

Focus on form tasks and the provision of corrective feedback

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Abstract

This paper examines how different tasks may provide learners with opportunities to produce output collaboratively (Swain & Lapkin, 1997) and receive teacher's feedback. To meet this end, 48 English for Specific Purposes (ESP) students performed the following focus-on-form tasks: dictogloss, text reconstruction, multiple choice and cloze test. As the number of language-related episodes shows, dictogloss is the task that generated fewer episodes centred on language. In turn, the tasks that most facilitate teacher's feedback are text reconstruction and cloze test. The findings of this study may be relevant in the English-as-a-foreign language context, where the number of students per class is large and the possibility to obtain individual feedback is scarce.

Key words: focus on form, dictogloss, feedback

Resumen

Un estudio sobre tareas con énfasis en la forma lingüística y provisión de retroalimentación

El presente trabajo examina cómo diversas tareas pueden ofrecer oportunidades para que los alumnos produzcan *output* colaborativamente (Swain & Lapkin, 1997) y reciban retroalimentación del profesor. A este fin, 48 estudiantes de Inglés para Fines Específicos realizaron las siguientes tareas con énfasis en la forma lingüística: dictoglosia, reconstrucción textual, elección múltiple y *cloze test*. Como demuestra el número de episodios centrados en la lengua, la dictoglosia es la tarea que genera menos episodios por parte de los estudiantes. Por el contrario, la reconstrucción textual y el *cloze test* facilitan una mayor retroalimentación del profesor. Estos resultados pueden tener grandes implicaciones en el contexto del inglés como lengua extranjera, donde el número de estudiantes por clase es elevado y las posibilidades de recibir *feedback* individualizado son escasas.

Palabras clave: énfasis en la forma, dictoglosia, retroalimentación

Introduction

Some studies (e.g. Swain, 1985; Doughty, 1991; Robinson, 1996; Lightbown, 1998) have pointed out that only exposure to language is not enough to learn it. Drawing on this claim, there has developed a more form-focused approach to language teaching. It is argued that activities which focus solely on message are insufficient to develop an accurate knowledge of the language in question, and in order to compensate for this lack, some kind of form-focused activity needs to be incorporated into communicative classroom contexts. From a communicative perspective, the most effective way to assist language learning in the classroom is through communicative tasks, which are considered “as a means of sharing ideas and opinions, collaborating toward a single goal, or competing to achieve individual goals” (Pica et al. 1993: 10). However, recent research on the role of communicative interaction (Skehan, 1996; Lightbown, 1998) suggests that communicative activities which focus on meaning alone are not adequate for learning a second language. Therefore, teachers and material designers should consider activities that result in attention to form while maintaining meaningful communication. Moreover, if the goal of second language learning is to develop fluency, as well as accuracy, learning may be more effective if learners focus on form while using language for communication.

Central to the design of form-focused communicative tasks is the relationship between the form selected and the completion of the task. Loschky and Bley-Vroman (1993) distinguish three types of relationships between form and task completion: naturalness, utility, and essentialness. In the task-naturalness relationship, the formal structure is employed naturally, that is to say, it is not an obligatory part of the task, and the task can be completed without it. In the task-utility relationship, the use of the structure may help the task to be completed more easily, but it is not necessary. Finally, in the task-essentialness relationship, the task can never be completed unless the learner uses some specific form. According to Loschky and Bley-Vroman, tasks designed with an essentialness relationship are very strongly form-focused because the students cannot complete them without using the intended grammatical knowledge. Therefore, the most focused tasks are those that meet the essentialness requirement. In contrast, if a task is designed with a utility relationship, it is much weaker in that respect, as the task may be completed without using the features on which the task is intended to focus.

Focus on Form tasks

A classification of Focus on Form (FonF) tasks and techniques was provided by Doughty and Williams (1998b), which included, among others, input flood, input

enhancement, recasts, and dictogloss. The authors' intention was not to be exhaustive; rather, they wished to offer a range of FonF possibilities. Also, they pointed to the fact that most of the tasks in their taxonomy could not guarantee that learners would focus on the targeted form, as these tasks could only encourage learners to do this. In the present study we employed tasks (see Appendix 1) which, as Storch (1998: 177) claims, "represented a continuum in terms of overt focus on grammar." Specifically, four tasks were used: dictogloss, text reconstruction, multiple choice and cloze test. The first of these tasks, dictogloss (Wajnryb, 1990), provides a context in which learners' grammatical competence is developed through the productive use of grammar. In dictogloss, the teacher reads a short text twice at normal speed to learners. When the text is read the second time, the learners jot down as much information as they can and afterwards they pool their resources to reconstruct the version of the text. It is claimed that during the co-construction of the passage, "the students come to notice their grammatical strengths and weaknesses and then try to overcome these weaknesses when attempting to co-produce the text" (Nassaji, 2000: 247). The second task we made use of was text reconstruction, in which learners are required to reconstruct a text by means of inserting all the necessary grammatical words to produce a meaningful and grammatically correct paragraph. This task has been claimed to be effective for conscious attention to grammatical accuracy as learners work collaboratively and peer feedback is available. Moreover, Storch (1998) claims that text reconstruction is a task that generates a high number of grammatical language-related episodes.

The last two tasks our learners carried out were multiple choice and cloze test. These tasks are examples of more traditional grammar-based exercises, with an overt focus on form. However, in this study, they are designed in such a way that the students need to interact so as to agree on the appropriate answer. Moreover, both multiple choice and cloze tests are tasks which have been widely used in second and foreign language studies.

The above-mentioned tasks provide a forum for students' mistakes to appear and, therefore, there exists a need of teacher's feedback on those mistakes. Corrective feedback on the part of the teacher is a reactive pedagogical strategy that emerges when teachers identify an error. Then, they can react in two different ways: either overtly stating that the learner's output is not part of the target language (explicit negative feedback), or using confirmation checks and requests for clarification (implicit negative feedback). In order to shed more light on these two types of feedback, we will focus on some illustrative research.

Corrective feedback

Explicit corrective feedback has been widely used as a strategy in FonF studies (e.g. Doughty, 1991; Spada & Lightbown, 1993). It can be regarded as a metalinguistic strategy, as it involves the explanation of a formal aspect when a mistake has been detected. In 1991, Doughty investigated the effects on enriched input on the acquisition of relative clause structures by adult intermediate learners. The subjects were assigned to three groups: in the meaning oriented group (MOG), learners completed a series of reading tasks that required them first to read the text for general understanding and then read each sentence separately, with the opportunity to obtain help in the form of lexical and semantic rephrasing. The rule oriented group (ROG) received an explanation of the rules for relativisation with examples. These learners' attention was therefore most explicitly drawn to the formal properties of relativisation via metalinguistic description. Finally, the control group simply viewed the sentences in the text without any assistance. Doughty's (1991) findings concluded that all three groups showed some gains in the post-test, with the MOG and ROG performing similarly and both gaining more than the control group.

Spada and Lightbown (1993) demonstrated that explicit corrective feedback increased linguistic accuracy. However, and most importantly, these authors showed that their results were maintained in a delayed task five weeks after the treatment. This fact indicated that the effect of explicit corrective feedback could still be present in the long term.

Implicit corrective feedback has also been widely investigated and can be implemented in different ways. For example, Lyster and Ranta (1997) carried out their study in immersion classrooms. These are contexts in which majority language children receive all or part of their education in a second language. Through this educational program, the teaching of a second language is integrated with content teaching. In this context, Lyster and Ranta audio-taped four teachers whose lessons were transcribed. These transcriptions constituted the database for their analysis, which provided the following typology of corrective feedback:

- 1) Explicit correction refers to the explicit provision of the correct form. As teachers provide the correct form, they clearly indicate that what the student had said was incorrect. Without any doubt, this strategy is an example of explicit corrective feedback, the only one described by Lyster and Ranta (1997).
- 2) Recasts involve the teacher's reformulation of all or part of a student's utterance, minus the error.

- 3) Clarification requests indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required.
- 4) Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere.
- 5) Elicitation refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to "fill in the blank." Second, teachers use questions to elicit correct forms, and third, teachers occasionally ask students to reformulate their utterance.
- 6) Repetition refers to the teacher's repetition, in isolation, of the student's erroneous utterance.

The findings of the study reveal that recasts are the most used technique by the teachers (55% of the cases), followed by elicitation (14%), clarification requests (11%), metalinguistic feedback (8%), explicit correction (7%), and repetition (5%). As the results show, recasts are the most usual reaction to students' errors despite the fact that they are also the least appropriate technique to provoke output correction on the part of the learners.

Corrective feedback is significant to L2 development because it provides the learner with an opportunity to reflect on the utterance and consider other possibilities. These benefits of corrective feedback are also applicable to the foreign language context, in the sense that it may trigger the cognitive processes required for acquisition.

Method

Participants

The participants of the study belonged to two groups of English for Specific Purposes (ESP) students who were studying Humanities. This subject was compulsory as part of their degree program at Universitat Jaume I in Castellón. Our subjects volunteered to take part in the study knowing that their participation would not have an influence on the final mark in their course. They shared the following characteristics: (i) they were all Spanish, and (ii) their level of proficiency in English was lower-intermediate. According to the Council of Europe's scale, they could be

rated as belonging to Level 2 (limited but effective command of the language in familiar situations). Therefore, our participants had partial command of the language, coping with overall meaning in most situations, although they were likely to make many mistakes. The last common feature was that the participants' principal exposure to the English language had been in English-as-a-foreign language classes which were based on presentation, practice and drill techniques.

Their ages ranged from 17 to 22 years old and the vast majority of subjects had studied English as a foreign language between 4 and 7 years. The study was carried out in two intact classes; however, only those subjects who formed same-gender pairs were selected for our analysis (Group 1, $n=32$; Group 2, $n=16$). This means that mixed-gender dyads were excluded, despite the fact that they also performed all the different tasks. The reason for this exclusion lay in the fact that as groups were self-selected, we found our students tended to choose a partner of the same gender and only three groups of mixed-gender students emerged. As the total number of dyads was 24, we considered that the small amount of mixed-gender pairs would not be representative and therefore they were not taken into account for the purposes of the present study.

Grammatical features in focus

The study focused on two grammatical items: articles (definite/indefinite, and zero article) and second conditional. As the participants had a low-intermediate level of proficiency in English, these two grammatical forms were considered to suit their interlanguage on the basis of the teachability hypothesis (Pienemann, 1985). We adhered to this hypothesis because, as Pienemann (1989) suggested, instruction directed at structures that are next in line to be acquired according to a well-defined developmental sequence is effective in moving learners along the sequence. In contrast, instruction directed at structures that are too developmentally advanced for the learners have been proven to be ineffective. A first reason for selecting the two grammatical features at issue was the fact that these targeted forms were emergent in the learners' interlanguage. By this we mean that the learners had already started to try the forms in their output. Indeed, in a number of oral and written ESP activities carried out before the beginning of the study, it was observed first, that the students misused both grammatical forms (i.e. they made errors when employing them), and second, that they were able to understand input which contained definite/indefinite articles, zero article, and second conditional.

A further reason for focusing on those two grammatical features was the claim that, in the Focus on Form (FonF) field, some likely candidates for FonF are, on the one

hand, those that are not important for communication to be successful, and on the other, those that are likely to be misanalyzed by learners. In this sense, both articles and second conditional were believed to fall into these categories because first, articles are not essential for successful communication, and second, the conditional can be easily misanalyzed by students.

Research question and hypothesis

Our research question responds to the need pointed out by Fotos and Ellis (1991) of more research on participants' interactions promoted by different grammar tasks. Hence, it could be formulated as follows:

Research question: "What task is more effective at providing students with feedback?"

Hypothesis: "Of the four types of tasks, dictogloss will provide the fewest feedback opportunities."

Data collection procedure

Prior to the performing of the tasks, the students were instructed, by means of communicative tasks, on the use of articles and conditionals. For instance, the students were presented with the following examples which aimed at making them discuss the use of articles:

Example 1:

"I saw a plane. The plane flew low over the trees"

"We went to a beach. The beach was clean"

The teacher asked what the difference was between using "a" and "the," and the students agreed on the fact that the indefinite article was used when something was mentioned for the first time. In turn, they reported that the definite article referred to something which we already knew. When we considered zero article, we discovered important difficulties in its use, a deficiency which had already been found in activities prior to the study. In order to discuss this grammar feature, the teacher wrote the words "dogs" and "children" on the blackboard and provided a characteristic for each term. Example 2:

"Dogs bark at intruders"

"Children like eating sweets"

After these examples, the students had to provide other characteristics while the teacher wrote them on the blackboard. Some other examples were employed to instruct students on the correct use of articles.

As far as second conditional is concerned, we made use of one of the brainstorming activities suggested by Ur (1981). Specifically, we used the task called “Foreseeing results” from which the students were given the following prompt: “What would happen if a civil war broke out in Spain?” Afterwards, the teacher gave a possible answer thus providing the model to be followed. Then, the students role-played various characters (e.g. a mother, a child, a pessimist, a coward, etc.) to provide an answer. By focusing on communication, they practised the second conditional, while the teacher corrected mistakes if necessary.

After this instructional phase, each group of learners formed self-selected dyads in order to carry out four different tasks, namely, dictogloss, text reconstruction, multiple choice and cloze test. These tasks were completed in that order by both groups and the four of them focused on both grammatical structures. Before the instructional period, the students had been trained in the performance of dictogloss and text-reconstruction. For this reason, they were the first ones to be worked on. On the other hand, the students were more familiar with how multiple choice and cloze test had to be carried out thanks to their experience as learners. The four tasks followed the same pattern: each dyad was given a single copy of the task; then, in order to encourage joint production (Storch, 1998), they had to discuss their suggestions on the correct form to write down, and the teacher provided them with feedback whenever a mistake on any of the targeted grammatical forms was made. This implied that every time an error on articles or second conditional occurred, both teacher and learners engaged in a language-related episode. Mistakes related to other grammar structures were not corrected by the teacher. In order to tape-record the conversation, the teacher sat with each pair separately, and in the meantime the rest of the class worked on other classroom activities.

The study’s implementation was developed as follows: the two groups of learners carried out the four tasks containing a number of obligatory contexts in which one of the grammatical forms targeted had to be provided (i.e., definite/indefinite article, zero article, and second conditional). The students’ joint work produced output, which was not corrected if it was right, and then the subjects continued with the next obligatory context, or if the output was wrong, the teacher provided feedback. Two combinations of feedback were offered to our participants: Group 1 received combination A (repetition of error and recast) and Group 2 received combination B

Drawing on the work by Kowal and Swain (1994) and Swain and Lapkin (1995), the unit of analysis we used to code data was the language-related episode (LRE). According to Swain (1998: 70), a language-related episode is “any part of a dialogue in which students talk about the language they are producing, question their language use, or other- or self-correct.” For the purposes of our study, we paid attention only to those LREs which related to the targeted grammatical forms (articles and second conditional), that is to say, those episodes which focused on other grammatical features or meaning-based LREs were not taken into account or statistically processed. However, those cases in which the learners resorted to their L1 (Spanish or Catalan) to discuss the targeted grammatical items were considered as LREs. The following example illustrates a language-related episode extracted from our transcripts in which S1 code-switches to Catalan:

Example 5:

Text reconstruction, Group B, Dyad 8

T: cruellest attitudes. This is a superlative

S1: the

S2: the most cruellest attitudes

S1: *no, però most no és quan...* [no, but most is used when...]

S2: *es que deu ser “las más crueles”* [it should be “the cruellest”]

S1: the most

T: cruellest is a superlative

S1: *ja, per això t’ho dic jo...* [I know, that’s why I told you...] the cruellest attitudes

Results

A current interest in second language acquisition deals with the potential benefits of tasks which make learners produce output collaboratively. Bearing this concern in mind, our aim was to explore what tasks facilitated more opportunities to obtain feedback. As we have mentioned above, the language-related episode was used as the unit of analysis. Figure 2 shows the allocation of LREs in each task. In Group 1, text reconstruction has the highest number of LREs (31.2%), followed by cloze test (27.4%), multiple choice (23.4%) and dictogloss, with a 18% of the total number of LREs ($n=259$). As for Group 2, text reconstruction is again the task which generates more LREs (34.8%), followed by cloze test (29.6%), dictogloss (18.5%) and multiple choice, with 17% of the total number of LREs for Group 2 ($n=135$).

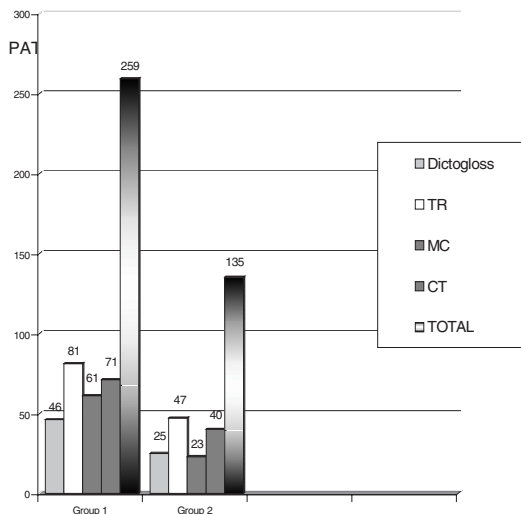


Figure 2. Distribution of LREs per task.

An analysis of the distribution of LREs per group and grammatical form is illustrated in Table 1. When the total number of LREs of both groups was counted (see Table 1 below), it was found that text reconstruction outnumbers the rest of tasks, with 128 LREs. The second task which obtains more LREs is the cloze test, followed by multiple choice and dictogloss. At first sight it seems that making students reconstruct a given text fosters the use of LREs; however, dictogloss is the task that provided the fewest opportunities to obtain feedback (although in Group 2 dictogloss outnumbers multiple choice slightly: 18.5% vs 17%, respectively).

	Dictogloss		TR		MC		CT	
	Art	Cond	Art	Cond	Art	Cond	Art	Cond
Group 1	20	26	43	38	34	27	37	34
Group 2	10	15	25	22	15	8	20	20
Total	30	41	68	60	49	35	57	54
Total LREs	71		128		84		111	

Note: Art = articles; Cond = conditional

Table 1: Number of LREs per group and grammatical structure.

By analyzing Figure 2 and Table 1, we may claim that dictogloss is the least effective task at providing our students with feedback. Yet, as the number of students in Group 1 and 2 was not the same, we had to resort to statistical procedures in order to discover significant or nonsignificant differences across tasks. A Mann-Whitney U test was applied to the LREs and nonsignificant differences were found between

Group 1 and 2 ($p>0.05$). However, when examining whether there exist differences within Group 1 or 2, the Friedman test reveals statistically significant differences only in Group 2 ($p<0.01$), as Table 2 shows.

	LREs per subject
Dictogloss	1.56
TR	2.94
MC	1.44
CT	2.50

Note. TR= text reconstruction;
MC= multiple choice; CT= cloze test

Table 2: Mean scores of LREs in the four tasks for Group 2

Table 2 shows that the mean scores of LREs are higher for the text reconstruction and cloze test tasks, a result which coincides with those obtained in Table 1 which illustrated the total number of LREs per task.

Discussion

The findings of this study confirm the hypothesis we had formulated, that is, dictogloss is the task that encourages less feedback on the pre-selected forms. In this sense, it can be argued that, out of the four tasks, dictogloss is the least constraining in terms of supplience of the targeted forms. Indeed, as Doughty and Williams (1998b) claim, some tasks can only encourage students to focus on the forms at issue, since a complete focus on the pre-selected forms is not guaranteed in the case of dictogloss.

A common feature of the four tasks is that learners had to interact in order to come up with the answer, either correct or not. It is worth noting that the language-related episodes ended with a topic continuation. This fact may imply that when teacher correction is oriented to form in a similar and congruous way, there is less disruption to the ongoing discourse.

The tasks presented learners with obligatory contexts in which a specific linguistic form had to be used. Moreover, in our data the learners' involvement in interaction was enhanced because the students had to agree on a single solution. This fact may have helped learners focus their attention on the preselected forms, as they appeared in the tasks many times. We believe that by means of the collaborative construction of language, language use and noticing can co-occur. If learners are given the opportunity to make comparisons between their current interlanguage (as realized in their output) and the target language, acquisition may take place. These opportunities

can be provided by means of communicative activities which foster the conscious recognition of learners' linguistic difficulties. Reconstruction activities, such as dictogloss, allow for the functions of output (Swain, 1995) in that learners may test their hypotheses about the target language, receive feedback on their production and process language syntactically. One sign that reveals that learners are focusing on grammar is the language-related episode.

As stated above, the quantitative comparison of LREs across tasks reveals that text reconstruction and cloze test are the tasks that most favour a higher number of language-related turns. These findings are in line with those obtained by Storch (1998). She found that text reconstruction, multiple choice and cloze test generated a large proportion of LREs (over 70% of the total number) in comparison to a composition task. Unfortunately, Storch did not include the dictogloss in her study. However, this drawback was overcome by García Mayo (2002a). In this investigation, García Mayo compared two form-focused tasks (dictogloss and text reconstruction) and found out that the text reconstruction originated three times more language-related turns than the dictogloss. In our study, text reconstruction nearly doubles the total number of LREs when compared to the dictogloss task. In this sense, results from our study corroborate García Mayo's (2002b) findings on the fact that text editing, multiple choice and text reconstruction are the tasks that most benefit the occurrence of LREs.

As far as the possible explanations for the advantage of one type of form-focused task over another is concerned, we agree with García Mayo (2002a) on the fact that input modality (written in the text reconstruction and aural in dictogloss) is an important factor. Moreover, in the case of text reconstruction, multiple choice and cloze test the learners are in a sense manipulated as to what forms need to be inserted. In other words, in the design of these tasks the teachers may mainly include the targeted forms they are particularly interested in. In the dictogloss task, however, things seem to be different, in the sense that learners write down words that help them reconstruct the dictated passage and they may or may not focus on the grammatical forms the study is intended to address. In our opinion, dictogloss is a task which gives learners more freedom to pay attention to a wider range of language features, from verb tenses to prepositions or even discourse aspects such as the use of connectors or transitional expressions.

Limitations of the study

The present study is subject to a number of limitations. A first limitation concerns the age of the subjects (university students) which means that we do not know how younger or older learners would have performed the tasks. Moreover, this study was

undertaken in an English for Specific Purposes setting, and we ignore if the types of feedback we offered would have positive effects in a real-life situation. A third limitation refers to the fact that the pairs in the study were same-gender dyads. This means that we do not know whether the learners' performance would have been different if mixed-gender dyads had also taken part. A further limitation is the fact that due to the small sample size, the results cannot be generalized. We centred on actual learning in the ESP classroom by focusing on two intact classes which received different treatments. Another limitation refers to the fact that LREs which did not involve a focus on the targeted forms were not taken into account, and this could have given us a broader picture on how students focused their attention. One final limitation concerns the order of the presentation of the tasks and the students' familiarity with the different tasks, which may also be significant factors.

Despite the above limitations, several lines of investigation and some pedagogical implications are proposed which might widen the scope in the field. First, an issue which deserves further research is ascertaining what task generates more feedback on the part of the student. In the present study, students' feedback was not analyzed, since feedback was only provided by the teacher following an erroneous sentence. Therefore, it would be worthwhile to consider cases in which corrective feedback is not initiated by the teacher, but by a peer or even by the student himself. This last type of correction implies that the learner notices his own linguistic error, both initiating and completing the repair. The pedagogical implication that stems from our results refers to the use of FonF tasks in language classrooms. By briefly drawing the learners' attention to formal aspects in the context of communication, it has been claimed that not only does the learner who has made the mistake benefit from the feedback, but it may also be positive for the rest of the class. This is particularly important in the ESP context, where the teacher faces large classes and feedback is usually provided to a limited number of students.

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Appendix 1: Tasks carried out in the study

DICTOGLOSS

You will be listening to a text that will be read twice at normal speed. Your task will be to reproduce the original text **as faithfully as possible in a grammatically accurate form**. The first time you listen to the text you should not write down anything; the second time your partner and you are allowed to write down some key words that you feel will help you to reproduce the original text. Together, you have to reproduce the original text. Please, **make sure you explain your choices**.

TEXT RECONSTRUCTION

Please work on the following task with your partner. Reconstruct the text inserting all the necessary grammatical words and changing verbs where necessary to produce a **meaningful** and **grammatically correct** paragraph. Please **explain** your changes.

Mark Collins is man who wants to change world. "If I President of world, I reduce pollution and cars run on water. Moreover, if I have lot of power, I abolish cruellest attitudes."

MULTIPLE CHOICE

Choose the correct answer **a, b, c, or d**. Please make sure you **explain your choices**.

- 1) If I had enough apples, I _____ make an apple pie after lunch.
(a) wouldn't (b) would (c) had (d) would be
- 2) He would have more friends if he _____ so arrogant.
(a) wasn't (b) wouldn't be (c) weren't (d) isn't
- 3) Sorry I'm late! I was at _____ library
(a) a (b) the (c) an (d) Ø
- 4) _____ bananas are grown in warm countries.
(a) Ø (b) the (c) an (d) a
- 5) I would understand Joe better if he _____ so quickly.
(a) didn't speak (b) spoke (c) didn't spoke (d) spoke
- 6) _____ window is made of glass and wood.
(a) the (b) Ø (c) a (d) an
- 7) My sister never watches _____ horror films.
(a) a (b) an (c) the (d) Ø
- 8) Thank you for _____ fruit you gave me.
(a) Ø (b) an (c) the (d) a
- 9) If I _____ that house, I _____ the happiest man in the world.
(a) bought/would be (b) would buy/was (c) would buy/were (d) bought/am

CLOZE TEST

Please complete the following text by filling in the gaps with an appropriate word (e.g. article, verb, preposition, etc.). Make sure you **explain your choices**.

If I _____ time, I _____ restore _____ old cars. I would like to work on _____ 1922 automobile. These antique cars are great! If I _____ millionaire, I _____ buy _____ oldest car I found. Also, my wife _____ be delighted if she _____ drive that car.