**INTERACTION IN LANGUAGE LEARNING AND TEACHING:**

**SELECTED REFERENCES**

**(Last updated 4 September 2024)**

Aburezeq, I. M., & Ishtaiwa, F. F. (2013). The impact of WhatsApp on interaction in an Arabic language teaching course. *International Journal of Arts & Sciences*, *6*(3), 165.

Albers, S., Harris, K., & Hellermann, J. (2008). A case of a student with little prior formal education: Success and interactional practices in the language classroom. In M. Young-Scholten (Ed.), *Low-educated second language and literacy acquisition: Research, policy and practice* (pp. 109-124). Roundtuit.

An, J., & Childs, A. (2023). Teacher questions, wait time, and student output in classroom interaction in EMI science classes: An interdisciplinary view. *Studies in Second Language Learning and Teaching*, *13*(2), 471-493.

Anderson, K. T. (2009). Applying positioning theory to the analysis of classroom interactions: Mediating micro-identities, macro-kinds, and ideologies of knowing. *Linguistics and Education*, *20*, 291–310.

Araújo e Sá, M. H. & [Melo](http://www.tandfonline.com/action/doSearch?action=runSearch&type=advanced&searchType=journal&result=true&prevSearch=%2Bauthorsfield%3A%28Melo%2C+S%C3%ADvia%29), S. (2007). Online plurilingual interaction in the development of language awareness. *Language Awareness, 16*(1), 7-14

Ariew, R., & Frommer, J. G. (1987). Interaction in the computer age. In W. M. Rivers (Ed.), *Interactive language teaching* (pp. 177-193)*.* Cambridge University Press.

Arnold, A., Semple, R. J., Beale, I. & Fletcher-Flynn, C. M. (2000). Eye contact in children’s social interactions: What is normal behaviour? *Journal of Intellectual and Developmental Disability, 25*(3), 207-216.

Arnold, J. & Fonseca-Mora, C. (2014). Language and cultural encounters: Opportunities for interaction with native speakers. In D. Nunan & J. C. Richards (Eds.), *Language learning beyond the classroom* (pp. 225-234). Routledge.

Arthur, J. (1996). Code switching and collusion: Classroom interaction in Botswana primary schools. *Linguistics in Education, 8*, 17-33.

Atkinson, D, E. Churchill, T. Nishino, & H. Okada. (2007). Alignment and interaction in a sociocognitive approach in second language acquisition. *The Modern Language Journal, 91*(2), 169-188.

Atkinson, J. M. (1982). Understanding formality: The categorization and production of “formal”interaction. *The British Journal of Sociology*, *33*(1), 86–117.

Atkinson, J. M., & Drew, P. (1979). *Order in court: The organisation of verbal interaction in judicial settings*. Macmillan.

Au, K. H. (1990). Changes in a teacher’s views of interactive comprehension instruction. In L.C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp. 271-286). Cambridge University Press.

Baese-Berk, M. M., & Goldrick, M. (2009). Mechanisms of interaction in speech production. *Language and Cognitive Processes*, 24 (4), 527-554.

Balaman, U. (2021). The interactional organization of video‐mediated collaborative writing: Focus on repair practices. *TESOL Quarterly*, *55*(3), 979-993.

Bange, P., Carol, R., & Griggs, P. (2005). *L’apprentissage d’une langue étrangère: Cognition et interaction*. L’Harmattan.

Bardovi-Harlig, K., & Bastos, M.-T. (2011). Proficiency, length of stay, and intensity of interaction and the acquisition of conventional expressions in L2 pragmatics. Intercultural Pragmatics 8, 347-384.

Barón, J., Celaya, M. L., & Levkina, M. (2020). Learning pragmatics through tasks: When interaction plays a role. *Applied Pragmatics*, *2*(1), 1-25.

Bar-Tal, Y., & Bar-Tal, D. (1986). Social psychological analysis of classroom interaction. In R. S. Feldman (ed.), *The social psychology of education: current research and theory* (pp. 132-149). Cambridge University Press.

Bassano, S. (1980). Instant interaction for entry-level ESL students. *CATESOL Occasional Papers, 6*, 40-50.

Beattie, G. W. (1981). Interruption in conversational interaction, and its relation to the sex and status of interactants. *Linguistics, 19*, 15-35.

Beatty-Martínez, A. L., Navarro-Torres, C. A., Dussias, P. E., Bajo, M. T., Guzzardo Tamargo, R. E., & Kroll, J. F. (2020). Interactional context mediates the consequences of bilingualism for language and cognition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *46*(6), 1022.

Beccia, A., Lew, W. M. A., & Han, Z. H. (20240. Exploring co-adaptation in an ecosystem of dyadic interaction. Lang*uage Teaching Research Quarterly, 39,* 125-144.

Bell, N. (2005). Exploring L2 language play as an aid to SLL: A case study of humour in NS–NNS interaction. *Applied Linguistics*, *26*(2), 192-218.

Bell, N. (2006). Interactional adjustments in humorous intercultural communication. *Intercultural Pragmatics,* *3*(1), 1-28.

Bell, N. (2007). Humor comprehension: Lessons learned from cross-cultural interaction. *HUMOR: International Journal of Humor Research, 20*(4), 367-387.

Berger, E., & Doehler, S. P. (2018). Tracking change over time in storytelling practices: A longitudinal study of second language talk-in-interaction. In S. P. Doehler, J. Wagner, & E. González-Martínez (Eds.), *Longitudinal studies on the organization of social interaction* (pp. 67-102). Palgrave Macmillan.

Beshir, M., & Yigzaw, A. (2022). Students' self-repair in EFL classroom interactions: Implications for classroom dynamics. *Asian-Pacific Journal of Second and Foreign Language Education*, *7*(1), 1-15.

Bigelow, M., & King, K. (2016). Peer interaction while learning to read in a new language. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda* (pp. 349–375). John Benjamins.

Borg, S. (1993). Trainee interaction on participant-centred postgraduate courses. *The Teacher Trainer*. (*7*)3, 6-8.

Boyd, E., & Heritage, J. (2006). Taking the patient's medical history: Questioning during comprehensive history taking. In J. Heritage & D. Maynard (Eds.), *Communication in medical care: Interactions between primary care physicians and patients* (pp. 151-184). Cambridge University Press.

Bozbıyık, M., & Morton, T. (2024). Lecturers’ use of examples in online university English-medium instruction: a micro-analytic classroom interaction and knowledge-building perspective. *Language and Education*, *38*(3), 344-363.

Brislin, R. W., Chushner, K., Cherrie, C., & Yong, M. (1986). *Intercultural interactions.* Sage.

Brouwer, C. E. (2003). Word searches in NNS-NS interaction: Opportunities for language learning? *The Modern Language Journal*, *87*(4), 534–545.

Brown, H. D. 1994. *Teaching by principles: An interactive approach to language pedagogy*. Prentice Hall Regents.

Brulhart, M. (1986). Foreigner talk in the ESL classroom: Interactional adjustments to adult students at two language proficiency levels. *TESL Canada Journal*, 1, 29-42.

Buragohain, D. (2018). Classroom assessments for improving writing proficiency of English language learners: Innovation, interaction, and impact. *Journal of Language Teaching and Research*, *9*(2), 243-249.

Burdelski, M. (2015). Reported speech as cultural gloss and directive: Socializing norms of speaking and acting in Japanese caregiver–child triadic interaction. *Text & Talk*, *35*(5), 575-595.

Bushnell, C. (2012). Talking the talk: The interactional construction of community and identity at conversation analytic data sessions in Japan. *Human Studies*, *35*(4), 583–605.

Butler, Y. G., & Zeng, W. (2015). Young learners' interactional development in task-based paired-assessment in their first and foreign languages: A case of English learners in China. *Education 3-13, 43*(3), 292-321.

Cao, Y., & Philp, J. (2006). Interactional context and willingness to communicate: A comparison of behavior in whole class, group and dyadic interaction. *System, 34,* 480-493.

Carroll, D. (2004). Restarts in novice turn beginnings: Disfluencies or interactional achievements? In R. Gardner & J. Wagner (Eds.), *Second language conversations* (pp. 201–220). Continuum.

Carter, R. A., & McCarthy, M. J. (2004). Talking creating: Interactional language, creativity and context. *Applied Linguistics 25(1)*, 62-88.

Cekaite, A. (2007). A child’s development of interactional competence in a Swedish L2 classroom. *Modern Language Journal, 91*(1), 45-62. doi:10.1111/j.1540-4781.2007.00509.x

Chamberlin, C. R. (2002). Towards a model for understanding intercultural interaction in TESOL. *TESOL in Action, 16*(2), 5-7.

Chamberlin-Quinlisk, C.R. (2010). Language learner-native speaker interactions: Exploring adaptability in intercultural encounters. *Intercultural Education, 21*, 365-377.

Chen, L., & Li, C. (2023). Interactional metadiscourse in news commentaries: A corpus-based study of China Daily and The New York Times. *Journal of Pragmatics*, *212*, 29-40

Chiang, S.-Y. (2009). Mutual understanding as a procedural achievement in intercultural interaction. *Intercultural Pragmatics, 6*(3), 367-394.

Cinganotto, L. (2019). Online interaction in teaching and learning a foreign language: An Italian pilot project on the companion volume to the CEFR. *Journal of e-Learning and Knowledge Society*, *15*(1).

Comeau, R. F. (1987). Interactive oral grammar exercises. In W. M. Rivers (Ed.), *Interactive language teaching* (pp. 57-69)*.* Cambridge University Press.

Commander, M. & Guerrero, M. C. M. de. (2013). Reading as a social interactive process: The impact of shadow-reading in L2 classrooms. *Reading in a Foreign Language, 25*(2), 170-191.

Compernolle Van, R. A., & McGregor, J. (Eds.). (2016). *Authenticity, language and interaction in second language contexts.* Multilingual Matters.

Conti-Ramsden, G. (1994). Language interaction with atypical language learners. In C. Gallaway & B.J. Richards (Eds.), *Input and interaction in language acquisition* (pp. 183-196). Cambridge University Press.

Crandall, J. A. (1994). Strategic interaction: Preparing language and content teachers for linguistically and culturally diverse classrooms. In J. E. Alatis (Ed.), *Strategic interaction and language acquisition: Theory, practice, and research* (pp. 255-274). Georgetown University Press.

Crawford, W. J., McDonough, K., & Brun-Mercer, N. (2019). Identifying linguistic markers of collaboration in second language peer interaction: A lexico-grammatical approach. *TESOL Quarterly*, *53*(1), 180-207.

Creese, A. (2006). Supporting talk? Partnership teachers in classroom interaction. *International Journal of Bilingual Education & Bilingualism, 9*(4), 434-453.

Davies, C. E. (2003). How English-learners joke with native speakers: An interactional sociolinguistic perspective on humor as collaborative discourse across cultures. *Journal of Pragmatics*, 35, 1361-1385.

Davila, L. T. (2020). Multilingual interactions and learning in high school ESL classrooms. *TESOL Quarterly, 54*(1), 30–55.

De Fina, A. (2009). Narratives in interview—the case of accounts: For an interaction approach to narrative genres. *Narrative Inquiry,* *19*(2), 233-258.

DeHaan, J., Reed, W. M., & Kuwanda, K. (2010). The effect of interactivity with a music video game on second language vocabulary recall. *Language Learning & Technology*, *14*(2), 74-94.

Demirel, E. T., & Baser, Z. (2021). Examination of speaking test performance in structured group tasks: An interactional perspective. In V. Turel (Ed.), *Design solutions for adaptive hypermedia listening software* (pp. 221-241). IGI Global.

Devos, N. J. (2016). *Peer Interactions in new content and language integrated settings*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-22219-6_1>

de Vries, C., Oben, B., & Brône, G. (2023). On target. On the role of eye-gaze during teases in face-to-face multiparty interaction. In B. Priego-Valverde (Ed.), *Interactional humor: Multimodal design and negotiation* (pp. 53-85). Walter de Gruyter.

Dippold, D. (2015). *Classroom interaction: The internationalised angolophone university*. Palgrave Macmillan.

Dixon, D. H., & Christison, M. A. (2021). L2 gamers’ use of learning and communication strategies in massively multiplayer online games (MMOs): An analysis of L2 interaction in virtual online environments. In K. Kelch, P. Byun, S. Safavi, & S. Cervantes (Eds.), *CALL Theory Applications for Online TESOL Education* (pp. 296–321)*.* IGI Global. <https://doi.org/10.4018/978-1-7998-6609-1.ch013>

Dobao, A. M. Fernandez, & Palacios Martinez, I. M. (2007). Negotiating meaning in interaction between English and Spanish speakers via communication strategies. *Atlantis, 29*, 87-105.

Dow, A. R., & Ryan, J. T., Jr. (1987). Preparing the language student for professional interaction. In W. M. Rivers (Ed.), *Interactive language teaching* (pp. 194-210)*.*  Cambridge University Press.

Downer, J. T., Doyle, N. B., Pianta, R. C., Burchinal, M., Field, S., Hamre, B. K., ... & Scott-Little, C. (2024). Coaching and coursework focused on teacher–child interactions during language/literacy instruction: Effects on teacher outcomes and children’s classroom engagement. *Early Education and Development, 35*(5), 1-31.

Drew, P., Raymond, G., &Weinberg, D. (Eds.). (2006). *Talk and interaction in social research methods*. Sage.

Duranti, A., & Goodwin, C. (Eds.). (1992). *Rethinking context: Language as an interactive phenomenon*. Cambridge University Press.

Eckerth, J. (2009). Negotiated interaction in the L2 classroom. *Language Teaching, 42*, 109-130.

Edwards, D. (2006). Discourse, cognition and social practices: The rich surface of language and social interaction. *Discourse Studies*, *8*(1), 41–49.

Elyas, T., & Shah, S. R. (2018). Teaching/developing vocabulary through peer engagement and interactive strategies In J. Liontas (Ed.), *The TESOL encyclopedia of English language teaching*. (pp. 1–7).  Hoboken, USA: John Wiley & Sons, Inc  [doi.org/10.1002/9781118784235.eelt0742](about:blank)

Enfield, N. J., & Stivers, T. (Eds.). (2007). *Person reference in interaction*. Cambridge University Press.

Engwall, O., & Lopes, J. (2022). Interaction and collaboration in robot-assisted language learning for adults. *Computer Assisted Language Learning*, *35*(5-6), 1273-1309.

Erickson, F. (1992). Ethnographic microanalysis of interaction. In M. LeCompte, W. Millroy, & J. Preissle (Eds.), *The handbook of qualitative research in education* (pp. 201–225). Academic Press.

Fathi, J., Rahimi, M., & Derakhshan, A. (2024). Improving EFL learners’ speaking skills and willingness to communicate via artificial intelligence-mediated interactions. *System*, *121*, 103254.

Fitts, S. (2006). Reconstructing the status quo: Linguistic interaction in a dual-language school. *Bilingual Research Journal*, *30*(2), 337-365.

Forey, G., & Hood, S. (2008). The interpersonal dynamics in call centre interactions: Co-constructing the rise and fall of emotion. *Discourse and Communication, 2*(4), 389-408.

Freiermuth, M. R. (2001). Native speakers or non-native speakers: Who has the floor? Online and face-to-face interaction in culturally mixed small groups. *Computer Assisted Language Learning, 14*(2), 169-199.

Friedman, D. A. (2020). Reflecting on the research interview as a socializing interaction. *TESOL Quarterly, 54*(1), 266–275.

Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8th ed.). Pearson.

Fuchs, C., Hauck, M., & Dooly, M. (2021). *Language education in digital spaces: Perspectives on autonomy and interaction*. Springer Nature.

Galaczi, E. D. (2003) Interaction in a paired speaking test: The case of the First Certificate in English. *Research Notes, 14,* 19–23.

Galaczi, E. D. (2008) Peer–peer interaction in a speaking test: The case of the First Certificate in English Examination. *Language Assessment Quarterly, 5* (2), 89–119

Galaczi, E. D. (2010). Peer-peer interaction in a paired speaking test: The case of FCE. *Cambridge ESOL Research Notes*, *42*, 22.

Galaczi, E. D. (2014). Interactional competence across proficiency levels: How do learners manage interaction in paired speaking tests?. *Applied Linguistics*, *35*(5), 553-574.

Galaczi, E., & Taylor, L. (2018). Interactional competence: Conceptualisations, operationalisations, and outstanding questions. *Language Assessment Quarterly*, *15*(3), 219-236.

Galante, A., & Thomson, R. I. (2017). The effectiveness of drama as an interactional approach for the development of second language oral fluency, comprehensibility, and accentedness. *TESOL Quarterly, 51*(1), 115-142.

Gallardo del Puerto, F., & Gamboa, E. (2009). The evaluation of computer‐mediated technology by second language teachers: Collaboration and interaction in CALL. *Educational Media International*, *46*(2), 137-152.

Gallaway, C., & Richards, B. J. (Eds.), (1994). *Input and interaction in language acquisition*. Cambridge University Press.

Gallaway, C., & Woll, B. (1994). Interaction and childhood deafness. In C. Gallaway & B. J. Richards (Eds.), *Input and interaction in language acquisition* (pp. 197-218). Cambridge University Press.

Gallimore, R., Dalton, S., & Tharp, R.G. (1986). Self-regulation and interactive teaching: The effects of teaching conditions on teacher’s cognitive activity. *Elementary School Journal, 86*(5), 613-631.

Gan, Z. D. (2010). Interaction in group oral assessment: A case study of higher- and lower-scoring students.*Language Testing, 27*, 585-602.

Gardner, H., & Forrester, M. (Eds.). (2010). *Analyzing interactions in childhood*. Wiley-Blackwell.

Gass, S. (1997). *Input, interaction, and the second language learner*. Lawrence Erlbaum.

Gass, S. (2002). An interactionist perspective on second language acquisition. In R. Kaplan (Ed.), *The Oxford Handbook of applied linguistics* (pp. 170-181). Oxford University Press.

Gass, S. & Mackey, A. (2006). Input, interaction and output: An overview. *AILA Review, 19*, 3–17.

Gass, S. M., & Mackey, A. (2014). Input, interaction, and output in second language acquisition. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 194-220). Routledge.

Gass, S., & Torres, M.J.A. (2005). Attention when: An investigation of the ordering effect of input and interaction. *Studies in Second Language Acquisition, 27*(1), 1-31. doi:10.1017/ S0272263105050011

Gholami, L. (2021). Incidental reactive focus on form in language classes: Learners' formulaic versus nonformulaic errors, their treatment, and effectiveness in communicative interactions. *Foreign Language Annals*, *54*(4), 897-922.

Gholami, L., Karimi, M. N., & Atai, M. R. (2017). Formulaic focus-on-form episodes in adult EFL communicative interactions. *System*, *68*, 72-86.

Glenn, P. (2003). *Laughter in interaction*. Cambridge University Press.

Glenn, P., & Holt, E. (2013). *Studies of laughter in interaction*.Bloomsbury.

Goffman, E. (1967). *Interaction ritual: Essays on face-to-face behavior*. Pantheon.

Goldrick, M., Baker, H. R., Murphy, A., & Baese-Berk, M. M.,(2011). Interaction and representational integration: Evidence from speech errors. *Cognition*, 121, 58-72.

Gollub, J. N. (2000). *Making learning happen: Strategies for an interactive classroom*. Boynton/Cook.

Goodwin, C. (1981). *Conversational organization. Interaction between speakers and hearers*. Academic Press.

Goodwin, C. (2011). Contextures of action. In J. Streeck, C. Goodwin, & C. LeBaron (Eds.), *Embodied interaction: Language and body in the material world* (pp. 182-193). Cambridge University Press.

Guerrero, M. C. M. de, & Villamil, O. S. (1994). Social-cognitive dimensions of interaction in L2 Peer Revision. *The Modern Language Journal, 78*(4), 484-496.

Guk, I., & Kellogg, D. (2007). The ZPD and whole class teaching: Teacher-led and student-led interactional mediation of tasks. *Language Teaching Research, 11*(3), 281-299.

Haddington, P., Mondada, L., & Nevile, M. (Eds.). (2013). *Interaction and mobility*. DeGruyter.

Hake, R. (1988). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics, 66*(1) 64-74. doi:10.1119/1.18809

Hall, J. K. (1995). “Aw, man, where you goin’?” Classroom interaction and the development of L2 interactional competence. *Issues in Applied Linguistics, 6*(2), 37-62.

Hall, J. K. (2004). Language learning as an interactional achievement, The Modern Language Journal, 88, 606-612.

Hall, J. K. (2009). Interaction as method and result of language learning,Language Teaching,43,1-14.

Hall, J., Hellermann, J., Pekarek Doehler, S., & Olsher, D. (Eds.). (2011). *L2 interactional competence and development*. Multilingual Matters.

Hall, J. K., & Verplaetse, S. L. (Eds.), (2000). *Second and foreign language learning through classroom interaction*. Lawrence Erlbaum.

Hauser, E. (2008). Nonformal institutional interaction in a conversation club: Conversation partners’ questions. *Journal of Applied Linguistics*, *5*(3), 275–295.

He, A. W. (2005). Discipline, directives, and deletions: Grammar and interaction in Chinese heritage language classes. Frodesen, J., & Holten, C. (Eds.). (2005), *The power of context in language teaching and learning: A Festschrift for Marianne Celce-Murcia* (pp. 115-126). Thompson Education.

He, A. W. (2015). Literacy, creativity, and continuity: A language socialization perspective on heritage language classroom interaction. In N. Markee (Ed.), *The handbook of discourse and classroom interaction* (pp. 304-318). John Wiley and Sons

Heath, C. C. (1997). Using video: Analyzing activities in face to face interaction. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 183-200). Sage.

Hellermann, J. (2007). The development of practices for action in classroom dyadic interaction: Focus on task openings. *Modern Language Journal, 91* (1), 83-96. doi:10.1111/j.1540-4781.2007.00503.x

Heritage, J., & Clayman, S. (2010). *Talk in action: Interactions, identities and institutions*. Wiley-Blackwell.

Heritage, J., & Maynard, D. (Des.). (2006). *Communication in medical care: Interaction*

*between primary care physicians and patients*. Cambridge University Press.

Hirschman, L. (1994). Female–male differences in conversational interaction. *Language in Society*, *23*(03), 427-442.

Hobbs, J. (2005). Interactive lexical phrases in pair review tasks. In C. Edwards & J. Willis (Eds.), *Teachings exploring tasks in English Language Teachings* (pp. 143-56). Palgrave Macmillan.

Huang, A. (2020). The dialogical nature of language use in interactive listening: Revisiting meaning in context. *Language Awareness*, *29*(1), 21-40.

Huang, Y. M., Liang, T. H., & Chen, N. S. (2012). Empowering personalized learning with an interactive e-book learning system for elementary school students. *Educational Technology, Research and Development, 60*(4), 703-722.

Hudson, M. E., Matsumoto, Y., & Mori, J. (Eds.). (2018). *Pragmatics of Japanese: Perspectives on grammar, interaction and culture*. John Benjamins.

Hymes, D. H. (1967). Models of interaction of language and social life. *Journal of Social Issues, 23*(2), 8-28.

Ishida, M. (2009). Development of interactional competence: Changes in the use of *ne* in L2 Japanese during study abroad. In G. Kasper, & H. Nguyen (Eds.), *Talk-in-interaction: Multilingual perspectives* (pp. 351-385). National Foreign Language Center.

Iwashita, N. (2001). The effect of learner proficiency on interactional moves and modified output in nonnative–nonnative interaction in Japanese as a foreign language. *System*, *29*(2), 267-287.

Jefferson, G. (2004). A note on laughter in ‘male–female’ interaction. *Discourse Studies*, *6*(1), 117-133.

Jenks, C. J. (2011). *Transcribing talk and interaction: Issues in the representation of communication data.* John Benjamins.

Jiang, M. Y. C., Jong, M. S. Y., Lau, W. W. F., Chai, C. S., Liu, K. S. X., & Park, M. (2022). A scoping review on flipped classroom approach in language education: Challenges, implications and an interaction model. *Computer Assisted Language Learning*, *35*(5-6), 1218-1249.

Kardoust, A. (2024). Patterns of contingency and non‐contingency in teacher–student scaffolding interactions: A case of novice and experienced language teachers. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.12593>

Kasper, G. (2009). Locating cognition in second language interaction and learning: Inside the skull or in public view? *International Review of Applied Linguistics, 47*(1), 11-36. doi:10.1515/iral.2009.002

Kasper, G. (2009). Locating cognition in second language interaction and learning: Inside the skull or in public view? *International Review of Applied Linguistics*, *47*(1), 11–36.

Kato, F., Spring, R., & Mori, C. (2016). Mutually beneficial foreign language learning: Creating meaningful interactions through video-synchronous computer-mediated communication. *Foreign Language Annals, 49*(2), 355–366.

Khoiriyah, L., & Mujiyanto, J. (2022). The realization of formulaic competence in the classroom interactions among learners in Kampung Inggris Pare. *English Education Journal, 12*(2), 140-149.

Kibler, A. (2017). Peer interaction and learning in multilingual settings from a sociocultural perspective: Theoretical insights. *International Multilingual Research Journal*, *11*(3), 199–203. https://doi.org/10.1080/19313152.2017.1328970

Kidwell, M. (2013). Interaction among children. In J. Sidnell & T. Stivers (Eds.), *The handbook of conversation analysis* (pp. 511–532). Wiley-Blackwell.

Kimps, D. (2018). *Tag questions in conversation: A typology of their interactional and stance meanings*. John Benjamins.

King, K. A., Bigelow, M., & Hirsi, A. (2017). New to school and new to print: Everyday peer interaction among adolescent high school newcomers. *International Multilingual Research Journal*, *11*(3), 137–151. <https://doi.org/10.1080/19313152.2017.1328958>

Koike, D. (2012). Variation in NS-learner interactions: Frames and expectations in pragmatic co-construction. In C. Félix-Brasdefer & D. Koike (Eds.), *Pragmatic variation in first and second language contexts: Methodological issues*. (pp. 175–208). John Benjamins.

Koizumi, R., Kaneko, E., Setoguchi, E., Innami, Y., & Naganuma, N. (2019). Examination of CEFR-J spoken interaction tasks using many-facet Rasch measurement and generalizability theory. *Papers in Language Testing and Assessment*, *8*(2), 1-33.

Kondo, S. (2014). Compliments and responses to compliments in L2 and L1 speakers’ interaction: A discursive approach. *Sophia University Junior College Division Faculty Journal*, *34*, 19-43. <https://www.jrc.sophia.ac.jp/pdf/research/bulletin/2014_34_02.pdf>

Korobov, N., & Bamberg, M. (2004). Positioning a “mature” self in interactive practices: How adolescent males negotiate “physical attraction” in group talk. *British Journal of Development Psychology, 22*(4), 471-492. doi:10.1348/0261510042378281

Koschmann, T. (2013). Conversation analysis and learning in interaction. In K. Mortensen, & J. Wagner (Eds.), *Conversation analysis*. In C.A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1038–1043). Wiley-Blackwell.

Koyuncu, S., Kumpulainen, K., & Kuusisto, A. (2024). Scaffolding children’s participation during teacher–child interaction in second language classrooms. *Scandinavian Journal of Educational Research*, *68*(4), 750-764.

Kramsch, C. J. (1987). Interactive discourse in small and large groups. In W. M. Rivers (Ed.), *Interactive language teaching* (pp. 17-30)*.* Cambridge University Press.

Kumagai, Y. (2008). The process of standardization of language and culture in a Japanese-as-a-foreign-language classroom: Analysis of teacher-student interactions. In S. Sato & N.M. Doerr (Eds.), *Rethinking language and culture in Japanese education: Beyond the standard* (pp. 238-260). Multilingual Matters.

Kusumaningputri, R. (2023). Negotiating voices in English as a lingua franca: Indonesian multilingual identity in English digital interactions. *Journal of Multilingual and Multicultural Development*, 1-18.

Lee, H. (2018). Assessing Korean ESL learners’ interactional competence through oral interviews and paired speaking tasks: A pilot study. *SNU Working Papers in English Linguistics and Language*, *16*, 101-124.

Lee, J. S., Hill-Bonnet, L., & Gillispie, J. (2008). Learning in two languages: Interactional spaces for becoming bilingual speakers. *International Journal of Bilingual Education and Bilingualism*, *11*(1), 75—94.

Lee, Y. (2006). Respecifying display questions: Interactional resources for language teaching. *TESOL Quarterly, 40*(4), 691-713. doi:10.2307/40264304

Lee, Y. (2013). Descriptions of L2 interaction: Toward descriptive adequacy. *Modern Language Journal, 97*(4), 853-868.

Leeming, P. (2019). Emergent leadership and group interaction in the task‐based language classroom. *TESOL Quarterly*, *53*(3), 768-793.

Lesiana, N., Jaya, A., & Pratiwi, E. (2024). Classroom interaction in communicative language teaching of secondary school. *Esteem Journal of English Education Study Programme*, *7*(1), 61-71.

Li, P., & Jeong, H. (2020). The social brain of language: Grounding second language learning in social interaction. *Science of Learning, 5*(1), 1-9.

Li, S. (2013). The interactions between the effects of implicit and explicit feedback and individual differences in language analytic ability and working memory. *Modern Language Journal,* 97(3), 634-654.

Li, Z., Oon, P. T. E., & Chai, S. (2024). Examining the impact of teacher scaffolding in the knowledge building environment: Insights from students’ interaction patterns, social epistemic networks, and academic performance. *Education and Information Technologies*, 1-32. <https://doi.org/10.1007/s10639-024-12535-z>

Liddicoat, A.J., & C. Crozet (2001) Acquiring French interactional norms through instruction. In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (125-144). Cambridge University Press.

Lin, J., & Wang, Y. (2024). Unpacking the mediating role of classroom interaction between student satisfaction and perceived online learning among Chinese EFL tertiary learners in the new normal of post-COVID-19. *Acta Psychologica*, *245*, 104233.

Lin, Z. (2010). Interactive dynamic assessment with children learning EFL in kindergarten. *Early Childhood Education Journal*, *37*(4), 279-287.

Lindwall, O., & Ekström, A. (2012). Instruction-in-interaction: The teaching and learning of a manual skill. *Human Studies*, *35*(1), 27–49.

Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching, 51*(3), 285-329.

Long, M. H. (1981). Input, interaction and second language acquisition. *Annals of the New York Academy of Sciences, 39*, 259-278.

Long, M. H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics, 4*(2), 126-141.

Looney, S. D. (2015). Interaction and discourse markers in the ITA-led physics laboratory. *Talking Matters*, 77-111.

Lumley, T., & Brown, A. (1996). Specific purpose language performance tests: Task and interaction. *Australian Review of Applied Linguistics, 13*, 105-136.

Luo, J., & Jamieson-Drake, D. (2013). Examining the educational benefits of interacting with international students. *Journal of International Students, 3*(2), 85-101.

Maa, J., & Burns, K. E. (2021). A tale of two language ideologies: Discursive co‐construction of L2 learner identity in Japanese CMC interactions. *Foreign Language Annals*, *54*(1), 207-232.

Mackey, A. (1999). Input, interaction, and second language development: An empirical study of question formation in ESL. *Studies in Second Language Acquisition, 21*(4), 557-589.

Mackey, A., & Phillip, J. (1998). Conversational interaction and second language development: Recasts, responses, and red herrings. *Modern Language Journal, 82*, 338-356.

Maley, A. (1987). Poetry and song as effective language-learning activities. In W. M. Rivers (Ed.), *Interactive language teaching* (pp. 93-109)*.* Cambridge University Press.

Markee, N. (Ed.). (2015). *Handbook of classroom discourse and interaction*. Wiley-Blackwell.

Martin-Beltrán, M. (2017). Exploring peer interaction among multilingual youth: New possibilities and challenges for language and literacy learning. *International Multilingual Research Journal*, *11*(3), 131–136. <https://doi.org/10.1080/19313152.2017.1328968>

Martin-Beltrán, M., Chen, P.-J., Guzman, N., & Merrills, K. (2016). How adolescents use social discourse to open space for learning during peer interactions. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda* (pp. 319–348). John Benjamins.

Martínez, R. A., Durán, L., & Hikida, M. (2017). Becoming “Spanish learners”: Identity and interaction among multilingual children in a Spanish-English dual language classroom. *International Multilingual Research Journal*, *11*(3), 167–183. <https://doi.org/10.1080/19313152.2017.1330065>

Matsumoto, Y., Lee J. J., & Kim, E. (2024). “Ice cream is delicious.”: Shared codes that emerged through interactions in two ESL academic writing classrooms. *Language Teaching Research Quarterly, 39,* 231-255.

Martyn, E. (1995). Exponents of repair and other interactional features in small group work. In D. Nunan, R. Berry & V. Berry (Eds.), *Language awareness in language education* (pp. 87-102). The University of Hong Kong.

Matsumoto, Y. (2018). “Because we are peers, we actually understand”: Third-party participant assistance in English as a lingua franca classroom interactions. *TESOL Quarterly, 52*(4), 845-876.

May, L. (2009). Co-constructed interaction in a paired speaking test: The rater's perspective. *Language Testing, 26*, 397–421.

May, L., Nakatsuhara, F., Lam, D., & Galaczi, E. (2020). Developing tools for learning oriented assessment of interactional competence: Bridging theory and practice. *Language Testing*, *37*(2), 165-188.

Mayo, M. D. P. G., & Pica, T. (2000). Interaction among proficient learners: Are input, feedback and output needs addressed in a foreign language context?. *Studia Linguistica*, *54*(2), 272-279.

McCarthy, M. J. (2003). Talking back: Small, interactional response tokens in everyday conversation. In J. Coupland. (Ed.), *Research on language in social interaction 36(1)*, 33-63.

McDonough, K., Ammar, A., & Sellami, A. (2022). L2 French students' conversations during interactive writing tasks and their interaction mindset. *Foreign Language Annals*, *55*(1), 222-236.

McGrail, E., & Behizadeh, N. (2017). K-12 multimodal assessment and interactive audiences: An exploratory analysis of existing frameworks. *Assessing Writing, 31*, 24-38.

McNamara, T. F. (1997). ‘Interaction’ in second language performance assessment: Whose performance? *Applied Linguistics, 18*(4), 446-466.

Medina Riveros, R. A. (2009). Interaction in online tutoring sessions: An opportunity to knit English language learning in a blended program. *Profile Issues in Teachers Professional Development*, *11*(2), 117-134.

Meierkord, C. (2004). Syntactic variation in interactions across international Englishes. *English World-Wide*, 25(1), 109-132.

Mellati, M., & Khademi, M. (2015). The impacts of distance interactivity on learners' achievements in online mobile language learning: Social software and participatory learning. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, *10*(3), 19-35.

Melvin, B. S., & Stout, D. F. (1987). Motivating language learners through authentic materials. In W. M. Rivers (Ed.), *Interactive language teaching* (pp. 44-56)*.* Cambridge University Press.

Meyer, C., & Wedelstaedt, U. V. (Eds.). (2017). *Moving bodies in interaction – interacting bodies in motion: Intercorporeality, interkinaesthesia, and enaction in sports.* John Benjamins.

Mitchell, R., Tracy-Ventura, N., & McManus, K. (Eds.). (2025). *Social interaction, identity and language learning during residence abroad*. EUROSLA Monograph Series.

Moghaddam, M. M. (2023). Discourse markers in L2 learners’ responses to teacher-generated compliments during classroom interaction. *Foreign Language Annals, 56*(4), 1035-1056.

Molinsky, A. (2007). Cross-cultural code-switching: The psychological challenges of adapting behavior in foreign cultural interactions. *Academy of Management Review, 32*(2), 622-640.

Moll, L. C., & Whitmore, K. F. (1993). Vygotsky in classroom practice: Moving from individual transmission to social transaction. In E. A. Forman, N. Minick & C. A. Stone (Eds.), *Contexts for learning: Sociocultural dynamics in children’s development* (pp. 19-42). Oxford University Press.

Mondada, L. (2019). Contemporary issues in conversation analysis: Embodiment and materiality, multimodality and multisensoriality in social interaction. *Journal of Pragmatics*, *145*, 47-62.

Moorhouse, B. L., Li, Y., & Walsh, S. (2023). E-classroom interactional competencies: Mediating and assisting language learning during synchronous online lessons. *RELC Journal*, *54*(1), 114-128.

Moorhouse, B. L., Walsh, S., Li, Y., & Wong, L. L. (2022). Assisting and mediating interaction during synchronous online language lessons: Teachers' professional practices. *TESOL Quarterly*, *56*(3), 934-960.

Mori, J. (2002). Task design, plan, and development of talk‐in‐interaction: An analysis of a small group activity in a Japanese language classroom. *Applied Linguistics*, *23*(3), 323-347.

Mori, J. (2012). Social and interactive perspectives on Japanese language proficiency: Learning through listening towards advanced Japanese. CALPER Publications.

Mori, J. (2014.) The reexamination of so-called ‘clefts’:  A study of multiunit turns in Japanese talk-in-interaction.  In K. Kabata & T. Ono. (Eds.), *Usage-based approaches to Japanese grammar: Towards the understanding of human language* (pp. 193-222). John Benjamins.

Mori, J., & Hayashi, M. (2006). The achievement of intersubjectivity through embodied completions: A study of interactions between first and second language speakers. *Applied Linguistics, 27*(2), 195-219.

Mori, J., & Markee, N. (2009). Language learning, cognition, and interactional practices: An introduction. *IRAL-International Review of Applied Linguistics in Language Teaching*, *47*(1), 1-9.

Mortensen, K. (2011). Doing word explanation in interaction. In G. Pallotti, & J. Wagner (Eds.), *L2 learning as a social practice: Conversation-analytic perspectives* (pp. 135–162). University of Hawai’i, National Foreign Language Resource Center.

Moscowitz, G., & Hayman, J. 1974. Interaction patterns of first year, typical and 'best' teachers in inner city schools. *Journal of Educational Research 67*(5), 224-30.

Mukai, S., & Coxhead, A. (2017). Factors affecting participation in postgraduate educational interaction in English: Implications for EAP. In L. T. Wong & W. L. H. Wong (Eds.), *Teaching and learning English for academic purposes: Current research and practices* (pp. 45-59). NOVA Science Publishers

Murphey, T. (1995). Tests: Learning through negotiated interaction. *TESOL Journal, 4*, 12-16.

Murphy, P. (2007). Reading comprehension exercises online: The effects of feedback, proficiency and interaction. *Language Learning & Technology*, *11*(3), 107-129.

Mustoip, S., Al Ghozali, M. I., Fadhlullah, M. Z. F., & Assenhaji, S. A. Y. (2024). Influence of introverted and extroverted personalities on English learning interaction for elementary school students. *Elsya: Journal of English Language Studies*, *6*(1), 33-45.

Nabei, T., & Swain, M. (2002). Learner awareness of recasts in classroom interaction: A case study of an adult EFL student's second language learning. *Language Awareness*, *11*(1), 43-63.

Nakatsuhara, F., May, L., Lam, D., & Galaczi, E. (2018). *Learning oriented feedback in the development and assessment of interactional competence* (Research Notes, Issue 70). Cambridge English Language Assessment. <https://eprints.qut.edu.au/215424/1/517543-research-notes-70.pdf>

Nassaji, H. (1999). Towards integrating form-focused instruction and communicative interaction in the second language classroom: Some pedagogical possibilities. *Canadian Modern Language Review, 55,* 385-402.

Nazari, M., & Xodabande, I. (2022). Dynamics of language teachers’ online interactions as a site for building collegial identity. In M. S. Khine (Ed.), *Handbook of research on teacher education: Pedagogical innovations and practices in the Middle East* (pp. 337-354). Springer.

Nevile, M. (2012). Interaction as distraction in driving: A body of evidence. *Semiotica*, *191*(1/4), 169–196.

Nguyen, H. T. (2012). *Developing interactional competence: A conversation-analytic study of patient consultations in pharmacy*. Palgrave Macmillan.

Nguyen, H. T. (2012). Social interaction and competence development: Learning the sequential organization of a communicative practice. *Learning, Culture and Social Interaction*, *1*, 127–142.

Nguyen, H. T., & Kasper, G. (Eds.), (2009)/ *Talk-in-interaction: Multilingual perspective*. University of Hawai’i, National Foreign Language Resource Center.

Nevile, M., & Wagner, J. (2011). Language choice and participation: Two practices for switching languages in institutional interaction. In G. Pallotti & J. Wagner (Eds.), *L2 learning as social practice: Conversation-analytic perspectives* (pp. 211–235). University of Hawai’i, National Foreign Language Resource Center.

Norris, S. (2004). *Analyzing multimodal interaction: A methodological framework*. Routledge. https://doi.org/10.4324/9780203379493

Norris, S. (2011). *Identity in interaction.* De Gruyter.

Northcott, J. (2001). Towards an ethnography of the MBA classroom: A consideration of the role of interactive lecturing styles within the context of one MBA programme. *English for Specific Purposes*, *20*(1), 15-37.

Nurhasanah, S. (2015). The use of Community Language Learning (CLL) method to increase the students’ participation in classroom conversation. *Register Journal*, *8*(1), 81-98.

Nussbaum, J. F., & Scott, M. D. (1980). Student learning as a relational outcome of teacher-student interaction. In D. Nimmo (Ed.), *Communication yearbook, 4* (pp. 553-564). Transaction Books.

Ockey, G. J., Chukharev-Hudilainen, E., & Hirch, R. R. (2023). Spoken dialogue systems and their potential for aiding in the assessment of interactional competence. *Language Assessment Quarterl*y, 20(4/5), 377–398. <https://doi.org/10.1080/15434303.2023.2237486>

Ogi, N. (2017). *Involvement and attitude in Japanese discourse: Interactive markers.* John Benjamins.

Ohta, A. S. (2001). *Second language acquisition processes in the classroom: Learning Japanese*. Lawrence Erlbaum.

Okada, Y. (2010). Role-play in oral proficiency interviews: Interactive footing and interactional competencies. *Journal of Pragmatics*, *42*(6), 1647-1668.

Ortactepe Hart, D., & Okkali, S. (2021). An inquiry into second language socialization in EFL classrooms: Common ground and positioning in teacher-student interactions. *Intercultural Pragmatics, 18*(1), 53-82.

Ortega, L. (2009) . Interaction and attention to form in L2 text-based computer-mediated communication. In A. Mackey & C. Polio (Eds.), *Multiple perspectives on interaction in SLA: Research in honor of Susan M.* *Gass* (pp. 226-253). Routledge.

Ortega, L. & Zyzik, E. (2008). Online interactions and L2 learning: Some ethical challenges for L2 researchers. In S. Magnan (Ed.), *Mediating Discourse Online* (pp. 331-355). John Benjamins.

Ortega, L. & Zyzik, E. (2008). Online interactions and L2 learning: Some ethical challenges for L2 researchers. In S. Magnan (Ed.), *Mediating Discourse Online* (pp. 331-355).

Oxford, R. (1997). Cooperative learning, collaborative learning, and interaction: Three communicative strands in the language classroom. *Modern Language Journal, 81*, 443-456.

Packett, A. (2005). Teaching patterns of interaction in English for specific purposes. In K. Richards & P. Seedhouse (Eds.), *Applying conversation analysis* (pp. 235-250). Palgrave Macmillan.

Panezai, A., Channa, L. A., & Bibi, B. (2023). Translanguaging in higher education: Exploring interactional spaces for meaning-making in the multilingual universities of Pakistan. *International Journal of Bilingual Education and Bilingualism*, *26*(4), 514-527.

Pashby, P., & Fukada, Y. (2002). Student self-analysis of conversational styles in videotaped interactions. *TESOL Journal, 11*(4), 27-29

Pekarek-Doehler, S., & Pochon-Berger, E. (2011). Developing “methods” for interaction: A cross-sectional study of disagreement sequences in French L2. In J. K. Hall, J. Hellermann, & S. Pekarek-Doehler (Eds.), *Interactional competence and development* (pp. 173–205). Multilingual Matters.

Perakyla, A., & Sorjonen, M. L. (Eds.). (2012). *Emotion in interaction*. Oxford University Press.

Percy, M. M., Sodani, D. G., & Hall, W. (2024). “Figuring out my end game”: Supporting novice ESOL teachers’ emerging identifies as humanizing practitioners and advocates through peer interaction. In P. I. de Costa & Ö. Uştuk (Eds.), *A sociopolitical agenda for TESOL teacher education* (pp. 87-105). Bloomsbury.

Philips, S. U. (2013). Methods in anthropological discourse analysis: The comparison of units of interaction. *Journal of Linguistic Anthropology, 23*(1), 82-95.

Philp, J., Adams, R., & Iwashita, N. (2013). *Peer interaction and second language learning*. Routledge.

Philp, J., Walter, S., & Basturkmen, H. (2010). Peer interaction in the foreign language classroom: What factors foster a focus on form? *Language Awareness, 19*(4), 261-279.

Pica, T., & Doughty, C. (1985). Input and interaction in the communicative language classroom: A comparison of teacher-fronted and group activities. In S. M. Gass & C. G. Madden (Eds.), *Input in second language acquisition* (pp. 115-132). Newbury House.

Pica, T., Lincoln-Porter, F., Paninos, D., & Linnell, J. (1996). Language learners’ interaction: How does it address the input, output and feedback needs of L2 learners? *TESOL Quarterly, 30*(1), 59-84.

Pickering, L. (2009). Intonation as a pragmatic resource in ELF interaction. *Intercultural Pragmatics, 6*(2), 235–255.

Pickering, L., & J. Litzenberg. (2011). Intonation as a pragmatic resource in ELF interaction, revisited. In A. Archibald, A. Cogo, & J. Jenkins (Eds.), *Latest trends in ELF* (pp. 77–92). Cambridge Scholars.

Pickering, L., Friginal, E., & Staples, S. (Eds.). (2016). *Talking at work: Corpus-based explorations of workplace discourse in office interactions, call centers and healthcare settings.* Palgrave MacMillan.

Plonsky, L., & Gass, S. (2011). Quantitative research methods, study quality, and outcomes: The case of interaction research. *Language Learning, 61*(2), 325-366.

Plough, I. (2018). Revisiting the speaking construct: The question of interactional competence. *Language Testing, 35*(3), 325–329. https://doi.org/10.1177/0265532218772322

Polio, C., Gass, S., & Chapin, L. (2006). Using stimulated recall to investigate native speaker perceptions in native-nonnative speaker interaction. *Studies in Second Language Acquisition*, *28*(2), 237-267.

Poupore, G. (2005). Quality of interaction and types of negotiation in problem-solving and jigsaw tasks. In C Edwards & J. Willis (Eds.), *Teaching exploring tasks in English language teaching* (pp. 242-55). Palgrave Macmillan.

Priego-Valverde, B., Bigi, B., Attardo, S., Pickering, L., & Gironzetti, E. (2018). Is smiling during humor so obvious: A cross-cultural comparison of smiling behavior in humorous sequences in American English and French interactions. *Intercultural Pragmatics, 15*(4), 563–591. DOI: 10.1515/ip-2018-0020.

Psathas, G. (Ed.). (1990). *Interaction competence*. International Institute for Ethnomethodology and Conversation Analysis & University Press of America.

Psathas, G. (1994). *Conversation analysis. The study of talk-in-interaction*. Sage.

Rasmussen, G., Brouwer, C. E., & Day, D. (2012). (Eds.), *Evaluating cognitive competences in interaction*. John Benjamins.

Raymond, G. (2010). Grammar and social relations: Alternative forms of yes/no-type initiating actions in health visitor interactions. In A. F. Freed & S. Ehrlich (Eds.), *“Why Do You Ask?”: The function of questions in institutional discourse* (pp. 87-107). Oxford University Press.

Reichert, T., & Liebscher, G. (2012). Positioning the expert: Word searches, expertise, and learning opportunities in peer interaction. *Modern Language Journal, 96*(4), 599-609.

Reinders, H., &Wattana, S. (2011) Learn English or die: The effects of digital games on interaction and willingness to communicate in a foreign language. *Digital Culture and Education, 3*(1), 4-28.

Rivers, W. M. (1987). *Interactive language teaching.* Cambridge University Press.

Rivers, W. M. (1987). Interaction as the key to teaching language for communication. In W. M. Rivers (Ed.), *Interactive language teaching* (pp. 3-16)*.* Cambridge University Press.

Ro, E. (2014). The cognition hypothesis: Task complexity and L2 interaction. *NYS TESOL Journal, 1*(1), 82-89.

Roberts, C., & Simonot, M. (1987). ‘This is my life’: How language acquisition is interactionally accomplished. In R. Ellis (Ed.) *Second language acquisition in context* (pp. 133-148). Prentice-Hall International.

Roever, C., & Kasper, G. (2018). Speaking in turns and sequences: Interactional competence as a target construct in testing speaking. *Language Testing*, *35*(3), 331–355. https://doi.org/10.1177/0265532218758128

Ross, S. J. (2007). A comparative task-in-interaction analysis of OPI backsliding. *Journal of Pragmatics*, *39*, 2017-2044.

Sacks, H. & Schegloff, E. A. (1979). Two preferences in the organization of reference to persons in conversation and their interaction. In G. Psathas (Ed.), *Everyday language: studies in ethnomethodology* (pp. 15-21). Irvington Publishers.

Saeed, M. A., & Al Qunayeer, H. S. (2022). Exploring teacher interactive e-feedback on students’ writing through Google Docs: Factors promoting interactivity and potential for learning. *The Language Learning Journal*, *50*(3), 360-377.

Saito, K., & Akiyama, Y. (2018). Effects of video-based interaction on the development of second language listening comprehension ability: A longitudinal study. *TESOL Quarterly, 52*(1), 163-176.

Salloum, S., & BouJaoude, S. (2020). Language in teaching and learning science in diverse Lebanese multilingual classrooms: Interactions and perspectives. *International Journal of Science Education*, *42*(14), 2331-2363.

Sato, M., & Ballinger, S. G. (2016). *Peer interaction and second language learning: Pedagogical potential and research agenda*. John Benjamins.

Schegloff, E.A. (1982). Discourse as an interactional achievement: Some uses of ‘uh huh’ and other things that come between sentences. In D. Tannen (Ed.), *Analyzing discourse: Text and talk* (pp. 71-93). Georgetown University Press.

Schegloff, E. A. (2002). Reflections on research on telephone conversation: Issues of cross-cultural scope and scholarly exchange, interactional import, and consequences. In K. K. Luke, & T.-S. Pavlidou (Eds.), *Telephone calls* (pp. 249–281). John Benjamins.

Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis, Volume 1*. Cambridge University Press.

Schepens, A., Aelterman, A., & Van Keer, H. (2007). Studying learning processes of student teachers with stimulated recall interviews through changes in interactive cognitions. *Teaching and Teacher Education*, *23*(4), 457-472.

Schiffrin, D. (1996). Interactional sociolinguistics. In S. McKay & N. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp. 307-328). Cambridge University Press.

Schmidt, R. (1983). Interaction, acculturation, and the acquisition of communicative competence: A case study of an adult. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and second language acquisition* (pp. 137-174). Newbury House.

Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Blackwell.

Seedhouse, P. (2007). Interaction and constructs. In Z. Hua, P. Seedhouse, L. Wei, & V. Cook (Eds.), *Language learning and teaching as social inter-action* (pp. 9-21). Palgrave.

Seedhouse, P. (2013). Oral proficiency interviews as varieties of interaction. In S.J. Ross & G. Kasper (Eds.), *Assessing second language pragmatics* (pp. 199-219). Palgrave Macmillan.

Seedhouse, P., & Walsh, S. (2010). Learning a second language through classroom interaction. In P. Seedhouse, S. Walsh, & C. Jenks (Eds.), *Conceptualising learning in applied linguistics* (pp. 127-146). Palgrave.

Seo, M.-S. (2011). Talk, body, and material objects as coordinated interactional resources in repair activities in one-on-one ESL tutoring. In G. Pallotti & J. Wagner (Eds.), *L2 learning as social practice: Conversation-analytic perspectives* (pp. 107–134). University of Hawai’i, National Foreign Language Resource Center.

Shamim, F. (1996). In or out of the action zone: Location as a feature of interaction in large ESL classes in Pakistan. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom* (pp. 123–144). Cambridge University Press.

Shawaqfeh, A. T., Jameel, A. S., Al-adwan, L. A. Y., & Khasawneh, M. A. S. (2024). Interaction as a mechanism to enhance English language proficiency in the classroom. *Journal of Language Teaching and Research*, *15*(1), 229-234.

Shi, L. (1998). Negotiated interaction in teacher-led versus peer group adult ESL discussions. *TESL Canada Journal, 16,* 54-74.

Shively, R. L. (2016). An activity theoretical approach to social interaction during study abroad. *L2 Journal*, *8*(2), 51-75.

Shomoossi, N. (2004). The effects of teachers' questioning behavior on EFL classroom interaction: A classroom research study. *The Reading Matrix,* *4*(2), 96-103.

Sippel, L. (2024). Maximizing the benefits of peer interaction: Form-focused instruction and peer feedback training. *Language Teaching Research*, *28*(2), 413-439. [https://doi.org/10.1177/13621688211004638](https://doi.org/10.1177%2F13621688211004638).

Slimani, A. 1992. Evaluation of classroom interaction. In J. C. Alderson & A. Beretta (eds.), *Evaluating second language education* (pp. 197-220). Cambridge University Press.

Smit, U. (2009). Emic evaluations and interactive processes in a classroom community. In A. Mauranen & E. Rantaa (Eds.), *English as a lingua franca: Studies and findings* (pp. 200-225). Cambridge Scholars Press.

Smit, N., van Dijk, M., de Bot, K., & Lowie, W. (2021). The complex dynamics of adaptive teaching: Observing teacher-student interaction in the language classroom. *International Review of Applied Linguistics in Language Teaching*. <https://www.degruyter.com/document/doi/10.1515/iral-2021-0023/html>

Snow, C.E. (1994). Beginning from baby talk: Twenty years of research on input in interaction. In C. Gallaway & B.J. Richards (Eds.), *Input and interaction in language acquisition* (pp. 3-12). Cambridge University Press.

Son, Y. A. (2016). Interaction in a paired oral assessment: Revisiting the effect of proficiency. *Papers in Language Testing and Assessment*, *5*(2), 43-68.

Spada, N. & Lightbown, P.M. (2008). Interaction research in second/foreign language classrooms. In C. Polio, & A. Mackey (Eds.), *Multiple Perspectives on Interaction* (pp. 157-175). Taylor and Francis.

Stickler, U., Smith, B., & Shi, L. (2016). Using eye-tracking technology to explore online learner interactions. In C. Caws & M. J. Hamel (Eds.), *Language-learner computer interactions: Theory, methodology and CALL applications* (pp. 163-186). John Benjamins.

Stokoe, E., & Smithson, J. (2001). Making gender relevant: Conversation analysis and gender categories in interaction. *Discourse & Society*, *12*(2), 217–244.

Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning*, *52*(1), 119–158. https://doi.org/10.1111/1467-9922.00179

Storer, G. (2002). Interactions between Thai male sex workers and their customers. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 133-146). Pearson Education.

Strauss, S., & Xiang, X. (2009). Discourse particles:  Where cognition and interaction intersect—the case of final particle –ey in Shishan dialect.  (Hainan Island, P.R. China).  Journal of Pragmatics, 41, 1287-1312.

Streeck, J., Goodwin, C., & LeBaron, C. (Eds.). (2011). *Embodied interaction: Language and body in the material world*. Cambridge University Press.

Strevens, P. (1987). Interaction outside the classroom: Using the community. In W. M. Rivers (Ed.), *Interactive language teaching* (pp. 170-176)*.* Cambridge University Press.

Sudnow, D. N. (Ed.). (1972). *Studies in social interaction*. Free Press.

Suryadi, A. I., & Fatmawati, L. (2020). Self-repair strategies in English conversations to teach English interaction skill. *Edulangue*, *3*(2), 205-231.

Suzuki, A. (2009). When *gaijin* matters: Theory-building in Japanese multiparty interaction. In H. T. Nguyen, & G. Kasper (Eds.), *Talk-in-interaction: Multilingual perspectives* (pp. 89–109). University of Hawai’i, National Foreign Language Resource Center.

Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal, 82*(3), 320-337.

Talmy, S. (2009). Resisting ESL: Categories and sequence in a critically “motivated” analysis of classroom interaction. In H. T. Nguyen & G. Kasper (Eds.), *Talk-in-interaction: Multilingual perspectives* (pp. 181–213). University of Hawai’i, National Foreign Language Resource Center.

Talmy, S. (2011). The interview as a collaborative achievement: Interaction, identity, and ideology in a speech event. *Applied Linguistics*, *23*(1), 25-42.

Tan, L. L., Wigglesworth, G., & Storch, N. (2010). Pair interactions and mode of communication. *Australian Review of Applied Linguistics*, *33*(3), 1-24.

Tange, H., & Lauring, J. (2009). Language management and social interaction within the multilingual workplace. *Journal of Communication Management*, *13*(3), 218–232.

Tarone, E. (2009). A sociolinguistic perspective on interaction in SLA. In A. Mackey & C. Polio (Eds.), Multiple perspectives on interaction: Second language research in honor of Susan M. Gass (pp. 41-56). Routledge.

Tarone, E., & Bigelow, M. (2007). Alphabetic print literacy and processing of oral corrective feedback in L2 interaction. In A. Mackey (Ed.), Conversational interaction in second language acquisition: A series of empirical studies (pp. 101-121). Oxford University Press.

Theodórsdóttir, G. (2011b). Second language interaction for business and learning. In J. K. Hall, J. Hellermann, & S. Pekarek-Doehler (Eds.), *Interactional competence and development* (pp. 93–118). Multilingual Matters.

Thörle, B. (2016). Turn openings in L2 French: An interactional approach to discourse marker acquisition. *Language, Interaction and Acquisition. Language, Interaction et Acquisition*, *7*(1), 117-144.

Thorne, S. L., & Black, R. W. (2011). Identity and interaction in internet-mediated contexts. In C. Higgins (Ed.), *Identity Formation in Globalizing Contexts* (pp. 257-278). Mouton de Gruyter.

Tigert, J., Groff, J., Martin-Beltrán, M., Peercy, M. M., Silverman, R. (2019). Exploring the pedagogical potential of translanguaging in peer reading interactions. In J. MacSwan & C. J. Faltis (Eds.), *Codeswitching in the Classroom*. Routledge. <https://doi.org/10.4324/9781315401102-3>

Tocaimaza-Hatch, C. C. (2016). Mediated vocabulary in native speaker-learner interactions during an oral portfolio activity. *Foreign Language Annals, 49*(2), 336–354.

Torres, J. (2023). Heritage language learners’ written texts across pair types and interaction mode. *Language Teaching Research*, *27*(1), 5-29.

Torres, J., & Cung, B. (2019). A comparison of advanced heritage language learners’ peer interaction across modes and pair types. *The Modern Language Journal*, *103*(4), 815-830.

Tozlu Kılıç, E., & Balaman, U. (2023). Facilitating students' learning of a target construction through teacher interactional resources in EFL kindergarten classrooms. *TESOL Quarterly*, *57*(2), 656-669.

Tsakona, V., & Chovanec, J. (Eds.). (2018). *The dynamics of interactional humor: Creating and negotiating humor in everyday encounters*. John Benjamins Publishing Company.

Tsang, W. K. (2004). Teachers’ personal practical knowledge and interactive decisions.

*Language Teaching Research, 8,* 163-198.

Tsai, M. N., Liao, Y. F., Chang, Y. L., & Chen, H. C. (2020). A brainstorming flipped classroom approach for improving students’ learning performance, motivation, teacher-student interaction and creativity in a civics education class. *Thinking Skills and Creativity*, *38*, 100747.

Tsui, A. (1985). Analyzing input and interaction in second language classrooms. *RELC Journal, 16*(1), 8-32.

Tsui, A. B. M. (1997). Awareness raising about classroom interaction. In L. Lier & D. Corson (Eds.), *Encyclopedia of language and education, Vol. 6: Knowledge about language* (pp. 183-193). Kluwer.

Van Batenburg, E. S., Oostdam, R. J., Van Gelderen, A. J., & De Jong, N. H. (2018). Measuring L2 speakers’ interactional ability using interactive speech tasks. *Language Testing*, *35*(1), 75-100.

van Compernolle, R.A. (2011). Responding to questions and L2 learner interactional competence during language proficiency interviews: A microanalytic study with pedagogical implications. In J.K. Hall, J. Hellermann & S. Pekarek Doeher (Eds.), *L2 interactional competence and development* (pp. 117-144). Multilingual Matters.

Van de Pol., J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher-student interaction: A decade of research. *Educational Psychology Review*, *22*, 271-296.

van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy and authenticity*. Longman.

van Lier, L. (1998). The relationship between consciousness, interaction and language learning. *Language Awareness, 7*(2-3), 128-145.

van Lier, L. (2000). From input to affordance: Social-interactive learning from an ecological perspective. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 245-269). Oxford University Press.

Van Mulken, M., & Hendriks, B. (2015). Your language or mine? or English as a lingua franca? Comparing effectiveness in English as a lingua franca and L1–L2 interactions: Implications for corporate language policies. *Journal of Multilingual and Multicultural Development*, *36*(4), 404-422.

Van Os, M., De Jong, N. H., & Bosker, H. R. (2020). Fluency in dialogue: Turn‐taking behavior shapes perceived fluency in native and nonnative speech. *Language Learning*, *70*(4), 1183-1217.

Vattøy, K. D., & Gamlem, S. M. (2020). Teacher–student interactions and feedback in English as a foreign language classrooms. *Cambridge Journal of Education*, *50*(3), 371-389.

Wagner, J. (1996). Foreign language acquisition through interaction—A critical review of research on conversational adjustments. *Journal of Pragmatics*, *26*(2), 215–235.

Wagner, J. (2018). Multilingual and multimodal interactions. *Applied Linguistics*, *39*(1), 99–107. https://doi.org/10.1093/applin/amx058

Wagner, S. (2014). The interactive demonstration of interactional competence in the ITA TEACH Test. *Working Papers in Educational Linguistics*, *29*(1), 1-22.

Walls, L. (2018). The effect of dyad type on collaboration: Interactions among heritage and second language learners. *Foreign Language Annals, 51*(3), 638-657.

Wang, X. (2019). Analyzing co-teacher turns as interactional resources. *Working Papers in Educational Linguistics, 34*, 83-101.

Wang, X., Liu, Q., Pang, H., Tan, S. C., Lei, J., Wallace, M. P., & Li, L. (2023). What matters in AI-supported learning: A study of human-AI interactions in language learning using cluster analysis and epistemic network analysis. *Computers & Education*, *194*, 104703.

Warschauer, M. (1998). [Interaction, negotiation, and computer-mediated learning](http://gse.uci.edu/person/warschauer_m/docs/interaction.pdf). In V. Darleguy, A. Ding, & M. Svensson (Eds.), *Educational technology in language learning: Theoretical reflection and practical applications* (pp. 125-136). National Institute of Applied Sciences, Center of Language Resources.

Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: Collaborative dialogue between adult ESL learners. *Language Teaching Research, 11*(2), 121-142.

Watzlawick, P., Bavelas, J. B., Jackson, D. D., & O'Hanlon, B. (2011). *Pragmatics of human communication: A study of interactional patterns, pathologies and paradoxes*. W. W. Norton & Company.

Wei, L. (2002). “What do you want me to say?” On the conversation analysis approach to bilingual interaction. *Language in Society*, *31*(2), 159–180.

Wells, G. (1981). *Learning through interaction*. Cambridge University Press.

Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated interaction*. Harvard University Press.

Wesche, M. B. (1994). Input and interaction in second language acquisition. In C. Gallaway & B. J. Richards (Eds.), *Input and interaction in language acquisition* (pp. 219-269). Cambridge University Press.

Whitehead, K. A. (2009). Categorizing the categorizer: The management of racial common sense in interaction. *Social Psychology Quarterly*, *72*(4), 325–342.

Whitehead, K. A., & Lerner, G. (2009). When are persons “white”? On some practical asymmetries of racial reference in talk-in-interaction. *Discourse & Society*, *20*(5), 613–641.

Wiens, P. D., LoCasale-Crouch, J., Cash, A. H., & Romo Escudero, F. (2021). Preservice teachers’ skills to identify effective teaching interactions: Does it relate to their ability to implement them?. *Journal of Teacher Education*, *72*(2), 180-194.

Wigglesworth, G. (1993). Exploring bias analysis as a tool for improving rater consistency in assessing oral interaction. *Language Testing, 10*, 305–319.

Wilkinson, S., & Kitzinger, C. (2006). Surprise as an interactional achievement: Reaction tokens in conversation. *Social Psychology Quarterly*, *69*(2), 150–182.

Williams, S. (2013). Mobile devices and learner interaction inside and outside the classroom. In T. Pattison (Ed), *IATEFL 2013: Liverpool conference selections* (pp. 172-174). IATEFL.

Wootton, A.J. (1997). *Interaction and the development of mind*. Oxford University Press.

Yang, G., Quanjiang, G., Michael, L., Chun, L., & Chuang, W. (2021). Developing literacy or focusing on interaction: New Zealand students’ strategic efforts related to Chinese language learning during study abroad in China. *System*, *98*, 102462.

Yang, H., Gao, C., & Shen, H. Z. (2024). Learner interaction with, and response to, AI-programmed automated writing evaluation feedback in EFL writing: An exploratory study. *Education and Information Technologies*, *29*(4), 3837-3858.

Yeldham, M. (2016). Second language listening instruction: Comparing a strategies-based approach with an interactive, strategies/bottom-up skills approach. *TESOL Quarterly*, *50*(2), 394-420.

Yinger, R. J. (1986). Examining thought in action: A theoretical and methodological critique of research on interactive teaching. *Teaching and Teacher Education*, *2*(3), 263–282.

Youn, S. J. (2020). Interactional features of L2 pragmatic interaction in role-play speaking assessment. *TESOL Quarterly, 54*(1), 201–233.

Young, R. F. (2011). Interactional competence in language learning, teaching, and testing. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 426-443). Routledge.

Zhang, S. (2009). The role of input, interaction and output in the development of oral fluency. *English Language Teaching*, *2*(4), 91-100.

Ziegler, N. (2016). Synchronous computer-mediated communication and interaction: A meta-analysis. *Studies in Second Language Acquisition*, *38*(3), 553-586.

Zimmerman, D. H. (1999). Horizontal and vertical comparative research in language and social interaction. *Research on Language and Social Interaction*, *32*(1-2), 195–203.

Zwaard, R. V., & Bannink, A. (2020). Negotiating of meaning in digital L2 learning interaction: Task design versus task performance. *TESOL Quarterly, 54*(1), 56–89.