

EXPLORATION OF INTERACTION AND MAPPING INTERACTION RESEARCH IN SECOND LANGUAGE LEARNING: CONTENT ANALYSIS BASED ON BOOKS ROD ELLIS

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Abstract

This study examines the concepts of Interaction and Mapping Interaction Research in Second Language Learning in the Classroom: Content Analysis Based on Rod Ellis's "Language Teaching Research and Language Pedagogy." The study applies a qualitative approach with a literature review design, utilizing data collection techniques such as documentation and literature review, followed by content analysis. This study indicates that Rod Ellis discusses the abilities involved in interaction, employing a sociocultural theory perspective to examine the development of second language learning. This theory emphasizes microgenetic and quasi-experimental studies on language learning through social interaction and internal learner growth. Rod Ellis also studies how classroom input and interaction improve second language learning using interactionist-cognitive theory, which emphasizes the function of interaction in delivering input that learners inwardly analyze. This perspective draws upon research employing descriptive/exploratory approaches.

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Keywords:

Interaction; Second Language Learning; Rod Ellis.

مستخلص البحث

تبحث هذه الدراسة في مفاهيم التفاعل ورسم خرائط أبحاث التفاعل في تعلم اللغة الثانية في الفصل الدراسي: تحليل المحتوى بناء على "أبحاث تدريس اللغة وعلم أصول تدريس اللغة" لروود إليس. تطبق الدراسة نهجاً نوعياً مع تصميم مراجعة البيانات، باستخدام تقنيات جمع البيانات مثل التوثيق ومراجعة البيانات، يليها تحليل المحتوى. تشير هذه الدراسة إلى أن رود إليس يناقش القدرات التي ينطوي عليها التفاعل، مستخدماً منظور النظرية الاجتماعية والثقافية لدراسة تطور تعلم اللغة الثانية. تؤكد هذه النظرية على الدراسات الجينية الدقيقة وشبه التجريبية حول تعلم اللغة من خلال التفاعل الاجتماعي و نمو المتعلم الداخلي. يدرس رود إليس أيضاً كيف تعمل مدخلات الفصل الدراسي والتفاعل على تحسين تعلم اللغة الثانية باستخدام النظرية التفاعلية المعرفية، والتي تؤكد وظيفة التفاعل في تقديم المدخلات التي يحللها المتعلمون داخلياً. يعتمد هذا المنظور على البحث الذي يستخدم مناهج استكشافية.

كلمات أساسية: التفاعل؛ تعلم اللغة الثانية؛ رود إليس.

Introduction

Second language learning has become a significant topic in education, starting with the simplest form of communication: speaking.¹ Learning a second language involves interaction between teachers and students, as well as interaction between students, which plays a crucial role in understanding and acquiring second language competence.² Interacting speakers use a particular language to express what they want.³ Therefore, understanding classroom interactions in second language learning significantly improves teaching and learning effectiveness.

Research in this field has resulted in a broad understanding of the role of interaction in second language learning. However, there is a need to conduct a more comprehensive and systematic study related to previous studies. One approach that can be used to carry out this study is through content analysis based on reliable and recognised reference sources in second language learning.

This article examines previous research on interactions in second language learning in the classroom, using Rod Ellis's book as the primary reference source, entitled "*Language Teaching Research and Language Pedagogy*."⁴ Rod Ellis, a leading expert in second language learning, has significantly contributed to our understanding of the importance of interaction in the context of second language learning.

The importance of this research is based on the fact that interactions between teachers and learners, as well as between learners, have a crucial role in facilitating second language learning. Through such interactions, learners can engage in communicative activities to practice and develop their language skills. Social facts show that interaction in second language learning can effectively improve students' ability to understand and use the target language. On the other hand, there have been many studies that try to explore the role of interaction in second language learning.

In support of this research, relevant previous studies and general theories will be presented. Zhao and J. Bithener's research on "Incidental Emphasis on Form in Teacher-Student and Student-Student Interaction" found that incidental FFE often occurs in teacher-student and student-student interactions, facilitating L2 learning opportunities. Oral interaction between learners in L2 classes should be

¹ Jamaluddin Shiddiq et al., "Ujian Munaqosyah Mahasiswa PBA IAIN Ponorogo: Analisis Psikolinguistik Pada Senyapan Dan Kilir Lidah," *An Nabighoh* 24, no. 2 (2022): 185, <https://doi.org/10.32332/an-nabighoh.v24i2.5281>.

² Evi Rizqi Salamah, "Pentingnya Interaksi Guru dan Siswa dalam Pembelajaran Jarak Jauh," *Proceeding UM Surabaya* 1, no. 1 (2022), <https://journal.um-surabaya.ac.id/Pro/article/view/14912>.

³ Adinda Larasati et al., "Tindak Tutur Direktif Pada Interaksi Guru Dan Siswa Dalam Pembelajaran Bahasa Indonesia Kelas VII MTs Muhammadiyah Kota Jambi," *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha* 12, no. 3 (2022), <https://ejournal.undiksha.ac.id/index.php/JJPBS/article/view/59852>.

⁴ Rod Ellis, *Language Teaching Research and Language Pedagogy* (John Wiley & Sons, 2012).

encouraged.⁵ Wu's research on "Classroom Interactions and Updated Teacher Questions" found that most responses were limited rather than elaborative, with display and closed questions more effective than referential and open-ended questions.⁶ In Indonesia, Sundari's research on "Classroom Interaction in Learning English as a Foreign Language at the Junior High School Level" shows that interaction practices contain four dimensions and are influenced by causal factors: class, social, institutional, and national contexts.⁷ Furthermore, Triasnan et al.'s research on "The Urgency of Interaction in Arabic Language Learning (Muhadatsah)" found that students were less able to communicate because of less interaction in class.⁸ Research by Adali et al. on "Interaction Practices in Oral Arabic Learning Classes in SMEs" in Malaysia found that interaction includes verbal and nonverbal communication patterns and types of social relationships.⁹

Based on these social facts and literature review, this study hypothesises that applying Rod Ellis's concepts in second language interaction and learning in the classroom will help improve learners' ability to understand and use the target language more effectively. Understanding the type of research done in the interaction field in Rod Ellis's review enriches knowledge in exploring the topic.

This study aims to explore and analyse the concept of *interaction* and *mapping interaction research* proposed by Rod Ellis in the context of second language learning in the classroom. Understanding and applying these concepts is expected to provide deeper insight into how interactions affect second language learning and how teachers can utilise these concepts in developing effective teaching strategies. It also aims to map the interaction studies that have been carried out and are recommended to be carried out in this context.

Method

This research is a literature review that discusses *Interaction* and *Mapping Interaction Research* in second language learning in the classroom. This research is qualitative and conducted through a literature study. The research steps include

⁵ Leila Tajik, Khadijeh Karimi, and Ameneh Ramezani, "Realization of Preemptive Focus on Form in the English-Language Teaching Context," *Open Linguistics* 6, no. 1 (2020): 094–108, <https://doi.org/10.1515/opli-2020-0009>.

⁶ Kam-yin Wu, "Classroom Interaction and Teacher Questions Revisited," *RELJ Journal* 24, no. 2 (1993): 49–68, <https://doi.org/10.1177/003368829302400203>.

⁷ Hanna Sundari, *Interaksi Kelas dalam Pembelajaran Bahasa Inggris sebagai Bahasa Asing pada Jenjang SMP (Penelitian Grounded Theory)* (Jakarta: Prodi Doktor Linguistik Terapan Pascasarjana UNJ, 2018).

⁸ Fatia Alisa Triasnan et al., "Urgensi Interaksi Dalam Pembelajaran Bahasa Arab (Muhadatsah)," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2023): 24–36, <https://doi.org/10.51339/muhad.v5i1.737>.

⁹ Nor Asyikin Hasan Adali, Suhaila Zailani Ahmad, and Kaseh Abu Bakar, "Amalan Interaksi Dalam Kelas Pembelajaran Bahasa Arab Lisan Di UKM," *BITARA International Journal of Civilizational Studies and Human Sciences* 2, no. 1 (2019), <https://bitarajournal.com/index.php/bitarajournal/article/view/105>.

collecting primary and secondary literature sources, collecting data, evaluating data quality, analysing data, interpreting data, and concluding findings. This study classifies the data based on the research formula used.¹⁰ The author uses data collection techniques, namely documentation and literature review. In analysing qualitative data, the author uses *content analysis* or content analysis using an overview, according to Krippendorff. He divided the content analysis research scheme into six stages: unitising, sampling, recording, reducing, inferring, and narrating.¹¹

Result and Discussion

In the eighth part of Rod Ellis' book entitled "*Interaction and L2 Learning in the Classroom*", Rod Ellis begins with an introduction explaining that Rod Ellis will explore the "*affordances*" discussed in previous parts of Rod Ellis's book in more depth. Rod Ellis will use the perspective of socio-cultural theory to examine the extent to which participation in interaction indicates "*development*" in language learning. In this context, "development" refers to the progress or change in understanding and acquiring a second language.

Rod Ellis will also use the perspective of interactionist-cognitive theory to investigate the evidence suggesting that input and interaction in the classroom aid in the "*acquisition*" of second languages. "Acquisition" refers to changes that occur in the learner's second language system, involving the process of internalisation and use of the second language in a more natural way.

PART I: in this section, Rod Ellis begins with a discussion of development vs acquisition (development vs acquisition). In this section, Rod Ellis explains two language learning theories: sociocultural theory and interactionist-cognitive theory.

According to sociocultural theory, language learning is seen as a process rather than a product. This language learning process starts from an activity regulated by others through social interaction, develops over time into a self-regulated activity through private speech, and eventually becomes fully automated. This reflects Vygotsky's general genetic law of development, which states that higher forms of thinking appear first in social interactions and then appear in the minds of individuals when they master it and can use it independently.

Meanwhile, interactionist-cognitive theory also emphasises the critical role of interaction in second language learning. However, this theory does not view learning as occurring in interaction but sees interaction as providing 'input' for the

¹⁰ Wahyudin Darmalaksana, "Metode Penelitian Kualitatif Studi Pustaka Dan Studi Lapangan," *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*, 2020, <http://digilib.uinsgd.ac.id/id/eprint/32855>.

¹¹ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (SAGE Publications, 2018).

learner, which is then processed internally through cognitive mechanisms responsible for attention, repetition, and restructuring existing knowledge systems. Learners acquire language features not from interaction but from input received. However, interaction introduces learners to input and helps focus their attention on specific linguistic forms. In other words, interaction is not just an input machine; it helps activate cognitive processes responsible for acquisition.

Rod Ellis also mentions that these two theories fundamentally differ in operating and investigating learning. Sociocultural theory examines the role of classroom interaction in learning more. In contrast, interactionist-cognitive theory focuses more on measuring changes in learners' interlingual systems by comparing them to target language norms.

PART II: in this section, Rod Ellis raised the theme of Sociocultural Studies of Classroom Interaction and Second Language Learning (Sociocultural Studies of Interaction in the Classroom and Second Language Learning). In this section, Rod Ellis presents studies that produce clear evidence of change, which are of two types. The first type uses microgenetic analysis of interactions that occur within a certain period or the sequence of interactions in a single lesson. This study investigates whether the interactional assistance provided at one point is reflected in improved performance at another point. The second type uses a quasi-experimental design that involves tests to measure the extent to which learning orchestrated by others seen in interactions leads to self-regulated learning. The standard in these studies is using specific tasks designed to stimulate language speech.

Some of the studies considered by Rod Ellis in this section are not classroom-based, which will be the subject of this study. Learners are pulled from their classes to complete various tasks to facilitate data collection, often involving audio and video recordings. However, Rod Ellis included these studies in the research review because few socio-cultural studies have investigated classroom learning (not 'participation'). In addition, the researchers and tutors involved in these studies generally play a 'teacher-like' role. Nonetheless, the results of these studies need to be handled with caution. Socio-cultural theory explicitly recognises that the environment in which a 'task' is performed is an inherent component of the resulting 'activity'.

Sub I Part II: in this section, Rod Ellis talks about Microgenetic Analyses as a method for studying changes in an individual's understanding and behaviour over time. This approach involves intensive and continuous observation of individual development in a relatively short period. He raised several relevant studies, such as studies conducted by Aljaafreh & Lantolf, and Donato.¹² These two studies have

¹² Ali Aljaafreh and James P. Lantolf, "Negative Feedback as Regulation and Second Language Learning in the Zone of Proximal Development," *The Modern Language Journal* 78, no. 4 (1994): 465,

significant differences. While Aljaafreh and Lantolf investigated the learning that occurs in expert-novice interaction (an expert and a beginner), Donato focused on learning provided helpfully in novice-novice interaction (between beginners). An essential finding of studies oriented towards socio-cultural factors is that the shared activity in which learning begins does not necessarily require the presence of an 'expert' or teacher. In the context of socio-cultural learning, learning can also occur through interaction between beginners or learners themselves, without the presence of an expert who provides guidance or instruction.

Sub II Part II: in this section, Rod Ellis talks about Quasi-Experimental Studies (Quasi-Experimental); in this section, Rod Ellis shows that complete internalisation has occurred, and a type of experimental design involving pre and post-tests is needed. So, Rod Ellis reviewed several experimental studies based on sociocultural theory.

The quasi-experimental study conducted by Nassaji and Swain aimed to replicate and expand the research conducted by Aljaafreh and Lantolf. They compared the effectiveness of two types of oral feedback to article errors in the writing composition of two Korean learners learning English.¹³

Rod Ellis discusses some research conducted by Swain and Lapkin, which reports on a study of a pair of immersion learners (Kim and Rick) who completed two drawing puzzle tasks.¹⁴ Then, research by Swain and Lapkin examined the effect of language use on changes in the writing of two learners (Dara and Nina) in rewriting a story.¹⁵ Also, research by Tocalli-Beller and Swain investigated the extent to which adult English as a second language (ESL) learners can work collaboratively to understand the meaning of jokes and word games. Swain and Lapkin used a design similar to previous research, but this time, they investigated the role of 'interaction with oneself' in language learning. Then, the study of Swain et al. investigates the relationship between the quality and amount of language used by intermediate French learners at a Canadian university and their performance in direct and delayed post-test tests.

From the entire study, Rod Ellis explained that there are two related constructs underlying quasi-experimental studies, namely scaffolding and

<https://doi.org/10.1111/j.1540-4781.1994.tb02064.x>; James P. Lantolf and Gabriela Appel, *Vygotskian Approaches to Second Language Research* (Bloomsbury Academic, 1994).

¹³ Hossein Nassaji and Merrill Swain, "A Vygotskian Perspective on Corrective Feedback in L2: The Effect of Random Versus Negotiated Help on the Learning of English Articles," *Language Awareness* 9, no. 1 (2000): 34–51, <https://doi.org/10.1080/09658410008667135>.

¹⁴ Merrill Swain and Sharon Lapkin, "Interaction and Second Language Learning: Two Adolescent French Immersion Students Working Together," *The Modern Language Journal* 82, no. 3 (1998): 320, <https://doi.org/10.1111/j.1540-4781.1998.tb01209.x>.

¹⁵ Merrill Swain and Sharon Lapkin, "Talking It through: Two French Immersion Learners' Response to Reformulation," *International Journal of Educational Research* 37, no. 3–4 (2002): 285, [https://doi.org/10.1016/S0883-0355\(03\)00006-5](https://doi.org/10.1016/S0883-0355(03)00006-5).

linguaging. Connecting these two constructs is the idea of 'mediation' – a central concept in socio-cultural theory.¹⁶

PART III: Rod Ellis raises the theme of Interactionist-Cognitive Studies of Classroom Interaction and Second Language Acquisition in this section. In this section, Rod Ellis describes two types of research that have investigated classroom interaction and second language acquisition (L2) from an interactionist-cognitive point of view. The first type is descriptive and exploratory; It involves observing real-time language lessons, identifying certain interactional features, and relating them to subsequent learning measurements. In this study, there is no attempt to intervene by directing the type of interaction the learners will follow. The second type is experimental research, or rather quasi-experimental, because it is usually impossible to form groups of learners randomly in classroom research. Within this type are pre-tests, specific interactional interventions (e.g., using corrective feedback), and one or more post-tests. In this section, Rod Ellis considers experimental research that has investigated the interactions (e.g., focus on form) derived from several types of tasks. Rod Ellis considers research examining the effects of form-focused instruction (FFI) involving explicit instruction and code-oriented exercises (i.e., focus) on learning.

Sub I Part III: in this section, Rod Ellis talks about Descriptive/Exploratory Research; he explains that this study was conducted to examine the relationship between types of emphasis on form, response, and language learning. Next, Rod Ellis presents several studies focused on the relationship between acceptance and acquisition, divided into studies that separately investigate foreign and second language contexts.

Slimani's study in the context of EFL aims to explore the relationship between classroom interaction and student acceptance of the subject matter.¹⁷ Ellis conducted a similar survey of L2 high school students.¹⁸ Havranek examined the effects of correction on German learners learning English as a foreign language, involving 207 learners with varying proficiency levels.¹⁹ Alcon researches high school students in Spain on understanding meaning. Alcon-Soler found a link between attention and increased vocabulary, but not with delayed translation tests.²⁰ Loewen recorded teacher lessons with adult learners in L2 learning.²¹ These

¹⁶ James P. Lantolf, *Sociocultural Theory and Second Language Learning* (OUP Oxford, 2000).

¹⁷ Assia Slimani, "The Role of Topicalization in Classroom Language Learning," *System* 17, no. 2 (1989): 223, [https://doi.org/10.1016/0346-251X\(89\)90035-3](https://doi.org/10.1016/0346-251X(89)90035-3).

¹⁸ R. Ellis, "Modified Oral Input and the Acquisition of Word Meanings," *Applied Linguistics* 16, no. 4 (1995): 409, <https://doi.org/10.1093/applin/16.4.409>.

¹⁹ Gertraud Havranek, "When Is Corrective Feedback Most Likely to Succeed?," *International Journal of Educational Research* 37, no. 3–4 (2002): 255, [https://doi.org/10.1016/S0883-0355\(03\)00004-1](https://doi.org/10.1016/S0883-0355(03)00004-1).

²⁰ Eva Alcón, "Incidental Focus on Form, Noticing and Vocabulary Learning in The EFL Classroom," *International Journal of English Studies* 7, no. 2 (2007): 41–60.

studies found that prior learner focus or teacher-initiated help increase attention to language forms, while reactive responses to forms also play a role in language acquisition.

Sub II Part III: in this section, Rod Ellis talks about *Quasi-experimental studies of classroom interaction and L2 acquisition*; in this section, Rod Ellis describes a lot of related research, which he divides into three groups:

1. studies investigating non-reciprocal tasks (e.g., listen-and-do tasks)
2. studies investigating oral communication tasks (e.g., two-way tasks)
3. studies investigating consciousness-raising (CR) tasks

The results of this study vary somewhat. Loshcky's analysis showed that the input type did not affect second language acquisition.²² He and Ellis also found no difference between learners receiving pre-modified and modified input through interaction.²³ However, Ellis, Tanaka, and Yamazaki found that input modified through interaction was more effective than essential and pre-modified inputs.²⁴

PART IV: Rod Ellis gives a *conclusion* (conclusion) from what has been raised about *Interaction* and *Second Language Learning* in the classroom. First, Rod Ellis explains the importance of interaction in language learning and how that interaction can encourage language acquisition. He also explained that the research on this theme differed from previous research on previous themes, where the relationship between interaction and learning was based on theory without being demonstrated empirically.

Rod Ellis also mentioned that many types of interactions occur in language classes. An important question is what kind of interaction can drive language acquisition. Interactions can be divided into interactions in the context of fluency and meaning and interactions in the context of form and accuracy. This difference also has to do with the difference between unintentional and intentional language learning. Rod Ellis focuses more on how interactions shape the inadvertent acquisition that occurs when learners perform tasks that lead to a focus on form in the context of fluency and meaning.

Furthermore, Rod Ellis explains that sociocultural theory sees interaction as a place for learning. This theory emphasises acquisition through participation. Meanwhile, interactionist-cognitive theory sees interaction as a provider of input,

²¹ Shawn Loewen, "Incidental Focus on Form and Second Language Learning," *Studies in Second Language Acquisition* 27, no. 03 (2005), <https://doi.org/10.1017/S0272263105050163>.

²² Lester Loschky, "Comprehensible Input and Second Language Acquisition: What Is the Relationship?," *Studies in Second Language Acquisition* 16, no. 3 (1994): 303, <https://doi.org/10.1017/S0272263100013103>.

²³ Rod Ellis and Xien He, "The Roles of Modified Input and Output in Theincidental Acquisition of Word Meanings," *Studies in Second Language Acquisition* 21, no. 2 (1999): 285–301, <https://doi.org/10.1017/S0272263199002077>.

²⁴ Rod Ellis, Yoshihiro Tanaka, and Asako Yamazaki, "Classroom Interaction, Comprehension, and the Acquisition of L2 Word Meanings," *Language Learning* 44, no. 3 (1994): 449, <https://doi.org/10.1111/j.1467-1770.1994.tb01114.x>.

feedback, and opportunities for learners to modify their outputs, connected to learners' internal processing to facilitate acquisition. Both treat interaction as a source of acquisition. These differing views have led to different research approaches investigating their interactions and roles in learning.

However, despite the differences in the perspective of the theory, there are several points in common, including:

1. Both perspectives have explored the role of interaction through task-based research.
2. Both emphasise the importance of attention to linguistic features in performing tasks.
3. Both also recognise the value of conversations aimed at developing awareness at the level of understanding.
4. Both recognise that expert and novice speakers can help shape the interaction that promotes learning.
5. Both also recognise feedback's important role (although there are different views on how feedback contributes to learning).
6. Both research traditions have explored the contribution to learning performed by mindfulness tasks.

Rod Ellis also explains the difference in approach between sociocultural theory and interactionist-cognitive theory in understanding language learning. Sociocultural theory sees learning as the conscious and explicit production of target features, where learners use consciously understood knowledge to use language features in controlled tasks or tests. This theory does not distinguish between explicit knowledge (can be conveyed in words) and implicit knowledge (internalised and used without conscious awareness).

On the other hand, interactionist-cognitive theory considers the distinction between explicit and implicit knowledge as necessary. This theory establishes whether participating in interactions can lead to acquiring implicit or explicit knowledge. Studies within this framework, such as corrective feedback studies, seek to show that interactions provide opportunities for learners to acquire implicit language knowledge (knowledge that is internalised and used without conscious awareness). This approach was considered a force in interactionist-cognitive studies by Rod Ellis.

Rod Ellis states that just because learners demonstrate the ability to use language features in controlled tests does not mean they have acquired those features fully. It is more important to establish that learners have internalised the feature to use it accurately in unsupervised communication in the new context. In other words, Rod Ellis wanted to find out if interaction could lead to procedural ability, that is, the ability of learners to use language features fluently and appropriately in real communication situations.

PART V: at the end, Rod Ellis delivers *Notes Important* (notes) as follows:

1. In Slimani's study, the term "*uptake*" has a slightly different meaning compared to the meaning in most interactionist-cognitive studies. In this

context, "*uptake*" refers to those items or aspects of language learners' report learning after the lesson. The term is used to measure the extent to which language acquisition occurs. In other words, "*uptake*" indicates learners' ability to acquire and internalise the language taught in the lesson.

2. Havranek said the listeners in the study may have performed better on the test because they already knew the correct form beforehand. They already have sufficient knowledge of the topic being tested. On the other hand, the perpetrators, who may not have the same understanding, point out gaps or deficiencies in their knowledge. Thus, differences in performance among listeners and performers show differences in their experience and expertise related to the content tested.
3. Classroom studies show that, in general, *recast* does not have a very significant impact on correcting errors in language learning. Nonetheless, research by Alcon shows that in the context of vocabulary learning, using *recast* as a form of reactive feedback proves effective. That is, when students make mistakes in vocabulary, the use of *recast* by the teacher or tutor as a form of feedback can help students correct those mistakes and improve their understanding of the vocabulary being learned.
4. Experimental studies conducted by Newton (1995) involve a learner and focus on vocabulary development. In this study, the learners were given six communication tasks. Previously, he was tested on the vocabulary in the task worksheet and then retested after completing the tasks using the same vocabulary. The results showed that the learner's increased lexical knowledge was more related to using words to complete a task than explicitly negotiating meaning. In this context, using words in real situations is essential in enriching the learner's vocabulary. However, it should be noted that the design of these studies may be less effective when the targeted features are grammatical or pragmatic, requiring more profound understanding and more specific adjustments.
5. '*Old verbs*' refer to verbs used in communication tasks performed by learners. '*New verbs*' refer to verbs that do not appear in these tasks. This study aimed to investigate whether corrective feedback influenced the use of new verbs, suggesting that learners had internalized general rules of forming past tenses (-ed) rather than just memorizing specific tenses of certain verbs. In other words, the study wanted to find out if learners managed to apply those general rules to verbs they had never encountered before.
6. In-class research on using *recast* as a form of feedback in language learning shows limited or no significant results. In the context of classroom research, *recast* often occurs in situations where one teacher provides feedback to multiple learners. However, *laboratory studies* show different results. In *laboratory studies*, learners interact intensively with a researcher one-on-one. In this situation, *recast* has the potential to make a more significant contribution to language learning. This difference in context may explain why *laboratory studies* show benefits from using *recast*, while classroom studies do not always show the same results.
7. Meta-analysis refers to statistical analyses performed on previous studies conducted by other researchers. In these cases, the meta-analysis combines

results from laboratory-based studies (where learners interact intensively one-on-one with a researcher) and classroom-based studies (where recasts occur in a one-on-many context). By combining data from these two types of studies, researchers can analyse general trends and see if there are differences in the recast effect between laboratory and classroom studies.

8. The Eckerth study used no control group to compare experimental results with groups that received no treatment or intervention. However, Eckerth included control items in the test to test the treatment's effectiveness. The results showed no significant improvement in those control items, indicating that the observed improvement in the test resulted from the treatment or intervention given to the group. Although the study did not have a direct control group, the use of control items gives an idea of the effectiveness of the treatment performed.
9. The study by De Ridder, Vangehuchten, and Gomez aimed to test whether task-based teaching could improve the automaticity of language use in university students studying English as a second language. In this study, two groups were compared: the group that followed the traditional communicative course and the group that followed the course with a task-based component. The results showed that the group that followed the task-based course showed better results in terms of social skills, knowledge of grammar, and vocabulary but not in terms of fluency. The researchers also noted that the likelihood of better outcomes from the task-based group could be due to higher motivation levels among group members.
10. A meta-analysis by Lyster and Saito on classroom studies found no difference in the effects of corrective feedback between the foreign language environment and the environment of both languages. This finding is important because it shows that the assumption of some commentators, such as Swan in 2005, who stated that task-based teaching is unsuitable for foreign language environments, is invalid. In other words, these findings suggest that task-based teaching can be effectively applied in both foreign and second-language environments.

In his book, Rod Ellis discusses the importance of interaction in second language learning (L2) from two perspectives: sociocultural theory and interactionist-cognitive theory. The sociocultural perspective sees learning as participation in social interaction that leads to the development of a second language system. In contrast, interactionist-cognitive theory sees interaction as a provider of input processed internally by the learner to acquire a second language. Although the two differ, both recognise the importance of interaction in language learning.

The studies presented by Ellis cover a variety of research methods, such as microgenetic analysis and quasi-experimental research. Several studies highlight the effectiveness of interaction in improving language acquisition, especially in specific contexts, such as using recast as an effective form of reactive feedback in

vocabulary learning. However, research results vary somewhat depending on the type of task and learning context.

The importance of interaction in language learning is also emphasized in experimental research, showing that interaction introduces learners to second language input and helps focus their attention on specific linguistic forms. There is a difference between accidental and intentional language learning, where language learning inadvertently occurs through interactions of fluency and meaning. In contrast, deliberate language learning focuses more on the context of form and accuracy.

If we follow all the research raised by Rod Ellis, it can be described in the following table:

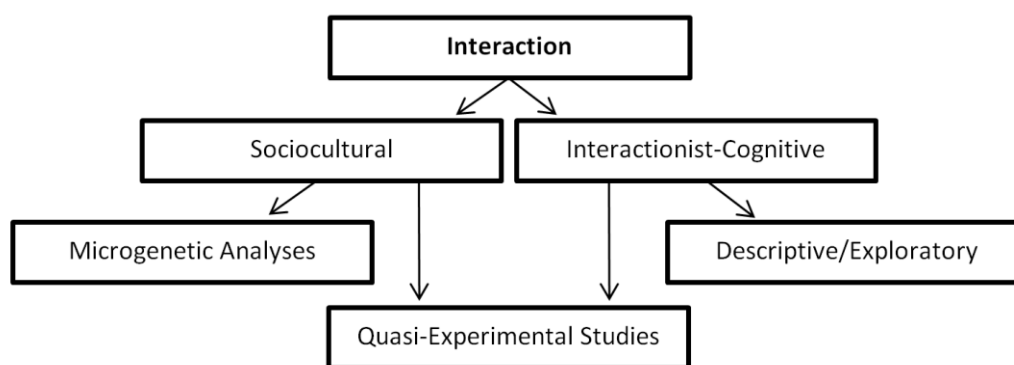


Figure 1. Interaction Research Mapping Diagram

This study shows that interaction in language classes is essential in second language acquisition. From a sociocultural and interactionist-cognitive perspective, interaction helps internalise the features of the second language and its use in honest communication. Despite differences in research approaches, both recognise the value of conversations aimed at developing awareness at the level of comprehension as well as the critical role of feedback in language learning.

Conclusion

Rod Ellis uses sociocultural theory to explain interaction skills in second language learning. Using interactionist-cognitive theory, Rod Ellis studies how classroom input and interaction enhance second language acquisition. Ellis wanted to know how language learning interactions affect second language acquisition. According to sociocultural theory, language learning occurs through social contact and internal growth. The interactionist-cognitive theory emphasizes interactive input that learners process internally. The two theories research language learning differently, concentrating on classroom interaction and interlingual system alterations. He emphasizes interaction in second language learning and distinguishes sociocultural and interactionist-cognitive viewpoints on language. Rod Ellis' study can be mapped utilizing sociocultural and interactionist-cognitive

theories. Sociocultural theory allows microgenetic analysis and quasi-experimental studies, whereas interactionist-cognitive theory allows descriptive/exploratory and quasi-experimental types.

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