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ABSTRACT

The role of input and output in interaction has always been seen as an entirety in the language-learning domain. Driven by three distinctive frameworks, earlier works suggested that the Interaction Hypothesis facilitates the Input Hypothesis and the Output Hypothesis in language development. This experimental study was designed to investigate the effects of pre-modified input, negotiated interaction and output in L2 vocabulary comprehension and acquisition. A sample of 45 primary school ESL learners with similar L1 background was divided into three groups (GPIO – premodified input, GINW – negotiated input without output, GINP – negotiated input with output). Each group learned the target vocabulary items with pictures through different approaches based on the corresponding independent variables. Data from the pre-test and three post-tests were then subjected to t-tests and ANOVA. This study replicates the findings of de la Fuente (2002), which suggested that negotiated interaction benefited L2 vocabulary comprehension, and provides explanation for the apparent exceptions in the study. Analysis also reveals that a fusion of negotiated interaction and output production had positive effects on both receptive and productive acquisition. This information can be used to develop targeted interventions by incorporating interactive tasks aimed at young ESL learners in everyday classrooms for vocabulary acquisition.

ABSTRAK

Peranan input dan output dalam interaksi sentiasa dilihat sebagai keseluruhannya dalam domain pembelajaran bahasa. Didorong oleh tiga rangka teori, kerja-kerja awal mencadangkan bahawa Hipotesis Interaksi memudahkan Hipotesis Input dan Hipotesis Output dalam perkembangan bahasa. Kajian eksperimen ini telah direka untuk menyiasat kesan input pra-diubah suai, interaksi dan output dalam perbendaharaan kata L2 dari segi kefahaman dan perolehan. Sampel terdiri daripada 45 pelajar ESL sekolah rendah dengan latar belakang L1 yang sama dan telah dibahagikan kepada tiga kumpulan (GPIO - input pra-diubahsuai, GINP - input dengan interaksi tanpa output, GINW - input dengan interaksi dan output). Setiap kumpulan belajar perbendaharaan kata yang disasarkan dengan gambar melalui pendekatan yang berbeza berdasarkan pembolehubah bebas yang sepadan. Data daripada pra-ujian dan tiga saringan ujian kemudiannya dianalisis dengan t-test dan ANOVA. Kajian ini merupakan replikasi penemuan de la Fuente (2002), yang mencadangkan bahawa interaksi adalah bermanfaat untuk meningkatkan kefahaman perbendaharaan kata, serta memberikan penerangan bagi pengecualian yang wujud dalam kajian ini. Analisis juga menunjukkan bahawa gabungan interaksi dan output pengeluaran mempunyai kesan positif ke atas perolehan receptif dan produktif. Maklumat ini boleh digunakan untuk mewujudkan tugas interaktif yang bertujuan untuk membantu pelajar ESL sekolah rendah di dalam bilik darjah bagi perolehan perbendaharaan kata.

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LIST OF SYMBOLS AND ABBREVIATIONS

SYMBOLS

r	– reliability coefficient
M	– mean
SE	– standard error
SD	– standard deviation
α	– alpha
F	– variance of group means
p	– probability
df	– degree of freedom
SS	– sum of squares
MS	– mean square
Sig.	– significance probability / p-value
Ho	– null hypothesis
H ₁	– alternative hypothesis

LIST OF SYMBOLS AND ABBREVIATIONS

ABBREVIATIONS

L1	– first language
L2	– second language
ESL	- English as a second language
GPIO	– group with pre-modified input only
GINW	– group with negotiated input without output
GINP	– group with negotiated input with output
LCT	– Listening Comprehension Test
VKS	– Vocabulary Knowledge Scale
RVKS	– Receptive Vocabulary Knowledge Scale
PVKS	– Productive Vocabulary Knowledge Scale
ICC	– Intraclass Correlation Coefficient
ANOVA	- Analysis of Variance

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