

Study on the Impact of Interaction Modes on Second Language Acquisition

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Abstract: This paper aims to explore the impact of interaction modes on second language acquisition (SLA) outcomes. By analyzing the roles of different types of interaction modes, including oral and written interactions, the study reveals their positive and negative effects on language learning. Grounded in major SLA theories such as the Input Hypothesis, Interaction Hypothesis, and Output Hypothesis, the paper systematically evaluates how interaction modes enhance learners' language abilities and investigates their practical applications through empirical research and case studies. The findings indicate that both oral and written interactions have distinct advantages and challenges, and optimizing these interaction modes can significantly improve SLA outcomes. The paper also offers recommendations for optimizing interaction modes to provide theoretical support and practical guidance for teaching practices.

1. Introduction

In the context of ongoing globalization and internationalization, Second Language Acquisition (SLA) has become a significant topic in the field of education. Learning a language is not only crucial for personal career development but also for cross-cultural communication and understanding. Recently, researchers have increasingly focused on the impact of interaction modes on SLA outcomes. Interaction modes, as a key teaching strategy in language learning, include oral and written interactions, each potentially playing different roles in enhancing learners' language skills. Although substantial research has explored the impact of interaction on language acquisition, a systematic analysis of specific types of interaction modes and their effects in various learning contexts is still lacking. Therefore, this study aims to examine the specific impacts of interaction modes on SLA through conceptual analysis. First, we will review the fundamental concepts of interaction modes and their applications in language acquisition. Next, we will analyze the effects of oral and written interactions in practical teaching contexts, drawing on major SLA theories. Finally, the paper will propose recommendations for optimizing interaction modes to provide valuable references for language teaching practices. Through this research, we hope to offer theoretical support to educators and advance the improvement of language learning methods[1].

2. Interaction Modes Concept

2.1. Definition of Interaction Modes

Interaction modes refer to the ways and forms of communication between learners and teachers, peers, or other language users during the language learning process. This includes how learners engage in language communication, interaction, and collaboration in the classroom or other learning environments. These modes can be oral or written, encompassing face-to-face conversations, online chats, letter exchanges, and emails. In language acquisition research, interaction modes are considered key factors affecting the development of learners' language abilities. Different interaction modes not only provide various types of language input but also influence how learners process the language. Oral interaction typically involves real-time communication and feedback, offering more contextual understanding and immediate correction, which aids in natural language acquisition and fluency improvement. In contrast, written interaction is usually conducted through text, allowing learners more time to think and revise their language output, which is suited for in-depth learning of language structures and grammar rules. The choice and application of interaction modes directly impact the quality of language input and the enhancement of communicative abilities. Effective interaction modes should be designed according to learners' language levels, learning goals, and teaching environments to maximize the effectiveness of language learning. Understanding and defining the different types and characteristics of interaction modes is a fundamental basis for exploring their impact on SLA[2].

2.2. Major Types of Interaction Modes

In language learning, interaction modes can be categorized into several major types, each affecting learners' language acquisition in different ways. First, the oral interaction mode involves real-time language communication through face-to-face or voice communication. This includes classroom discussions, group activities, role-playing, and dialogue exercises, characterized by immediacy and interactivity. Oral interaction provides rich context and instant feedback, helping learners improve language fluency, pronunciation accuracy, and communicative abilities. Through real-time correction and feedback, learners can quickly adjust and enhance their language use, improving their speaking and listening skills. On the other hand, the written interaction mode involves language communication through writing and reading texts. This includes emails, forum discussions, essay writing, and letter exchanges. The characteristics of written interaction are its non-immediacy and depth of thought, allowing learners more time to organize language and conduct language analysis during writing and revising. Written interaction helps learners improve written expression, grammatical accuracy, and vocabulary usage while exposing them to more language materials and systematically learning language structures. Written interaction provides a stable way of language input, aiding learners in consolidating and applying learned language knowledge over a longer period. Both interaction modes have unique features and play important roles in language learning. Effective teaching strategies should integrate oral and written interactions to meet learners' diverse needs and enhance their overall language abilities [3].

2.3. The Role of Interaction Modes in Language Acquisition

Interaction modes play a crucial role in second language acquisition (SLA) in several key aspects. Firstly, interaction modes provide rich language input and practice opportunities. In oral interaction, learners engage in real-time communication with others, experiencing and using the target language in authentic contexts. This interaction not only improves their language fluency but also enhances

their speaking and listening skills. Instant feedback and correction in oral interaction help learners address pronunciation and grammatical errors, accelerating the language acquisition process. Secondly, interaction modes facilitate the practice of language output. In written interaction, learners have more time to organize and express their thoughts, allowing for in-depth learning of grammar and language structures. Writing activities help consolidate language knowledge and improve written expression. Through repeated revision and analysis of texts, learners can better master language rules and application techniques. The non-immediacy of written interaction enables learners to engage in deeper thinking and reflection over an extended period, improving the accuracy and systematic use of the language. Additionally, interaction modes significantly impact learners' motivation and engagement in language learning. Effective interaction modes can stimulate learners' interest and initiative, leading to more active participation in language learning. Oral interaction creates a highly interactive learning environment that enhances learners' sense of involvement and belonging, while written interaction provides opportunities for learners to express and showcase their language abilities, increasing their sense of achievement. Overall, interaction modes have a profound impact on SLA by providing rich language input, facilitating language output practice, and boosting motivation and engagement. Understanding and optimizing these interaction modes will contribute to more effective language teaching strategies and improved learning outcomes[4].

3. Theoretical Foundations of Second Language Acquisition

3.1. Major Theories of Second Language Acquisition

The study of Second Language Acquisition (SLA) involves several theoretical frameworks that offer different perspectives on understanding the language learning process. Major theories include the Input Hypothesis Theory, Interaction Hypothesis Theory, and Output Hypothesis Theory, each explaining second language learning mechanisms from different angles. Input Hypothesis Theory proposed by Stephen Krashen posits that the key to language acquisition is exposure to appropriate language input. According to this theory, learners need to be exposed to "comprehensible input" ($i+1$), which is language material that is slightly above their current proficiency level but still understandable. This input helps learners gradually absorb and master the grammar and vocabulary of the target language. Krashen emphasizes that natural exposure and understanding of language input are the main pathways to language acquisition, rather than formal grammar instruction or language rule learning. Interaction Hypothesis Theory introduced by Michael Long asserts that interaction plays a central role in language acquisition. This theory suggests that language learners acquire a significant amount of language input through interaction with others and that interactive feedback helps correct their language output. Dialogue, discussion, and feedback during interaction assist learners in identifying and correcting language errors, thereby enhancing their language abilities. According to the Interaction Hypothesis, language acquisition relies not only on exposure to language input but also on practical use and practice through interaction. Output Hypothesis Theory proposed by Merrill Swain highlights the importance of language output in language acquisition[5]. Swain argues that learners use language to express themselves not only to test their knowledge but also to identify and resolve problems in their language expression. The process of organizing and expressing thoughts promotes a deeper understanding of language structure and functionality and facilitates the internalization and application of language knowledge. These theories collectively provide rich perspectives for understanding second language acquisition and explain key mechanisms of language learning from various aspects. Their integration and application help design effective language teaching strategies and optimize the process and outcomes of language learning.

3.2. The Role of Interaction in Second Language Acquisition

Interaction plays a vital role in Second Language Acquisition (SLA) by influencing language input, output practice, and motivation. Firstly, interaction allows learners to receive substantial language input, which includes both oral and written forms. Through interaction, learners encounter rich language materials and apply the target language in real contexts, which aids in gradually mastering language structures and functions and enhances comprehension abilities. Secondly, interaction facilitates language output practice. By engaging in dialogue, discussion, or written communication, learners have opportunities to use the language actively, express their ideas, and receive feedback. Immediate feedback helps learners refine their language use, correct errors, and deepen their understanding of language rules. Output activities also encourage learners to think about how to organize and express their thoughts effectively, improving fluency and accuracy in language use. Additionally, interaction significantly impacts learners' motivation and engagement in language learning. Positive interaction experiences can boost learners' interest and motivation, leading to greater participation in the learning process. The social aspects of interaction, such as peer encouragement and teacher support, enhance learners' confidence and enthusiasm, further promoting effective language learning. In summary, interaction influences SLA by providing rich language input, facilitating output practice, and boosting motivation. Understanding and optimizing interaction processes can help design more effective language teaching strategies and improve overall learning outcomes[6].

4. The Impact of Interaction Modes on Second Language Acquisition

4.1. The Impact of Oral Interaction on Second Language Acquisition

Oral interaction plays a crucial role in second language acquisition, with profound and multifaceted effects. Firstly, oral interaction provides real-time language input and practice opportunities, helping learners engage with and use the target language in authentic contexts. By interacting face-to-face with teachers, peers, or other language users, learners gain access to rich language material and improve their language fluency and accuracy through actual communication. Real-time conversation and exchanges enable learners to quickly adapt to the language environment and enhance their understanding and application of the language. Secondly, oral interaction promotes practice in language output. By participating in dialogues, discussions, and role-playing activities, learners have the chance to apply their language knowledge in real communication [7]. The immediate feedback and correction provided during oral interaction help learners identify and correct errors in pronunciation, grammar, and word choice. This real-time feedback mechanism accelerates the internalization and mastery of the language, improving the naturalness and accuracy of language expression. Additionally, oral interaction helps improve learners' listening and speaking skills. During interaction, learners need to both understand and respond to language input and effectively produce language output. This interaction requires learners to possess strong listening comprehension and speaking abilities, thus promoting the comprehensive development of their listening and speaking skills. Frequent oral practice enhances learners' language fluency and communicative competence, better adapting them to the demands of real-life communication. Oral interaction also positively impacts learners' motivation and confidence. Through interaction, learners receive immediate positive feedback and encouragement, which enhances their interest and confidence in language learning. Positive interaction experiences increase learners' sense of involvement and accomplishment, thereby stimulating their enthusiasm and motivation for further learning. In summary, oral interaction has a profound impact on second language acquisition by providing real-time language input and practice opportunities, promoting language output practice,

improving listening and speaking skills, and enhancing motivation. Optimizing teaching strategies for oral interaction will help improve learners' language abilities and learning outcomes.

4.2. The Impact of Written Interaction on Second Language Acquisition

Written interaction has a unique and significant role in second language acquisition, with its impact mainly reflected in the depth of language input processing, refinement of language output, and durability of language learning. Firstly, written interaction provides a structured and systematic source of language input. Through emails, forum discussions, essay writing, and letter exchanges, learners are exposed to a wealth of written materials that cover various uses and expressions of the language. The non-real-time nature of written interaction allows learners ample time to deeply analyze and reflect on language materials, thereby enhancing their understanding of language structure and usage. Secondly, written interaction facilitates the refinement of language output[8]. Unlike oral interaction, written interaction typically requires learners to organize language precisely, pay attention to grammar and vocabulary usage, and revise repeatedly during the writing process. This process helps improve learners' written expression abilities and language accuracy. The feedback mechanisms in written interaction often include detailed comments and revision suggestions, which help learners identify and correct errors in language usage, further enhancing the correctness and fluency of their language expression. Additionally, written interaction positively affects the durability of language learning. As written communication usually involves extended language practice, learners can engage with and use the target language over a longer period, aiding in the transfer of language knowledge into long-term memory. Written interaction also provides a means to record and track language progress, allowing learners to review and reflect on past written work and make targeted improvements. Written interaction also significantly influences the development of learners' autonomous learning abilities and learning strategies. In written communication, learners need to think and express independently, which promotes their ability for autonomous learning. Through written interaction, learners can better master language learning strategies, such as vocabulary memorization, grammar rule application, and text structure analysis, thus improving overall learning effectiveness. In summary, written interaction has a profound impact on second language acquisition by providing structured language input, facilitating the refinement of language output, enhancing the durability of learning, and fostering autonomous learning abilities. Effective utilization of various forms of written interaction will contribute to improving learners' language abilities and learning outcomes.

5. Practical Applications of Interactive Modes

5.1. Applications of Interactive Modes in the Teaching Environment

In the teaching environment, the application of interactive modes significantly enhances the effectiveness and efficiency of language learning. Teachers use carefully designed oral and written interactive activities to provide students with abundant language practice opportunities and promote their language development. Firstly, oral interaction plays a crucial role in classroom teaching. Teachers can design various interactive activities, such as classroom discussions, group collaborations, role-plays, and debates, to enhance students' language practice. These activities not only provide authentic language input but also encourage active language output from students. In classroom discussions, students can apply learned language knowledge through communication with peers and receive immediate feedback. This real-time interaction helps improve students' language fluency and expression. Role-playing activities allow students to use language in simulated real-life situations, further consolidating their language skills and enhancing their ability

to handle actual communication scenarios. Secondly, written interaction also plays a key role in language learning. Teachers can promote students' written expression skills through assignments, email exchanges, and online forum discussions. These written interactive activities enable students to engage with and use the target language over a longer period, facilitating deeper understanding and long-term retention of language knowledge. For example, through email exchanges, students not only practice written expression but also learn formal and informal language usage. Detailed feedback and revision suggestions from teachers help students identify and correct language errors, thereby improving the accuracy and fluency of their written expression. Additionally, the application of technology provides new opportunities for interactive modes. The use of online learning platforms and social media allows teachers to create virtual language learning communities. These platforms offer more language practice opportunities, such as online discussions, blog writing, and voice recordings. This technology-supported interactive mode not only expands students' learning space but also enhances their sense of engagement and interactive experience. For instance, online discussions enable students to engage in diverse communication in a virtual environment, while blog writing encourages students to express personal opinions and receive feedback from teachers and peers. These activities help students continue language learning in a virtual setting and improve their autonomous learning abilities. Overall, the application of interactive modes in the teaching environment provides students with rich language input and output opportunities, contributing to the enhancement of their language skills. By effectively designing and implementing oral and written interactive activities, and utilizing technological means to expand learning platforms, teachers can significantly improve language teaching outcomes. Optimizing these interactive modes will help enhance students' language abilities and overall learning effectiveness.

5.2. Recommendations for Optimizing Interactive Modes

To enhance the effectiveness of interactive modes in language teaching, several strategies can be employed to make both oral and written interactions more engaging and beneficial. Firstly, incorporating diverse interactive activities can address various learning styles and preferences. For oral interaction, blending traditional methods like debates and group discussions with innovative approaches such as gamified language exercises or virtual reality simulations can keep students motivated. Similarly, creative written tasks such as collaborative writing projects and interactive online forums can make writing practice more dynamic. Secondly, integrating technology can significantly boost interactive modes. Digital tools like language learning apps, online quizzes, and interactive whiteboards facilitate real-time communication, offer instant feedback, and track student progress. Utilizing data analytics from these tools helps identify areas needing improvement, allowing for more tailored instruction. Thirdly, creating a supportive, collaborative learning environment is crucial. Encouraging peer feedback and collaborative activities helps students develop language skills and build confidence. Group activities, such as peer reviews and team projects, foster teamwork and allow students to learn from each other. Professional development for teachers is also vital. Training workshops and professional learning communities can keep educators updated on the latest interactive teaching methods and technologies. Teachers should experiment with new techniques and share their insights with colleagues to continuously improve their practices. Finally, regularly evaluating and adjusting interactive modes based on student feedback and performance data is essential. Collecting feedback on activities and analyzing performance data helps identify effective methods and areas for improvement. In summary, optimizing interactive modes involves using varied activities, integrating technology, fostering collaboration, supporting teacher development, and continuously evaluating practices. Implementing these strategies will enhance interactive modes and improve language learning

outcomes.

6. Future Research Directions

Several important research directions are worth exploring in the field of the impact of interaction modes on second language acquisition. Firstly, research can further investigate the specific effects of different types of interaction modes on language acquisition, including comparative studies of oral and written interaction. Although existing research has revealed various aspects of interaction modes, more in-depth exploration is needed on the specific impacts of different interaction forms on language acquisition. Future research could use experiments and long-term observations to assess the specific effects of different interaction modes on various language skills (e.g., listening, speaking, reading, writing) to provide more detailed guidance for language teaching. Secondly, with technological advancements, emerging technologies such as virtual reality (VR) and augmented reality (AR) offer new research directions in language learning. These technologies provide immersive language learning environments that could potentially change traditional interaction modes. Research could focus on how to effectively integrate these technologies into language learning, explore their impact on learners' language abilities, and evaluate their potential in providing authentic contexts and interactive experiences. Additionally, research on cross-cultural interaction modes will become an important direction in the future. Language learners from different cultural backgrounds may experience different interaction modes and learning experiences. Understanding these differences will help design more effective language teaching strategies. Future research could focus on optimizing interaction modes in multicultural environments to meet the needs of diverse learners and promote cross-cultural communication and understanding. Finally, studying the long-term effects of interaction modes on second language acquisition is also a valuable research direction. Most existing research focuses on short-term effects, while future studies could extend the tracking of interaction mode impacts to understand their lasting influence on language abilities. Additionally, research could explore the interaction of interaction modes with other factors (e.g., learning motivation, learning strategies) to reveal how these factors collectively impact language learning outcomes. In summary, future research can explore and optimize the application of interaction modes in second language acquisition from multiple perspectives. In-depth studies on the effects of different interaction modes, application of emerging technologies, consideration of cross-cultural factors, and evaluation of long-term effects will contribute to further enhancing the effectiveness of language teaching and learners' language abilities.

7. Conclusion

Interaction modes play a key role in second language acquisition by providing rich language input and practice opportunities, significantly enhancing learners' language abilities. Oral interaction effectively improves language fluency and accuracy through real-time communication and immediate feedback, while written interaction promotes deep processing and lasting memory of language through refined written expression and feedback. Future research should focus on the specific effects of different interaction modes, technological innovations, cross-cultural differences, and long-term effects to optimize language teaching strategies and further improve learning outcomes.

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