply, require, and find. For search word *learners*, it has 5 verbs, which

are make, serve, outdistance, accommodate and deal with. No result is yielded for 'users'.

4.2.7.1 Frame 2: VERB+X, (1960s) search word: *learner*

- (36) At times merely recognizing a part of speech will help the *learner* in "anticipating" the meaning of a phrase or a sentence. (MLJ1960E1)
However, the most pressing problem seems to be one of good textual materials which would help enormously both the teacher and the *learner* from the very outset, not only because they are linguistically sound, but also because they contain interesting and culturally informative material together with an attractive format. (MLJ1960E2)
Recognition of the inadequacy of this approach has led to an insistence on reading "meaningful" groups of words, though the procedures for helping the *learner* to recognize "meaningful groups of words" are nebulous and inconsistent. (MLJ1960E3)
- (37) Audio-creative practice (ACP) is intended to give the *learner* a thorough work-out in using a variety of structural patterns on his own without the help of an immediately preceding model. (1960E1)
Apparently field experience with the three-cycle drills did not produce the desired results, for the tapes to A-LM Level II were changed into five-cycle drills in which the *learner* is given a pause for echoing the correct response and again hears the correct response after his own imitation. (MLJ1960E2)

4.2.7.2 Frame 2: VERB+X, (1960s) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.7.3 Frame 2: VERB+X, (1960s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.7.4 Frame 2: VERB+X, (1960s) search word: *student*

- (38) The system of teaching assistantships is viewed as a necessary evil that must be endured to staff the lower-level courses economically and to enable the graduate *student* to pay his way. (MLJ1960E1)
An accurate pronunciation and knowledge of Russian syllabification principles will also enable the *student* to locate new words more rapidly and efficiently in the dictionary. (MLJ1960E2)
- (39) As we walked back from lunch, he was arguing that letting the *student* record his voice and then listen to it is a waste of time. He happened to be carrying a new moving-picture camera, and I asked about it. (MLJ1960E1)
Let the *student* use his time in high school to learn, instead of sitting in what is euphemistically called a "study hall." (MLJ1960E2)

- (40) It is a "tireless teacher." It provides end- less repetition of recorded utterances with uniform quality of sound. It helps the *student* to repeat his linguistic behavior until it becomes a habit. (MLJ1960E1)
 In this way, all drills, whatever their overt purpose, help the *student* to memorize vocabulary. (MLJ1960E2)

4.2.7.5 Frame 2: VERB+X, (1960s) search word: *students*

- (41) Let us suggest in closing that the abandonment of the simplistic view of writing as a pale and imperfect reflection of speech and a renewed effort to investigate the multi-faceted and complex aspects of the relationship between linguistic sign, sound, and letter will enable us to teach the many skills we subsume under reading and writing more efficiently and to produce *students* who are both proficient in the audio-lingual skills and literate. (MLJ1960E1)
 It is certainly true that our final aim is to produce *students* who can communicate about anything and everything in the foreign language, creating at will novel utterances which conform to the grammatical system of the language, but, as in every other area of teaching, we must map out our program step by step. (MLJ1960E2)

4.2.8 1960s FRAME 3: (X + VERB)

Table 4.8: 1960S FRAME 3 (X + VERB)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
have		1	use	1	has	1	/		has	2	do	2
acquire		1	teach	1					respond	2	identify	1
pass		1	need	1					need	1	complain	1
solve		1	have	1					over the hump	1	achieve	1
develop		1	hear	1					control	1	preclude	1
demonstrate		1	fall	1					begin	1	accept	1
move		1	get	1					indicate	1	perform	1
anticipate		1	develop	1					react	1	appear	1
get		1	continue	1					earn	1	visit	1
imitate		1							hear	1	show	1
look		1							read	1	turn	1
oriented		1							work	1	receive	1
emit		1							listen and speak	1		
understand		1							make	1		
produce		1							bring	1		
Recreate		1							develop and fix	1		

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

For frame 3 (n+V), in the 1960s, all search word except users have their own verb collocates. For singular search words, (*learner*, *user* and *student*), *learner* and *user* both have 16 verbs, whereas *user* has one verb (has).

For plural search words, *students* with 13 verbs has the most verb, followed by *learners* with 9 verbs, and *users* with 0 verb.

4.2.8.1 Frame 3: X+VERB, (1960s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.8.2 Frame 3: X+VERB, (1960s) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.8.3 Frame 3: X+VERB, (1960s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.8.4 Frame 3: X+VERB, (1960s) search word: *student*

(42) The multilingual *student* has considerable opportunity for placement even in distant countries of the world. (MLJ1960E1)

In three-cycle drills the *student* has hardly any time to listen to and absorb the correct response before the new stimulus for the next frame is upon him. (MLJ1960E2)

(43) Remedial frames are provided whenever the *student* fails to respond correctly. (MLJ1960E1)

17. Teacher gives stimulus C (table) and signals for individual response to an average student. *Student* responds with CC. Teacher feeds back correct response CC. (MLJ1960E2)

4.2.8.5 Frame 3: X+VERB, (1960s) search word: *students*

(44) The *students* did most of the writing but the resident director corrected and in some cases rewrote some of the articles. (MLJ1960E1)

Finally, the question of the motivation of the entering students might be raised. If the *students* were not motivated to do well on the tests, then they might only appear to have lower achievement because they did not try to perform at their best. (MLJ1960E2)

4.2.9 1960s: FRAME 4 (ADJECTIVE + X)

Table 4.9: 1960s FRAME 4 (ADJECTIVE + X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Language	7	Language	4	Average	1	Language	1	College-bound	1	Advanced	2
	Older	2	older	2	Individual	1	Test	1	American	1	Graduate	1
	American	1	Second-language	1	Proper	1			Good	1	Beginning	1
	Fast	1	Student	1	Test	1			Graduate	1	Coaching	1
	Second language	1	Adult	1					Multilingual	1	College	1
	Foreign-language	1	American	1					Nucleated	1	Non-FLES	1
	Naïve language	1	Avid	1					Philological	1	Harvard and Michigan	1
	Motivated	1	English	1							Laboratory	1
	Native	1	Foreign	1							Second language	1
	Non-native	1	Quick	1							Motivated	1
	Young	1									Same	1
	Foreign	1									Science	1
	Elderly	1									Spanish	1
	Slow	1									English speaking	1
											University	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

For frame 4, in the 1960s, the search word *students* has the most amount of adjectives is 15, followed by *learner* with 14 adjectives, *learners* with 12 adjectives, *student* with 8 adjectives, *user* with 4 adjectives and *users* with 2 adjectives.

4.2.9.1 Frame 4: ADJECTIVE + X, (1960s) search word: *learner*

- (45) The second consideration is predicated on the belief that the activities leading to the achievement of the commonly accepted intermediate and advanced level objectives are somewhat less observable in the language classroom and hence less objective than those designed specifically for the language learner. (MLJ1960E1)
 Indeed, only with continuous practice can the language learner acquire proficiency in speaking a foreign language. (MLJ1960E2)
 Where a distinct advantage for the language learner does occur, however, is in the above- mentioned positive transfer of family languages. (MLJ1960E3)

- (46) Thus a pure audio-lingual approach deprives the older learner of his principal learning tool and of the instructional medium in which he feels most comfortable and confident. (MLJ1960E1)
With the older learner, this attitude is reversed. (MLJ1960E2)

4.2.9.2 Frame 4: ADJECTIVE + X, (1960s) search word: *learners*

- (47) With the cooperation of the principals of the neighboring schools, the classes for language learners at the elementary and secondary level are organized. (MLJ1960E1)
Any method a language teacher employs can be improved by a knowledge on the part of the teacher of the principles and methods of linguistics, of what makes language and language learners behave, or misbehave, as they do. (MLJ1960E2)
In some, language learners hear foreign students tell about their hometowns, in others they eavesdrop on a Parisian family at breakfast or listen to the adventures of Hans im Gluick in a dramatized Miarchen. (MLJ1960E3)
- (48) Notwithstanding, the experience of teaching older (or elderly) learners in an intensive audio-lingual course of this type brought to the surface certain problems which do not generally affect younger age groups. (MLJ1960E1)
This type of discovery learning, however, is exceedingly wasteful and unnecessary when we deal with older learners who are perfectly capable of comprehending abstract syntactic propositions. (MLJ1960E2)

4.2.9.3 Frame 4: ADJECTIVE + X, (1960s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.9.4 Frame 4: ADJECTIVE + X, (1960s) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.9.5 Frame 4: ADJECTIVE + X, (1960s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.9.6 Frame 4: ADJECTIVE + X, (1960s) search word: *students*

- (49) The Advisory Committee of the Foreign Language Program is convinced that the MLA Proficiency Tests for Teachers and Advanced Students in the four skills (listening, speaking, reading, writing) can, subject to the limitations that apply to all objective testing, effectively measure language competence, either for purposes of further language study or of language teaching at any level, from elementary school through college. (MLJ1960E1)

We plan to use the MLA Proficiency Tests for Teachers and Advanced Students when the price of the tests is less prohibitive. (MLJ1960E2)

4.2.10 1960s FRAME 5: (X + NOUN)

Table 4.10: 1960s FRAME 5 (X + NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	-		-		-		-		reactions	2	/	
									teacher	2		
									gatherings	1		
									level	1		
									message	1		
									participants	1		
									performance	1		
									achievement	1		
									response	1		
									reply	1		
									responses	1		
									study	1		
									talk	1		
									days	1		
									teaching	1		
									voting	1		

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

For frame 5, in the 1960s, only 2 search words, *student* and *students*, yield noun collocates. The search word *student* has the most noun collocates, 16 nouns, whereas *student* with 1 noun. For the nouns which have at least frequency of 2, they are *student* (teacher) and *student* (reactions).

4.2.10.1 Frame 5:X + NOUN, (1960s) search word: *student*

- (50) It should be noted that no direct relationship between *student reactions* to laboratory activities and the actual learning effectiveness of laboratory activities was verified. (MLJ1960E1)
Student reactions are mercurial, to put it mildly, and we err sadly if we fail to enlist every means possible to rouse them. (MLJ1960E2)

4.2.11 1970s FRAME 1: (X AND NOUN)

Table 4.11: 1970s FRAME 1: (X AND NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
counterpart		1	teachers	1	-		producers	1	teacher	9	teacher	6
teacher		1							friend	1	teachers	4
user		1							class	1	faculty	3
									instructor	1	instructors	2
											parents	2
											members	2
											staff	1
											instructor	1
											informants	1
											speakers	1
											puerto-ricans	1
											educators	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1970s, frame 1 (search word and noun), the search word with the highest frequency of noun collocates, is *students* with 13 nouns. It is followed by *student* with 4 nouns, *learner* with 3 nouns, and lastly, *learners* and *users* both with 1 noun. No finding could be seen from the search word *user*.

4.2.11.1 Frame 1:X and NOUN, (1970s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.11.2 Frame 1:X and NOUN, (1970s) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.11.3 Frame 1:X and NOUN, (1970s) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.11.4 Frame 1:X and NOUN, (1970s) search word: *student*

- (51) In the 1950's your present speaker, a product of the Luquiens concept both as *a student* and a teacher at Yale, well aware of the Delattre articles and of the materials produced at Yale as a result of the Army Method on

the campus, was mulling over the use of the tape recorder and other audiovisual aids in foreign language classes. (MLJ1970E1)

Depending on the pedagogical preference of the teacher, the three contact hours formally scheduled as credits are to be devoted to pattern drill, listening comprehension and (generally) dialogue between the student and teacher all in the target language. Since the non-active work is to be done by the student in another environment, the teacher's role would be to engage the students in some sort of dialogue whether it be highly structured or informal. (MLJ1970E2)

Those of us who studied with Sr. Montero will well remember his saying "Tempo, tempo, tempo, jes muy importante!" ("Tempo, tempo, tempo, it is very important!"), but I don't think we fully realized its significance until we saw him put this principle into practice. Energy radiates from the man, and it is caught and reflected by the students. No minute is wasted. Students know that it is important (1) to be well prepared for each class, (2) to arrive on time, and (3) to concentrate and be able and willing to participate at any moment. The result is an intense, high-quality class hour at the end of which both student and teacher are temporarily exhausted. (MLJ1970E3)

4.2.11.5 Frame 1:X and NOUN, (1970s) search word: *students*

- (52) The student is encouraged to think in the language more than he is required to do when he makes parrot-like responses. Also, he sees more clearly the relevance of learning the foreign language. Everyday and timely conversational situations using the known vocabulary items and structures can be invented and presented by both students and teacher. (MLJ1970E1)

The set of variables may be grouped logically into smaller homogeneous sets. The first one deals with personal characteristics of the instructor - primarily psychological attributes - interaction between students and teacher (MLJ1970E2)

The student is encouraged to think in the language more than he is required to do when he makes parrot-like responses. Also, he sees more clearly the relevance of learning the foreign language. Everyday and timely conversational situations using the known vocabulary items and structures can be invented and presented by both students and teacher. (MLJ1970E3)

- (53) Last year at our high school in Shaker Heights, Greek students and their teacher translated The Trojan Women and then cooperated with members of the Dramatics Club who produced the play. (MLJ1970E1)

They succeed in maintaining the required equilibrium between the various facets of language learning and, what is more, succeed in imparting to their students, besides a sound knowledge and command of the language, those very humane qualities which make excellent students and would-be teachers, and thus responsible and needed members of the world community. (MLJ1970E2)

MOST STUDENTS and the teachers of foreign languages recognize the words stenography and shorthand and have a vague idea of the form and structure of rapid writing. What few people realize, however, is that

shorthand can be a valuable aid in foreign language acquisition. (MLJ1970E3)

- (54) Results indicated that students enrolled in the ILS for the following reasons: 53 percent desired a more experimental and flexible learning format; 36 percent sought independent study and in-depth exploration of topics of personal interest; 19 percent felt inter-disciplinary courses could facilitate closer and more effective relationships with students and faculty; and 17 percent were particularly interested in the integration of the various disciplines. (MLJ1970E1)

Suggestions for new courses or new approaches should be solicited from the student body with the understanding that students and faculty are involved in a cooperative venture. (MLJ1970E2)

(2) Freudian. At the opposite end of the disciplinary spectrum is the influence of Sigmund Freud. It is a very seductive thing, because it permits students and faculty alike to play amateur psychologist. (MLJ1970E3)

- (55) He believes it “possible that the unifunctional character of the ‘New Key’ approach with its exclusive emphasis on audiolingualism has contributed contributed to a significant extent to the decline of support of the curriculum on the part of students and parents” (p. 65). (MLJ1970E1)

He must help the student and the student's parents change their thinking for when both students and their parents understand the purpose of what is occurring they will most likely give their support. (MLJ1970E2)

- (56) We might ask our students and the other faculty members of our school systems to consider why foreign language has been a traditional requirement in college. (MLJ1970E1)

They claimed that the personnel offices of large firms engaged in business with the Soviet Union preferred to hire graduate students and former faculty members with a liberal education, as opposed to those with a business-oriented education. (MLJ1970E2)

4.2.12 1970s FRAME 2: (VERB + X)

Table 4.12: 1970s FRAME 2 (VERB+X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
encourage		3	diverse	1	reassure	1	enable	1	Hand	1	ask	2
help		3	help	1	become	1			afford	1	encourage	1
has		1	combine	1	help	1			Make	1	have	1
assist		1	have	1	permit	1			branch	1	prevent	1
assume		1	place	1					introduce	1	prohibit	1
suggest		1	represent	1					involve	1	divide	1
consider		1	require	1					benefit	1	delude	1
view		1	allow	1							take	1
guide		1	lead	1							do	1
											tell	1

Table 4.12 continued

											help	1
											assist	1
											invite	1
											consist of	1
											consider	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1970s, for frame 2 (verb+ search word), the search word with the highest frequency of verb collocates is *students*, with 16 verbs. It is then followed by search words *learner* and *learners*, both with 9 verbs, *student* with 7 verbs, *user* with 4 verbs, and lastly, *users* with 1 verb.

4.2.12.1 Frame 2: VERB+X, (1970s) search word: *learner*

(57) In the independent study of a foreign language, the teacher should encourage the learner to make structural comparisons and to think about the nature of language. (MLJ1970E1)

There appears, then, to be no real reason not to begin the foreign-language teaching sequence by using the new language to perform real functions in a real classroom situation, as a basis for encouraging the learner to use the new language to achieve his aims, that is, with an Application-phase. (MLJ1970E2)

Some researchers in second-language learning advocate encouraging the learner to experiment with the language, with little or no outside correction.? (MLJ1970E3)

(58) The "errors" learners make as they acquire language are evidence of his hypotheses about the nature of the linguistic environment, and the feedback the hypotheses elicit helps the learner to adjust his model (= grammar) to be more in line with the structure of the (linguistic) environment. (MLJ1970E1)

There is, however, another equally essential, but generally ignored, function of pronunciation instruction, namely, to help the learner know what to pronounce. (MLJ1970E2)

Gorbet (1974) suggests that whereas drills are the most effective tool for facilitating quick automatic responses and help the learner formulate Lz hypotheses, a drill is not effective in eliminating errors because it does not facilitate communication and “does nothing to aid the student in adjusting his hypotheses” (p. 61). (MLJ1970E3)

4.2.12.2 Frame 2: VERB+X, (1970s) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.12.3 Frame 2: VERB+X, (1970s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.12.4 Frame 2: VERB+X, (1970s) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.12.5 Frame 2: VERB+X, (1970s) search word: *students*

- (59) I asked the *students* if they could think of things in their own personal lives that appear real but are in fact fantastic or unreal. Student L braved discussion. (MLJ1970E1)
 The writer often asked his independent *students* to make up their own questions to give them practice in this type of constructive activity. Too often, language learners receive practice in only one side of a conversation-answering questions. They also need the experience of formulating their own questions. (MLJ1970E2)

4.2.13 1970s FRAME 3: (X + VERB)

Table 4.13: 1970s FRAME 3 (X+VERB)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
has		2	have	4	communicate	1	generate	1	increase	1	repeat	2
Expose		2	are	3	depend	1			interested	1	experience	2
is/ 'be'		1	change	2	devote	1			gain	1	major	1
Hear		1	communicate	2	find	1			see	1	show	1
Begin		1	learn	1	rely	1			learn	1	cooperate	1
Look		1	establish	1					select	1	know	1
Find		1	endow	1					order	1	use	1
Make		1	set	1							read	1
Listen		1	do	1							find	1
Remain		1	guess	1							learn	1
Create		1	discover	1							move	1
provide		1	master	1							enjoy	1
Was		1	decide	1							relax	1
achieve		1	provide	1							practice	1
Acquire		1	teach	1							fail	1
			dictate	1							comprehend	1
			increase	1								
			focus	1								
			see	1								

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1970s, for frame 3 (search word+ verb), the search word with the highest frequency of verb collocates is *learners* with 19 verbs. It is followed by *students* with 16 verbs, *learner* with 15 verbs, *student* with 8 verbs, *user* with 5 verbs, and *users* with 1 verb.

4.2.13.1 Frame 3: X+VERB, (1970s) search word: *learner*

- (60) *Learner A has half of the sentences in a story and learner B has the rest of the sentences. (MLJ1970E1)*
Learner A has a story with words missing from it. Learner B has a list of the missing words. (MLJ1970E2)
- (61) *A learner might be exposed to native speakers using their language for communicative purposes, adults or children. (MLJ1960E1)*
True, it is likely that if as is suggested the use of language is bound to meaningful activity, the *learner may be exposed at any given time to a wider variety of structures and vocabulary than is the case with the audio- lingual method. (MLJ1960E2)*

4.2.13.2 Frame 3: X+VERB, (1970s) search word: *learners*

- (62) *Learners A and B have the same pictures, words, definitions etc. on their sheets, but the items are in a different order on the two sheets. (MLJ1970E1)*
Some *learners have the ability to consider a greater number of aspects of any given topic than others and to relate these aspects one to another. (MLJ1970E2)*
There are many other completion techniques like the one just described. Instead of an incomplete story and a list of words, the *learners can have an incomplete description (A) and a picture corresponding to the complete description (B), incomplete sentences (A) and a complete story (B), and so on. (MLJ1970E3)*
- (63) *All learners are active using the foreign language. (MLJ1970E1)*
It may well be that the younger pupil has no special advantages, that older *learners are more efficient than younger ones. (MLJ1970E2)*
Reflective *learners are too attentive to detail and discriminate so finely that they lose the general thread of a listening or reading passage. (MLJ1970E3)*
- (64) *Each pair works through the items in this way. After five or ten items have been completed the learners change partners. (MLJ1970E1)*

After a set time or set number of items the *learners* change partners so that in each pair learner A works with a different learner B. (MLJ1970E2)

- (65) Because the *learners* are communicating with each other as equals and the teacher is not involved, they are not anxious about speaking as they would be in a superior-inferior arrangement. (MLJ1970E1)

1 The *learners* should communicate in the foreign language without using the mother tongue. (MLJ1970E2)

4.2.13.3 Frame 3: X+VERB, (1970s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.13.4 Frame 3: X+VERB, (1970s) search word: *students*

- (66) The class would respond with each word, then later the teacher and *students* would repeat the whole sentence. (MLJ1970E1)

The *students* repeated them in chorus, wrote them, repeated them again in chorus and then checked what they had written against what had been rewritten on the board. (MLJ1970E2)

- (67) And yet, one thing which few *students* experience in foreign language classrooms, or any other classrooms in American schools, is a feeling of equality. (MLJ1970E1)

Students experienced in sentence manipulation as outlined above will be in a better position when writing their own compositions to make meaningful syntactic choices because they will have had practice in imitating the syntactic repertoire of native writers. (MLJ1970E2)

4.2.14 1970s FRAME 4: (ADJECTIVE + X)

Table 4.14: 1970s FRAME 4 (ADJECTIVE + X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Language	3	Language	4	Prospective	2	Substantial	2	Advanced	1	Individual	2
	Non-analytic	1	Foreign language	3	Potential	1	Non-	1	Foreign	1	Graduate	1
	Classroom	1	Reflective	2	Non-commercial	1			German	1	Appropriate	1
	Self-directed	1	Second language	2	Experienced	1			Beginning	1	Rhythmically-breathing students	1
	Second language	1	Young	2	Language	1			Young	1	Anglo	1
	Mature	1	Adult	1	Prospective	1					Independent	1
	Young	1	Eager	1	Textbook	1					Intermediate	1
			English	1							Motivated	1
			Level 1	1							Potential	1
			Field independent	1							Low SAT-Q	1

		Older	1						secondary	1
		Poor	1						Advanced	1
									Younger	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In this decade, search word *users* has the least adjectives (2), whereas search word *students* has the highest frequency of adjectives (14). For learners, it has 12 collocate adjectives. In terms of singular search words, both learner and user have the same amount of adjectives. For *student*, it has 5 adjectives.

4.2.14.1 Frame 4: ADJECTIVE + X, (1970s) search word: *learner*

- (68) Content is not a criterion for distinguishing these sources - rules, vocabulary, pronunciation, and so on can all appear in either source depending on the degree to which the governing rule can be articulated by the language learner. (MLJ1970E1)

Input refers to the language experienced by the language learner in various situations - classroom, books, personal contacts, and so on. (MLJ1970E2)

At the intermediate level certain audio-visual supplements enhance and heighten the literary reality experienced by the reader-learner, because they appeal to the sense of mystery still held by the language learner not yet in full mastery of the language. (MLJ1970E3)

4.2.14.2 Frame 4: ADJECTIVE + X, (1970s) search word: *learners*

- (69) According to the model, language learners may increase their ability to guess the meaning of unknown items by systematically exploiting various kinds of available information. (MLJ1970E1)

The preoccupation with grammatical correctness in early stages of L2 teaching is essentially a felt need of language teachers and is not an expectation of either language learners or most native speakers of L2 who with a few notable exceptions are usual). (MLJ1970E2)

My own interpretation of the balance of opinion amongst language learners, teachers and advisers is that the work of the last ten years has shown quite convincingly that although the introduction of French into the primary school has not gone perfectly, and that there is no room for complacency, it is clearly a step in the right direction. (MLJ1970E3)

- (70) Foreign language learners may be better endowed in one or two of the factors than in the others. (MLJ1970E1)

In addition, Monroe noticed that his subjects at the various levels used syntactic patterns of a comparable degree of complexity as Cooper's, which may indicate that foreign language learners progress through similar stages of development as they acquire ability in handling syntactic patterns of the target language. (MLJ1970E2)

For many foreign language learners, the idea of European travel is little more than the abstract prattle of monologues, dialogues, and essays. (MLJ1970E3)

- (71) Reflective learners are too attentive to detail and discriminate so finely that they lose the general thread of a listening or reading passage. (MLJ1970E1)

These procedures encourage impulsivity, i.e., fast yet inaccurate responding, even on the part of normally reflective learners. (MLJ1970E2)

- (72) The assumption was generally made, even if only tacitly, that since second language learners always understood more than they could say, comprehension was of little concern. (MLJ1970E1)

To sum, there appears to be a consensus among many language educators that correcting three types of errors can be quite useful to second language learners: errors that impair communication significantly; errors that have highly stigmatizing effects on the listener or reader; and errors that occur frequently in students' speech and writing. (MLJ1970E2)

- (73) With respect to the correction of errors among young learners, it may be that children under 7 or 8 do not benefit at all from adult correction of their language. (MLJ1970E1)

But apart from the question of the teacher's preparation, how can the young learners read and discuss French culture in French when their reluctance to acquire competence in French was the principal reason for increasing the "cultural content" of the course? (MLJ1970E2)

4.2.14.3 Frame 4: ADJECTIVE + X, (1970s) search word: *user*

- (74) At all times, the bibliographer must have in mind his prospective user. (MLJ1970E1)

The annotations reveal no pro-Chicano chauvinist approach, but attempt to discuss fairly the work's importance, approach to its subject, and other things that might be of value to a prospective user. (MLJ1970E2)

4.2.14.4 Frame 4: ADJECTIVE + X, (1970s) search word: *users*

- (75) Perhaps more realistic than the user/non-user dichotomy would be a distinction between heavy or substantial users and light or non-users; (MLJ1970E1)

If we agree that using, say, 3 or more foreign language sources represents a "substantial" use of language skills-and this is a very generous rendering of "substantial"-then we observe that a quarter of the students were substantial users. (MLJ1970E2)

4.2.14.5 Frame 4: ADJECTIVE + X, (1970s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.14.6 Frame 4: ADJECTIVE + X, (1970s) search word: *students*

- (76) At the moment the capability of the computer is larger than our ability to utilize it in an individualized program of instruction-although some of the literature on computer based instruction does report that now a true "Socratic dialogue" between individual students and teacher (the computer based materials) is possible. (MLJ1970E1)
 Since the drill proceeds rapidly without loss of time used in calling on individual students to recite, each one participates more frequently than he does in many other drills. (MLJ1970E2)

4.2.15 1970s FRAME 5: (X + NOUN)

Table 4.15: 1970s FRAME 5 (X + NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	differences	1	-		dichotomy	1	-		evaluations	2	-	
									Backgrounds	1		
									Behaviour	1		
									Council	1		
									Body	1		
									Education	1		
									Enrolments	1		
									Education	1		
									participation	1		
									presentations	1		
									progress	1		
									data	1		
									satisfaction	1		
									speech	1		
									teachers	1		
									teaching	1		
									uprising	1		

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

For frame 5, in the 1970s, only 3 search words have relevant nouns (*learner, user* and *student*). Firstly, search word *student* has the most frequency of noun collocates (17 nouns), followed by *learner* and *user* both with 1 noun.

4.2.15.1 Frame 5:X + NOUN, (1970s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.15.2 Frame 5:X + NOUN, (1970s) search word: *user*

No example is exhibited as the frequency is less than 2

4.2.15.3 Frame 5:X + NOUN, (1970s) search word: *student*

(77) It is important to distinguish, however, between *student evaluations* as devices for changing (improving?) one's approach to teaching. (MLJ1970E1)

We all know, as chairs of departments, that *student evaluations*, whatever their source, should be read carefully and sometimes skeptically. (MLJ1970E2)

4.2.16 1980s FRAME 1: (X AND NOUN)

Table 4.16: 1980s FRAME 1 (X AND NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
teacher		3	acquirers	4	-		users	1	teacher	6	teachers	41
speaker		1	speakers	3			speakers	1	instructor	1	instructors	5
			teachers	2					educator	1	visitors	2
			learners	1					professor	1	members	2
			users	1					guitarist	1	teacher	2
									athlete	1	faculty	1
											students	1
											staff	1
											instructor	1
											speaker	1
											major	1
											communities	1
											educators	1
											advisors	1
											colleagues	1
											learners	1
											parents	1
											tourists	1
											people	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1980s, frame 1 (search word and noun), the search word which has the highest frequency of noun collocates, is *students* with 19 nouns. The second highest search word is *student*, with 6 nouns, followed by *learners* with 5 nouns, followed by learner and users with 2 nouns. No result could be observed from the search word *user*.

4.2.16.1 Frame 1:X and NOUN, (1980s) search word: *learner*

- (78) This identification exercise can thus provide the profile of a particular learner which can be helpful both to the *learner* and the teacher. (MLJ1980E1)
Corder states that simple provision of the correct form may not always be the only, or indeed the most effective, form of correction: "Making a learner try to discover the right form could be more often instructive to both *learner* and teacher. (MLJ1980E2)
This article is intended to explore the special problem that idiomatic expressions pose for both the learner and the teacher of a second language. (MLJ1980E3)

4.2.16.2 Frame 1:X and NOUN, (1980s) search word: *learners*

- (79) The Guidelines derive from typical *learners* and acquirers, and a typical native speaker is a statistical abstraction based on a mean or norm. (MLJ1980E1)
First, they are experientially, rather than theoretically, based; that is, they describe the way language *learners* and acquirers typically function along the whole range of possible levels of competence, rather than prescribe the way any given theorist thinks learners ought to function. (MLJ1980E2)
Let us reconsider the quote from Omaggio (see p. 341 above), who states that the Guidelines are derived from what *learners* and acquirers typically do. (MLJ1980E3)
- (80) The definition of the language use of an educated native speaker is clearly controversial;⁷ however, the construct itself seems indispensable if we wish to capture the real differences in language behavior among *learners* and also among native speakers. (MLJ1980E1)
However, the reality of reaction variability does not diminish the importance of the contribution made by language receivers in the communicative process or the need to assess the influence of this contribution in communicative interaction between *learners* and native speakers. (MLJ1980E2)
Given this very substantial reduction in contextual clues as compared with even the Simpson test, it might be instructive to see how present-day ESL *learners* and native speakers of English would fare on a typical Trabue test, and to compare their performance on this measure with their performance on more conventional cloze tests. (MLJ1980E3)
- (81) These two pieces of evidence are consistent with Hypothesis 111, which predicted that the strongest agreement in error evaluation would be found among advanced *learners* and teachers with the same native language as the students. (MLJ1980E1)
Both *learners* and teachers were pleased with the cooperative behavior exhibited by the students, and teachers' roles changed as a result of such cooperation. (MLJ1980E2)

4.2.16.3 Frame 1:X and NOUN, (1980s) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.16.4 Frame 1:X and NOUN, (1980s) search word: *student*

- (82) These expressions should mark exchanges between individual students as well as between *student and teacher*, and where possible, should be encouraged in place of English greetings outside the classroom. (MLJ1980E1)

This strategy works well at all levels, heightening creativity and interest for *student and teacher* as well. (MLJ1980E2)

Modern methodologies appear to be based on the assumption that language training can best advance when the individual is viewed as part of a broader context in which interaction between *student and teacher*, individuals and their learning environment are considered. (MLJ1980E3)

4.2.16.5 Frame 1:X and NOUN, (1980s) search word: *students*

- (83) As part of the Blaine House Scholars Program, special forgivable loans are available on a competitive basis to both *students and teachers* who plan to teach (in all disciplines) or continue to teach in Maine. (MLJ1980E1)

Our results suggest that in terms of judging the relative seriousness of errors, *students and teachers* are in agreement. In fact, for our four respondent groups, such a meeting of minds is found to obtain in all six intergroup comparisons, as each group agrees with all the others. (MLJ1980E2)

A median-split technique classified both *students and teachers* as FD or Fil according to obtained GEFI score. This procedure was used instead of an extreme-group division in order to include a larger number of students and all six recitation instructors. (MLJ1980E3)

- (84) Although the large numbers of foreign *students and academic visitors* coming to the United States outside organized exchange programs were not of primary concern to the Commission's inquiry, we note that their presence deserves more consistent and thoughtful attention than it now receives. (MLJ1980E1)

Our own ethnic and language minorities constitute an often neglected resource in teaching about other cultures and countries, as do *students and visitors* from other countries and the thousands of returned Peace Corps volunteers. (MLJ1980E2)

- (85) ECA should also encourage greater participation in exchanges by *students and faculty members* in such specialties as business administration, law, and other fields that would benefit particularly from the introduction of international perspectives. (MLJ1980E1)

To aid in solving our serious foreign-policy problems with third-world countries, we should encourage *students and faculty members* to learn more about them. (MLJ1980E2)

- (86) This sort of clash of expectations between *students* and *teacher* about language learning can lead to a lack of student confidence in and satisfaction with the language class. (MLJ1980E1)
 Whatever promotes student participation in an atmosphere where *students* and *teacher* are relaxed and involved stimulates the interaction essential to successful language learning. (MLJ1980E2)

4.2.17 1980s FRAME 2: (VERB + X)

Table 4.17: 1980s FRAME 2 (VERB+X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
make		1	Allow	1	tell	2	cause	1	teach	1	teach	2
identify		1	Plague	1	intimidate	1	produce	1	involve	1	familiarize	2
lead		1	ask	1	allow	1	describe	1	reflect	1	attract and keep	1
help		1	captivate	1	inform	1			help	1	produce	1
hinder		1	compare	1					allow	1	drill	1
require		1	categorize	1							prompt	1
force		1	help	1							allow	1
enable		1	leave	1							assign	1
			provide	1							assist	1
			Consult	1							encourage	1
			Treat	1								

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1980s, frame 2, (verb + search word), the search word with the highest frequency of verb collocate is *learners*, with 11 verbs. It is then followed by *students* with 10 verbs, *learner* with 8 verbs, *student* with 5 verbs, *user* with 4 verbs, and lastly *users* with 3 verbs.

4.2.17.1 Frame 2: VERB+X, (1980s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.17.2 Frame 2: VERB+X, (1980s) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.17.3 Frame 2: VERB+X, (1980s) search word: *user*

- (87) The table provides such information as how an item in the text is signaled as being glossed (indication) and what the editors tell the *user* about how and why they glossed the text (comment). (MLJ1980E1)

Common sense will usually tell the *user* that *rjabina* (rowan tree) is much less frequent than *sosna* (pine tree), for example, but the student will often be at a loss to know whether a low frequency item might recur once, five times, or not at all in the next ten thousand words he/she reads. (MLJ1980E2)

4.2.17.4 Frame 2: VERB+X, (1980s) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.17.5 Frame 2: VERB+X, (1980s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.17.6 Frame 2: VERB+X, (1980s) search word: *students*

(88) Teach *students* first to speak New French, then to write Modern French. It follows from all the remarks that have preceded that this option provides the greatest consistency with the natural sequence and proficiency approaches. (MLJ1980E1)

Assuming our goal is to teach ESL *students* to be efficient, flexible, independent readers outside the ESL classroom and beyond the immediate needs of the ESL program, with reading materials that are relevant to them and their interests, then our task as reading teachers becomes one of helping them build the appropriate background knowledge they need, and teaching them that reading is a process of activating prior background knowledge with textual input in the building of new knowledge. (MLJ1980E2)

(89) Before writing begins, experiences can be provided to familiarize *students* with the concepts, vocabulary, values, customs, and other aspects of the target culture. (MLJ1980E1)

In both spoken and written English classes, substitution frames can be used to familiarize *students* with the possible expressions of a function. (MLJ1980E2)

4.2.18 1980s FRAME 3: (X + VERB)

Table 4.18: 1980s FRAME 3 (X+ VERB)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Pay	1	know	2	determine	1	consider	3	chuckle	1	become	2
	increase	1	produce	1	enhance	1	report	1	elect	1	have	2
	Form	1	develop	1	achieve	1	select	1	choose	1	come	1
	attempt	1	involve	1	receive	1	discover	1	enroll	1	seek	1
	has	1	take	1	become	1	monitor	1	have	1	perform	1
	Arrive	1	understand	1	terminate	1	agree	1	fill	1	differ	1
			internalize	1	measure	1	control	1	drop	1	choose	1

Table 4.18 continued

		overgeneralize	1	click	1			practice	1	compose	1
		have	1	obtain	1			change	1	discover	1
		receive	1	provide	1			carry	1	answer	1
		aim	1	type	1			integrate	1	fail	1
		write	1	get	1			use	1	articulate	1
		resist	1					retain	1	benefit	1
		use	1								
		capitalize	1								
		adjust	1								
		achieve	1								

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1980s, frame 3 (search word + verb), the search word with the highest frequency of verb collocates is *learners*, with 17 verbs. The second highest search word is *student* with 14 verbs, followed by *students* with 13 verbs, *user* with 12 verbs, *users* with 7 verbs, and lastly *learner* with 6 verbs.

4.2.18.1 Frame 3: X+VERB, (1980s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.18.2 Frame 3: X+VERB, (1980s) search word: *learners*

- (90) Furthermore, it must contain explicit instructions - which should be found not only in the preface or in the teacher's book but throughout the learners' book as well; because of these instructions, *learners* know what they should do at a given point and how they should go about it. (MLJ1980E1)

Even unsuccessful language *learners* knew about, used, and were able to discuss strategies (MLJ1980E2)

4.2.18.3 Frame 3: X+VERB, (1980s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.18.4 Frame 3: X+VERB, (1980s) search word: *users*

- (91) Test developers and *users* need to consider such factors when constructing and selecting tests. (MLJ1980E1)

In addition to differing norms across varieties of a given language, test *users* must consider differences in norms of usage across registers. (MLJ1980E2)

Test *users* would, therefore, be well-advised to consider carefully whether the norms of language use operationally defined by a given test provide appropriate points of reference for interpreting the test performance.(MLJ1980E3)

4.2.18.5 Frame 3: X+VERB, (1980s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.18.6 Frame 3: X+VERB, (1980s) search word: *students*

(92) While keeping diaries to study their own language learning, *students* become "participant observers" in their own ethnographic research (60, 61). (MLJ1980E1)

To earn an above average score, *students* must become personally involved in the communication event and provide their own internally motivated responses. Similarly, the Clarity of Expression and Level of Syntactic Complexity subscale specifies at the midpoint that students be able to formulate basic propositional structure in French but requires at the higher levels that they be able to transcend the level of simple sentence structure to higher levels of syntactic complexity. (MLJ1980E2)

(93) By providing classroom practice in using a wider variety of activities, favorites as well as not, language *students* have a greater chance of developing less-used but sometimes more appropriate strategies to approach the future. (MLJ1980E1)

However, at least half of the “c/D” *students* had difficulty in foreign languages but little or no trouble with other subjects. (MLJ1980E2)

4.2.19 1980s FRAME 4: (ADJECTIVE + X)

Table 4.19: 1980s FRAME 4 (ADJECTIVE + X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Language	2	Language	3	Language	2	Language	4	Foreign	1	Minority	2
	Gifted	1	Second language	3	L2	2	L2	3	First grade	1	Language	2
	Second language	1	Foreign language	2	Genuine	1	Second language	2	Graduate	1	ESL	2
	Advanced	1	Older	2	idealized language	1	Under	2	Immersion	1	Black American	1
	Foreign	1	Street	2	Experienced language user	1	Over	2	Individual	1	American	1
	Potential	1	Aural	1			Test	2	Language	1	Business	1
	Less Successful	1	Beginning	1			CAI	1	College	1	College	1
	Proficient language	1	Better	1			CALL	1	First-year	1	Dominant	1
			Classroom	1			Experienced	1	American	1	Foreign	1
			ESL	1			English	1			Exchange	1
			successful	1			External	1			Early immersion	1
			German	1			Foreign-language	1			Incoming	1

Table 4.19 continued

		Individual	1		Monitor	1		Male	1
		Intermediate	1		Novice	1		Second year	1
		L2	1		Optimal	1		Active	1
		First language	1		Qualified	1		Motivated	1
		L1	1		Super	1		University	1
		Male	1		Test	1			
		Poor	1		Advanced	1			
		Proficient	1						
		Stage	1						
		Typical	1						
		Individual	1						
		younger	1						

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In frame 4 (adj + search word), the search word with the highest frequency of adjective collocates is *learners* with 24 adjectives. It is then followed by *users* with 19 adjectives, *students* with 17 adjectives, *student* with 9 adjectives, *learner* with 7 adjectives and lastly, *user* with 3 adjectives. The focus on *learners* are more diverse, as this could be deduced from the number of adjectives that could be found in this period.

4.2.19.1 Frame 4: ADJECTIVE + X, (1980s) search word: *learner*

- (94) Functional practice occurs when the language learner increases his opportunity to use the language for communication such as going to movies, reading books, or talking to native speakers. (MLJ1980E1)
According to Huntley, interactive videodiscs are usually classified by degree of interactivity into four categories: 40 Level 0 interactions are linear and entail no more interaction between language learner and technological tool than watching a videotape program or a motion picture. (MLJ1980E2)

4.2.19.2 Frame 4: ADJECTIVE + X, (1980s) search word: *learners*

- (95) At present, the most wide-spread standard of oral competency is the ACTFL Proficiency Guidelines the revised (1986) version of which focuses, to a greater degree than do the ACTFL Provisional Proficiency Guidelines (1982), on interactional and discourse competence in language learners. (MLJ1980E1)
We will have to begin by giving our students some sense of the basic principles of language and its relationship to thought; some discussion and consciousness-raising will certainly provide an important basis for understanding how language learners should understand grammar. (MLJ1980E2)
Extraverts also report greater use of affective strategies than introverts, suggesting either a greater effect of feelings on extraverted language

learners or a greater facility by these extraverts at dealing with their feelings. (MLJ1980E3)

- (96) This is, in part, the reason why older learners may be more efficient, learning in less time than it takes child second language learners. (MLJ1980E1)

Less common have been empirical investigations into reading strategies actually used by successful and unsuccessful second language learners (Hosenfeld; Hauptman; Knight, Padron & Waxman; Sarig; Block; Barnett). (MLJ1980E2)

Perhaps we can determine whether instructed second language learners, like natural acquirers, follow a sequence of acquisitional stages which can be broadly predicted on the basis of the processing complexity required for the corresponding structures. (MLJ1980E3)

- (97) When classroom foreign language learners write they need to demonstrate their ability to use a variety of syntactic options, attend to the accuracy of language forms, and communicate their ideas coherently. Frequently the first two tasks compete with the third rather than complement it. (MLJ1980E1)

It is recommended that alternate forms of listening and reading tests be developed and designed for a population of upper secondary school through university foreign language learners. (MLJ1980E2)

- (98) They attributed this longer period of active acquisition to differences in need and motivation and hypothesized that older learners may rely less on pronunciation, because they are better at other things (vocabulary, morphology and syntax). (MLJ1980E1)

In terms of the first issue addressed in this paper, the research suggests that older learners can be as efficient as younger learners (with some exceptions discussed earlier) (MLJ1980E2)

- (99) For example, to use rhetoric from our government colleagues, we typically find two types of Intermediate and Advanced speakers: school learners and street learners. (MLJ1980E1)

A second type of terminal profile has also been identified among “street learners,” who often fossilize at ILR level “1 +. (MLJ1980E2)

4.2.19.3 Frame 4: ADJECTIVE + X, (1980s) search word: *user*

- (100) The term proficiency includes specifications about the levels of competence attained in terms of the functions performed, the contexts in which the language user can function, and the accuracy with which the language is used. (MLJ1980E1)

In addition, the language user must receive feedback on his or her use of the word, must notice the feedback, and must be able to use the feedback to arrive at a correct meaning of the word, or a meaning closer to the correct meaning. (MLJ1980E2)

- (101) A great deal depends on the attitudes of both the interlocutor and the L2 user. (MLJ1980E1)

The attitudes and values of the L2 user may be in conflict with those of the target culture, making favorable judgments rather difficult for the Ns. (MLJ1980E2)

4.2.19.4 Frame 4: ADJECTIVE + X, (1980s) search word: *users*

(102) As this testing strategy, developed largely for learners and language users in a government setting, into other educational domains, problems of articulation and adaptation have necessarily arisen. (MLJ1980E1)

The first is that AEI proficiency rests on generality, on what language users at a given AEI level generally do. (MLJ1980E2)

What the experienced rater abstracts from a large number of performances, of course, is what language users at a given level generally do (Bachman & Savignon's performance norms). (MLJ1980E3)

(103) Hammerly's position can be briefly summarized as follows: early immersion has failed because it produces overconfident second language users whose grammatical errors are so ingrained that they cannot be eradicated. (MLJ1980E1)

Neither, however, take into account the native speaker's adjustment of his or her language behaviour when interacting with non-natives, nor do they specify communicative strategies needed by non-proficient second-language users. (MLJ1980E2)

(104) Krashen describes "over-users" and "under-users" of the monitor and suggests the consequences for each degree of use. (MLJ1980E1)

Over-users" spend so much time and effort on correctness that it often seriously interferes with communication. (MLJ1980E2)

(105) ("Under-users" might still achieve very high levels of communicative accuracy entirely through acquisition.) (MLJ1980E1)

There are "under-users", those who rarely use their learned competence or perhaps those whose learned competence is low. (MLJ1980E2)

4.2.19.5 Frame 4: ADJECTIVE + X, (1980s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.19.6 Frame 4: ADJECTIVE + X, (1980s) search word: *students*

(106) The advantage and need of language study must be clear to all minority students and their parents. (MLJ1980E1)

Analyses of variance indicate that the grade point average achieved by minority students lower ($p < .01$) than the grade point average of nonminority students (2.96). (MLJ1980E2)

(107) In summary, language students differ from the large college sample in two major ways: First, there are many more Intuitive types and, conversely, fewer Sensing types. (MLJ1980E1)

By providing classroom practice in using a wider variety of activities, favourites as well as not, *language students* have a greater chance of developing less-used but sometimes more appropriate strategies to approach the future. (MLJ1980E2)

(108) Assuming our goal is to teach *ESL students* to be efficient, flexible, independent readers outside the ESL classroom and beyond the immediate needs of the ESL program, with reading materials that are relevant to them and their interests, then our task as reading teachers becomes one of helping them build the appropriate background knowledge they need, and teaching them that reading is a process of activating prior background knowledge with textual input in the building of new knowledge. (MLJ1980E1)

Block examined the reading perspectives of nine *ESL students* who performed poorly on the college's reading proficiency test. (1980E2)

4.2.20 1980s FRAME 5: (X + NOUN)

Table 4.20: 1980s FRAME 5 (X + NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
characteristics		3	-		conventions	1	-		Performance	4	-	
errors		2			feedback	1			Achievement	3		
Groups		2			files	1			Population	3		
Needs		2							Ratings	2		
performance		2							Ability	1		
variables		2							Activities	1		
Beliefs		1							Attitude	1		
processing		1							Difficulties	1		
comprehension		1							Exchanges	1		
conceptions		1							Illiteracy	1		
differences		1							Interest	1		
exposure		1							Potential	1		
Group		1							Reactions	1		
attitudes		1							Recommendation	1		
materials		1							Response	1		
Model		1							Retention	1		
proficiency		1							Sample	1		
Profile		1							smile	1		
strategies		1							Teaching	1		
style		1										
Task		1										

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1980s, more noun collocates could be observed compared to the previous decade. The search word with the highest frequency of noun collocates is *learner* with 21 nouns. It is followed by *student* with 19 nouns, and lastly *user* with 3 nouns. No finding could be found from the remaining 3 search words.

4.2.20.1 Frame 5:X + NOUN, (1980s) search word: *learner*

- (109) In recent years second language researchers have attempted to isolate particular *learner characteristics* and cognitive strategies that enhance or hinder progress in learning another language. (MLJ1980E1)
Much research has looked at the relationships between *learner characteristics* and language learning performance. (MLJ1980E2)
Although foreign language departments can construct their own placement test batteries according to the above criteria and based on course objectives, course outcomes, and *learner characteristics*, this task is long-term and demands time and expertise that are seldom readily available. (MLJ1980E3)
- (110) Error analysis research offers insights into causes and effects of *learner errors*, an orientation that will help teachers respond to student needs and evaluate student progress. (MLJ1980E1)
To the extent that *learner errors* impede the comprehensibility of the message, this may be true. (MLJ1980E2)
- (111) Such a shotgun approach to university admissions invites inequitable treatment of *learner groups* and, in the final analysis, benefits neither learners nor educational institutions. (MLJ1980E1)
Only if the answers to these two questions are negative will we conclude that the test treats *learner groups* fairly. (MLJ1980E2)
- (112) With the realization that language teaching above all else involves two-way communication comes the awareness that not only *learner needs* but teacher needs too must be met. (MLJ1980E1)
Because communicative testing presumes adequate definition of objectives, based on *learner needs*, criterion referencing is a possibility. (MLJ1980E2)
- (113) As we have argued elsewhere, using the native speaker as the ultimate yardstick of second language performance reflects the general and erroneous assumption prevalent in much of the second language research literature that we cannot understand *learner performance* and the learning process without comparing these phenomena to baseline data drawn from native speakers. (MLJ1980E1)
Interlanguage research illustrates the shift away from contrastive analysis of *learner performance* measured against a correctness norm, to analysis of performance as a series of learning stages (Gass & Selinker). (MLJ1980E2)
- (114) What *learner variables* affect the development of language proficiency? (MLJ1980E1)
The amount of variance explained by *learner variables* in Tables VI and VII is not only statistically significant, but is also nontrivial. (MLJ1980E2)

4.2.20.2 Frame 5:X + NOUN, (1980s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.20.3 Frame 5:X + NOUN, (1980s) search word: *student*

- (115) In addition, *student* "performance" is judged (68.9%) and students are often asked to give presentations in class (45.1%). (MLJ1980E1)
These results show differences of *student* performance on the researcher-determined logical categories of grammar, text, and context for both CLOZE test formats, nth and random. (MLJ1980E2)
Therefore, teachers should always consider the possibility that anxiety is responsible for the student behaviors discussed here before attributing poor *student* performance solely to lack of ability, inadequate background, or poor motivation. (MLJ1980E3)
- (116) But the relationship between individualized instruction and *student* achievement is much more complicated than simply attending to the specialized interests of the fast or slow learner. (MLJ1980E1)
It is a measure of academic focus or curriculum orientation and, as outlined in our review of literature, it has been very useful in understanding the relationship between teacher behaviors and *student* achievement. (MLJ1980E2)
We have no clear empirical evidence, however, that one methodology is superior in terms of *student* achievement-with the possible exception of intensive instruction. (MLJ19803)
- (117) We [foreign language educators] are not necessarily at fault; we have not caused the decline in *student* population in language classes..." If I were a foreign language teacher, I would not let myself or my colleagues off that easily. (MLJ1980E1)
Recently publicized figures from the National Center for Education Statistics have highlighted what many college educators have seen coming for years: as the traditional *student* population becomes smaller, colleges will face increasing difficulty in filling their classrooms. (MLJ1980E2)
Trends causing the decline will result in a different *student* population - probably more children from low-income families, single parent families, or immigrant families, requiring different kinds of educational programs and different support needs. (MLJ1980E3)
- (118) The picture looks even worse when we consider the twenty-five highest *student* ratings in correlation with the ten textbooks. (MLJ1980E1)
Nevertheless, deletion of the scores of the Pertinence subscale in the calculation of the final student scores resulted in slightly lower correlations with the native speakers' ratings; .880 with the native speaker *student* ratings, .875 with the native speaker teacher ratings, and .897 with the native speaker total ratings. (MLJ1980E2)

4.2.21 1990s FRAME 1: (X AND NOUN)

Table 4.21: 1990s FRAME 1 (X AND NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Teacher	2	Teachers	6	-		learners	1	Teacher	5	Instructors	5
	Speaker	2	Speakers	5					Instructor	2	Teachers	4
	knower	1	Interlocutors	4					Speaker	1	Teacher	2
	Tutor	1	Users	3					Teachers	1	professors	2
	User	1	Students	2							speakers	1
			Teacher	2							Parents	1
			Instructors	2							Intellectuals	1
			NNS	1							NNS	1
			<u>Learners</u>	<u>1</u>							<u>Students</u>	<u>1</u>
			Agents	1							Faculty	1
											educators	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1990s, under frame 1, which aims to search for nouns that collocates after the ‘search word and’, the search word with the high number of nouns is *students*, with 11 nouns recorded. The second highest is *learners*, with 10 nouns recorded. Next, it is followed by *learner* with 5 nouns, *student* with 4 nouns, and lastly *users* with 1 noun. No result could be observed from the search word *user*.

4.2.21.1 Frame 1:X and NOUN, (1990s) search word: *learner*

(119) In reality, few North American language class- rooms actually function as a partnership between *learner and teacher*. (MLJ1990E1)

As a result of this class, some participants might be more open to collaborative work and more capable of assessing an individual learner’s needs and abilities, but they might not yet be pre- pared to alter the customary relationship be- tween *learner and teacher*. (MLJ1990E2)

(120) To start with *learner and nonnative speaker*, these are constructs invented by practitioners of L2 studies in order to talk about the kinds of agents that are the object of their inquiry. (MLJ1990E1)

I am not too concerned that generic terms such as "*learner*" and "*nonnative speaker*" suggest to anybody that all learners or all nonnative speakers are the same. (MLJ1990E2)

4.2.21.2 Frame 1:X and NOUN, (1990s) search word: *learners*

(121) To help students organize FL instruction to foster more cooperation between *learners and teachers*. (MLJ1990E1)

- This student concluded that collaboration between learners and teachers is not possible without the cooperation of the teachers in a specific setting. (MLJ1990E2)
- Research is needed which will help identify optimally effective feedback modes which will enable L2 learners and teachers to work together toward mutual goals. (MLJ1990E3)
- (122) Furthermore, the importance of social interaction and negotiation of meaning between L2 learners and native speakers, as well as between other L2 learners, enjoys strong empirical support. (MLJ1990E1)
- In an analysis of the private speech (meta-comments only) recorded for two recall tasks, Appel found that both ESL learners and native speakers produced comparatively more forms of private speech when recalling an expository text, as compared to a narrative text. (MLJ1990E2)
- Similarly, Rintell (1989) found that both learners and native speakers of English seemed to draw from the same set of discourse strategies to convey emotion in narratives, but that learners had a much smaller repertoire of strategies to bring to bear on the narrative task. (MLJ1990E3)
- (123) A good deal of this work has focused on the ways in which interaction can be influenced by factors of gender, ethnicity, and the role in the social relationship of learners and their interlocutors, and by the nature of the topics, tasks, and activities in which they engage. (MLJ1990E1)
- As such, the articles bring us closer to understanding the ways in which (a) certain dimensions of conversational interaction are more influential than others to the development of a L2 and (b) certain domains of IL development are more responsive than others to the social discourse in which learners and their interlocutors engage. (MLJ1990E2)
- With the advent of interactionist perspectives in SLA, emphasis was placed on the empirical study of language learner discourse and social interaction, as SLA researchers gathered data on learners and interlocutors as evidence of language development. (MLJ1990E3)
- (124) In his survey of studies of dictionary use, Piotrowski (1989) concludes that no matter what their level of competence, foreign learners and dictionary users turn to their bilingual dictionaries as long as they use dictionaries at all. (MLJ1990E1)
- They were, however, a significant aspect of life for the students in these two classrooms, and as such were strongly consequential to their development as Spanish language learners and users. (MLJ1990E2)
- Indeed, they are treated as fundamental sites of development as it is in the communicative practices of these classrooms that teachers and students together develop particular understandings of what constitutes language and language learning. These understandings in turn become the cognitive foundations upon which the learners' competence as language learners and users is built. (MLJ1990E3)
- (125) What receives less attention is the fact that the native speaker standard against which both language learners and bilingual students are compared is the so called "educated native speaker norm" that is primarily characteristic of upper-middle-class, well-educated, adult speakers. (MLJ1990E1)

In addition, oral and written language test scores showed significant differences between successful FL *learners and petition students* on measures of phonology, word identification, spelling, and grammar but not in reading comprehension. (MLJ1990E2)

- (126) The tryouts included an observation of the lesson, follow-up discussions with the *learners and the classroom teacher* about the materials, and a description of any needed revisions. (MLJ1990E1)

Within this perspective, the classroom is viewed as a “community with its own rights and obligations, norms and expectations, and roles and relationships” (Zaharlick & Green, 1991, p. 210) and is considered to be a communicative environment where the *learners and the teacher* co-construct the activities and the speech events that take place there (Green, 1983a, 1983b; Green & Smith, 1983). (MLJ1990E2)

- (127) In keeping with a learner-centered curriculum,³ the authors decided to poll both *learners and instructors* in order to answer the two stated research questions. (MLJ1990E1)

Thus, this study is an attempt to arrive at priorities for this level, using input from both *learners and instructors*. (MLJ1990E2)

4.2.21.3 Frame 1:X and NOUN, (1990s) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.21.4 Frame 1:X and NOUN, (1990s) search word: *student*

- (128) The insight into learner behavior provided by the different classes of queries also encourages consultation between *student and teacher* about L2 hypotheses, certain avoidance behaviors (as discussed above with ne ... que and selement), or various query paths that the student has forgotten by the time the composing process is completed. (MLJ1990E1)

The goal of communicative activities is to share information between *student and teacher* and among students. (MLJ1990E2)

On the other hand, by promoting status equalization between *student and teacher*, the teacher role associated with InterChange discussion may well explain the impression of many students that they were able to communicate more freely during InterChange sessions. (MLJ1990E3)

- (129) A similar mismatch between *student and instructor* views on pronunciation is reported by Nunan. (MLJ1990E1)

Possibly, the frustration factor identified here is so strong that a fear of communication breakdown between *student and instructor* cannot easily be modified by the benefit of having an authentic source of input. Horwitz et al. (MLJ1990E2)

4.2.21.5 Frame 1:X and NOUN, (1990s) search word: *students*

- (130) Further research is needed to determine the implications for testing at the intermediate level, as well as for TA preparation for teaching at that level

(25). In addition, the current study should be expanded to include students and instructors from smaller colleges and universities. (MLJ1990E1)

A great deal of feedback was collected from the participants, who seemed eager to share their ideas on learning. Among the findings in the first part pertaining to goals, the ability to speak the language was identified as the most important goal by both students and instructors. (MLJ1990E2)

Comparative studies of the reactions and interpretations of high school versus college students suggest that cognitive maturity plays a key role in literary comprehension and response (Beach & Wendler, 1987), a finding paralleled in a few qualitative studies conducted with students and instructors in university settings. (MLJ1990E3)

(131) The purpose of this study was to explore the first six points (a-f) by examining the relationship between oral discussion and written discussion via InterChange and by asking students and teachers about their experiences using Interchange (MLJ1990E1)

Electronic media also encourage interaction. Relevant tasks include networking between students at home and abroad, networking between students and teachers, communicating in interactive-videodisc simulations, talking in a small group gathered around the computer, and tracking one's own learning strategies interactively via computer (Baltra, 1990; Baily, 1996; Chapelle & Mizuno, 1989; Crookall & Oxford, 1990; Gonzales-Edfelt, 1990; Hansen, 1990; Holland, Kaplan, & Sams, 1995; Smith, 1988). (MLJ1990E2)

The project is clearly introduced at the beginning of a unit of work so that students and teachers decide which activities will be most relevant to prepare them to complete this project. (MLJ1990E3)

(132) I had the opportunity to work closely with the students and teacher from each class to build a comfortable rapport, so that my presence in the classes during the main part of the study would disturb as little as possible the natural activity. (MLJ1990E1)

I also checked off columns 78 and 81 because both students and teacher spoke French during the whole 5-minute episode. Both counted as 5 minutes for each column or descriptor in the final tally of instructional time. (MLJ1990E2)

(133) American students and professors tend to impose their own culturally informed beliefs about gender stereotypes and literary realism on the foreign language textbook. (MLJ1990E1)

My goal with Spanish is to speak well so that the other students and the professor in a class have the impression that I have studied Spanish for a long time. (Joseph: Diary, Week 1) (MLJ1990E2)

4.2.22 1990s FRAME 2: (VERB + X)

Table 4.22: 1990s FRAME 2 (VERB+ X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Help	2	Allow	1	allow	2	help	2	Tell	2	help	2
	prevent	1	Compare	1	assist	1	mark	1	Engage	1	ask	2
	enable	1	Have	1	enable	1	confront	1	Help	1	eliminate	1
	force	1	Provide	1	introduce	1	become	1			observe	1
	Give	1	reveal	1	provide	1	assist	1			distinguish	1
	Ask	1	prove	1	mark	1	help and instruct	1			provide	1
	drive	1	posit	1			give	1			require	1
							promote	1			encourage	1
							enable	1			advise	1
							allow	1				
							ask	1				
							produce	1				
							provide	1				

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In 1990s, frame 2 (verb+search word), the search word with the highest frequency of verb collocates is *users* with 13 verbs. The second highest is *students* with 9 verbs recorded. The search word *learner* and *learners* both have 7 verbs, and it is followed by the search word *user* with 6 verbs, and lastly *student* with 3 verbs.

4.2.22.1 Frame 2: VERB+X, (1990s) search word: *learner*

- (134) Within the context of that theory and in light of the experimental results, it can be concluded that: 1) video with fully duplicating intralingual subtitles may help the foreign/ second language learner associate the aural and written forms of words more easily and quickly than video without subtitles (MLJ1990E1)

Between these two levels is the learner's Zone of Proximal Development (ZPD), a zone in which the learner can perform with assistance from a mediator (e.g., teacher) and/ or more capable peers. In this study, it appears that the advance organizer helped the foreign language learner navigate in the ZPD and progress from an actual development level toward a potential one. (MLJ1990E2)

4.2.22.2 Frame 2: VERB+X, (1990s) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.22.3 Frame 2: VERB+X, (1990s) search word: *user*

(135) They provide more information than monolingual or bilingual dictionaries and allow the *user* to choose explanations in the one language with which he or she is more comfortable, or in both languages for reassurance and reinforcement. (MLJ1990E1)

The technique allows the *user* to gain greater understanding of diverse items on a questionnaire than is possible when items are treated separately and groups are compared on each item. (MLJ1990E2)

4.2.22.4 Frame 2: VERB+X, (1990s) search word: *users*

(136) The existing semantic arrangement and organizational framework of the L1 can help *users* to reconstruct their "schemata" (Bartlett, 1932; Rumelhart, 1980; Rumelhart & Orthony, 1977), to "chunk" (Miller, 1956) seemingly unrelated items together into a pattern, and to derive correct word meanings consequently. (MLJ1990E1)

However, both these institutions, like most larger ones, have found it necessary to support a variety of machines, even though that support - maintaining the hardware and the facilities, acquiring support software, training people to help and instruct inexperienced *users*? (MLJ1990E2)

4.2.22.5 Frame 2: VERB+X, (1990s) search word: *student*

(137) In example fifteen, she tells a *student* that she would not have used a particular Hebrew word (for fire department) because it would have been unfamiliar. (MLJ1990E1)

She told the *student* in Japanese to show the card to everyone. (MLJ1990E2)

4.2.22.6 Frame 2: VERB+X, (1990s) search word: *students*

(138) They were enrolled in Purdue's English as a Second Language Program which is "designed to help *students* already enrolled in academic programs . . . to develop communication skills necessary for effective participation in the academic context and to fulfill university requirements for language proficiency. . . ." (graduate requirement for English writing proficiency; undergraduate requirement for English composition). (MLJ1990E1)

This would work in culturally homogeneous classes; however, many classes are culturally heterogeneous. In such cases, teachers could use learner training (e.g., 51; 66) to help *students* change their expectations. (MLJ1990E2)

(139) Of the list of problems given below, ask *students* to pick out those items that they believe will be addressed verbally in the video. (MLJ1990E1)

Finally, she asked *students* to create their own sentences by using passive forms. (MLJ1990E2)

4.2.23 1990s FRAME 3: (X + VERB)

Table 4.23: 1990s FRAME 3 (X + VERB)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
Ask		1	have	2	/		benefit	4	Show	1	participate	2
Has		1	score	1			make	2	Study	1	achieve	2
Is		1	contrast	1			experience	1	Has	1	report	1
Make		1	learn	1			access	1			go	1
Let		1	realize	1			adopt	1			work	1
Activate		1	progress	1			change	1			use	1
Reject		1	receive	1			have	1			remember	1
Require		1	comprehend	1			apply	1			listen	1
make use		1	transfer	1			perceive	1			learn	1
			oriented	1			customize	1			are	1
			devote	1			modify and restructure	1				
			look	1			become	1				
			profit	1			watch	1				
							exclude	1				
							raise	1				
							use	1				

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1990s, frame 3 (search word and verb), the search with the highest frequency of verb collocates, is *users* with 16 verbs. Next, the second-highest search word is *learners*, with 13 verbs, followed by *students* with 11 verbs, *learner* with 9 verbs, *student* with 3 verbs and lastly *user* with 1 verb.

4.2.23.1 Frame 3: X+VERB, (1990s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.23.2 Frame 3: X+VERB, (1990s) search word: *learners*

(140) *Learners who are focusing on meaning do not have time to analyze form. Learners under pressure of communication may not have time to use rules, but instead use forms that have been incompletely processed; these forms in time become proceduralized and are resistant to change, but they have the advantage of giving the learner more communicative fluency.* (MLJ1990E1)

If she had given examples for analysis, the *learners* would have had an opportunity to find for themselves whether the answer is right or wrong. (MLJ1990E2)

4.2.23.3 Frame 3: X+VERB, (1990s) search word: *users*

- (141) As for the monolingual dictionary, the average *users* benefited from it more than did the unskilled group. (MLJ1990E1)
The good dictionary *users* could benefit from the monolingual information in both tasks. (MLJ1990E2)
However, while the unskilled *users* benefit from a bilingual dictionary more than from a monolingual one, the opposite was true of the average and the good users. (MLJ1990E3)
- (142) Six of the ten maximal strategy *users* made two look-up cycles, whereas only one minimal strategy user made two cycles. (MLJ1990E1)
When deriving meaning from translations of this type, *users* must make associations (i.e., search for semantic equivalents) and focus their attention on structural differences between the two languages. (MLJ1990E2)

4.2.23.4 Frame 3: X+VERB, (1990s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.23.5 Frame 3: X+VERB, (1990s) search word: *students*

- (143) The Chicano *students* participated in a timed debate and held the floor for a maximum of 2 to 5 minutes. (MLJ1990E1)
Thirty-eight students (8 males, 30 females) in two sections of a semester-long, beginning-level French 102 course at Emory University participated in this study in the spring of 1993. (MLJ1990E2)
- (144) The *students* are supposed to achieve this goal by communicating in real Latin, if not exactly the Latin in which the ancient Romans communicated at least a kind of Latin that seems real and even relevant. (MLJ1990E1)
Nonetheless, *students* who had Spanish in high school in classes taught by instructors 2, 3a, and 3b, where the method of instruction was the explicit approach, achieved score values that were slightly higher than those for students in the implicit instructional group for instructor 4. (MLJ1990E2)

4.2.24 1990s FRAME 4: (ADJECTIVE + X)

Table 4.24: 1990s FRAME 4 (ADJECTIVE + X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Language	3	FL	8	Language	6	Dictionary	15	Female	1	College-age	1
	L2	2	Language	7	Student	1	Language	9	Inmate-	1	HR and LD	1
	Second language	1	L2	3	L2	1	End	6	Chinese	1	University	1
	Good	1	Adult	1	IL	1	Unskilled	6	Bright	1	High proficiency	1
	Oral	1	Weaker	1	Minimal strategy	1	FL	2	Graduate	1	Intermediate-level	1
	Foreign language	1	Advanced-level	1	Most active	1	Good	2	Weak	1	Mexican	1
	Unmotivated	1	Strongest	1			Average	1			Chicano	1
	Meaning-based	1	Heritage language	1			Responsible	1			Japanese	1
	inadequate language	1	Classroom-based language	1			Experienced	1			North American	1
	Foreign/second language	1	Advanced	1			Textbook	1			Nonminority	1
			Foreign language	1			Context	1			Newly-arrived Latino	1
			Slower	1			Library	1			Level B	1
			Street	1			L2	1				
			Francophone	1			Computer	1				
			LA	1			Multiple	1				
			JFL	1			Strategy	1				
			Third-semester	1			Inexperienced	1				
			Critical	1			Potential	1				

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1990s, frame 4, (adj+ search word), the search word with the highest frequency of adjectives collocates is shared by *learners* and *users*, which is 18 adjectives. It is then followed by *students* with 12 adjectives, *learner* with 10 adjectives, and lastly, *student* and *user* both with 6 adjectives. As compared to the previous decade, this decade has focused on various types of adjectives compared to last decade.

Most of the search word has language as the adjective collocate.

4.2.24.1 Frame 4: ADJECTIVE + X, (1990s) search word: *learner*

- (145) In the instructional context, the existence of these five sets of features creates a situation unlike that encountered by the L2 learner. (MLJ1990E1)
On the contrary, an increased reliance on the content of the message to be negotiated with the interlocutor-in this case, the reader(s) of the narration- may force the L2 learner to relinquish some of the cognitive effort placed on language form (directly or indirectly related to accurate L2 production). (MLJ1990E2)
In the instructional context, the existence of these five sets of features creates a situation unlike that encountered by the L2 learner. (MLJ1990E3)
- (146) Finally, it can refer to the interaction that takes place between the language learner and the data, or input provided by texts in a L2 (Little, Devitt, & Singleton, 1988, 1989). (MLJ1990E1)
The first three sections included: 1) questions about the TA's educational training and previous teaching experience; 2) questions adapted from Horwitz's Beliefs about Language and Language Instruction (BALLI) questionnaire; and 3) questions focusing on each TA's own experience as a language learner. (MLJ1990E2)

4.2.24.2 Frame 4: ADJECTIVE + X, (1990s) search word: *learners*

- (147) The present study examined the impact of instruction on how FL learners process L2 input. (MLJ1990E1)
In a follow-up study (46), these authors and colleagues administered a battery of native and FL aptitude tests to successful (received an A or B in two semesters of a foreign language) and unsuccessful (had petitioned and received a waiver) FL learners. (MLJ1990E2)
Even FL learners who are more skilled in the act of revising may not yet be able (or willing) to transfer the ability from the L1 to the FL. (MLJ1990E3)
- (148) Spada (1987) found that instructor differences can have an impact on how and whether language learners improve. (MLJ1990E1)
Similarly, Lightbown and d'Anglejan (1985) report on input provided in a Montreal context by a native speaker, which again confirmed "the very rare occurrence of inverted question forms in the input addressed to language learners" (p, 419). (MLJ1990E2)
Pedagogical grammars have largely been influenced by descriptive grammars focusing on the product of language use but, as Garrett (1986) argues, language learners would profit more from a psychological processing approach to the teaching and learning of grammar. (MLJ1990E3)
- (149) Seemingly, then: (a) L1 orthographic experience interacts in a highly complex fashion with the cognitive and linguistic requirements of processing tasks, and (b) qualitatively different developmental processes evolve among L2 learners from divergent L1 backgrounds. (MLJ1990E1)

Rather than having L2 learners introspect about how they reached a judgment, the researchers asked learners to decide jointly on the grammaticality of sentences. (MLJ1990E2)

The absence of one device does not constrain the use of the other, demonstrating, once again, that adult L2 learners can learn case-signaling devices separately and utilize them independently to facilitate comprehension. (MLJ1990E3)

4.2.24.3 Frame 4: ADJECTIVE + X, (1990s) search word: *user*

- (150) The modifications described in this article would bring the PWD and the ZDfB more in line with Bachman's (1990) postulation that "communicative language use involves a dynamic interaction between the situation, the language user, and the discourse, in which communication is something more than the simple transfer of information" (p. 4). (MLJ1990E1)

By limiting the object of study to those processes to which the language users resort when the preferred processes cannot be executed, Faerch and Kasper and those who adopted or adapted their definition, managed to focus their research on an area of interest to SLA. (MLJ1990E2)

In the ACTFL Guidelines, context of language encompasses the task that the language user must perform (function) and the topic or content of the language. In Canale and Swain's model, context influences the sociolinguistic, discourse, and strategic competencies of the language user. (MLJ1990E3)

4.2.24.4 Frame 4: ADJECTIVE + X, (1990s) search word: *users*

- (151) The good dictionary users could benefit from the monolingual information in both tasks. However, even this best group of learners performed slightly better when the bilingualised dictionary was used, that is, when the translation equivalent was available in addition to the monolingual information. (MLJ1990E1)

If we relate the results of this study to Laufer and Kimmel (1995), it seems that the good dictionary users are those who can benefit from both parts of the entry. (MLJ1990E2)

Let us now look at the effectiveness of the three dictionaries for each group of dictionary users. (MLJ1990E3)

- (152) However, research into what constitutes sociopragmatic competence and the ensuing applications to the classroom have the potential for bringing us one step closer to producing language users who really do mean what they say. (MLJ1990E1)

New or partly known registers, styles, language-related tasks, lexical items, terminologies and structures, routinely confront language users, calling for the contingent adaption and transformation of existing knowledge and competence, and the acquisition of new knowledge. (MLJ1990E2)

When there are difficulties in encoding or decoding these messages, language users modify and restructure their interaction to achieve message comprehensibility. (MLJ1990E3)

(153) Furthermore, innovations should not be so highly engineered that they cannot be adapted by end users; in other words, it should be possible for teachers to adapt TBLT materials or methodologies so that these innovations are consistent with teachers' pedagogical purposes and appropriate to the social context in which teachers operate. (MLJ1990E1)

Finally, end users should perceive the implementation of TBLT to be logistically doable within the existing constraints of the social system within which they operate. (MLJ1990E2)

This problem-solving (PS) model is accompanied by normative-reeducative change strategies whereby end users adopt changes because they have themselves identified problems that affect them directly. (MLJ1990E3)

(154) Now let us consider the production results. As in comprehension, the unskilled users benefited more from bilingual information than from monolingual entries. (MLJ1990E1)

However, while the unskilled *users* benefit from a bilingual dictionary more than from a monolingual one, the opposite was true of the average and the good users. (MLJ1990E2)

The unskilled users were probably not using the monolingual part of the bilingualised entry at all (MLJ1990E3)

(155) When tests use a sufficient number of samples of each text type, as agreed upon by independent raters, Child's text typology seems to make correct predictions about text comprehensibility for adult FL users and may indeed be a sound basis for the development of reading. (MLJ1990E1)

But in our view unless historians and theologians do in fact become competent FL users and until FL instructors learn to think and teach like historians and theologians, traditional patterns of exclusion and hierarchies of academic power will perpetuate themselves. (MLJ1990E2)

(156) However, while the unskilled users benefit from a bilingual dictionary more than from a monolingual one, the opposite was true of the average and the good users. (MLJ1990E1)

We say "tends" because not all the differences between the bilingualised dictionary and the other two were statistically significant when the sample was divided into unskilled, average, and good users. (MLJ1990E2)

4.2.24.5 Frame 4: ADJECTIVE + X, (1990s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.24.6 Frame 4: ADJECTIVE + X, (1990s) search word: *students*

No example is exhibited as the frequency is less than 2.

4.2.25 1990s FRAME 5: (X + NOUN)

Table 4.25: 1990s FRAME 5 (X + NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Beliefs	3	-		control	1	-		Writing	3	-	
	variables	2			costs	1			Teachers	2		
	attention	1			data	1			Teaching	2		
	capacities	1			friendliness	1			achievement	2		
	construction	1			groups	1			Group	2		
	discourse	1			logs	1			Learning	2		
	interaction	1			needs.	1			feedback	1		
	involvement	1			networks	1			behaviors	1		
	Level	1			reactions	1			compensation	1		
	personality	1							comprehension	1		
	strategies	1							control	1		
	stress	1							counseling	1		
	behavior	1							Disagreement	1		
									enrollment	1		
									initiative	1		
									intelligence	1		
									interest	1		
									memory	1		
									motivation	1		
									paper	1		
									performance	1		
									persistence	1		
									Perspectives	1		
									rate	1		
									Reaction	1		
									recordings	1		
									response	1		
									responses	1		
									self-determination	1		
									Services.	1		
									teacher	1		

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 1990s, frame 5 (search word+ noun), the search word with the highest frequency of noun collocates, is *student*, which is 31 nouns. It is then followed by *learner* with 13 nouns, and lastly *user* with 9 nouns. No result could be observed in the remaining search words.

For search words *learners* and *users*, there is no result that could be observed. The focus on *learner* was getting more varied as compared to the previous decade. More types of nouns collocate emerged with the search word *learner*, *user*, and *student*.

4.2.25.1 Frame 5:X + NOUN, (1990s) search word: *learner*

(157) Thus, the amount of learning experience may affect *learner beliefs* (MLJ1990E1)

More specifically, this study examines how *learner beliefs* are related to the ability to combine information from word parts and context in interpreting novel semantically semitransparent kanji compounds (i.e., words consisting of 2 or more Chinese characters). (MLJ1990E2)

To identify factors that pertain to how novice learners believe they interact with authentic input, the following research questions were considered: 1) can a self-report instrument designed to elicit *learner beliefs* about attitudes, motivation, and strategies toward language learning, in general, and willingness, strategies, perception of comprehension, satisfaction, and affective response toward authentic input, in particular, reach an acceptable level of internal consistency? (MLJ1990E3)

(158) One recent study (7) clearly indicates that default behavior (disposition to use the unmarked/ marked form) is a function of both the linguistic properties of the subdomain being acquired and *learner variables*. (MLJ1990E1)

The strategies learners choose and apply to foreign or second language learning depends on the interaction of situational variables with a host of *learner variables*, such as age, sex, years of language learning, ethnicity, national origin, and general learning style. (MLJ1990E2)

4.2.25.2 Frame 5:X + NOUN, (1990s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.25.3 Frame 5:X + NOUN, (1990s) search word: *student*

(159) It seems that, in settings in which learners are not “socialized” to the goals and procedures of a multidraft approach, the limited expectations of instructors for improvements in *student writing* become self-fulfilling prophecies (Winer, 1992). (MLJ1990E1)

The present study sought to identify types of written feedback/response which might be related to achievement in *student writing* in L2 courses (specifically, intermediate Spanish courses), and which might also be related to a low- or high-verbal ability level among student subjects. (MLJ1990E2)

Cohen and Robbins (1976), Semke (1984), Krashen (1985), Mukattash (1986), and Robb et al. (1986) all suggest that the error correction feedback was probably not a major factor in the improvement that occurred in *student writing* in the present study. (MLJ1990E3)

- (160) Although many of us in second language research would like to believe that our research is impacting on how language teachers teach, the truth of the matter is that both *student teachers* and practicing teachers can be bombarded with a wealth of information related to curriculum, educational psychology and human learning, linguistics, folklore, and other areas in addition to second language acquisition theory and research. (MLJ1990E1)
That our *student teachers* did not mention second language acquisition theories in their portfolio matrices, but focused on interpersonal relationships and effectiveness of activities, is testimony to this finding. (MLJ1990E2)
- (161) When Marianne provided reasons for selecting entries, 9 out of her 10 comments specifically addressed herself. For example, when reflecting on her *student teaching* (entry 3), she stated that she selected the entry because she “wanted to reflect on experience.”(MLJ1990E1)
Some 16.6 percent of participants suggested that *student teachers* should be exposed to multidisciplinary approaches to instruction, while a similar percentage noted that student teachers need to be involved in or at least exposed to the sundry types of school support services. (MLJ1990E2)
- (162) *Student achievement* in Spanish was measured in two ways. (MLJ1990E1)
First of all, we need an investigation of student achievement in Russian at all levels in speaking, reading, listening, and writing that includes background variables that have been found to be correlated with achievement in other studies. (MLJ1990E2)
- (163) Research has shown that culture is an important variable when considering *student learning* and is inextricably linked to student achievement among minority language students (21; 22; 67; 78). Unfortunately, there is a history of educational neglect where the language(s) and culture(s) of students of other ethnic and linguistic backgrounds are concerned. (MLJ1990E1)
To test this possibility, and to attempt to identify the basis of the effect we observed, a second experiment was conducted. In this experiment we targeted individual structures taught through either the video or non-video method and measured the resulting *student learning*. (MLJ1990E2)

4.2.26 2000s FRAME 1: (X AND NOUN)

Table 4.26: 2000s FRAME 1 (X AND NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
Speaker		3	Speakers	3	Learner	1	learners	3	Instructor	12	Teachers	10
Teacher		2	Instructors	3			mentors	1	Teacher	6	Instructors	4
Parent		1	users	2			Community	1	Tutor	4	teacher	4
Members		1	Teachers	2					NSs	1	Faculty	2
Nns		1	Students	1					Professor	1	members	1
Groups		1	Learners	1							interviewees	1
User		1	NNS	1							speakers	1
											mothers	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 2000s, for frame 1 (search word and noun), the search word with the highest frequency of noun is *students* with 8 nouns. It then followed by search words *learner* and *learners*, both with 7 nouns, *student* with 5 nouns, *users* with 3 nouns and *user* with 1 noun.

4.2.26.1 Frame 1:X and NOUN, (2000s) search word: *learner*

(164) For this reason, Kasper added that “I am not too concerned that generic terms such as ‘*learner*’ and ‘*nonnative speaker*’ suggest to anybody that all learners or all nonnative speakers are the same. (MLJ2000E1)

SLA literature continues to privilege individual cognition and thereby fails to take account of critical sociolinguistic and communicative issues, and perhaps most importantly, that the inter-actionist SLA perspective constructs the representationally flat social identity of *learner and native speaker* as research proxies for human agents. (MLJ2000E2)

In a cognitive view of SLA, the only identities of interest to language researchers are those of the language *learner and the native speaker* (NS). An emic approach would help researchers understand how a speaker’s multiple identities (e.g., language learner, native speaker, friend, mother, female executive) play a part in the types of interactions that he or she experiences with other interlocutors in his or her native (L1), second(L2), or foreign language. (MLJ2000E3)

(165) In this case, one may turn to Donato’s (2000) proposal that teachers should become more aware of pupils’ need for self-mediation and that, “a learner’s seemingly incomprehensible utterances can serve as a cognitive tool for mediating and navigating a *learner and teacher* to eventual shared understandings” (p. 33). (MLJ2000E1)

In the case of the above descriptor, they see the screen in Figure 2. By consulting the descriptors, examples, and explanations of the “can do”

statements, the *learner and the teacher* thus have opportunities to teach, to learn, and to plan using the language biography. (MLJ2000E2)

4.2.26.2 Frame 1: X and NOUN, (2000s) search word: *learners*

- (166) Contrastive learner corpus analysis has been gaining ground in second language acquisition studies as a method that helps ascertain the source of L2 learner errors, assess the importance of L1 transfer, and detect covert divergences in language use by L2 *learners and native speakers* beyond error analysis (Aijmer & Altenberg, 1996; Altenberg, 2002; Granger, 1996; Johansson, 2003; Liu & Shaw, 2001; Pavlenko, 2002b). (MLJ2000E1)

A second question that remains unanswered involves what types of strategies more advanced L2 *learners and near-native speakers* use when processing L2 input. (MLJ2000E2)

Although at 9% the proportion of negotiation utterances was considerably higher than that of the utterances of form-focused intervention or instruction, this figure was still quite low relative to that found for negotiation in situations involving *learners and other non-native speakers* with NSs outside the classroom (Long, 1985), and no better than that found in communicative class-room discussions (Pica & Doughty, 1985a, 1985b; Pica & Long, 1986). (MLJ2000E3)

- (167) In self-instructional situations, during which learners have relatively little face-to-face contact with peers, Web-based social networking tools can help build a sense of community among *learners and instructors*. (MLJ2000E1)

Such articulation makes both pedagogical and practical sense, but few programs today are likely to have fully out-lined to *learners and instructors* where, when, and even how their existing set of target skills is to be acquired and practiced across the entire sequence of undergraduate (and graduate) courses. (MLJ2000E2)

Implications for Praxis. Both articles in this section elaborate on the impact of F&W's call on L2 classroom praxis and teacher education. Lantolf and Johnson's discussion of concept-based instruction for both L2 *learners and instructors-in-training* is complemented by Freeman's exploration of socially based approaches to L2 instruction of learner and instructor identities. (MLJ2000E3)

- (168) In order to test this hypothesis, we operationalized and measured these factors and related them to measures of English proficiency of a group of Japanese *learners and users of English* in Montreal. (MLJ2000E1)

The advantages of using an online Web questionnaire are that it allowed us to gather data efficiently from a very large sample of *learners and long-time users of multiple languages* from across the world and from a wide age range, in other words, not only the 18–22 year-old participants who are predominantly used in empirical research in applied linguistics and psychology. (MLJ2000E2)

- (169) Given this element of “curricular discontinuity” (Stables & Stables, 1996), there seems little wonder that for many *learners and teachers*, becoming an advanced language learner is similar to “reaching the

promised land,” in the words of the title of Dupuy and Krashen’s (1998) paper on the gap between lower- and upper-division language classes in the United States. (MLJ2000E1)

Two final points concerning the Georgian course: First, of the three conflicts which appear in the survey responses, two (the learner-teacher style conflict and the course workload and sequence conflict) were resolved by the *learners and teachers*, with minimal intervention from the administration.(MLJ2000E2)

4.2.26.3 Frame 1: X and NOUN, (2000s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.26.4 Frame 1:X and NOUN, (2000s) search word: *users*

(170) As already noted, the L2 learners in the Duff, Toohey, and Goldstein studies are immigrants who arrived in English-speaking Canada from a multitude of linguistic, cultural, and educational backgrounds. They are minority *users and learners of English* as their second, third, or fourth language. (MLJ2000E1)

Negotiated interaction is defined as the interactional work that native speakers or more proficient *users and learners of the target language* do to draw the learners’ attention to mismatches between linguistic forms they know and those they do not know. (MLJ2000E2)

Firth and Wagner (1997) claimed that main-stream SLA theory and research skewed our view of language *users and learners*, seeing them only as nonnative speakers, struggling to reach the (assumed) goal of being like a native speaker (NS) of the target language. (MLJ2000E3)

4.2.26.5 Frame 1:X and NOUN, (2000s) search word: *student*

(171) Thus, the *student and instructor* co-construct the asym-metric production of turns in this first occasion of revision talk. The student’s peripheral participation is legitimated through the instructor’s production of an extended turn. (MLJ2000E1)

The instructor then produces another turn, initiating the revision talk practice by identifying a problem with the main idea in the student’s paper (8–10). At this time, both the *student and instructor* display mutual attention to the student’s paper by leaning forward and gazing at the essay on the table between them. (MLJ2000E2)

As Figures 1 and 2 show, the participants’ reorientation to the written text and their attention to revision talk is displayed by both the *student and instructor* leaning forward slightly and directing their gaze down to the paper positioned on the desk between them. (MLJ2000E3)

(172) Although the stream is presently diverted into separate channels for student and teacher by these new ideas, it is likely that new influences from psychology, education, linguistics, artificial intelligence, or other subject matter as far afield as economics, medicine, or engineering will cause the separate streams for *student and teacher* to converge once again in the learning environment.(MLJ2000E1)

The distinction between *student and teacher* use can be seen in Table 1, which focuses on the variable use of different repair initiation types. (MLJ2000E2)

This quantitative analysis was not intended for statistical analysis, rather, it was used to compare *student and teacher* uses of repair initiations in these teacher-student interactions.⁶ Because the quantification provided us with striking results about the variation between student and teacher patterns of use, a second qualitative analysis was used to find possible causes of explanation for these differences. (MLJ2000E3)

- (173) In the model tutoring situation, *student and tutor* sit side-by-side, with the student completing the exercises more or less independently and the tutor then checking the exercises and giving comments and corrections where needed. (MLJ2000E1)

The authors describe participation in a writing conference between *a student and a tutor*. (MLJ2000E2)

Following that, we provide an extended example of alignment-in-action, focusing on the coordinated activities of a Japanese junior high school *student and her tutor* as they study English in their sociocognitively constructed world. (MLJ2000E3)

4.2.26.6 Frame 1:X and NOUN, (2000s) search word: *students*

- (174) The main reason we chose syllabi as the focus of our analysis is that we believe they have a strong influence on how both *students and teachers* conceive of the learning goals of the courses in which they are engaged. (MLJ2000E1)

A decade later, Kern (1995) administered the BALLI to *students and teachers* in one of the few studies that, using an identical instrument, directly compared L2 students' beliefs about language learning with those of their teachers. Both Horwitz and Kern discovered that beginning-level students maintain unrealistic expectations and narrowly defined perspectives about L2 learning. (MLJ2000E2)

For example, all teachers will agree in principle that *students and teachers* should use the target language at all times. (MLJ2000E3)

- (175) In summary, the *students and instructors* agreed that the students' listening skills were strong and their speaking and writing skills were weak. (MLJ2000E1)

Where *students and instructors* differed in their estimations, though, was in their perceptions of student TL-use anxiety. (MLJ2000E2)

What do *students and instructors* believe goes on in the FL classroom with the TL and the L1? (MLJ2000E3)

- (176) We have also shown that participant-related uses largely address the roles of *students and teacher* in the classroom and the teaching context, whereas discourse-related uses clearly resemble bilingual practices outside the classroom environment. (MLJ2000E1)

Given that students and the teacher were all competent speakers of both the first language (L1) and the second language (L2), we found that these differences were not merely indications of incomplete L2 usage. Instead, they manifested how the *students and the teacher* enacted and perceived

their respective roles within the classroom and, based on role concepts, demonstrated different access to repair as a resource. (MLJ2000E2) Instead, we find that the initiation of repair in this classroom seems to be governed by a complex set of guidelines that permit both *students* and *the teacher* to interact with each other within the boundaries of their respective roles as learners and the instructor. (MLJ2000E3)

- (177) As with honors college work, serving on such committees puts you and the foreign languages department in touch with some of the most interesting and engaged *students* and *faculty*. (MLJ2000E1)
 As this program seeks students with advanced proficiency in languages, there is a movement toward “flagship” universities who can sustain a critical number of *students* and *faculty*. (MLJ2000E2)

4.2.27 2000s FRAME 2: (VERB+X)

Table 4.27: 2000s FRAME 2 (VERB+X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
Enable		1	Involve	2	Enable	2	Become	2	Allow	1	Provide	3
Allow		1	Admit	1	Require	1	Encourage	1			Encourage	1
encompass		1	Empower	1			Imbue	1			Engage	1
			Want	1			Compare	1			Include	1
			Inform	1			Allow	1			Ask	1
			Have	1							Deprive	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 2000s, for frame 2 (verb+ search word), the search words *learners* and *students* share the highest frequency of verbs, which are 6 verbs. It is then followed by *users* with 5 verbs, *learner* with 3 verbs, *user* with 2 verbs and lastly, *student* with 1 verb.

4.2.27.1 Frame 2: VERB+X, (2000s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.27.2 Frame 2: VERB+X, (2000s) search word: *learners*

- (178) In this way, L2 acquisition *involves* *learners* in a conscious dialectic tension (Kramsch, 2002; Lantolf & Pavlenko, 1995; Lantolf & Thorne, 2006; Larsen-Freeman, 2002; Swain, 2000) between the conflicting forces of their current interlanguage productions and the evidence of feedback, either linguistic, pragmatic, or metalinguistic, that allows socially scaffolded development. (MLJ2000E1)

Close inspection of interactions involving learners in different activities and participant configurations suggests that ordinary conversation can be a particularly productive environment for L2 learning (e.g., Hosoda, 2000; Nakahama, Tyler, & van Lier, 2001; Shea, 1994; Siegal, 1994; van Lier & Matsue, 2000). Further-more, as van Lier and Matsue (2000) argued, learning in conversation-type interaction is not limited to negotiation of meaning or to repair occasioned by the learner's deficient interlanguage. Rather than one predetermined type of interactional sequence, the entire event that learners participate in deserves close scrutiny. (MLJ2000E2)

4.2.27.3 Frame 2: VERB+X, (2000s) search word: *user*

(179) For example, each screen of the comic strip included the following features: (a) a graphic depiction of the screen's dialogue; (b) a dialogue-based French text that corresponded to the screen's graphic depiction, invoked by clicking on the Français button (see Appendix A); (c) an audio track with supporting background audio and narration of the dialogue-based French text, invoked by clicking on the sound button; (d) definitional sentences in French of words found in the dialogue-based French text, invoked by clicking on the Le Professeur button (see Appendix B);⁴ and (e) two navigational buttons, one that enabled the user to proceed to the next screen, and one that enabled the user to return to the previous screen. (MLJ2000E1)

The system also enables the user to build personalized word lists. (MLJ2000E2)

4.2.27.4 Frame 2: VERB+X, (2000s) search word: *users*

(180) Users of L2s may be aware of the sociopragmatic and sociocultural norms of the target language, but they may decide that these norms are in conflict with their own be-liefs and hence consciously deviate from the native speaker norm when they become L2 users. (MLJ2000E1)

Yet, we must accomplish just that by gathering our collective energy and creativity because students who are cognitively engaged in language learning will be motivated to study for the long term (i.e., stay in our language classes) and become lifelong users and learners of the FL. (MLJ2000E2)

4.2.27.5 Frame 2: VERB+X, (2000s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.27.6 Frame 2: VERB+X, (2000s) search word: *students*

(181) It provides graduate *students* with the opportunity to learn beyond the classroom experience and to gain a broader understanding of their particular field of education. (MLJ2000E1)

As well as enabling contact and interaction with native speakers, these learning environments for culture provide students with the opportunities to reflect on both their own culture and the culture of the language they

are learning, and the most successful projects develop into fully functioning online communities of practice (see Darhower, 2007). (MLJ2000E2)

Third, because of its length and cultural familiarity, the text itself provided *students* with two key allies in overcoming the initial anxiety and difficulty of reading a longer authentic text. (MLJ2000E3)

4.2.28 2000s FRAME 3: (X+VERB)

Table 4.28: 2000s FRAME 3 (X+VERB)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	succeed	1	Become	1	enter	1	type	1	write	1	apply	1
	look	1	Encounter	1	Has	1	face	1	Is	1	are	1
	lack	1	Constitute	1	imply	1	internalize	1	have	1	carry	1
			Take	1	is	1	offer	1	offer	1	debate	1
			Need	1					produce	1	generate	1
			Understand	1					pronounce	1	complete	1
			Show	1					seem	1	rate	1
			Go	1							recognize	1
			expose	1							review	1
											socialize	1
											examine	1
											opt	1
											have	1

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 2000s, frame 3 (search word + verb), the search word with the highest frequency of verb, is *students*, with 13 verbs. It is then followed by *learners* with 9 verbs, *student* with 7 verbs, *user* and *users* both with 4 verbs, and lastly, *learner* with 3 verbs.

4.2.28.1 Frame 3: X+VERB, (2000s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.28.2 Frame 3: X+VERB, (2000s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.28.3 Frame 3: X+VERB, (2000s) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.28.4 Frame 3: X+VERB, (2000s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.28.5 Frame 3: X+VERB, (2000s) search word: *students*

No example is exhibited as the frequency is less than 2.

4.2.29 2000s FRAME 4: (ADJECTIVE + X)

Table 4.29: 2000s FRAME 4 (ADJECTIVE + X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	Particular	1	L2	6	L2	4	L1/l2	5	American	1	Graduate	5
	Language	1	Language	2	Language	3	L2	3	Traditional classroom	1	College	2
	ESL	1	ESL	2	Multicompetent language	1	Language	3	Graduate	1	International graduate	2
	Italian	1	Particular	1	L1 and l2	1	computer	2	Female	1	4 th year	1
	Individual	1	Second language	1	Independent	1	Noncomputer	1	Study-abroad	1	Native English-speaking	1
	Advanced language	1	English language	1	Participant-as-language	1	Internet	1	Web Magnet	1	Advanced ESL	1
			Heritage	1	Co-	1	Multiple	1			Hearing	1
			At-home classroom	1	Effect learning strategy	1	Receptive L1/L2	1			ES	1
			Adult	1			Basic	1			IAMS	1
			Korean	1							New Jersey	1
			Immigrant ESL	1								
			Successful	1								
			Active language	1								
			Early l2	1								
			EFL	1								
			American	1								
			Low proficiency	1								
			Secondary school	1								
			Younger	1								
			Individual language	1								
			Young language	1								
			FL	1								
			LCTL	1								
			U.S.	1								
			Intermediate	1								

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In the 2000s, in frame 4 (adj+ search word), the search word which has the highest frequency of adjectives is *learners* with 25 adjectives. It then followed by *students* with 10 adjectives, *users* with 9 adjectives, *user* with 8 adjectives, *student* and *learner* both

with 6 adjectives. This decade has the most adjective ever compared to the rest of the decades, particularly for search word *learners*.

4.2.29.1 Frame 4: ADJECTIVE + X, (2000s) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.29.2 Frame 4: ADJECTIVE + X, (2000s) search word: *learners*

(182) Given that vocabulary knowledge is the key not only to literacy but also to written and oral communication, even at the most basic levels of L2 proficiency, it follows that there should be more interest in discovering how L2 *learners* can begin to develop a knowledge of L2 word formation and at what level of proficiency they can take advantage of a knowledge of word parts to aid in their own vocabulary acquisition. (MLJ2000E1)

Other researchers have suggested that L2 *learners* may map L2 words to preexisting semantic structures at early stages of L2 acquisition, but that semantic restructuring will occur as their L2 proficiency improves (e.g., Blum & Levenston, 1978; Giacobbe, 1992; Ringbom, 1983; Strick, 1980). (MLJ2000E2)

Other pedagogical approaches used to support the use of authentic texts include (a) Krashen's (1981, 1985) input hypothesis theory, which suggests that authentic texts are more comprehensible and therefore have a greater communicative value than simplified texts (Devitt, 1997; Tomlinson, 1998); (b) whole language instruction (Goodman, 1986), which advances the view that L2 *learners* need to be introduced to enriched context such as authentic texts so that they can use functional language and see language in its entirety (Goodman & Freeman, 1993); (MLJ2000E3)

(183) This review focuses on how language *learners* have been portrayed in the MLJ and the implications of these portrayals for language teaching. (MLJ2000E1)

Frequency promotes learning, and psycholinguistics demonstrates that language *learners* are exquisitely sensitive to input frequencies of patterns at all levels (Ellis, 2002). (MLJ2000E2)

4.2.29.3 Frame 4: ADJECTIVE + X, (2000s) search word: *user*

(184) The L1 is preferred to express emotional involvement whereas the L2 is experienced as colder, more distant, and more detached from the L2 *user* and less appropriate for the expression of emotions (Kingtoner, 2004b; Pavlenko, 1998). (MLJ2000E1)

The L2 *user* has other uses for language than the monolingual. (MLJ2000E2)

He introduced new terminology such as L2 *user* (rather than L2 learner), multicompetence (rather than interlanguage), L1 change (rather than L1 attrition), and L2 effect (rather than transfer); the contributors to his

volume adhered to this terminology in their discussions (Isurin, 2005). (MLJ2000E3)

- (185) Likewise, van Lier (1998) indicated that, in some cases, transformations from one level to the next are not only possible but also a natural result of the individual's development as a language user. (MLJ2000E1)
The idiom principle suggests that "a language user has available to him or her a large number of semi-preconstructed phrases that constitute single choices, even though they might appear to be analyzable into segments" (p. 110). (MLJ2000E2)
While the language user is in one or the other of the monolingual modes, the other language is deactivated to some extent and transfer between the two languages is reduced. (MLJ2000E3)

4.2.29.4 Frame 4: ADJECTIVE + X, (2000s) search word: *users*

- (186) What can formal classroom instruction accomplish for L1/L2 users? (MLJ2000E1)
By definition, L1/L2 users have internalized two implicit linguistic knowledge systems, one in each of their languages. (MLJ2000E2)
Briefly stated, the real world problem in the case of L1/L2 users who elect to study their L1 formally is designing instruction that is appropriate to their current and future needs and goals. (MLJ2000E3)
- (187) Users of L2s may be aware of the sociopragmatic and sociocultural norms of the target language, but they may decide that these norms are in conflict with their own beliefs and hence consciously deviate from the native speaker norm when they become L2 users. (MLJ2000E1)
Rejecting the view that the ultimate state of L2 learning is to pass undetected among native speakers, Cook (2002) emphasized that "the minds, languages and lives of L2 users are different from those of monolinguals," and that "L2 users are not failures because they are different" (p. 9). (MLJ2000E2)
This progression suggests that L2 users move from noticing features in the input received, to hypothesizing L2 rules, to complexifying their L2 system (which entails restructuring, among other processes), to using rules with different degrees of accuracy and speed, to full automatization in the use of L2 resources (see DeKeyser, 1998; Fayol, 1994; Skehan, 2002). (MLJ2000E3)
- (188) Thus, compared with the MCI expressions, those used for LCI were more idiosyncratic and less stable across language users and contexts. (MLJ2000E1)
According to the dialogic theory of language, "it is impossible to voice oneself without appropriating others' words . . . linguistic forms have already been used in a variety of settings, and language users have to make them their own, to populate them with their own accents" (p. 154). (MLJ2000E2)
Observations from cognitive psychology, however, indicate that language users continuously weigh whether it is more economical to store frequently occurring combinations, such as Guten Tag 'Good morning' or Sauriez-vous medire . . . ? 'Could you, please, tell me . . . ?'

as prefabricated wholes or to construct them anew with the help of grammatical rules. (MLJ2000E3)

- (189) How free did the students feel to ramble along, to say whatever they wanted, to be provocative, to jest, to flirt as the medium often encourages computer users to do? (MLJ2000E1)

Furthermore, as we enter the 21st century, many writers are proficient computer users who would never even consider composing without a word processor. (MLJ2000E2)

4.2.29.5 Frame 4: ADJECTIVE + X, (2000s) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.29.6 Frame 4: ADJECTIVE + X, (2000s) search word: *students*

- (190) Any rethinking of undergraduate curricula will there-fore have an immediate effect on the education and professional training of graduate students. (MLJ2000E1)

Graduate students should be socialized into the profession with a broad interpretation of the mission of FL departments, such as that enabled by a literacy approach (by contrast, see Brecht & Walton, 1995). (MLJ2000E2)

It is possible that learners who participated in Huckin and Bloch's study, because they were graduate students studying at an English-speaking university, had a stronger depth of vocabulary knowledge and, hence, had a better knowledge of the different components that make up the words. (MLJ2000E3)

- (191) In the case of communicative language teaching (CLT), that examination is prompted by a growing awareness that college students fall in language abilities in all four modalities deemed necessary for the academic tasks that characterize content courses. (MLJ2000E1)
German departments could assume that college students had taken 4 years of German in high school and thus were able to read and understand large quantities of text. (MLJ2000E2)

- (192) The English proficiency of foreign students is usually evaluated by oral and written entrance tests, which are used to qualify international graduate students to teach at the college level in the United States. (MLJ2000E1)

LxC then sets up study groups of 6–12 students, each led by international graduate students with native skill in the desired LOTE and knowledge of the course subject matter sufficient to devise and implement a series of study-group assignments discussed by each group for an hour a week for 12 weeks. (MLJ2000E2)

4.2.30 2000s FRAME 5: (X + NOUN)

Table 4.30: 2000s FRAME 5 (X + NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
Group		4	-		Events	1	-		Learning	5	outlets	1
Autonomy		2			Groups	1			Body	3		
Use		2							Needs	2		
Ability		1							Performances	2		
Agency		1							Teaching	2		
Attention		1							Achievement	1		
Background		1							Responses	1		
Cohorts		1							attitudes	1		
Corpus		1							demand	1		
Corpora		1							editions	1		
Data		1							enrollments	1		
Errors		1							exchanges	1		
Expectations		1							identity	1		
Experience		1							interests	1		
Interest		1							opinions	1		
Interaction		1							outcomes.	1		
Language		1							population	1		
Mode		1							portfolios	1		
Motivation		1							request.	1		
Outcomes		1							response	1		
Performance		1							roles	1		

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

For the 2000s, the search word *learner* and *student* have the most noun collocates, both having 21. All except search words *learners* and *users* have noun collocates.

4.2.30.1 Frame 5: X + NOUN, (2000s) search word: *learner*

- (193) Another possible explanation for the lack of proficiency impact on performance speed is the restriction of L2 proficiency range in this study, namely the absence of an advanced-level *learner group*. (MLJ2000E1)
 Oller and Tullius (1973) subdivided their L2 *learner group* into those whose L1 belonged to the Indo-European languages (IE) and those whose L1 did not (NIE). (MLJ2000E2)
 The first category concerns conditions in the classroom; that is, it is necessary to create basic motivational conditions by adopting appropriate teacher behaviours, having a good relationship with students, maintaining a pleasant and supportive atmosphere in the classroom, and providing group norms to promote a cohesive *learner group*. (MLJ2000E3)

- (194) The trend is toward individual *learner autonomy*, as seen in individual learning, growth and graduation plans, portfolios, self-assessments, and inquiry-based pedagogical approaches. (MLJ2000E1)
The ELP's emphasis on learner self-assessment easily arouses scepticism among teachers, especially if they are unfamiliar with pedagogical approaches calculated to develop *learner autonomy* (e.g., Little, 2001). (MLJ2000E2)
- (195) For our analysis of beginning *learner use* of TA constructions, we revisited oral production data collected by Bardovi-Harlig (1998, 2000) from interviews with 37 beginning-level English L2 learners from five different L1 backgrounds (Arabic, Korean, Japanese, Spanish, and Mandarin). (MLJ2000E1)
Figures 5, 6, and 7 show cumulative *learner use* of the different verb types as a function of the number of months in the study at time of production respectively for the VL, VOL, and VOO constructions. (MLJ2000E2)

4.2.30.2 Frame 5: X + NOUN, (2000s) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.30.3 Frame 5: X + NOUN, (2000s) search word: *student*

- (196) Looking at evidence of *student learning* is important, and assessments in a variety of forms can help FL educators do so in illuminating ways. (MLJ2000E1)
Program review should check for the presence of a functioning, effective assessment process and reward programs on the basis of their ability to show improvement in *student learning*. (MLJ2000E2)
This shift is toward focusing on useful and meaningful *student learning* rather than on self-referential statements about what programs claim to do. (MLJ2000E3)
- (197) Colleagues in other disciplines view our presence in the overloaded middle school schedule as an unnecessary burden, and in high school, they categorize it as elitist, even though a department like mine teaches 75% of the *student body* at any one time. (MLJ2000E1)
Furthermore, we offer several different linguistics courses that attract a *student body* outside the department, which in turn diminishes the isolation of foreign language departments. (MLJ2000E2)
Her student teaching assignment in a suburb of a large city brought her into contact with a multiethnic *student body* that spoke English freely. Her problem was not with the students, nor with the will to experiment with CL, but rather with a reluctant cooperating teacher. (MLJ2000E3)
- (198) Assembling a national student advisory council to inform educators and decision makers about *student needs* and interests. (MLJ2000E1)
In contrast, Gullette's two articles of the decade (1931, 1932) seem modern in their concern for *student needs*. (MLJ2000E2)

(199) The significant negative correlations among listening anxiety, listening comprehension grade, and final course grade lend support to the premise that increased anxiety adversely affects *student performance*. (MLJ2000E1)

When a teacher can see best practices, witness *student performance*, and hear teacher feedback, he or she is more inclined to leave with the necessary tools to duplicate what has been observed. (MLJ2000E2)

(200) The research project reported in this article is an attempt to be proactive in this regard, hence our interest in encouraging the preservice teachers to experiment with CL during their *student teaching*. (MLJ2000E1)

In addition, the program embeds field experiences and *student teaching* throughout the 4 years through school visits, practice teaching in Japan during required study abroad, microteaching, and formal teaching placements. (MLJ2000E2)

4.2.30.4 Frame 5: X + NOUN, (2000s) search word: *students*

No example is exhibited as the frequency is less than 2.

4.2.31 2010-2016 FRAME 1: (X AND NOUN)

Table 4.31: 2010-2016 FRAME 1 (X AND NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
Instructor		3	speakers	11	learner	1	learners	6	Teacher	3	teachers	12
Teacher		2	interlocutors	3			users	3	speaker	1	teacher	2
User		2	users	2			Stakeholders	1	professor	1	Instructor	1
Mediator		1	Instructors	1			nonusers	1	TA (teaching assistant)	1	instructors	1
Communities		1	peers	1			mediators	1	Assistant	1	pupils	1
NS		1	teachers	1			Speakers	1			families	1
Assistant		1	teacher	1			Communities	1			tutors	1
Beginner		1	educators	1			participants	1			scholar	1
expert		1	communities	1							member	1
			tutors	1								
			experts	1								

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In 2010- 2016, frame 1 (search word and noun), the search word with the highest frequency of noun, is *learners* with 11 nouns. Next, it is followed by the search words *learner* and *students*, both with 9 nouns. The search word *users* with 8 nouns, *student* with 5 nouns, and *user* with 1 noun.

4.2.31.1 Frame 1: X and NOUN, (2010-2016) search word: *learner*

- (201) While mnemonic strategies were clearly useful to a number of learners in this study, data revealed limitations to the exclusive use of a mnemonic approach. Such findings have clear implications for the Japanese language *learner and instructor* (MLJ2010E1)
First, in Miller's (2005) dissertation on English as a second language (ESL) classrooms, she defined affordances as feedback cycles between *learner and instructor in the classroom* via collaborative discourse. (MLJ2010E2)
Online dialogue and personal journal assignments, with prompts that encourage learners to respond to research and engage in cultural and linguistic self-reflection, establish connections between learners and their personal funds of knowledge, among learners, and between the *learner and instructor*. (MLJ2010E3)
- (202) Interviews were carried out within a week of each recorded classroom session. Table 4 presents the interview schedule with each *learner and teacher*. (MLJ2010E1)
From a cognitive-interactionist perspective, scaffolded feedback involves negotiation of meaning between the *learner and the teacher*, which entails learners' modified output and increased attention to the linguistic targets. (MLJ2010E2)
- (203) For instance, King's (2013) study of three sisters demonstrated how each daughter was positioned and positioned herself discursively as a language *learner and user*, and how locally held beliefs about language and learning shaped the ways in which identities and family roles were constructed and enacted. (MLJ2010E1)
By adopting a more holistic view that brings together SLA and bilingualism /multilingualism studies and takes into account all of the languages in the linguistic repertoire of the multilingual *learner and user*, transfer, codemixing, and codeswitching processes can be better represented as different positions along a continuum than as separate processes. (MLJ2010E2)

4.2.31.2 Frame 1:X and NOUN, (2010-2016) search word: *learners*

- (204) If definite determiners are affected in Spanish under the influence of English and are used pre-dominantly for specific rather than generic reference by Spanish L2 *learners and heritage speakers*, we may also find that definite articles are less preferred in inalienable possession constructions in their Spanish. (MLJ2010E1)
As for the comparison between L2 *learners and native speakers*, the results suggest that these L2 learners' word knowledge differs both quantitatively and qualitatively from that of native speakers. (MLJ2010E2)
On an Arabic plural acquisition continuum they fall between L2 *learners and native speakers*. (MLJ2010E3)
- (205) In contrast, studies of gesture's effect on L2 word learning within classroom and conversational settings investigate the rich, varied

interactions between *learners and their interlocutors* within which L2 acquisition often occurs in real the laboratory. (MLJ2010E1)

More than three decades later, Mackey, Ab-buhl, & Gass (2012) essentially confirmed the central assumptions of the Interaction Hypothesis, stating that “the interactional ‘work’ that occurs when *learners and their interlocutors* encounter some kind of communication break-down is beneficial for L2 development” (p. 9). (MLJ2010E2)

To examine this hypothesis, we collected a longitudinal corpus of naturalistic spoken data be-tween L2 *learners and NS interlocutors* over a year’s time. (MLJ2010E3)

(206) It looks at multilingual *learners and users* as different and not comparable to monolingual native speaker. (MLJ2010E1)

Second, most research on FLCA has focused on young learners (from childhood to late teenage years); relatively little research has focused on mature FL *learners and users*. (MLJ2010E2)

4.2.31.3 Frame 1:X and NOUN, (2010-2016) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.31.4 Frame 1:X and NOUN, (2010-2016) search word: *users*

(207) There is, then, an urgent need to address their emotional needs and feelings during foreign language learning, for the obvious reason that knowledge on the part of teachers and administrators, even on the part of the students themselves, of how to reduce anxiety, might enhance learners’ ability to become successful language *users and language learners*. (MLJ2010E1)

It is through this kind of reflection and reflexivity that language *users and language learners* come to see how communication is constructed, how meanings are exchanged, and how language and culture come into play in its accomplishment. (MLJ2010E2)

Thus both the act of communication and the act of learning to communicate in additional languages can be seen as interlinguistic and intercultural processes, with *users and learners* moving between diverse linguistic and cultural systems. (MLJ2010E3)

(208) Findings indicate that while one book takes a conservative approach to multiculturalism, the liberal approach dominates, with reference made to both coastal Swahili first language *users and a variety of second language users* (MLJ2010E1)

All of the SFL textbooks teach Shikamoo as a standard greeting for an elder, but Eastman and Omar’s example could show how this greeting may be used differently by L1 coastal *users and L2 users*, or by Muslims and non-Muslims, raising issues not only of nonverbal communication but also of power relations and Islamic gender roles. (MLJ2010E2)

Specifically, the study compares the outcomes of lexical learning by L2 *users and L1 users*, thereby highlighting the similarities and differences in the content and lexical knowledge acquired through the first or an additional language. (MLJ2010E3)

4.2.31.5 Frame 1:X and NOUN, (2010-2016) search word: *student*

- (209) Strategic interaction scenarios were also included in the van Compernelle and Henery study; however, they were performed using Google Chat, a synchronous text-based computer-mediated communication application, and they were designed to involve two students rather than a *student and a teacher*, as had been the case in the original study (van Compernelle, 2014). (MLJ2010E1)
Pedagogy in these schools appears to emphasize the overlapping of languages in the *student and teacher* rather than enforcing the separation of languages for learning and teaching. (MLJ2010E2)
Knowing that the negotiation of expertise creates learning opportunities (e.g., through increased noticing), we suggest implementation of tasks into curricula that trigger interactive negotiation, questioning, and the development of stances, whether they would involve interactions among peers or between *student and teacher*. (MLJ2010E3)

4.2.31.6 Frame 1:X and NOUN, (2010-2016) search word: *students*

- (210) The school that they attended did not teach exclusively using French immersion but also provided the provincial junior high school programs in English. Therefore, each student had daily interaction in both French and English, with immersion and non-immersion *students and teachers*. (MLJ2010E1)
Rather than talk about “lesson plans” that describe what teachers are doing, the Internationals approach encourages teachers to plan curricula and projects to involve students in active learning, in which *students and teachers* rely on each other and in which students utilize English and their home languages to complete projects by building on their existing knowledge (both content and linguistic). (MLJ2010E2)
A prominent requirement of all STARTALK programs is a focus on developing— and assessing—language proficiency in both *students and teachers*. (MLJ2010E3)
- (211) Afterward, *students and teacher* correct the task together. (MLJ2010E1)
In a study of class-room interaction and language use in a secondary school in London, Leung (2013) reported that sarcasm and mock outrage were part of the otherwise content-based classroom exchanges between the *students and the teacher*. (MLJ2010E2)

4.2.32 2010-2016 FRAME 2 (VERB+X)

Table 4.32: 2010-2016 FRAME 2 (VERB+X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	prompt	1	highlight	1	become	2	Help	1	create	1	help	1
	provide	1	compare	1	tell	1	are (be)	1	see	1	make	1
			see	1	allow	1	Lead	1			provide	1
			sensitize	1	confine	1	conjure away	1			give	1
			help	1	include	1					view	1
			provide	1	treat	1						

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In 2010 - 2016, for frame 2 (verb+ search word), the search words *learners* and *user* have the highest frequency of verbs, which are 6 verbs. It is then followed by *students* with 5 verbs, *users* with 4 verbs, and *learner* and *student*, each with 2 verbs.

4.2.32.1 Frame 2: VERB+X, (2010-2016) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.32.2 Frame 2: VERB+X, (2010-2016) search word: *learners*

No example is exhibited as the frequency is less than 2.

4.2.32.3 Frame 2: VERB+X, (2010-2016) search word: *user*

(212) Our interview data indicate that without substantial effort and persistence, it is almost impos-sible for a dyslexic student to become a competent L2 user. (MLJ2010E1)

The first distinguish-ing characteristic of a DMC is the permanent presence of a clearly defined superordinate goal, target, or outcome: becoming the proficient TL speaker/user one aspires to be. (MLJ2010E2)

4.2.32.4 Frame 2: VERB+X, (2010-2016) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.32.5 Frame 2: VERB+X, (2010-2016) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.32.6 Frame 2: VERB+X, (2010-2016) search word: *students*

No example is exhibited as the frequency is less than 2.

4.2.33 2010-2016 FRAME 3 (X+VERB)

Table 4.33: 2010-2016 FRAME 3 (X+VERB)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
	attempt	1	acquire	2	input	1	Mock	1	respond	1	provide	1
	perceive	1	encounter	1	prepare	1	Access	1	enjoy	1	describe	1
	produce	1	ask	1	overcome	1	Hold	1	read	1	enroll	1
	repeat	1	know	1	be	1	Include	1	show	1	signal	1
			demonstrate	1	assume	1	Learn	1	ask	1	score	1
			recover	1	place	1	Put	1	put	1	remain	1
			introduce	1					make	1	write	1
			use	1					fail	1	return	1
			attain	1							finish	1
			need	1							take	1
			outperform	1							were	1
			persist	1							inform	1
			receive	1								
			reformulate	1								
			report	1								
			switch	1								
			treat	1								
			expose	1								
			perform	1								

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In 2010 - 2016, for frame 3 (search word+ verb), the search word with the highest frequency of verb is *learners*, with 19 verbs. Next, it is followed by the search word *students*, with 12 verbs, *student* with 8 verbs, *user* and *users* both with 6 verbs and lastly *learner* with 4 verbs.

4.2.33.1 Frame 3: X+VERB, (2010-2016) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.33.2 Frame 3: X+VERB, (2010-2016) search word: *learners*

(213) Moreover, little evidence is available regarding at what stage, in the overall L2 learning process, *learners* do acquire the GPC of French. (MLJ2010E1)

In this view, *learners* first have to acquire the forms of the language and only once they have acquired them may they put them to use in authentic communication activities. (MLJ2010E2)

4.2.33.3 Frame 3: X+VERB, (2010-2016) search word: *user*

No example is exhibited as the frequency is less than 2.

4.2.33.4 Frame 3: X+VERB, (2010-2016) search word: *users*

No example is exhibited as the frequency is less than 2.

4.2.33.5 Frame 3: X+VERB, (2010-2016) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.33.6 Frame 3: X+VERB, (2010-2016) search word: *students*

No example is exhibited as the frequency is less than 2.

4.2.34 2010-2016 FRAME 4 (ADJECTIVE + X)

Table 4.34: 2010-2016 FRAME 4 (ADJECTIVE + X)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F
Higher producing		1	L2	3	L2	7	L2	18	great	1	International	3
L2		1	Marginalized	1	Swahili	2	Swahili	7	Anglophone	1	Graduate	2
Independent language		1	Dyslexic	1	Language	1	Language	7	American	1	L2 instructed	1
RS		1	Individual	1	Test	1	L1	6	graduate	1	University	1
Language		1	Study abroad	1	Proficient TL	1	English language	1	French	1	The elementary level 1	1
Intermediate-proficiency		1	Advanced	1			L1/L2	1	Individual	1	FLH and CO	1
English		1	L1 Spanish	1			Successful second language	1	Strong	1	Spanish	1
First available		1	Classroom language	1			Accomplished	1			Japanese college	1
			HL	1			Computer	1			High school	1

Table 4.34 continued

		Exceptional	1			Multi-competent l2	1			Latin American immigrant graduate	1
		FL	1			End	1			International	1
		Female	1			Mnemonic strategy	1			Low-anxious	1
		Late l2	1							immersion	1
		Beginning	1							Interviewed dyslexic	1
		Foreign language	1							Beginning	1
		SHL	1							Second-year	1
		L2	1								
		Chinese heritage	1								
		Language	1								
		Child FL	1								

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In 2010-2016, frame 4 (adj+ search word), the search word with the highest frequency of adjective collocates is *learners*, with 20 adjectives. It is then followed by search word *students* with 16 adjectives, *users* with 12 adjectives, *learner* with 8 adjectives, *student* with 7 adjectives, and lastly, *user* with 5 adjectives.

4.2.34.1 Frame 4: ADJECTIVE + X, (2010-2016) search word: *learner*

No example is exhibited as the frequency is less than 2.

4.2.34.2 Frame 4: ADJECTIVE + X, (2010-2016) search word: *learners*

(214) For example, Greidanus and his colleagues (2001, 2005), using a receptive test of word association, compared L2 *learners* and native speakers of French and found that level of frequency had an effect for both L2 learners and natives. (MLJ2010E1)

Plural patterns that are infrequent or are acquired late by L1 children, including geminate and defective forms (Badry,1983), will pose challenges to HSs because of their interrupted language development (age and frequency effects) and to L2 *learners* because they are more difficult due to their complex phonology and morphology. (MLJ2010E2) Particularly relevant in our present technologically driven day and age are electronic collections of authentic speech (oral or written) produced by L2 *learners* (Granger, 2009); that is, computer learner corpora, which are gaining increasing recognition particularly with regard to their potential to facilitate developmental research in SLA (Housen,2002; Myles, 2008). (MLJ2010E3)

4.2.34.3 Frame 4: ADJECTIVE + X, (2010-2016) search word: *user*

- (215) Finally, when sufficient repeated exposure to bounded events in a specific context (e.g., the L2 German classroom, or studying German at university) occurs, the L2 user is able to overcome any pre-potent bias and shifts toward the L2 cognitive pattern. (MLJ2010E1)
Whereas the L2 user tends to place primary emphasis on the L2 without considering the interrelationship of the L1 and L2, the term “L1/L2 user” may capture the characteristics of heritage language learners in that they are often exposed to and acquire the L2 in a combination of naturalistic and instructed settings. (MLJ2010E2)
Conventional SLA research has seen the L2 user as a failed monolingual native speaker. (MLJ2010E3)
- (216) While extensive Arabic borrowing in Standard Swahili means that any Swahili user may name a child with a Swahili name of Arabic origin, a large proportion of the names Tuseme lists are used almost exclusively within Muslim communities (mostly L1 users). (MLJ2010E1)
Based on these facts, an expert Swahili user might assume she is an L2 user of Swahili. However, she is engaged to a man named Yusufu and uses “Inshallah” in conversation (p. 45), suggesting her Muslim identity. (MLJ2010E2)

4.2.34.4 Frame 4: ADJECTIVE + X, (2010-2016) search word: *users*

- (217) Drawing from research on bilingualism, Cook has pointed out, moreover, that L2 users are, by definition, different from monolingual speakers. (MLJ2010E1)
Data on the use of Swahili names in upcountry Kenya, for example, suggest that L2 users are more likely to use Swahili common nouns as names rather than the Arabic names that are common among L1 users (King’ei, 2002). (MLJ2010E2)
To keep pace with changing workforce and educational demands, the field of L2 assessment has been tasked with determining whether L2 users can perform high-level skills in the L2, or whether they have acquired sufficient linguistic resources, along with other relevant competencies, to benefit from L2 and disciplinary instruction. (MLJ2010E3)
- (218) The text constructs L1 users as Swahili users by inheritance, and those in the news media and “most fluent speakers,” by implication, as Swahili users by affiliation. (MLJ2010E1)
One book, Tuseme, takes a conservative approach to multiculturalism, supporting the nationalist definition of a utopian Swahili language community by making no distinction among Swahili users, while the other four books take a liberal approach, presenting multiple categories of Swahili users that differ with regard to affiliation, inheritance, or expertise. (MLJ2010E2)
Many of the sentences in grammar notes depict Swahili users as generic ‘Swahili speakers’ or omit reference to them, but a few identify some different discursive practices among Swahili users in

- “places frequented by tourists” as opposed to “native and standard speakers of Swahili” and among coastal and rural Swahili users as opposed to those in urban areas (p. 3). (MLJ2010E3)
- (219) In addition to ethnonyms and geographical identifiers as ways of referring to L1 users, distinctions among L2 speech communities rely on two additional strategies: their attitudes toward one another’s language use and measurements of their expertise. Excerpts 8–10 illustrate typical references to L2 users. (MLJ2010E1)
- For instance, Omar (1991, 1992) offers many excerpts of conversational data from Zanzibar, in which L1 users offer the common greetings beginning learners are expected to acquire. (MLJ2010E2)
- Overall, findings from this study show that some aspects of lexical learning through L2 are quite predictable on the basis of L1 performance (e.g., words that were difficult to learn for L1 users were also more difficult for L2 users). (MLJ2010E3)

4.2.34.5 Frame 4: ADJECTIVE + X, (2010-2016) search word: *student*

No example is exhibited as the frequency is less than 2.

4.2.34.6 Frame 4: ADJECTIVE + X, (2010-2016) search word: *students*

- (220) This journal entry also shows the extent of Tomoyo’s social network with international students. (MLJ2010E1)
- However in order to further develop tutors’ and students’ ability to use language as a tool for learning, or classroom interactional competence (Walsh, 2011), all members of the classroom community—tutors, domestic and international students—need to be equipped with the strategies of doing so, based on further research on what effective classroom communication in different ELF environments means. (MLJ2010E2)
- In addition, they were able to engage in a collaborative research project with a faculty member, as well as create support communities among themselves and for other international students. (MLJ2010E3)
- (221) Numerous researchers, academics, and graduate students alike despair of getting their—often quite valuable—work published in one of the “top-tier” journals and thus see the number of points they need to gather as quite unattainable. (MLJ2010E1)
- The final decision was made on the basis of the results from a group of graduate students (consisting of native and nonnative speakers) who were prospective teachers/researchers of Japanese as an L2. (MLJ2010E2)

4.2.35 2010-2016 FRAME 5 (X + NOUN)

Table 4.35: 2010-2016 FRAME 5 (X + NOUN)

Search word	L	F	Ls	F	U	F	Us	F	S	F	Ss	F	
Groups		4	-		choices	3	-		-		-		
engagement		3			group	3							
characteristics		2			behavior	2							
corpora		2			interface	2							
responses.		2			guide	1							
performance		2			guides	1							
Uptake		2			identities	1							
accuracy		1			norm	1							
Beliefs		1			populations	1							
categorizations		1			positionality	1							
Errors		1											
interaction		1											
involvement		1											
knowledge		1											
language		1											
metadata		1											
Output		1											
progression		1											
Sample		1											
self-perceptions		1											
sensitivity		1											
Speech		1											
success		1											
Types		1											

Symbols: F- Frequency, L – Learner, Ls – Learners, U – User, Us – Users, S- Student, Ss- students

In 2010-2016, for frame 5 (search word + noun), the search word with the most frequency of noun is *learner* with 24 nouns. It is then followed by *user* with 10 nouns. No result could be observed from the remaining search words.

4.2.35.1 Frame 5:X + NOUN, (2010-2016) search word: *learner*

(222) In sum, the analysis of the learners' use of motion constructions confirms that, unlike the Chinese NSs' preference for S-framed Type 1 construction, all *learner groups*, except High HLLs, preferred to use a V-framed option to capture the core path schema and leave out the manner information. (MLJ2010E1)

At a minimum, without considering learners' language proficiency, interpretations will be superficial and applicable only to certain *learner groups*. (MLJ2010E2)

In order to ensure a valid comparison, none of the *learner groups* received instruction and practice on the new target structures (see Goo & Mackey, 2013, on instruction and prompts) prior to task performance. (MLJ2010E3)

- (223) Although it is beyond the scope of this study to prove a causal relationship between the instructional strategies and quantitative outcomes in each class, the transcript provides considerable circumstantial evidence that greater latencies and diminished *learner engagement* in Class A were related at least in part to unclear discourse goals and a non-collaborative strategy for selecting respondents. (MLJ2010E1)
 Finally, turns dedicated to negotiation or mediation of L2 form–meaning relationships (henceforth simply dubbed “assistance”) will be counted and compared qualitatively to assess their relationship to patterns of cohesion and *learner engagement* in each class. (MLJ2010E2)
 Burns and Knox (2011) presented evidence of how teachers considered the impact of practicalities (e.g., the physical conditions of the classroom) on *learner engagement*. (MLJ2010E3)
- (224) Computer - Assisted Language Learning, which often record authentic interactions among L2 learners via computer technologies, promise to become a fruitful avenue for compilations of contextualized longitudinal *learner corpora* (e.g., Dooly & O’Dowd, 2012; Hasko & Colomer, 2011;Vyatkina, 2012), especially if such learner corpora are annotated for learner, context, task, and instructional variables. (MLJ2010E1)
 Thus, Myles (2008) criticizes a slow uptake in the use of *learner corpora* in research on L2 development. (MLJ2010E2)
- (225) In light of the developmental benefits commonly associated with noticing the gap in the literature (e.g., Gass, 1997; Mackey, 2006; Schmidt, 1993, 1995), the significant relationships between noticing the gap and repair and modified output found in this study may in part explain a strong association between these *learner responses* and subsequent L2 development. (MLJ2010E1)
 However, despite these advances in this area, we are still a long way from understanding the question of why different *learner responses* lead to different learning outcomes. (MLJ2010E2)
- (226) Specifically, they considered how students signaled and a teacher responded to comprehension difficulties and, in reverse, how the teacher indicated and learners responded to problematic *learner performance*. (MLJ2010E1)
 Theoretically and methodologically, it is informed by codeswitching in classroom interaction, insights from classroom talk, and the relationship between task design and *learner performance*. (MLJ2010E2)
- (227) For this reason, I decided to include this variable in the overall investigation of corrective feedback and *learner uptake*. (MLJ2010E1)
 For example, this study also considered different kinds of errors and found a significant difference in *learner uptake* for the two feedback groups independent of error type, revealing that the learners showed significantly more learner uptake for the ME feedback type for both grammar and spelling errors. (MLJ2010E2)

4.2.35.2 Frame 5: X + NOUN, (2010-2016) search word: *user*

- (228) The view of grammar as a complex system of *user* choices also calls into question the meaning of KAG: What precisely is the subject matter knowledge that language teachers need in regard to grammar? (MLJ2010E1)

This article takes the view that grammar is driven by *user* choices and is therefore complex and dynamic. (MLJ2010E2)

Teachers who see grammar as meaningful *user* choices in context can potentially draw on this to create a stimulating environment where their own learners engage with actual, purposeful, meaning making by real speakers/writers. (MLJ2010E3)

- (229) The L2 *user* group did not differ significantly from either monolingual group, a pattern typically observed in bilingual cognition studies (Athanasopoulos, 2011). (MLJ2010E1)

The multilingual language *user* group I am focusing on in the present study is British Chinese children, who form one of the largest groups of minority ethnic children of immigrant parents in the United Kingdom. (MLJ2010E2)

We thus first seek to establish whether these cross-linguistic differences occur in a nonverbal paradigm (Athanasopoulos & Bylund, 2013); after establishing that they do we compare the behavior of monolinguals to that of the L2 *user* group, and investigate (see Table 1) that may modulate L2 user behavior in general terms. (MLJ2010E3)

- (230) Tracking *user* behavior with screen capture software allows researchers to actually see how learners are engaging with a program or with one another. (MLJ2010E1)

Our primary goals, however, concern L2 *user* behaviour. (MLJ2010E2)

- (231) The *user* interface can also be used to save the results. (MLJ2010E1)

For all activity types that were part of the current study, the *user* interface consists of exercise instructions followed by an input field, and buttons to insert the German Umlauts and special characters. (MLJ2010E2)

4.3 RQ1: How is the learner considered in research articles in each period of 10 years of research in the field of Applied Linguistics (from 1950 – 2016)?

To answer the question, the write up is based on the summary of findings based on the emerging themes and tabulation of data.

For the people associated with learners, which is the purpose of Frame 1 (Learner and NOUN), the themes that keep recurring throughout the six decades are

teaching related people, the community of practice or support, comrades, and administration related personnel. Next, types of speakers' themes were found to present from the 1960s till 2016, whereas the dual-identity theme, where the learner was taking more than one identity simultaneously, could be observed from the 1970s till 2016.

It could be said that the learner is always associated with the people they are frequently going with. Hence, teaching-related people is most likely to be educators that aim to provide better guidance in the programmes and courses. The community of support or practice is the group most probably always involved in the learners' daily life, giving constant support and exposure with the learner in terms of financial or moral support. Next, on the comrades, it could be said that learners are always associated with people who are considered as peers to learners such as students, instructors, or tutors who could provide collaborative learning and support to them. For the theme administrator-related people, the learner is mostly associated with the staff or faculty members in terms of admission of the program or to attend the program conjointly. For the dual-identity theme, the learner is always being positioned with another identity at the same time to function in the required situations. For speaker theme, learners are said to be associated with native speakers and heritage speakers.

For Frame 2, which looks for verbs that come before the learners (VERB+X), the three dominant themes could be observed. They are to provide, to allow, and to instruct or force. For the theme to expect, it could be found in among 4 out of 6 decades. The learners are highly positioned as someone who always needs something or helpless, as the verbs recurring are verbs related to provide, allow, instruct, or force. Also, the next theme that occurs quite high in the number of decades which is to expect. Learners are also most probably being subjected to a certain goal or expectation in any study to fulfil a certain goal or achievement.

For Frame 3 (X+VERB), three dominant themes could be seen present across the six decades. They are to solve, sense, and approach. These three verbs are related to learners' own initiative to achieve a desire action or goal, mostly to learn.

For Frame 4 (ADJECTIVE +X), the four categories that shows up across the six decades are locality, level, degree, and education level. For the theme type of learners, it could be observed to show up from 1960 onwards. The adjectives that revolves around learners are associated with locality, level, degree, and education, aiming to create a label of learner to be identified easily.

For Frame 5, (X + NOUN), the only theme that could be observed throughout the six decades is possession. Both themes spirit and types of person were seen to occur four times out of the decades, however, with different period. The emerging themes such as possession and spirit are highly related to the characteristics of a learner, whereas types of person it is related to the amateur level of any said profession, for example, student actor and student-teacher. Learners are being linked to actor and teacher most likely due to the journal's language learning nature.

Overall, the learner is seen to be associated with educators, people around his close circles such as the community of practice and comrades and being subjected to the comparison of native speakers across the six decades. Due to the pedagogy nature of this corpus, the learner is always being subjected to helpless or needy individuals, and they need to be in a constant initiative to achieve a certain goal or task fulfilment, and they are always in constant labels in terms of adjectives. Lastly, learners are subjected to themes related to learners' characteristics that need constant attention throughout the six decades.

4.4 Summary of findings for each frame from 1950-2016

Table 4.36: FRAME 1: X AND NOUN (1950-2016)

Period	Theme
1950s	<ol style="list-style-type: none"> 1. Teaching related subjects – teacher, tutor, teachers, professors 2. Similar or equal to ‘learner’ people (comrades) – seniors, instructor, class, counterpart, major, ex-students, college students 3. Administration related people – counsellor, faculty members, staff, staff members, faculty, authorities 4. Research related people – scientist, revivors, scholars. 5. Community – society, community, parents 6. Others – institution.
1960s	<ol style="list-style-type: none"> 1. Speaker – native speaker 2. Teaching related subjects – teacher, professor 3. Comrades – instructor, student, assistant, instructors 4. Administration related people – staff, advisor, attendant, faculty, administrators 5. Research sample – adults, informants 6. Others – experts, followers (research figure) 7. Community – parents
1970s	<ol style="list-style-type: none"> 1. Teaching related people – teachers, teacher, educators, 2. Comrades – class, instructor, instructors 3. Dual identity – student and friend, learner and user 4. Administration people – faculty members, faculty, staff 5. Community – students and parents 6. Research related – students and informants 7. Speaker – native speaker 8. Others – child language learner and adult counterparts, Puerto-Ricans, user and producer
1980s	<ol style="list-style-type: none"> 1. Teaching related people – teacher, teachers, educator, educators, professor 2. Speaker – native speaker, native speakers 3. Types of learners – school learners and street learners, over users and under users, language students and general college students 4. Duo identity – learners and users, students and learners 5. Administration related people - faculty members, faculty, staff, advisors 6. Comrades -students and instructor, students and majors, students and colleagues, students and instructors 7. Community – communities, parents 8. Others – acquirer, students and visitors, students and tourists, students and young people, athlete, guitarist,
1990s	<ol style="list-style-type: none"> 1. Teaching – teachers, teacher professors, educators 2. Speaker – native speaker, expert knower, speakers, speaker, target language speaker 3. Dual identity – learner and user, learners and users, learners and students, users and learners 4. Comrades – interlocutors, instructors, instructor, intellectuals 5. Types of ‘learner’ – school learners and street learners, students and NNS, students and potential students 6. Community – students and parents 7. Administration related – students and faculty

Table 4.36 continued

2000s	<ol style="list-style-type: none"> 1. Speakers – native speaker, non-native speaker, NS, NNS, native English groups 2. Teaching related people – teacher, teachers, mentors, professor 3. Community – parents, community 4. Research sample – learner and host culture members, students and interviewees, students and mothers 5. Dual identity – learner and user, learners and users, language learners and students, users and learners 6. Types of learners – L1 learner and L2 learners 7. Comrades – instructor, tutor, instructors 8. Administrator related – faculty, faculty members
2010-2016	<ol style="list-style-type: none"> 1. Comrades – instructor, research assistant, interlocutors, instructors, peers, tutors, stakeholders, TA, assistant, instructor, stakeholders 2. Teaching related – teacher, teachers, educators, professor 3. Duo identity – learner and user, learners and users, user and learner, users and learners, users and mediators 4. Community – communities, families 5. Speaker – NS, heritage speakers, native speakers, native speaker 6. Research relevant people – students and scholar 7. Administration related people – faculty members 8. Types of ‘learner’ – first language users and second language users, users and non-users, users and participants, students and pupils 9. Others - experts

The dominant theme across the decades under this frame varies. In the 1950s, the person who is associated with the search terms of ‘learners’ is from the group of ‘similar or equal to the learner’ as shown in first frame (X AND NOUN). They are people such as seniors, instructor, class, learner counterparts, learner major, ex-students, and college students. In the period of 1960s, for frame 1 (X and NOUN), the emerging theme is ‘administration related people’. For example: staff, advisor, attendant, faculty, administration. In the 1970s, the first frame (X and NOUN), the emerging themes are ‘administration related people, comrades and teaching related people’. The examples for administration related people are: faculty members, faculty, staff. The example for comrades are: class, instructor, instructors, whereas the examples for ‘teaching related

people' are: teachers, teacher, educators. In the 1980s, for frame 1 (X and NOUN), the emerging theme is 'teaching related people'. Examples are: teacher, teachers, educator, educators, professor. In the 1990s, the frame 1 (X AND NOUN), the emerging theme is 'speaker'. The examples are: native speaker, expert knower, speakers, speaker, target language speaker. In the 2000s. for frame 1 (X and), the emerging theme is 'speakers'. The examples are: native speaker, non-native speaker, NS, NNS, native English groups. For 2010-2016, frame 1 (X and NOUN), the emerging theme is 'comrades'. The examples are: instructor, research assistant, interlocutors, instructors, peers, tutors, stakeholders, TA, assistant, instructor, stakeholders.

Throughout the six decades, the themes that keep on emerging is teaching related person, community, comrades and administration related person. This suggests that the teaching related subject is one of the core issues revolving around the journal, as the targeted audience of MLJ is on teaching and research matters.

From the 1960s onwards, the speaker theme emerges till 2016, whereas the dual-identity theme, which focuses on the two identities that one individual has at a time, could be observed from the 1970s onwards.

This suggests that native speakers have always become the topic of discussion, together with learners. For the dual identity, which is present from the 1970s onwards, this theme could tell that the learner, and his relevant identities are on the topic of discussion and researchers are getting interested to know about the learner and his subsequent simultaneous identity. This finding is in line with Ellis (2020), who suggests that during the 1990s, the study on SLA was based on computational model, and that could explain that the learner is mostly associated with computers at that time, for the purpose of research.

For the theme ‘speaker’, it deals with different types of speaker that goes after the search words of learner. For example: native speaker, non-native speaker, NS, NNS, native English groups. Similar observation was made by Ellis (2020). For example, in the 1980s and 2000s, native speakers became part of the subject of study at the respective periods.

Table 4.37: FRAME 2: VERB + X (1950-2016)

Period	Theme
1950s	<ol style="list-style-type: none"> 1. To force to do something/instruction- compel, instruct, separate, teach, tell, call upon 2. To provide- glut, transport, stimulate, benefit, prepare, assure, inform, introduce, help, provide, give, encourage 3. To prevent/stop – block, exclude, prevent 4. To allow -make, enable, permit, afford, have 5. To expect – expect, require 6. To produce/make – produce 7. To achieve/fight through – overcome 8. To neglect – forget 9. Others – get (to come out)
1960s	<ol style="list-style-type: none"> 1. To provide – help, give, cast, bring, motivate, serve, accommodate, show, supply 2. To expect – anticipate, require, presuppose 3. To force/instruct – ask, tell 4. To allow -leave, make, enable, let, find 5. To handle – to deal with, confront 6. To stop/prevent – alert 7. To produce/make – produce 8. Others – hire, quiz
1970s	<ol style="list-style-type: none"> 1. To provide – encourage, help, assist, suggest, guide, diverse, lead, reassure, hand, introduce, benefit, do 2. To allow – has, have, allow, permit, enable, afford, make, take 3. To expect – assume 4. To consider – consider, view 5. To instruct/force – combine, place, involve, ask, divide, tell 6. To represent/to be – represent, become 7. To expect – require 8. To produce- branch 9. To stop – prevent 10. To mislead – delude 11. Others – invite, consist of

Table 4.37 continued

1980s	<ol style="list-style-type: none"> 1. To allow – make, enable, allow, leave, cause 2. To recognize – identify 3. To provide – lead, help, provide, familiarize, assist, encourage 4. To stop/prevent – hinder 5. To expect – require 6. To force/instruct – force, ask, compare, categorize, tell, inform, describe, teach, involve, drill, prompt, assign 7. To cause trouble – plague, intimidate 8. To capture attention – captivate, attract and keep 9. To refer – consult 10. To consider – treat 11. To produce – produce 12. To show – reflect
1990s	<ol style="list-style-type: none"> 1. To provide – help, give, provide, assist, introduce, assist, help and instruct, promote, encourage, advise 2. To force/instruct – force, ask, drive, compare, ask, tell, observe 3. To allow – enable, allow, have 4. To recognize – distinguish 5. To stop/prevent – prevent 6. To expect – require 7. To capture attention – to engage 8. To consider – mark 9. To produce – produce 10. To show – reveal, prove, posit 11. To handle – confront 12. To represent – become 13. To throw away – eliminate
2000s	<ol style="list-style-type: none"> 1. To provide – encourage, provide 2. To force/instruct – involve, want, inform, imbue, compare, include, ask 3. Allow – enable, allow, encompass, have 4. Recognize – admit 5. To expect – require 6. To capture attention – engage 7. Represent – empower, become 8. Throw away – deprive
2010-2016	<ol style="list-style-type: none"> 1. To provide – provide, help, lead 2. To force/ instruct – prompt, compare, sensitize, tell, conjure away, make 3. To allow – allow 4. To recognize – highlight 5. To consider -see, treat, view 6. Produce – create 7. To limit – confine 8. To include – include

Three dominant themes could be seen from this frame across 1950 to 2016: to provide, allow, and instruct or force. This suggests that verbs associated to provide, allow, as well as instruct or force have been acted on learners. At the same, it could depict learner as ‘struggling or at risk’ (Martinez, 2018). The learner constantly needs guidance to be successful in learning a language.

The theme to prevent or to stop could be seen from the 1950s till the 1990s. This suggests that learners are constantly being prevented to do something in accordance to the instructions to progress in language learning and is highly associated with pedagogy. As noted by Ellis (2020), pedagogy related study in SLA was mentioned during the period of ‘making of start’ in the 1960s-1970s, and ‘coming of age’ in the 1990s.

For the theme to expect, it is present in all six decades except 2 decades (the 1980s and 2010-2016). This probably suggests that learners are required to meet a certain requirement or expectation to be successful in learning a language.

Table 4.38: FRAME 3: X + VERB (1950-2016)

Period	Theme
1950s	<ol style="list-style-type: none"> 1. To fix - makes up, make, put 2. To turn up -become 3. To solve- guess, start, translate, make, eliminate, give, record, select, use, gain, do 4. Senses – hear, decide, know, find, understand, use, look, recognize, interested in, see, remark 5. Approach – meet, advance, encounter, subscribe to, 6. To deny – deny 7. Others – be, have, has, get, remain, learn, study, remain
1960s	<ol style="list-style-type: none"> 1. To be present/turn up – appear, 2. To solve- solve, oriented, over the hump, complain, 3. Senses – hear, look, understand 4. To try – imitate, respond, show, continue, identify, work, use, control, bring, do, familiar, 5. Approach (to show up) – turn, visit, 6. Avoid – preclude 7. To gain – acquire, develop, achieve, get, develop and fix, earn, 8. To make – recreate, produce, perform, demonstrate, make, emit, teach, begin, indicate, react, 9. To receive- accept, receive, pass, move 10. To expect – anticipate Others – have, has, need, fall, read, listen and speak, visit, 11. Others – have, has, need, fall, read, listen and speak, visit,

Table 4.38 continued

1970s	<ol style="list-style-type: none"> 1. To solve (action)- provide, change, endow, guess, discover, master, teach, dictate, focus, interested, select, order, show, cooperate, use, learn , move, do, practice, 2. Senses – hear, listen, look, find, remain, see, repeat, know, comprehend, 3. Approach (to show up) – communicate, read, fail 4. To gain –expose, achieve, acquire, learn, establish, gain, increase, find, experience, major, 5. To make – begin, make, create, set, do, decide, generate, relax, 6. To rely – depend, devote, rely 7. Others – has, is/be, was, have, are, be
1980s	<ol style="list-style-type: none"> 1. Senses – understand, consider, agree 2. To solve – attempt, fill, practice, carry, 3. Approach (to show up) –fail 4. Avoid – resist, refrain, differ, 5. To gain – increase, form, know, internalize, achieve, enhance, become, measure, click, obtain, type, get, enroll, benefit, become 6. To make – form, produce, develop, overgeneralize, write, use, adjust, monitor, change, come, perform, compose, 7. To receive- take, receive, 8. To expect – aim, 9. To rely –include, immerse, integrate, 10. To give – pay, capitalize, provide, report, answer, articulate, 11. to have control – determine, terminate, select, discover, control, elect, choose, seek, choose, 12. others -has, arrive, have, chuckle, drop
1990s	<ol style="list-style-type: none"> 1. To be present/turn up – become, 2. To solve (action)- make use, require, 3. Senses – realize, comprehend, compare, orient, look, perceive, remember, listen, 4. To try – reject, ask, transfer, 5. Approach (to show up) –apply, watch, use, show, study, participate, report, work, 6. Avoid – exclude, 7. To gain –learn, progress, score, profit, benefit, experience, access, change, achieve, learn, 8. To make – make, customize, modify and restructure, raise, go, 9. To receive- receive, adopt, 10. To rely –devote, 11. To give –let, 12. to have control –activate, 13. others – has, is, have, are,

Table 4.38 continued

2000s	<ol style="list-style-type: none"> 1. To be present/turn up – become, show, 2. To solve (action)- type, face, write, pronounce, debate, rate, review, examine, 3. Senses – note, look, understand, internalize, recognize, 4. To try – take, go, carry, complete, 5. Approach (to show up) – encounter, socialize, 6. Avoid –lack, 7. To gain –enter, 8. To make –constitute, produce, generate, opt, 9. To expect – imply 10. To rely – need, 11. To give – expose, offer, seem, apply,
2010-2016	<ol style="list-style-type: none"> 1. To be present/turn up – become, show, 2. To solve (action)- type, face, write, pronounce, debate, rate, review, examine, 3. Senses – note, look, understand, internalize, recognize, 4. To try – take, go, carry, complete, 5. Approach (to show up) – encounter, socialize, 6. Avoid –lack, 7. To gain –enter, 8. To make –constitute, produce, generate, opt, 9. To expect – imply 10. To rely – need, 11. To give – expose, offer, seem, apply, 12. others – has, is, have, are,

For frame 3, three dominant themes could be seen present across the six decades. They are to solve, sense, and approach. This suggests that the word ‘learners’ can interact with either objects or subjects through senses in order to achieve a goal. In relating to Ellis (2020), there is no clear observation on the finding of this frame which matches the phases mentioned in Ellis (2020) as the findings need to be further explained.

Table 4.39: FRAME 4: ADJECTIVE + X (1950-2016)

Period	Theme
1950s	<ol style="list-style-type: none"> 1. locality – Foreign, Foreigner, American, native, French 2. level – Intelligent, Slow, Average, Failing, Participating, advanced, low calibre, intermediate, promising, 3. others – Language, Military, Former, army 4. ability - English-speaking and German-speaking; English-speaking 5. degree -serious, bolder, new, 6. educational level – College; High school; University, graduate
1960s	<ol style="list-style-type: none"> 1. locality - American, second language, foreign language, naïve language, native, non-native, foreign, English, Spanish 2. level – superior, advanced, beginning, same 3. ability – multilingual, English speaking 4. degree – older, fast, motivated, young, elderly, slow, student, able, adult, avid, quick, average, proper, good, nucleated 5. educational level – University, college-bound, graduate, non-FLES, Michigan, college 6. type of learner - Language, individual, test, laboratory, coaching, science, philological
1970s	<ol style="list-style-type: none"> 1. locality - second language; foreign language; English, foreign, German, Anglo 2. level – level 1, intermediate, secondary, 3. others – rhythmically-breathing students 4. ability – advanced, beginning 5. degree – non-analytic, self-directed, mature, young, reflective; adult, eager, younger, field independent, older, poor, potential, non-commercial, experienced, prospective, substantial, non-, appropriate, fellow, motivated, low SAT-Q 6. educational level – graduate 7. type of learner - language, classroom, textbook, individual,
1980s	<ol style="list-style-type: none"> 1. locality - Second language, foreign language, ESL, German, L2, first language, L1, Foreign, English, American, Black American, 2. level – Advanced, beginning, intermediate, proficient, novice, qualified, 3. degree – gifted, potential, successful, older, aural, better, poor, younger, genuine, experienced, motivated, Active, Dominant, external, optimal, super, incoming, 4. educational level – university, Second year, graduate, college, advanced, First-year, First grade, 5. type of learner – language, classroom, individual, male, stage, street, typical, CAI, over, test, under, CALL, Early immersion, Business, Exchange, Minority, immersion, test, monitor,

Table 4.39 continued

<p>1990s</p>	<ol style="list-style-type: none"> 1. locality - L2, Second language, Foreign language, FL, L2, Second language, Mexican, Chinese, Chicano, Japanese, North American 2. level – advanced-level, Advanced, High proficiency, Intermediate-level, Level B 3. degree – good, Unmotivated, adult, weaker, strongest, Slower, critical, average, Responsible, Experienced, Inexperienced, Potential, Female, most active, Unskilled, bright, Newly-arrived, Weak, 4. educational level – Third-semester, graduate, University, 5. type of learner – language, oral, Meaning-based, Heritage language, Classroom-based language, Street, Francophone, Student, Minimal strategy, Library, Computer, textbook, strategy, dictionary, inmate-, College-age, Nonminority, Context, Multiple 6. others - End, LA, JFL, IL, HR and LD
<p>2000s</p>	<ol style="list-style-type: none"> 1. locality - Italian, L2, Second language, English language, Korean, Immigrant ESL, Early l2, EFL, American, New Jersey, American, ESL, FL, U.S., 2. level – Advanced ESL, Intermediate, Low proficiency, 3. ability – Native English-speaking, ES, 4. degree – adult, Successful, Active language, independent, Multiple, basic, Younger, Young language, 5. educational level – Graduate, College, International graduate, 4th year, Secondary school 6. type of learner –language, ESL, particular, individual, heritage, classroom, Multicompetent language, Participant-as-language, co- , Effect learning strategy, computer, Noncomputer, Internet, Traditional classroom, female, Study-abroad, L1/l2, Receptive l1/l2, Hearing, IAMS, Individual language 7. others - A Web Magnet, LCTL
<p>2010s-2016</p>	<ol style="list-style-type: none"> 1. locality - L2, L1 Spanish, English, FL, Foreign language, L1 , L1/L2, Chinese heritage, Child FL, Late l2, English language, Swahili, Anglophone, American, French, Spanish, Latin American immigrant graduate, Swahili 2. level – Intermediate-proficiency, Advanced, Proficient TL, Beginning 3. degree – Higher producing, Successful second, Accomplished, Great, Strong, End, Multi-competent l2, Low-anxious, Interviewed dyslexic, 4. educational level – Graduate, University, The elementary level 1, Japanese college, Second-year, High school 5. type of learner – language, female, Individual, test, Classroom language, immersion, Computer, Mnemonic strategy, L2 -instructed, International, Marginalized, Dyslexic, Exceptional, Study abroad, First available, Independent language 6. others - RS, HL, SHL, FLH and CO

For this frame, the four categories that show up across the six decades are: locality, level, degree, and education level. This seems to suggest that different types of adjectives are used to describe learners and different aspects of learners have been put under study depending on the trending theme of the period.

For the theme ‘type of learners’, it could be observed to show up from 1960 onwards. This suggests that learners in different contexts and their different characteristics were considered, including instruction used on learners, programme involved, characteristics of learners, and the medium used on learners. These findings are in line with Ellis (2020), who suggested that studies done on learners had changed across the period. This could be observed from learners being used for naturalistic studies, to learners being used to address multicompetence, as evidenced by (multi-competence being associated with learners in both the 2000s and 2010-2016), how individual learners are studied or individual differences (as evidenced in the adjective individual from 1960s to 2010-2016). This could suggest that, the change of trend in the field across the period could determine how learners are being studied.

Table 4.40: FRAME 5: X + NOUN

Period	Theme
1950s	<ol style="list-style-type: none"> 1. Types of person – actors 2. Possession – recording, teaching 3. Spirit- tendencies, effort, confidence, interest
1960s	<ol style="list-style-type: none"> 1. Types of person – teacher, participant 2. Possession – gatherings, performance, achievement, reaction, level, message, response, reply, responses, study, talk, teaching, voting, report 3. Others – days,
1970s	<ol style="list-style-type: none"> 1. Types of person – teachers, 2. Possession – differences, dichotomy, evaluations, backgrounds, behavior, education, Enrolments, participation, presentations, progress, data, satisfaction, speech, teaching, uprising, 3. Affiliation – council, body,

Table 4.40 continued

1980s	<ol style="list-style-type: none"> 1. Possession – characteristics, errors, needs, performance, variables, comprehension, differences, exposure, materials, model, proficiency, profile, strategies, task, conventions, feedback, files, achievement, population, ratings, ability, activities, reactions, recommendation, response, retention, sample, reactions, teaching 2. Spirit- beliefs, attitudes, style, attitude, illiteracy, potential, 3. Others – processing, interest, smile 4. Affiliation –groups, group 5. Idea - conceptions
1990s	<ol style="list-style-type: none"> 1. Types of person – teachers, teacher 2. Possession –variables, attention, capacities, construction, discourse, interaction, involvement, level, strategies, behavior, control, costs, data, friendliness, logs, needs, networks, reactions, writing, achievement, teaching, learning, feedback, behaviours, compensation, comprehension, counselling, enrollment, initiative, intelligence, interest, perspectives, memory, motivation, paper, performance, rate, reaction, recordings, response, responses, services, 3. Spirit- beliefs, personalities, stress, persistence, self-determination 4. Affiliation –groups, group, 5. Idea – disagreement
2000s	<ol style="list-style-type: none"> 1. Possession – use, ability, attention, Background, cohorts, Corpus, corpora, data, errors, experience, expectation, interest, interaction, Language, mode, motivation, outcomes, performance, production, proficiency, response, strategies, utterances, Events, Learning, Needs, Performances, teaching, achievements, responses, attitudes, demand, editions, enrolments, exchanges, identity, interests, opinions, population, portfolios, outlets 2. Affiliation – group, Groups, Body 3. Idea – autonomy, agency,
2010- 2016	<ol style="list-style-type: none"> 1. Possession – interaction, involvement, knowledge, language, metadata, output, progression, sample, behavior, interface, guide, guides, identities, norm, populations, positionality, success, types, choices, engagement, characteristics, corpora, responses, performance, uptake, accuracy, categorizations, speech, errors 2. Spirit- beliefs, self-perceptions, sensitivity 3. Affiliation – Groups, group

For this frame, the only theme that could be observed throughout the six decades is possession. Both themes spirit and types of person were seen to occur at four decades out of the six decades, however, with different period. (Spirit was present in 1950s, 1980s, 1990s and 2010-2016, whereas the theme 'types of person' was found in 1950s, 1960s 1970s and 1990s. For the theme 'spirit,' it suggests that nouns that serve as something that provides more information on learner's background, especially the ones related to spirits. For example: belief, sensitivity. For the theme 'types of person', it suggests that the word 'learner' is to describe the noun next to it. For example, 'student teacher', 'student actors'. 'Student' there suggests that they are learners for a certain profession, i.e. teacher or actors.

The theme 'possession' is heavily dealing with the word 'learners', suggesting that the things the learners own are worthy to become topic under study. Examples are: interaction, knowledge and identities.

Under the theme 'possession', in the 1960s and 1970s, there is a noun related to pedagogy in terms of improving learners' performance. This could be seen in the use of noun related to learner's performance such as, 'performance' and 'achievement' in the 1960s and 'evaluations' in the 1970s. This finding is line with Ellis (2020), who suggests that during the period of 'making a start', 1960s-1970s, the study was focusing on language pedagogy and studies of naturalistic L2 learners.

Table 4.41: Compilation of Frame 1 (X and Noun) in terms of frequency

Search word	1950s	1960s	1970s	1980s	1990s	2000s	2010-2016
Learner	-	1	3	4	7	10	13
Learners	-		1	11	27	13	24
User	-		-	-	-	1	1
Users	-		1	2	1	5	15
Student	28	20	1	11	9	25	7
Students	37	16	25	69	20	24	21

Table 4.42: Compilation of Frame 2 (Verb + X) in terms of frequency

Search Word	1950s	1960s	1970s	1980s	1990s	2000s	2010-2016
Learner	7	12	13	8	8	3	2
Learners	3	5	9	11	7	7	6
User	4	4	4	5	7	3	7
Users	1	-	1	3	11	6	4
Student	23	10	7	5	4	1	2
Students	10	8	16	12	11	8	5

Table 4.43: Compilation of Frame 3 (X + Verb) in terms of frequency

Search word	1950s	1960s	1970s	1980s	1990s	2000s	2010-2016
Learner	4	16	17	6	9	3	4
Learners	4	9	26	18	14	9	20
User	10	1	5	12	-	4	6
Users	1	-	1	9	20	4	6
Student	16	18	7	14	3	7	8
Students	19	13	18	15	12	13	12

Table 4.44: Compilation of Frame 4 (Adjective + X) in terms of frequency

Search word	1950s	1960s	1970s	1980s	1990s	2000s	2010-2016
Learner	5	21	9	9	13	6	8
Learners	4	14	20	31	33	32	22
User	1	4	8	7	11	13	12
Users	2	2	3	28	52	18	46
Student	13	7	5	9	6	6	7
Students	22	15	14	20	12	16	19

Table 4.45: Compilation of Frame 5 (X + Noun) in terms of frequency

Search word	1950s	1960s	1970s	1980s	1990s	2000s	2010-2016
Learner	-	-	1	28	16	26	34
Learners	1	-	-	-	-	-	-
User	-	-	1	3	9	2	16
Users	-	-	-	-	-	-	-
Student	7	18	18	27	38	30	-
Students	-	-	-	-	-	1	-

Referring to the tables above, which compile all types of findings into measurable frequency, ranging from frame 1 to frame 5, the search words that produce results from all five frames are student and students. This could result from the nature of the journal, as the focus of the journal is on students, aiming to improve on their performance or achievement in a language class.

4.5 Discussion of Findings

This section reports on the findings that suggest the changing views observed from 1950 to 2016.

4.5.1 Relationships between native speakers and learners

The theme 'speaker' has been present in the findings of this study, from the 1960s till 2010-2016. However, the description on talking about speakers seems to be different across the period. Similar observation was made by Ellis (2020). For example,

in the 1980s and 2000s, native speakers became part of the subject of study at the mentioned periods.

In the 1950s, some examples suggested the relationship between the learner and native speaker.

- (232) Auditory comprehension is not insured by an intensive oral exchange between "the learner and the native speaker" but by overhearing different kinds of conversations between many different speakers. (MLJ1950E1)
- (233) The foreigner learner has the further limitation that certain of his linguistic conceptions are already fixed- and fixed in terms of his native language-and consciously or unconsciously these conceptions will influence his performance in the second language. (MLJ1950E1)

Another example suggests that the documentation of a dying language.

- (234) As to Cornish, in which there has come a revival of interest among natives of Cornwall and a few other Celtic scholars, some of whom try to use Cornish exclusively in their correspondence and when they meet, it is impossible, by any stretch of the imagination, to call any of them a native speaker of the language; for the last native speaker of Cornish died either in the middle of the eighteenth century, or, as some say, at the end of it or in the first years of the nineteenth; but a good deal of Cornish writing had survived, and it is from this, plus hints in English on living pronunciation, which gave the modern students and revivors of Cornish something on which to work as a foundation. (MLJ1950E1)

In the 1960s, some examples suggest that language learners are forced to study a target language through the mould of their native language, and there is an example showing that native speakers have problems in language learning as language learners.

- (235) While it is not true that English spelling practices are as chaotic as some would have us believe, it is still obvious that the many inconsistencies between spelling and pronunciation make the reading of English a particularly troublesome problem for the native speaker of English as well as for the foreign learner of English. (MLJ1960E1)
- (236) that in view of the tendency of adolescent and adult learners to force the target language into the mold of their native language, it is desirable that the grammar be in a sense a comparative one, in which the target language and the learner's native language are compared, with the result that adequate drill is provided in all points of difference and interference. (MLJ1960E1)

In the 1970s, some examples suggest achieving native-like performance through ‘drilling and imitation’. The native-like performance could be observed to be attained through the mastery of ‘the systems that generate that utterance for a native’ and the ‘syntactic repertoire of native writers.’ The native speaker serves as the quality assurer, which ‘assesses the accuracy of the students’ imitation.

- (237) Yet Corder (1967) warns that drills will be effective only if the *learners* have mastered the systems which generate that utterance for a native. (MLJ1970E1)
- (238) *Students* experienced in sentence manipulation as outlined above will be in a better position when writing their own compositions to make meaningful syntactic choices because they will have had practice in imitating the syntactic repertoire of native writers. (MLJ1970E2)
- (239) After the *students* have practiced approximately 15 or 20 minutes, they make a final recording which is then submitted to a native speaker to assess the accuracy of the imitation. (MLJ1970E1)

In the 1980s, some examples might suggest that language learners are judged based on the standard of native speakers. For example, the language learners need ‘global native-speaker judgments’ to ensure they are qualified for certain placement or entry requirement of a program.’ as well as the benchmark of the ‘specification to second language programs and tests.’

Also, language learners are expected to achieve the ultimate goal of language learning or ‘native speaker’s yardstick’ of being able to speak the language as native-like as possible, even imitating the native speakers’ accent, or better to speak ‘with the native’ as the main goal of a lesson.

- (240) If the purpose of testing is diagnostic or to evaluate progress in a language training program, detailed scoring grids might be in order, whereas global native-speaker judgements of whether or not the *learner* has the requisite second language communication skills might be more appropriate for placement or entrance requirements. (MLJ1980E1)

- (241) As we have argued elsewhere, using the native speaker as the ultimate yardstick of second language performance reflects the general and erroneous assumption prevalent in much of the second language research literature that we cannot understand learner performance and the learning process without comparing these phenomena to baseline data drawn from native speakers. (MLJ1980E1)
- (242) The Council of Europe's "threshold level" and B.J. Carroll's specifications for different levels of learner proficiency represent attempts to clarify differences between native-speaker competencies and appropriate goals for second-language programs and tests. (MLJ1980E1)

In the 1990s, some of the examples might show that learners are viewed as being equal with 'non-native speaker.' There is also the comparison with the native speakers with language learners. However, the spectrum of language learners has been extended to 'bilingual students.' The description of native speakers has been equal to the group of 'educated native speaker norm', in which they have from 'upper-middle-class, well-educated, adult speakers.'

- (243) To start with learner and nonnative speaker, these are constructs invented by practitioners of L2 studies in order to talk about the kinds of agents that are the object of their inquiry. (MLJ1990E1)
- (244) I am not too concerned that generic terms such as "learner" and "nonnative speaker" suggest to anybody that all learners or all nonnative speakers are the same. (MLJ1990E2)
- (245) What receives less attention is the fact that the native speaker standard against which both language learners and bilingual students are compared is the so called "educated native speaker norm" that is primarily characteristic of upper-middle-class, well-educated, adult speakers. (MLJ1990E1)

In the 2000s, some instances might point out that learner and native speakers are still being focused on language learning. However, the emphasis has been broadened to the 'social identity' or 'multiple identities' of the language learners.

- (246) SLA perspective constructs the representationally flat social identity of learner and native speaker as research proxies for human agents. (MLJ2000E2)
- (247) In a cognitive view of SLA, the only identities of interest to language researchers are those of the language learner and the native speaker (NS). An emic approach would help researchers

under-stand how a speaker's multiple identities (e.g., language learner, native speaker, friend, mother, female executive) play a part in the types of interactions that he or she experiences with other interlocutors in his or her native (L1), second (L2), or foreign language. (MLJ2000E3)

In the 2000s, some examples of this decade still emphasize the native-speaker norm. However, the focus shifted to native speakers being functioning as the 'experts,' learning catalyst, and the source of reference' to the language learners in language learning. This could suggest that native speakers are viewed as a role which is more superior than the language learners.

(248) While having native speakers function as experts increased the number of teachers available to students (from 1 to about 20) and allowed each *student* to receive much more feedback, taking on the role of teacher for their own native language also automatically made students' own language learning process more self-reflective. (MLJ2000E1)

(249) Contrastive learner corpus analysis has been gaining ground in second language acquisition studies as a method that helps ascertain the source of L2 learner errors, assess the importance of L1 transfer, and detect covert divergences in language use by L2 *learners and native speakers* beyond error analysis (Aijmer & Altenberg, 1996; Altenberg, 2002; Granger, 1996; Johansson, 2003; Liu & Shaw, 2001; Pavlenko, 2002b). (MLJ2000E1)

(250) As well as enabling contact and interaction with native speakers, these learning environments for culture provide students with the opportunities to reflect on both their own culture and the culture of the language they are learning, and the most successful projects develop into fully functioning online communities of practice (see Darhower, 2007). (MLJ2000E2)

In the 2000s, some other examples might show the emerging theory in which viewing language learners as 'different,' 'not failures' and varies from the monolinguals' 'minds, languages and lives.' Simultaneously, the view of the native speakers being the yardstick in language learners is still present. Like language learners, language learners are seen as 'non-native speakers as individuals, instead of being a participant of the language (language user).'

- (251) Rejecting the view that the ultimate state of L2 learning is to pass undetected among native speakers, Cook (2002) emphasized that “the minds, languages and lives of L2 users are different from those of monolinguals,” and that “L2 users are not failures because they are different” (p. 9). (MLJ2000E2)
- (252) With regard to identities, Firth and Wagner (1997) stated that the field of SLA has “led to the prioritizing of the individual-as-‘non-native speaker’/‘learner’ over the participant-as-language-‘user’ in social interaction” (p. 286). (MLJ2000E1)
- (253) Firth and Wagner (1997) claimed that main-stream SLA theory and research skewed our view of language users and learners, seeing them only as nonnative speakers, struggling to reach the (assumed) goal of being like a native speaker (NS) of the target language. (MLJ2000E3)

In 2010- 2016, some of the examples might reveal more attention placed on the injustice of L2 learners being placed against the norm of native speakers. For example, “language minority students and native speaker are not defined clearly.” Next, there is evidence of realization where L2 users have been placed as “a failed monolingual native speaker” as well as “putting L2 user in a L1 framework, will eliminate “the unique aspects of the L2 user in which L1 monolingual native speaker can never possess.” The few examples suggest that more attention has been gathered on viewing L2 learners in their own right, by embracing their differences being some not deviant, something unique. It could be inferred as there is questioning on labels to address the differences in learner identities such as ‘language minority students’ and ‘native speaker.’

- (254) The definition of “language-minority *student*” and “native speaker” is a point of contention and ambiguity in both educational research literature and SLA studies. (MLJ2010E1)
- (255) Conventional SLA research has seen the L2 user as a failed monolingual native speaker. (MLJ2010E3)
- (256) Confining the L2 user within a double-L1 user framework cuts out the unique aspects of the L2 user that the L1 monolingual native speaker can never possess. (MLJ2010E1)

In 2010 - 2016, some examples suggest that the attention was given to ‘collaborative learning’ and more types of language learners are being explored.

(Swahili users in language spots, native users of Swahili, and Swahili users who live in urban places).

(257) However, both studies challenge the validity of self-study approaches, in line with White's (2006) observation that "the ideal of the independent language learner (. . .) is being rapidly replaced by the ideal of a collaborative learning community where learners find support for and develop control of their learning in interactions and exchanges with peers, learners, teachers, and native speakers" (p. 260). (MLJ2010E1)

(258) Many of the sentences in grammar notes depict Swahili users as generic 'Swahili speakers' or omit reference to them, but a few identify some different discursive practices among Swahili users in "places frequented by tourists" as opposed to "native and standard speakers of Swahili" and among coastal and rural Swahili users as opposed to those in urban areas

4.5.2 On multilingualism/ multicompetence view

The view on native speaker conformation has been present since the 1950s till the 2010s. Starting from 2010, the focus has been gradually shifted to multilingual/multicompetence.

In the 2010s, some of the examples seem to describe language learners as having complex identities. For example, language learners' multiple complex identity is viewed as "representation of real people," "immigrants that are minority language learners who learn a target language aside from their L1 and L2." A notion of "multicompetence" might have been introduced to consider the multiple identities that a language learner has. Also, the rise of bilingualism and multilingualism, which are viewed on their own, rather than being subjected to 'monolingual native speaker,' might view the learners as having "having a more complex linguistic repertoire." This finding is in line with Ellis (2020), who suggests that the multilingual turn and Complex Dynamic Systems Theory to be included in recent development of SLA which dated in 2000-2010.

- (259) As already noted, the L2 learners in the Duff, Toohey, and Goldstein studies are immigrants who arrived in English-speaking Canada from a multitude of linguistic, cultural, and educational backgrounds. They are minority users and learners of English as their second, third, or fourth language. (MLJ2000E1)
- (260) By adopting a more holistic view that brings together SLA and bilingualism/multilingualism studies and takes into account all of the languages in the linguistic repertoire of the multilingual learner and user, transfer, codemixing, and codeswitching processes can be better represented as different positions along a continuum than as separate processes. (MLJ2010E2)
- (261) While students within the dual language classroom are identified and labeled Spanish-dominant or English dominant, these labels mask the reality of their more complex linguistic repertoires (Palmer & Martí'nez, 2013); in this context it is more productive to view students as being located at different points along a multidimensional continuum of bilingualism/biliteracy (Hornberger,2003). (MLJ2010E1)

In the 2000s, there are examples that might introduce the new terminology to replace the existing ones. For example, introducing new terminology, 'L2 user (instead of L2 learner)', 'L1 change (rather than L1 attrition)'; L2 effect (rather than transfer), as well as there is attention put on reconceptualizing the language learner in which from multilingual backgrounds.

- (262) F&W (1997) also believed that the recognition of this global multilingual reality called for a new emic understanding and concomitant reconceptualization of several core concepts in SLA such as NS/nonnative speaker (NNS;Paikeday, 1985), language learner, and interlanguage (Selinker, 1972). (MLJ2000E1)
- (263) He introduced new terminology such as L2 user (rather than L2 learner), multicompetence (rather than interlanguage), L1 change (rather than L1 attrition), and L2 effect (rather than transfer); the contributors to his volume adhered to this terminology in their discussions (Isurin, 2005). (MLJ2000E3)
- (264) The linguist Vivian Cook (1992) suggested that it is more appropriate within Second Language Acquisition studies to view the language learner as a multicompetent language user rather than a deficient L2 communicator. He offered that multicompetence "is the compound state of mind with two grammars" (p. 112). (MLJ2000E1)

4.5.3 Multiculturalism

The view on multiculturalism has never been mentioned in the literature of SLA but starting from the 2010s; it becomes the focus. Some examples from the study might suggest that multiculturalism is present in the “Swahili language community.”

(265) Findings indicate that while one book takes a conservative approach to multiculturalism, the liberal approach dominates, with reference made to both coastal Swahili first language *users* and a variety of second language users (MLJ2010E1)

(266) One book, Tuseme, takes a conservative approach to multiculturalism, supporting the nationalist definition of a utopian Swahili language community by making no distinction among Swahili users, while the other four books take a liberal approach, presenting multiple categories of Swahili users that differ with regard to affiliation, inheritance, or expertise. (MLJ2010E2)

4.6 RQ2: What are the changing views observed over the six decades?

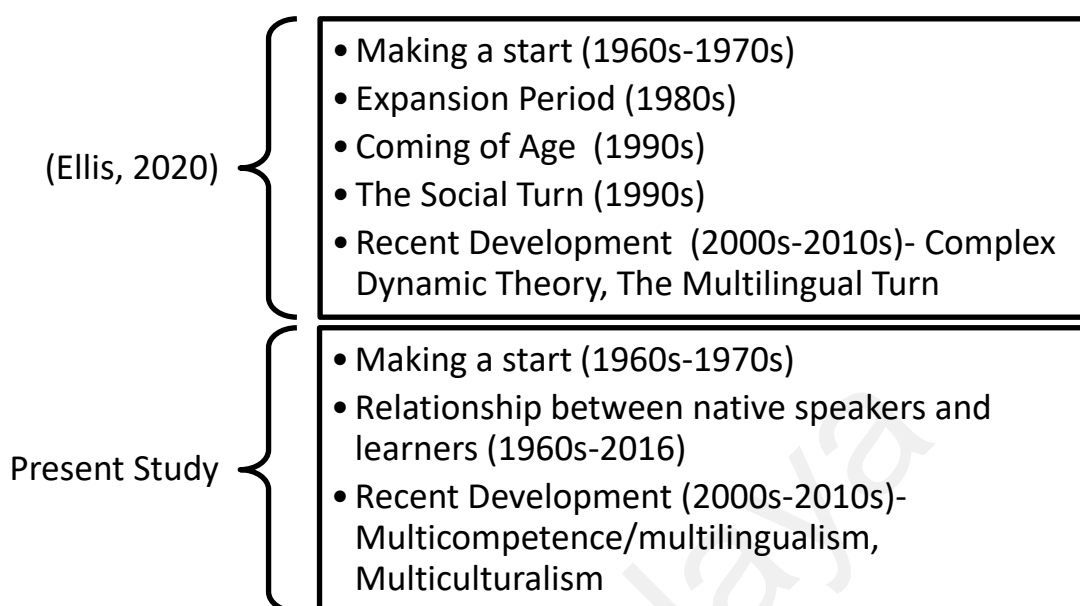
To answer the question, there are changing views observed over six decades. Firstly, starting from the 1950s, the emerging of the notion of native speaker conformation. Until the early 2000s, multilingual views have emerged, particularly on views on multilingualism and multicompetence. Lastly, the view on multiculturalism could be observed in the 2010s. Also, there is evidence of ‘making a start’ from the findings in Frame 2, Frame 4 and Frame 5.

In mapping to the development short history of SLA proposed by Ellis (2020), there is no distinct period where the notion of native speaker conformation could make a connection with. This is because, from Ellis’s distinction of the phases in SLA, the emerging on the multilingual turn, in which ‘opposing L2 acquisition to L1 acquisition a subtle but dangerous monolingual bias seeps into our imagination’ (Ortega, 2009, p. 5). The highlight on the notion of opposing monolingual bias by Ortega (2009) could infer that there might be a presence of native speaker conformation before the multilingual turn period.

For the view related to multilingualism, particularly on multilingualism and multicompetence, this study's finding proposed the presence of the view in the the early 2000s. This highly corroborates the recent development presented by Ellis (2020) in the period of 2010s. The difference of the period could be explained by the generalization made by Ellis were “Many of the issues that figured in the early days of SLA have continued to figure in subsequent periods.” (Ellis, 2020, p. 6) The view on multilingualism could then be viewed as continue to develop and progress in its own way.

Next, in the view on multiculturalism, there is no obvious mention in Ellis' development. However, based on the generalization made by Ellis (2020), where “SLA has become increasingly transdisciplinary and fragmented,” we could not deny the existence of the view as the field of SLA has been growing transdisciplinary. Besides, the development in the 2010s, where the multilingual turn focused on viewing L2 learner's as ‘complex and heterogenous,’ the presence of the prefix ‘multi-’in multiculturalism seems to support the mentioned view, and it could be inferred as the minor development in SLA that was not being mentioned by Ellis (2020). The summary of the findings to map the periods mentioned by Ellis (2020) is shown in the Figure 4.1.

Figure 4.1: The mapping of present study to the periods in (Ellis, 2020)



4.7 Conclusion

The findings of this study have been presented and discussed in this chapter. This chapter presented the key findings of this study, and the discussion was presented with reference to the two research questions of this study. The next chapter, the concluding chapter, will summarize the key findings of this study, where implications and limitations, and the recommendations will be included in the same chapter.

CHAPTER 5: CONCLUSION

5.1 Introduction

This section presents summary of findings, implication for future study, limitation and recommendation, and the conclusion for this study.

5.2 Summary of Findings

The learner view could be made known by the relationship to the things associated to learners: the people, the action acted on the learners, the action that was acted by the learner, the description used on the learners, and lastly, the object it is associated with. The findings could be interpreted as learners as always in the continuum depending on the dominant trend or focus of each period.

Overall, the learner seems to be dealing with educators, people around his close circles such as the community of practice and comrades and being subjected to the comparison of native speakers across the six decades. Due to the pedagogy nature of this corpus, the learner is always being subjected to helpless or needy individuals as well as being on demand to fulfil the certain expectation, and they need to be in a constant initiative to achieve a certain goal or task fulfilment and they are always in constant labels in terms of adjectives. Lastly, learners are subjected to themes related to learners' characteristics that need constant attention throughout the six decades.

In terms of views observed across the six decades, in the 1950s, the emerging of the theme on the notion of native speaker conformation, till the early 2000s, the multilingual turn, the emerging of the views on multilingualism and multicompetence. Lastly, the view was on multiculturalism which shows up in the decade of 2010.

In conceptualizing learners across the decades, learners are always subjected to the change of field trend, which makes them progressive and evolving beings.

5.3 The implication for Future Research

The implication of the study is the implication for pedagogy. The study's findings will enable a different lens to the community of practice of the field of SLA to understand and make use of the conceptualization of learners to provide for a better understanding of the SLA field. By understanding learners' changes over time, the community of practice in SLA, particularly the educators and the learners, could comprehend their current position and where they come from in the field.

There are several terms that have been used to describe students who are learning English, such as LEP, former limited English proficient (FLEP), ELLs, and ELs (Colombo, Tigert & Leider, 2018). The use of these deficit-laden descriptions placed educators indirectly to view their students as incapable and position emergent bilingual learners to view themselves as deficient (Colombo, Tigert & Leider, 2018). These labels also prioritized English as the student's language, additionally, overlooking the additional language(s) a student may have already spoken or developing (Colombo, Tigert & Leider, 2018).

For the implication of pedagogy, according to Martínez (2018), it is advisable for the teachers to be honouring and building on students' language ability by rejecting deficit discourse as a starting point. The assumption of lumping students from various language backgrounds, cultural, and heritage under the giant umbrella term of English learner label should be avoided (Martínez, 2018). This is to provide an opportunity for the educator or teachers to be actively exploring students' linguistic repertoires and identifying their linguistic strengths. Also, it is important to equip teachers with the perspective of viewing students with bilingualism or multilingualism as something precious and advantageous (Martínez, 2018). It would be easier to teach them a new language by exploring the students' existing linguistic repertoire.

5.4 Limitation and Recommendations

This section will begin with the limitation of the study. The articles involved in the study are from only one journal, MLJ. Hence, it could not yield generalizability of the findings. For future studies, it is suggested that more than one journal should be involved to enable more findings from the comparison of corpora. Next, the article's selection should include the discussion and review of the article writers to allow perspective from more personas.

For the analytical part, to avoid biases, there is a need to employ inter-rater checking on the data analysis to ensure the validity of the data. It helps to ground the study from unwanted biases and misleading analysis through the help of inter-rate. Next, a good mastery of concordance software and an adapted framework for the analytical procedure also helps ensure the analysis of the data more reliable and valid.

For future research direction, areas related to Long-Term English Language Learners (LTEL) (Menken et al., 2012) should be given attention.

5.5 Conclusion

The present study sheds light on how learners are viewed across decades in the SLA field. The learner's view has been observed to have a changing nature, which is in line with the SLA theory of native speaker conformation and the multilingual turn.

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