An Interview with APPLE Lecture Speaker Professor Brian MacWhinney

Farah S. Akbar, Cheng-Ling Alice Chen, Sarah Sok, & Yuna Seong

INTRODUCTION

On April 22, 2016, the TESOL/AL Web Journal (represented by Farah S. Akbar, Cheng-Ling Alice Chen, Sarah Sok, and Yuna Seong) had the opportunity to sit down with Professor Brian MacWhinney, guest speaker for the 2016 Applied Linguistics & Language Education (APPLE) Lecture Series, hosted annually by the TESOL/Applied Linguistics Programs at Teachers College, Columbia University. Professor MacWhinney spoke about his research and advice he has for current and future researchers in the TESOL and Applied Linguistics fields.

Professor Brian MacWhinney is a Professor of Psychology, Computational Linguistics, and Modern Languages at Carnegie Mellon University. He received his Ph.D. in psycholinguistics from the University of California at Berkeley. With Elizabeth Bates, he developed the Competition Model of first and second language processing and acquisition. He has also co-founded the Child Language Data Exchange System (CHILDES) corpus for the study of first language acquisition with Catherine Snow. His recent work includes studies of online learning in second language vocabulary and grammar, situationally embedded second language learning, neural network modeling of lexical development, fMRI studies of children with focal brain lesions, and ERP studies of between-language competition. We thank Professor MacWhinney for the great opportunity to learn more about his work and research. We also thank Fred Tsutagawa for videotaping and Dr. Hoa Nguyen for coordinating the APPLE Lecture Series Interview.

THE INTERVIEW
Here is the link to the full interview.

1) Your research has included many facets from psycho-linguistics to computational linguistics including SLA and pedagogy. What brought you to these fields and what do you see as the common thread linking your diverse interests? **[Q1 Video]**

2) You talk about the multidimensional emergentist view of SLA. What are the main distinguishing factors from alternative views in the field? What are the strengths and limitations? How does it conceptualize the role of "timeframes" in our thinking about first and second language learning? **[Q2 Video]**

3) In terms of L1 and L2 acquisition, the Unified Competition Model explains the difference in terms of the interplay of risk factors with support/protective factors: You encourage L2 learners to make overt use of the protective factors. To what extent can these protective factors lead to L2 learning success? And what role do individual difference factors (such as aptitude, motivation) play in this Model? **[Q3 Video]**

4) Can you elaborate on the role of implicit and explicit teaching and learning in your framework? **[Q4 Video]**

5) The developments of eCALL sound very exciting. Can you tell us more about it and what you see as the potential applications of eCALL for research and pedagogy? **[Q5 Video]**

6) Can you tell us more about the "shared infrastructure for SLA" that you are building at CMU? **[Q6 Video]**

7) What advice do you have for students and future researchers who are interested in doing similar line of research you are doing or advice in general? **[Q7 Video]**