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***Input, Interaction, and Corrective Feedback in L2 Learning*, Alison Mackey. Oxford University Press, Oxford (2012). 174 pp., ISBN: 978-0-19-442246-8.**

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*Input, Interaction, and Corrective Feedback in L2 Learning*, a monograph intended for foreign language professionals, has been written by Alison Mackey, a professor of linguistics and head of applied linguistics programs at Georgetown University. The main tenet behind the book is to elucidate how interaction can oil the wheels of L2 development, by introducing key concepts and reviewing a considerable amount of empirical research. Excluding preface, the book encompasses four parts incorporating two chapters each. The first part (chapters 1 and 2) provides theoretical foundations and methodological approaches in interaction research. The second part (chapters 3 and 4) predominantly puts emphasis on the external factors in interaction-driven L2, whereas the third part (chapters 5 and 6) discusses internal factors influencing interaction-learning relationship. Finally, the last part of the book (chapters 7 and 8) elaborates on the underlying concepts of interaction and expansion of the research area. The book is organized thematically and each chapter is written in a way that it can be read independently of the others, thus, making it easier for the reader to choose the right chapter to study.

Chapter 1, 'Introduction to the roles of input, interaction, and feedback in L2 learning', presents background and authoritative information about major constructs of interaction approach to L2 learning. Here, Mackey highlights the importance of interaction in L2 development by providing prominent examples of various studies. In addition, crucial elements in language acquisition as input, negotiation and feedback, and recast are elaborated in this chapter. Having discussed the Input and Output hypotheses, Mackey expands on how learners negotiate meaning in interaction, and codes negotiation of meaning in terms of "confirmation checks, clarification requests, and comprehension checks" (p. 12).

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Chapter 2, 'Methodology in interaction research', starts out with introducing a variety of interactive tasks as the most common data elicitation procedures in interaction approach, varying from one-way to two-way tasks, closed to open tasks, and required exchange tasks to optional exchange tasks. Next, Mackey discusses in detail how introspective measures such as stimulated recall, think aloud protocols, and uptake are used by researchers to tap into learners' noticing and awareness of linguistic forms. Subsequently, there is a reference to priming techniques as another evidence of processing of interactional feedback by the learner. The chapter closes its discussion by underlying the vital role of sociocultural and contextual issues.

Chapter 3, entitled 'Classrooms, laboratories, and interlocutors', differentiating between classroom and laboratory context, stresses the role of context in the interaction approach. In addition, it signifies Observer's Paradox and Hawthorne Effect in classroom setting and artificiality of setting in laboratory context as important elements affecting research results. *Focus on Form (FOF)* approach is another relevant concept which, along with instruction, as Mackey maintains, can be achieved through feedback since it helps learners "notice the gap between their utterance and the target forms" (p. 39). Further comparison is also made between face-to-face interaction and CMC (Computer Mediated Communication), the latter leading to more self-correction by the learner. Moreover, interlocutor's effect is touched as another factor influencing the feedback in this chapter.

*TBLT* (Task Based Language Teaching) and *FFI* (Focus on Form Instruction) as prominent approaches employed in interaction approach are discussed in Chapter 4, entitled 'Tasks and the provision of learning opportunities in interaction'. *TBLT*, which is similar to analytic syllabi, considers 'tasks' rather than 'skills' as units of analyses. In this vein, attention is given to psycholinguistic approach to *TBLT*, addressing different tasks and how they are believed to foster L2 acquisition. The effects of planning time and task familiarity on interaction and interaction-driven learning outcomes are among the other relevant issues elaborated in this chapter. Consequently, a triad approach in SLA which encompasses "complexity, accuracy, fluency (CAF)" (p. 68) is proposed in order to better understand language development. The chapter, where Mackey recommends more in-depth inquiries in *FFI*, ends with a distinction made between focus on form approach and focus on forms.

Chapter 5, 'Learner characteristics: age and interaction driven L2 learning', as the name speaks for itself, probes the effect of age and interaction on L2 learning. Critical Period, Sensitive Period, and Fossilization/Stabilization Procedures are among the key terms delineated in this chapter. Moreover, Task Familiarity and Task Guidance are identified among the concerns that should be considered when designing tasks for younger learners. Regarding older learners (age > 65), cognitive decline, decrease in motivation, and less L2 use that, according to Mackey, warrant further investigation, are enumerated among the factors influencing learning.

Chapter 6, 'Cognitive process: the role of working memory in interaction-driven learning', deals with WM (working memory). In order to assess WM capacity, tasks like counting span, operation span, and reading/sentence span measures are put to use. Domain Specific and Domain General Models are the proposed models related to WM, in which attention is considered as an important factor. Mackey, in the upcoming pages, observes that learners who have higher WM capacities

produce significantly more modified output than learners with lower WM capacities. Besides, PSTM (Phonological Short-Term Memory) as a component of WM is shown to positively predict the amount of modified output produced in communicative tasks. Highly connected to the previous chapter, this chapter makes a reference for a relationship between WM and immediate L2 development in older adults.

Chapter 7, 'Negotiation, corrective feedback, and recast in SLA', explores how each of the conversational moves, that is, "*comprehension checks, confirmation check, clarification request, modified output, interactional feedback*" (p. 113) impacts L2 learning. The chapter begins with defining some crucial terms as *positive evidence, negative evidence, feedback, and error correction*. Moreover, Mackey points out fruitfulness of incomprehensible input, declaring that L2 learner, by seeking help from interlocutor, receives not only extra processing time, but also modified input or metalinguistic explanations that further help him/her in his/her linguistic development. The chapter moves on explications on implicit vs. explicit feedback as well as prompt and recast (differing in the degree of explicitness), and the importance of output. Language related episodes (LRE), as another construct used to investigate the effects of interaction on L2 learning, is defined as the last concept in this chapter.

Chapter 8, the concluding chapter, 'Driving interaction research forward', explores social, cognitive, and pedagogical directions for future interaction research. Context, gesture, speech style of interlocutors, and frequency of input are some of the important aspects in interaction, discussed in chapter 8. As a final remark, Mackey suggests that teachers must incorporate more TBLT and FFI in their classes to train learners as better interactors.

To conclude, this book reflects a wide range of insightful ideas on interaction approach in L2 learning, various types of feedback and learner internal and external factors. Suggestions provided for further research at the end of each chapter with a very clear, straightforward, and well organized format add to the strength of this invaluable book as well. However, it is suggested that, it would have been much better if the key concepts of interaction defined in chapter 7 could have been better introduced earlier. Regarding the specialized language of the book particularly noticed in chapter 6, it is suggested that readers have at least some basic background knowledge of the concepts in order to better grasp the ideas beyond the technical terms. Readers are recommended to go through 'The Routledge Handbook of Second Language Acquisition' (2012), where Mackey, Abbuhl, and Gass (2012) touch upon the main concepts of interaction and feedback on the chapter entitled "Interactionist Approach". Moreover, there are in depth elaborations on the core issues of the present book such as Age Effects and Role of Feedback by Dekeyser and Loewen (2012), enriching the corresponding discussions presented in this book. Similar books as Mackey and Polio (2009) can also help the learner to better understand the concepts covered in this book. Last but not least, as an improvement for the future edition of the book, a glossary is recommended to be included at the end of this book, to provide definitions for terms requiring further clarification.

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