Effects on students' production during communicative tasks' performances

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ABSTRACT

Nowadays, the most important teaching method for second language that is being implemented in the schools is the communicative approach in which students are encouraged to produce in the target language. Tasks are the tools designed for making the students use the English language in a communicative way and cooperatively produce a tangible outcome.

The problem of this method that may concern many teachers is the shortage of information that we have about it and about how to create communicative tasks in order to make this approach effective. This study aimed to discover which aspects of the communicative tasks affect the students' production and what impacts, if any, the kinds of pairing have during the students' interactions.

Three tasks were designed with different outcomes (open or closed), procedures to complete them (written or oral) and three kinds of pairs performed them (H-H, H-L and L-L). The results showed great variability in the students' production across these three independent variables of the tasks. For the kind of outcome and the type of pairing, there are evidences that they have a great impact as very different results are found when these variables are changed. With respect to the procedure to complete the tasks (oral or written), the different effects on students' production we want to promote will need to be taken into account because each procedure encourage different production effects.

0. INTRODUCTION

During the history of second language teaching, there have been a lot of different methods that varied in terms of teaching objectives, principles and techniques. In the 70s, new learning and teaching needs started to rise because of the European influence about the necessity of using the English language for a purpose. The communicative approach emerged for meeting those needs and since then, this approach has become more important and has increasingly gained the acceptance of the English as a second language community.

In spite of its general agreement, some teachers do not use the communicative approach and still follow the traditional methodology to second language teaching. In this method, teacher- fronted classes are the basis and students are not encouraged to use the language for any communicative purpose.

However, we can say that nowadays, the communicative language teaching is the most used methodology in the schools. It is based on diverse principles that make it very different and innovative from all the other approaches to language teaching. One of its main features is that language is not seen anymore as the target content but as a vehicle for communication, and students are engaged in this communication so as to achieve a purpose. The focus of this method is the meaning rather than the form, so there is not explicit teaching of grammar. Another very relevant characteristic of this methodology is the importance given to the promotion of interactions in real context situations. For this approach, these interactions are the basis for acquiring a language because negotiations of meaning and exchanges of information then occur and they are an essential condition for acquisition to happen. The last remarkable aspect of this approach is that students are asked to produce a tangible outcome, that is to say, thanks to their interactions and negotiations of meaning, students have to be able to get something done, to achieve a visible product.

Tasks are the tools created to promote interactions between the students in the communicative classrooms in which they seek to achieve a tangible outcome so, a task is a kind of activity to carry this methodology out. Jane Willis (1996) defined task as "An activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p.27-36). Skehan (1998) reinforced the definition of task by differentiating it from an exercise, explaining that in a task, students are engaged in communicating content for achieving an outcome which has a relationship with the real world. Then, tasks are made to promote the basic learning principles of this approach to language teaching, that is, to get the students to communicate to each other with the purpose of producing a tangible outcome.

The problem with this methodology is the lack of information we have about it. There are still few studies about how to carry it out and about what aspects of the tasks can have an impact on students' production. As a result, teachers do not know how to create communicative tasks and most of them create their tasks randomly and others, that might not feel confident with the method, opt to continue with the traditional approach to second language teaching.

The aim of this study is to analyze which aspects of the communicative tasks affect on the students' production and in what way. This information shall allow us to discover how we can create tasks in order to improve certain skills of the students' second language competence. Moreover, it will provide clues for the teachers to capacitate them to create those communicative tasks in the classroom, taking into account the effect they want to get on their students and consequently, encourage this teaching method for second language.

The present study sets out to explore three key research questions:

- How does the type of outcome, pairing and procedure influence the amount of L1 used during communicative tasks?

  o Which aspects of a task promoted more use of L1/ L2?

  o What effect, if any, did the kind of pairing have on the amount of L1/L2?

- How does the type of outcome, pairing and procedure influence the complexity of students' production during communicative tasks?

  o Which aspects of a task promoted longer L2 sentences?

  o What effect, if any, did the kind of pairing have in the length of the students' production?

- How does the type of outcome, pairing and procedure influence the amount of LREs produced during communicative tasks?

  o Which aspects of a task promoted more focus on form in the L2 sentences?

  o What effect, if any, did the kind of pairing have in the students' attention to form?

To answer these research questions, first I will identify the independent variables of the tasks that can affect on the students' use of their L1, on the complexity of their production and on the number of times that they focus on a grammatical aspect (LREs). The next step is to create the tasks taking into account these independent variables that can have an impact on the students' production. Once the tasks are created, I will explain how some students will perform the tasks and why I have done this selection.

Next, I will carry out the tasks with the students and I will audio record them in order to transcribe their communicative performances and analyze them.

Then, the results of their interactions during the tasks' performances will be presented so as to try to find out which features or which independent variables of those tasks have an impact on students' production and what aspect of their production they affect.

The final step will be to draw conclusions about my findings and to try to obtain clues for the teachers about how to create communicative tasks regarding the aspect of students' production they want to develop, so as to promote the communicate approach to language teaching.

1. THEORETICAL FRAMEWORK

Since the 70s, researches about a new approach to language teaching have been carried out. This new approach is the communicative language teaching and its main idea is that language learning successfully comes through having to communicate in real context situations.

Krashen (1981) and his Input hypothesis are one of the basic theoretical bases of this approach. Krashen related acquisition to input arguing that acquisition is produced when some kind of input is received. In his Input hypothesis he concluded that the only condition for acquiring a new language is receiving comprehensible input containing structures one level beyond our competence, so explicit grammar teaching is not necessary and has to be avoided. Despite the fact that his theory was at the beginning of the communicative approach an important basis, it became to be too vague in terms of acquisition of grammar.

Some years later, Long (1996) realized that receiving input is not enough for acquiring a second language so he proposed his Interaction Hypothesis in which he pointed out the necessity of interactions and negotiations of meaning for adapting the input, transferring meaning and finally, acquiring the language.

For him, the interactional modifications of the input are the most important factors for acquisition, he stated that continuous practice leads to automation of the knowledge and to increase fluency; as a conclusion of Long's ideas, receiving L2 input and using it during interactions are the basis for second language acquisition.

These two theories are the basis of the communicative approach to second language teaching which focuses on meaning and avoids explicit grammatical drills, in order to encourage interactions in which negotiations of meaning are promoted. For the great importance of these two theories, the aspects of the tasks that promote L2 use will be examined in this study in order to find out how to design tasks to promote this aspect of production.

Another of the most relevant characteristics of the communicative approach is the tangible outcome required to the students in the tasks' performances. This idea was introduced by Swain (1985; 1995); he had a cognitive view of the second language acquisition that explains that the human beings have a limited processing capacity that does not allow us to focus our attention to all the aspects of the language at the same time. For this reason, Swain suggested that output is a necessary condition for acquisition as it serves to help learners notice the gaps in their linguistic knowledge and thus affects both analysis of input and of their own existing internal resources; in addition to this, he claimed that any kind of output is not enough but a comprehensible one in which students push themselves to create elaborated sentences. Following this theory, I will study the length and the amount of sentences that the students produce in order to examine which aspects of the tasks promote a more elaborated output.

The problem of not pushing the students to create accurate sentences is that they fossilize. Selinker (1972) created this concept for explaining a point in which the internal grammar of a learner stops developing and never acquires new structures. This fossilization can be avoided with explicit attention to grammatical features, so in this study, we are looking for tasks' characteristics that promote this explicit attention to grammar and therefore, avoid fossilization.

In this study, I have used Skehan's (1998) cognitive view of the language learning process so as to examine some tasks following his concept about language production. As Swain (1985), Skehan explained that the human beings have a limited processing capacity which affects the way in which we acquire. Due to these limitations, we cannot focus our attention to all the aspects of the language and we usually focus our attention first to meaning rather to form and therefore, we do not acquire properly he grammatical aspects. Skehan clarified that some aspects of the tasks promote focused attention to certain features of the language. For this reason I will look at form attention by the students during their communicative performance so as to conclude which tasks promote more conscious attention to form and facilitate L2 acquisition.

The reason why this research seeks to discover the aspects of tasks that can affect on learners' production is the number of evidences provided from authors as Storch (2010) whose research proved that the kinds of tasks has an important impact on the production and interactions that the students originate while performing them.

In this investigation, I want to find out which aspects of a task and of its implementation influence the three aspects mentioned above, L1 use, amount and complexity of production and number of times that the students focus on form; to do this, I will use Ellis (2000)'s classification of the tasks' variables that can have any impact on the negotiations of meaning and interactions, and consequently, on the way a task contributes to second language acquisition. The tasks variables used in this study from Ellis's classification are the type of outcome (open or closed) and the process through which the students complete the tasks (oral or written).

As previously stated, tasks are the tools used to promote these interactions in the classroom. Skehan (1996) as much as other authors like Long (1989) and Yule (1997) had a view of tasks as devices for manipulating how learners process the language. In other words, they claimed that tasks are a way in which we can manipulate the content that students learn and also the mental data processing that occurs for acquisition to happen. In fact, Skehan, Foster and Mehnert (1998) stated "task properties have a significant impact on the nature of performance" (p. 245). As seen, many authors stated the importance of the tasks' features as they have a great impact on students' data processing. According to Ellis (2000), the data processing of the students during their performances, is the way to determinate how effectively students communicate and how they acquire language. For this reason, studying the impacts of the tasks during the students' oral performances is very important, as we need to understand what aspects of tasks affect language production during the implementation of tasks and how this may influence L2 acquisition.

To finalize, in this study students will perform the tasks in pairs as for the communicative approach to second language teaching, the group work is paramount. A theoretical basis for this idea was given by Vygotsky (1981, 1986) who explained that learning and development is originated in social interactions.

2. THE METHOD

In this section of the study, I will explain how the investigation was carried out step by step. First of all, which students were selected for completing the tasks and what was the criterion to choose them. Secondly, I will present an explanation about the tasks that the students performed and the reasons for selecting the characteristics of each one. Finally, I will clarify how the data was collected and what aspects were taken into account in order to analyze it and draw conclusions.

2.1 INSTRUCTIONAL CONTEXT

This study was conducted in a Primary school of Zaragoza, Spain. All the students are in the last year of Primary Education so their ages revolve about eleven and twelve years old. For all of these students, English is a compulsory subject since they were six years old so they have been studying English for six years. They attend to English classes only two hours a week so they cannot achieve a L2 proficiency level unless they take private lessons. There are two reasons that explain the different levels in the class; first of all, the individual characteristics of the learners because each student has their own acquisition skills and speed. The second reason for the different levels is that some of the students take private lessons so they substantially improve their second language proficiency.

The lessons to which these students attend are basically traditional, what is to say, teacher-centred lessons and in classes with a big number of students (27-32 students per class). Therefore, the way in which the students learn the second language is by activities for practicing grammar and learning the new vocabulary. Students barely use the second language for communicating in class and they can only use it for answering the teacher's questions and

completing their text books. In this way of second language teaching, students do not usually have opportunities to use the target language so they are not used to communicative tasks or real context situations to communicate.

2.2 MATERIALS

For this study, three different tasks were used and the three of them had different characteristics according to their type of outcome and the process involved for completing them, namely, oral or written. Students did not perform the tasks individually but in pairs. This election was made following the sociocultural theoretical perspective that explains that all kinds of learning occur in social interaction. Lantolf & Thorne (2006) declared that peer interaction provides learners with opportunities for "languaging" and this is why, learners in this study completed the tasks in pairs, because of its benefits and in order to discover which kinds of pairs contribute to promote each of the three studied aspects of production; fluency, accuracy and complexity.

	MEANS	OUTCOME
Task 1: Describe information about two cities	Oral	Closed
Task 2: Describe pictures of a story	Oral	Open
Task 3: Create and write a story	Written	Open

Table 1. Characteristics of the three tasks across their output and means

The task we are going to consider in this study as number one was a closed ended task which focus was on meaning as it was an oral task in which students did not have the necessity to focus on form. It consisted in one student having information about the city of New York and the other student having information about the city of London; each of them had a diagram that they had to complete taking notes with the information of the partner; for getting this information, they had to ask to each other.

Hence, for completing the task, they needed to interact. This task had clear characteristics which defined the kind of interaction and production of the students and the quantity of the same. First of all, the kind of information the students needed was descriptive as the learners only had to find the required pieces of information about characteristics of the city. Another feature of this task was the kind of outcome expected from the students; it was a closed one because they could not negotiate the information, is was all given in the texts of the cities, so imagination and self creation were not promoted.

The second task that was performed for this study was quite different from the first one regarding its characteristics, complexity and outcome required. It was a Jigsaw which the students had to complete orally. Each student had three images that joint to the partner ones completed a story. Students had to describe their own images and try to match them with the ones of their partner with the aim of ordering them and creating the story.

Contrary to the number one, this was a narrative task in which students needed to use their imagination for figuring out what was the story about and for finding the appropriate words to describe it. Students were not obligated to focus on grammar because the principal aim of the task was to understand each other to be able to create the hidden story. The last important characteristic to mention about this task is related to its output; since each student could describe the pictures in their own way and each pair could create their own story, there was not an only correct answer and therefore, it was an open ended task.

The third task and the last one differed from the other two in the process to complete it. This was a written task in which the students had to cooperatively create and write the story of the pictures of the task 2; and, as it is common to the written tasks, students had to focus on grammar as they were asked to write the story in past tense.

Like in the task 2, the outcome of this task was open, because there was not one possible answer, but all of them were valid and students' imagination and creativity were appealed.

To sum up, we can conclude that the tasks used for this study had a wide variety of features that could have consequences in the students' production and interactions, and they were different enough to provide diverse kinds of processes and therefore, a great diversity of useful results for our research.

Table 1 shows a little description and the characteristics of the three tasks across their outcome and the process followed to perform it. It is important to keep in mind that the three of them were completed for the three different types of pairing.

2.3 PARTICIPANTS

12 students selected from a sixth grade class participated in the study. All the students were in their third trimester of their last year of Primary Education. Students were informed in Spanish (L1) by their English teacher that the study aimed to investigate what kind of interaction is produced in different kinds of communicative tasks. All the data were collected in a different classroom outside the regular class time pair by pair.

The participants were paired according to their L2 proficiency level and the teacher was who gauged it following the criteria of their English subject's marks of this course. Once the twelve students were selected, they were paired in terms of their L2 competence. Three kinds of pairs were formed: two pairs were composed of two high L2 proficiency students (H-H); two pairs were formed with mixed proficiency students, one of them was a high level student and the other one was a low proficiency one (H-L); and finally, two pairs composed of two students with a low L2 competence (L-L).

There were three different kinds of tasks: 1, 2 and 3. Task A was performed by three pairs of students, one pair of students from each category (H-H, H-L and L-L). Task 2 was performed by the same three pairs as task 3, one pair from each kind (H-H, H-L and L-L). The reason why these three pairs performed both tasks 2 and 3 was the relation between the two of them, as students were not able to perform task 3 without having completed task 2 we asked them to complete both tasks.

The three different categories in which students were grouped are shown in table 2, revealing which task completed each pair and the letter to recognize all of them. The names of the students used are not real ones but pseudonyms and in the H-L groups, the first name that appears is the one of the high proficiency level student.

	H-H pairing	H-L pairing	L-L pairing
Task 1	Pair A. Angel & Marcos	Pair D. Pilar & Silvia	Pair G. Gino & Ester
Task 2	Pair B. Alejandro & David	Pair E. Pepo & Nicolás	Pair H. Andrei & Clara
Task 3	Pair C. Alejandro & David	Pair F. Pepo & Nicolás	Pair I. Andrei & Clara

Table 2. Participants across their proficiency level and the kind of task that they performed

2.4 PROCEDURE

Every pair of students completed their task in a separated classroom from the usual one. They were clarified that they had about 15 minutes to finish it. The explanation of the task was given in English before the time started, answering their doubts in the target language too.

Students were audio-recorded from the beginning to the end of the performance.

The aim was transcribing all of their conversations and any kind of language production of the learners during the task so that both tasks and the three different kinds of pairs can be evaluated and compared. The transcriptions have been used for analyzing all the aspects that are open to evaluation in this study.

All of the transcriptions have been classified in tables that will allow us to compare results and provide answers to the research objectives of this study.

Choosing the unit of analysis to examine students' interactions in the L2 was a bit problematic at the beginning, but it became clearer when the research objectives were kept in mind.

All the data used in the analysis of this study was extracted from the transcriptions of the students' interactions during the performance of the tasks.

The criteria used for selecting the useful information were the research objectives and all the information which could give any evidence or answer to the aims was taken into account.

All of the research objectives (use of L1, complexity of production and number of LREs) were dependent variables of the tasks, what is to say, they were the effect induced for some variables on the tasks and on its performances that were the cause for finding different results. Each of the research objectives was analysed across three independent variables that could cause the differentiations on the results. The first of these variables was the kind of tasks that the students performed according to its outcome, namely, open or closed ended. The second independent variable was not related to the type of task but to the kind of pair who completed them. As it is said before, the three different kinds of pairing were H-H, H-L and L-L and the three of them completed the three types of tasks.

Finally, the last independent variable had also to do with the kind of tasks, but this time, it was related to the process by which the students performed them; the two options were oral or written and those lead to another feature of the tasks because the oral tasks were focused on meaning but the written one was focused on form, as it usually happens in the written activities.

To sum up, the three research objectives of this study were analysed and examined across three different kinds of variables to check which of them affected and in what level the use of L1 during the students' performances, amount and complexity of their production and finally, the number of times that the students paid attention to a language feature.

Regarding the first question about the quantity of L1 use by the students during the interactions, the way to measure it was the number of L1 words. The number of L1 words that the students used is the best way to find out the percentage of the use of their first language.

In addition to this, according to Storch (2010) this is very reliable way to measure the amount of L1 produced as the number of words of a transcript is very easy to identify so making a mistake when collecting them becomes complicated.

Obtaining the number of L1 words was very easy because it was done by counting the total of words (L1+L2) with the computer word-count function and subtracting the L2 words [(L1+L2) - L2]. All the results have been given as a percentage of L1 use as it is the more clear way to compare all the tasks and kind of pairs. The percentages obtained were calculated taking the amount of L1 words in a task out of a number of the total of L1 and L2 words.

Concerning the second question with respect to the production and complexity or grade of elaboration of the students' performance in the tasks, this study sought to discover which aspects of the task could facilitate first of all ,that the students push themselves to produce as much as possible and secondly, to create a more comprehensible and complex output. Two ways of measuring this aspects were used; regarding the amount of production, the number of turns that the students was counted and for the complexity of their production, the number of words per sentence.

On the one hand, the number of turns was quite easy to measure, in fact, easy enough to not to have any error. First, all the turns were classified according to their L1 quantity; when a turn had its half or more of the words in L1, it was classified as L1 turn, and therefore it was eliminated as we are only interested in L2 turns. Once the turns were differentiated according to their content of L1 or L2 words, the L2 turns were counted with the computer numbering function.

On the other hand, for checking in which task and which pair of students produced more elaborated sentences, I took into account the number of words per sentence, because the longer the sentences were, the more elaborated the output was.

This aspect was more complicated to measure than the amount of L1 or L2 turns because there is not a computer function for that. Firstly, all the Spanish (L1) words had to be eliminated from the transcripts so that only English words (L2) could be counted. As with all the rest of the data, I separated it according to their task, the kind of pairing and how the process of the task was (oral or written). The way to proceed on this matter took quite a lot of time. After having eliminated all the L1 words from the transcripts, all the turns had to be separated into single sentences as I was not examining the elaboration of the turns but of the sentences.

Then, all the transcripts were examined in different documents so I was able to get the data from all the performances in a separated way and to compare them later. Thanks to the computer word-count and numbering functions I got the average length of the sentences of every transcript by dividing the total number of words by the total number of sentences.

Finally, the third question was related to the number of times that the students paid attention to any language feature during their communicative performances. In this study explicit language attention is analyzed following Storch's (2012) method that she redefined from Swain and Lapkin (1998, 2001). Those authors considered any kind of language deliberation as Language Related Episodes (LREs) and Storch defined them as "instances where learners self and other repaired language use or deliberated about the meaning of linguistic items, choice of grammatical forms or spelling and pronunciation... LREs represent learners' explicit attention to language use". So we are going to consider LREs as any language deliberation or correction.

For collecting this kind of data, again, all the transcripts were examined separately and one by one. The number of LREs produced by every pair of students was manually counted my marking them in the transcripts with a different colour. Conclusively, the results were inserted in a table to compare the number of LREs done across the different kinds of tasks and by the different types of pairs.

3. RESULTS AND DISCUSSION

In this study, all the findings are presented in the same order as the research objectives were; first of all, the percentage of L1 and L2 used by the students during the interactions is reported; secondly, the findings for the number of turns and words per sentence, what is to say, amount of the students' production and its length or complexity; and finally, the number of times that the students focused their attention to a language feature; the number of LREs.

All of the results are organized by each of the characteristics of the tasks and the kinds of pairing who performed them, so conclusions about how the independent variables affected the research objectives can be drawn.

3. 1 PERCENTAGE OF L1/L2

Teachers are aware that pairwork during communicative activities may lead to students using the L1 instead of the L2, and therefore losing the opportunity to negotiate meaning and interact. As a result, establishing the percentage of the L1 that the students used during their interactions when they completed the tasks can give us a clue about their ability for using the target language and about what characteristics of a task promote a higher use of the L2. First of all, we are going to have a look at the tasks across their different kinds of outcome, open or closed; thanks to that, we will be able to conclude which of those outcomes promote a higher use of the L2.

Table 3 shows the results of the use of the L1 by the three types of pairing during the three different tasks and presents the total number of words including L1 and L2 words, then the number of isolated L1 words and finally a percentage of the total L1 use across each kind of outcome.

	Dyadic pair	Task	Open/closed ended	Total of words	L1 words	**Percentage of L1**
Pair A	H-H	1	Closed	327	3	0,9%
Pair B	H-L	1	Closed	309	13	4,2%
Pair C	L-L	1	Closed	111	2	1,8%
TOTAL CLOSED				747	18	**2,4%**
Pair D	H-H	2	Open	157	13	8,3%
Pair E	H-L	2	Open	248	8	3,2%
Pair F	L-L	2	Open	127	14	11%
Pair G	H-H	3	Open	147	49	33,3%
Pair H	H-L	3	Open	101	9	9%
Pair I	L-L	3	Open	56	1	1,8%
TOTAL OPEN				836	94	**11,2%**

Table 3. L1 use during task performance across different types of outcome

In this table we can see that task 2 and 3 are counted in the same group because although they have some different characteristics, the type of outcome is the same and it is the feature we are comparing in this table. There is not distinction either of the type of pairing who completed the tasks because in both kinds of task across their outcome, the three types of pairing performed them, so there is equality in the results.

In this table, if we look at the percentage of L1 that the students used in the closed outcome task, we can see that it is very low (2,4%), in fact, it is almost non-existent. However, the percentage of use of the L1 in the two open outcome tasks is much higher (11,2%). We can also see in the column of total of words (L1+L2) that in the open task students used more the language, so no matter if it was in Spanish they might felt more free to express themselves in the open outcome task.

We have seen that one of the aspects for acquiring a language is to use it and to interact with the partner to produce the more possible output in the target language.

The quantity of L1 that the students used when communicating is therefore, an indicator of acquisition as the less they use it, the better they acquire the target language. Thanks to this table, we can conclude that one feature of the tasks that can help the students to produce more output in their L2 is the kind of outcome of the tasks, and according to the results of this study, closed-outcome tasks facilitate and promote the use of L2 and the restriction of the L1 use.

Now that one of the independent variables has been studied, there are more aspects to consider when analyzing the causes of communicative task that promote better second language learning. The kind of pairing in which students performed a task, has got numerous influences in the way the students interacted to each other and expressed themselves. This is the reason why, to study which types of pairing used their L1 in a higher percentage is so important. Table 4 reflects the amount of L1 that all the types of pairing used during their communicative performances.

Dyadic pair	Task	Total of words	L1 words	Percentage of L1
H-H	1	327	3	0,9 %
H-H	2	157	13	8,3%
H-H	3	147	49	33,3%
TOTAL H-H		631	65	**10,3%**
H-L	1	309	13	4,2%
H-L	2	248	8	3,2%
H-L	3	101	9	9%
TOTAL H-L		658	30	**4,6%**
L-L	1	111	2	1,8%
L-L	2	127	14	11%
L-L	3	56	1	1,8%
TOTAL L-L		249	17	**6,8%**

Table 4. Use of the L1 during task performance across different types of pairing

In this table we can see the number of total words (L1+L2) across each kind of pair in the course of the three tasks; we can also observe the number of L1 words during the whole process of completion of the tasks and finally, the percentage of L1 use across each pair.

Looking at the results of the table, we can realize about an unexpected finding in the percentage of use of the L1 from the H-H pairs. Unexpectedly, those pairs are the ones who used their first language in a higher amount (10,3%) and it is an important discovery because we would have not expected this results as high proficiency students are supposed to have a better L2 competence and therefore, less necessity for using their L1. The fact that the H-H students used in a higher percent their L1 is not the only important finding in this study, but the great difference between the H-H and the L-L pairs which L1 use percentage is only 6,8%. Thanks to this table, we perceive that the type of pairing who used their L1 in a lower amount during the three tasks was the H-L type as they only used it in a 4,6%.

Then, according to this table, the best selection for pairing the students is H-L groups, but not only because, compared to the other pairs, they have demonstrated the lowest results in terms of L1 use, but also because regardless the other types of pairs, they performed the tasks using an insignificant amount of their L1, what is very positive in respect of second language learning. Therefore, we should avoid pairings in which two high proficiency students work together, but promote mixed proficiency level pairs because they seem to push themselves to produce as much as possible in the target language so they facilitate their L2 acquisition between both kinds of students.

Finally, there is another important aspect to consider with regard to L1 or L2 use during interactions in communicative tasks; the process in which students completed the tasks, namely, oral or written.

This is an aspect of the tasks that make students' production vary a lot, mostly in terms of their focus to attention, so it is very important to take it into account when drawing conclusions about the features of the tasks that promote more L2 use when originating an output.

In table 5 we can see how much the results vary depending on the means that the students use to complete the tasks. This table shows the total of words (L1+L2), the L1 words and the total percentage of L1 use of all the pairs during the three tasks across the process the followed to complete each one.

	Dyadic pair	Task	Oral/written	Total of words	L1 words	**Percentage of L1**
Pair A	H-H	1	Oral	327	3	0,9%
Pair B	H-L	1	Oral	309	13	4,2%
Pair C	L-L	1	Oral	111	2	1,8%
Pair D	H-H	2	Oral	157	13	8,3%
Pair E	H-L	2	Oral	248	8	3,2%
Pair F	L-L	2	Oral	127	14	11%
TOTAL ORAL				1279	53	**4,1%**
Pair G	H-H	3	Written	147	49	33,3%
Pair H	H-L	3	Written	101	9	9%
Pair I	L-L	3	Written	56	1	1,8%
TOTAL WRITTEN				304	59	**19,4%**

Table 5. Use of the L1 during task performance across written and oral tasks

In this table we can see that the results are extremely different, what let us think that there is a process in the communicative tasks that we should promote more than the other in order to get our students to produce a great quantity of output in the target language. This process is the oral one. The total percentage of L1 use for the oral tasks is only 4,1%, that is a very good percentage because it means that the students barely used their first language when they completed the oral tasks.

However, the total percentage of use of the L1 for the written task is incredibly higher than the oral ones; its percentage of the use of the first language is almost 20% of the total of words produced and it is quite a big quantity.

These results help us be aware that the oral procedure for completing the tasks can benefit in a higher lever the students' process of acquisition as they do not promote the students' use of their L1.

As a conclusion for the three independent variables that we are analysing in this study and can change the effects related to L1 use on the students' interactions, we can assume that there are clear findings that might help us to create and organize different types of tasks in the classroom

The results showed that in general, students did not use very their L1, this is in line with previous studies (Storch & Aldosari, 2012) which suggested that this may be due to the fact that pair work is demonstrated to provide the students with opportunities to interact with each other and students usually want to take advantage of the opportunity to express themselves in the target language as it is not a common chance for them in their schools (Storch & Aldosari, 2012). Another finding of this study is the significant difference that exists in the use of L1 across different types of tasks. On the one hand, regarding the outcome, open outcome tasks promoted much more L1 production than a closed one. On the other hand, the written task showed a higher amount of L1 use than the oral tasks; moreover, this can be explained because of the added difficulty of the written task to focus on grammar, which could make the students to express their deliberations about the grammatical aspects in their L1.

With regard to the type of pairs, the results did not reveal much difference in the amount of L1 produced across the three different types of pairing. When designing a task in order to promote the use of the L2 and avoid L1 production, the type of task was found to be a more important aspect than the kind of pairing on students' production. This aspect is in agreement with Storch and Aldosari (2010) who in their research about L1 use also concluded that task type have greater impact on L1 use than kind of pairing.

We do not have to forget that in this section of the study we are only analyzing the dependent variable of the amount of L1 use and that the results about what characteristics of the tasks affect on students' production can vary if we take into account the other two variables (amount and complexity of production and number of LREs), for this reason, we are going to continue examining them.

3. 2 AMOUNT AND COMPLEXITY OF THE PRODUCTION

This section of the study analyzes the amount of production of the students and its complexity when they completed the three tasks. The amount of production has been calculated by counting the number of turns during the interactions and their complexity, calculating the number of words per sentence. These two aspects have a big importance in terms of second language acquisition. Firstly, the number of turns gives us a clue about how much interaction did the students do; and the more interaction there is in a communicative performance, the more production the students create, and as it is said before, production encourages second language acquisition. Finally, thanks to the number of words per sentence, we can see how complex or elaborated students' production was.

This last fact is very important because as Swain (1985) reported, any kind of production is not enough, it has to be comprehensible and we have to push the students to achieve that. Hence, we are going to study how our three variables (outcome, pairing and process) affect on students' production.

Table 6 presents different results to pay attention to. It shows the total number of students' L2 turns when they completed the tasks and an average of the number of sentences across the two types of outcome, also, the total amount of L2 words and finally, the average of length per sentence during students' performances across the two kinds of outcome of the tasks; as tasks 2 and 3 had a closed outcome, they are inserted in the same group. Looking at the column of average of the number of turns we can note how much interaction occurred during the completion of the tasks and observing the last column about the average of the length of sentences, we can notice the difference in elaboration of the production according to their kind of outcome.

	Dyadic pair	Task	Open/closed ended	Total of words	Total of sentences	**Average number of turns per task**	**Average length per sentence**
Pair A	H-H	1	Closed	265	39	35	6,8
Pair B	H-L	1	Closed	289	48	25	6
Pair C	L-L	1	Closed	109	21	14	5,2
TOTAL CLOSED				663	108	**25**	**6**
Pair D	H-H	2	Open	130	12	7	10,8
Pair E	H-L	2	Open	262	32	11	8,2
Pair F	L-L	2	Open	95	16	9	6
Pair G	H-H	3	Open	219	19	18	11,5
Pair H	H-L	3	Open	92	13	6	7,1
Pair I	L-L	3	Open	47	6	5	7,8
TOTAL OPEN				845	98	**9**	**9**

Table 6. Average number of turns and length of the sentences during task performance across different types of outcome

For interpreting this table, we are initially going to look at the average of turns of each kind of task across their outcome, and we can see that there is quite a big difference between both types, as in the closed outcome task, students used 25 turns on average for each performance and in the open ended tasks, students produced an average of 9 turns per task.

We can note then that students interacted in a much higher degree in the closed ended task than in the open tasks, but apart from the amount of interaction, we need to have a look now at the average length of the sentences. The closed ended task promoted sentences of 6 words on each one and the open outcome tasks facilitated sentences of a length of 9 words per sentence. There is then, a big difference between the lengths that each kind of outcome fosters.

Regarding the kinds of outcome of the three different tasks we can confirm that tasks with a closed outcome facilitate the interaction between the students, as they produced more number of turns; but the amount of interactions does not correspond to the length of the students' production because learners created longer sentences in the open ended tasks.

As a conclusion of the effect that the kind of outcome has on students' production we can say that closed ended tasks promote a higher amount of interaction in which the sentences are shorter than in open ended tasks where the students sentences were longer and produced in a lower number of turns.

For analysing the production of the students, another of the three independent variables has to be examined. The type of pairing can give us a clue about how we should group the students in order to achieve a higher amount of interactions and more complex output.

Table 7 shows the average number of turns and the average length of the sentences of the students during the three kinds of tasks across their type of pairing so that we can see which kind of pairing encouraged students' production and pushed them to create more complex sentences.

Dyadic pair	Task	Total of words	**Average number of turns per task**	**Average length per sentence**
H-H	1	265	35	6,8
H-H	2	130	7	10,8
H-H	3	219	18	11,5
TOTAL H-H		614	**20**	**8,8**
H-L	1	289	25	6
H-L	2	262	11	8,2
H-L	3	92	6	7,1
TOTAL H-L		643	**14**	**6,9**
L-L	1	109	14	5,2
L-L	2	95	9	6
L-L	3	47	5	7,8
TOTAL L-L		251	**9**	**5,8**

Table 7. Average of number of turns and length of the sentences during task performance across different kinds or pairing

In this table we observe that the pairs who interacted more were the H-H (20 turns), followed by the H-L pairs who produced a lower number of turns than the high proficiency level pairings but still quite high (14 turns). Despite the H-L interacted in a high quantity, there was a big difference between them and the H-H pairs. This difference was even bigger with the L-L pairs, whose interaction was scarce as their average of turns per task was only 9.

Regarding now the average length of the sentences, the high proficiency students created the most complex output, as their sentences were almost of 9 words per sentence.

The difference on production complexity between the H-L and L-L pairs was very slight because the mixed pairs created sentences of almost 7 words each one and the L-L pairs' sentences were made of nearly 6 words each, so the difference between them was not crucial.

With respect to both aspects of production (amount and elaboration), we can assume that H-H pairs performed better as they produced a noteworthy number of turns per task and their sentences were longer than the rest of the groups.

However, in terms of interaction, H-L is also a good option as their number of turns was quite high, so even their average length of sentences was not as high as the H-H pairs, they managed to interact a lot, and it is for sure a good facilitator of acquisition. To conclude, mixed pairs should be a good option to encourage students' production and the elaboration of the same, and L-L pairs should be avoided as they seemed to need a high proficiency level student to promote their language origination.

Finally, there is one more aspect that needs evaluation when talking about amount and complexity of production of the students when they perform a communicative task. This aspect is the last independent variable that in this study we consider is able to have any effect on the fulfilment of a task. This aspect is the process through which the students completed the tasks and it has got an important impact in terms of interaction and students' creation. Table 8 reflects the average number of turns that the students used for completing the tasks, separating them depending on their process, and besides the average length per sentence of their production. Thanks to the information that this table presents, we will be able to establish which process, oral or written, encourages the students to interact to each other the more and to create longer and more complex sentences.

	Dyadic pair	Task	Oral/written	Total of words	Total of sentences	Average number of turns	Average length per sentence
Pair A	H-H	1	Oral	265	39	35	6,8
Pair B	H-L	1	Oral	289	48	25	6
Pair C	L-L	1	Oral	109	21	14	5,2
Pair D	H-H	2	Oral	130	12	7	10,8
Pair E	H-L	2	Oral	262	32	11	8,2
Pair F	L-L	2	Oral	95	16	9	6
TOTAL ORAL				1150	168	**17**	**6,8**
Pair G	H-H	3	Written	219	19	18	11,5
Pair H	H-L	3	Written	92	13	6	7,1
Pair I	L-L	3	Written	47	6	5	7,8
TOTAL WRITTEN				358	38	**10**	**9,4**

Table 8. Average of number of turns and length of the sentences during task performance across different types of means

Concerning the average number of turns, what is to say, the amount of interaction of the students, it is calculated in this table taking into account if the students completed the task orally or in a written way. It is clear that the students interacted in a higher amount in the oral tasks (17 turns) and there was a big difference between this and the written task, where the average of turns was only 10 per task.

Regarding the length of the sentences, we did not get the same results. In the written task we can find the longest sentences as the number of words per sentence was almost 10, compared to the nearly 7 words in each of the sentences in the oral tasks. The length of the sentences is an indicator of elaboration and thanks to this table we can see that students did not focus their attention to create elaborated sentences in the oral part.

Hence, we could say that the difference between performing an oral or a written task is that students are going to interact more in the oral one and therefore, facilitate their second language acquisition, but, even they interacted in a higher amount, they did not seem to create very complex sentences so they did not make any effort in terms of elaboration of their production and this can leads to the problem of fossilization (Selinker, 1972).

Therefore according to the students' production, it gives the impression that depending on the learning aim, one process or another should be encouraged. For achieving more interactions between the students, oral tasks seemed to be the best facilitators, but if we are looking for complexity in the sentences, written tasks allowed students to focus their attention on the way they elaborate their output better than the oral tasks.

As we have seen during the process of this part of the study, there are three independent variables that can have a great impact on students' production during their completion of communicative tasks.

The students' production was studied separated in two different aspects; the amount of turns and the length of the sentences. In respect of the number of turns, the closed ended task presented a much higher number of turns than the tasks with an open outcome. This finding corresponds to Ellis's (2000) classification of the tasks' features to promote a higher amount of negotiations of meaning in which he said that closed ended tasks are more positive to promote those negotiations. Analysing more features of the tasks, the oral tasks promoted more interactions than the written one, and this can be explained because students did not have to write anything and their focus was on practising their L2 with their partner rather than writing.

Regarding the types of pairings, the H-H pairs created the higher amount of turns and therefore they were who interacted the more, there was a big difference between this kind of pairs and the L-L, whose number of turns was quite low. For this reason, mixed pairs should be the most appropriated ones as they produced a very high amount of turns too.

In respect to the length of the sentences, longer ones were found in the written task and the main reason why this happened was the obligation of the students to take the grammatical aspects into account, so they were a bit forced to pay attention to their sentences and to try to elaborate them a bit more than in the oral tasks.

Still, no big difference between the written and the oral tasks was found because even the students needed to think about the sentences in the written task, they were not actually pushed to produce a comprehensible and elaborated output, so as Swain (1985) claimed, push output is necessary in order to get our students to think about the grammatical aspects of their production and to create a more complex output; for this, the teacher role is very important as they are the unique people who can push the students to produce this aimed output.

In addition to this, as in the number of turns, H-H pairs created the most elaborated sentences but L-L produced the lower amount of words per sentence, so again, H-L pairs seems to be the best solution for getting all the students to produce a complex output.

In conclusion to this second feature of production, a difference between its two aspects (amount and complexity) has to be clarified in order to create the tasks. If the goal of the task is to promote students' interactions and a higher number of turns, oral tasks with a closed outcome should be promoted; however, if the goal is to develop students' complexity of production, written tasks with open outcome may be more beneficial.

Apart from the amount of L1, the number of turns and the elaboration on students' interactions, there is another dependent variable of the communicative tasks that deserves to be taken into consideration, the number of times that the students pay attention to any feature of the language.

3.3 LREs (LANGUAGE RELATED EPISODES)

As Storch (2012) defined them in her research about language teaching, language related episodes are instances in which students self correct, repair the others' language use or deliberate about any language feature. I consider them as a very important aspect for acquisition because their production means that the students have knowledge about the language, they realize about it and then they put it into practice. This study is especially interested in LREs related to grammar as they imply the students' focused attention to grammatical forms and therefore, accuracy in their production which is a very important aspect in terms of second language acquisition.

These LREs can be affected depending on the characteristics of the tasks and kinds of pairing that perform them, so in this part of the investigation we are going to have a look to the three independent variables that have been present during the whole study and that can influence the students' attention to grammar.

Table 9 shows the number of LREs that each pair did and also the average of LREs that the students did during their communicative performances across the two different types of outcome, open or closed.

	Dyadic pair	Task	Open/closed ended	**Average of LREs per task**
Pair A	H-H	1	Closed	3
Pair B	H-L	1	Closed	4
Pair C	L-L	1	Closed	2
AVERAGE CLOSED				**3**
Pair D	H-H	2	Open	1
Pair E	H-L	2	Open	2
Pair F	L-L	2	Open	0
Pair G	H-H	3	Open	6
Pair H	H-L	3	Open	3
Pair I	L-L	3	Open	1
AVERAGE OPEN				**2**

Table 9. Average number of LREs during task performance across different types of outcome

In this table we can observe that the average of LREs in the tasks classified according to their kind of outcome is not very high, as this kind of language explicit attention is usually very hard to find unless the students are trained or specifically told to do that. The variation between both types of outcome is basically irrelevant as the closed outcome tasks have one LRE more (3 per task) than the open ended one (2 per task).

With regard to this table then, we cannot determinate a clear conclusion about what kind of outcome facilitates the students' production of LREs. This is the reason why we have to continue examining the other independent variables in order to get a pattern in which LREs' production is encouraged.

Table 10 displays the average number of LREs that all the types of pairing did during their interactions along the completing of the three different tasks. The aim of this table is to try to find out which type of pairing facilitates the origination of LREs.

Dyadic pair	Task	**Average of LREs per group**
H-H	1	3
H-H	2	1
H-H	3	6
AVERAGE H-H		**3**
H-L	1	4
H-L	2	2
H-L	3	3
AVERAGE H-L		**3**
L-L	1	2
L-L	2	0
L-L	3	1
AVERAGE L-L		**1**

Table 10. Average number of LREs during task performance across different kinds or pairing

In this table we can observe that, in contrast to the type of outcome, the kind of pairing have a noticeable effect on the originations of LREs. Comparing the H-H pairs and the H-L pairs we can see that there is almost no difference between them as H-H groups produced 10 LREs as a total of the three tasks and the H-L groups, a total of 9 LREs. This let us think that those kinds of pairing are the most appropriated for encouraging the production of language related episodes and L-L pairs should be avoided because they only generated 3 LREs along the performance of the three tasks, and this is a very low number that should be risen. For this reason, pairing the students by mixing high proficiency students with low proficiency level ones, seems to be very beneficial for the students with a low language competence as they can learn with the high proficiency students how to focus on grammar when producing some kind of language.

Now that two variables have been analyzed in terms on LREs production, the last one has to be also examined to check how we can promote the origination of LREs in the classroom. This last variable is the process through which students completed the tasks; they can be oral or written.

Table 11 shows the average of LREs that the students produced per task attending the process they followed to complete them.

	Dyadic pair	Task	Oral/written	Average of LREs per task
Pair A	H-H	1	Oral	3
Pair B	H-L	1	Oral	4
Pair C	L-L	1	Oral	2
Pair D	H-H	2	Oral	1
Pair E	H-L	2	Oral	2
Pair F	L-L	2	Oral	0
AVERAGE ORAL				**2**
Pair G	H-H	2	Written	6
Pair H	H-L	2	Written	3
Pair I	L-L	2	Written	1
AVERAGE WRITTEN				**3**

Table 11. Average of number of LREs during task performance across different types of means

This table does not present a significant difference between the students who performed the tasks in an oral or in a written way. As we can observe, the total average of LREs in the oral tasks is only 2 language related episodes per task and they are 3 per task in the written ones. With these results, as with the ones of the table 9 about the kind of outcome, we cannot draw a clear conclusion about which process of the tasks promotes a higher amount of students' focus on form.

As a conclusion, the kind of outcome (open or ended) and the process followed to perform the tasks (oral or written) do not seem to have any impact on the origination of LREs as their results did not show any significant difference. For this, we can assume that when it comes to encouraging production of language related episodes, the kind of task does not need to be taken into account but the kind of pairing who perform it.

For promoting a higher amount of LREs in the students' performances, the most important variable was found to be the kind of pairing. The H-H and H-L pairs showed a notable higher amount of LREs than the L-L pairs; as several scholars contend, (Leeser, 2004; Storch & Aldosari, 2010) L-L pairs do not focus their attention to grammar when completing a task because their aim is being able to complete the task and this is the reason why they produced few LREs. There are other studies which support that H-L pairs are the best option for performing communicative tasks (Watanabe & Swain, 2007) and stated that, high level students are benefited by low proficiency students perhaps for the teaching role that they undertake

4. CONCLUSIONS

4.1 SUMMARY OF FINDINGS

This study set out to find which aspects of the communicative tasks can affect students' second language production and therefore their L2 acquisition. Unlike previous studies, (Storch, 2012) the present analysis focused on three different variables that can affect on students' production in order to find out what kinds of tasks can promote three basic aspects of production, the use of the L2, the production of complex and elaborated sentences and the focused attention to the grammatical structures.

One of the three aspects that were analyzed was the amount of L1 use during tasks' performances. This study analyzed this feature across the three kinds of tasks and the results indicated that oral tasks with a closed outcome are demonstrated to be the most beneficial for the students' use of their L2.

Secondly, two aspects on students' production were jointly examined; the elaboration of their sentences and the amount of production they originated. For promoting a higher number of turns during tasks' performances (amount of production), closed ended tasks which process to complete them is oral are demonstrated to be the most beneficial. However, when it comes to encouraging long sentences, written tasks with an open outcome are needed.

Finally, the last analyzed aspect was the number of LREs made by the students during the tasks' performances which help them to focus on grammar and benefit their L2 acquisition. The results showed that written tasks with a closed outcome are the type of tasks which encourages a higher amount of LREs production

After analyzing all the information across the three dependent variables (use of L1, amount and complexity of production and number of LREs) we can conclude that H-L pairs are the most recommended and beneficial for all the kinds of tasks, so when performing a communicative task, students should be paired following this criterion.

4.2 TEACHING IMPLICATIONS

In the field of the impacts that tasks can have on students' acquisition there is still very little information, but now it is paramount to discover all the advantages of this communicative approach to second language teaching. This approach has got a lot of benefits to provide to the students' acquisition process and we do not take advantage of all them because we do not know how to exactly carry it out. For these reasons, this is a very novel study that can contribute to all the teachers' needs about this teaching method.

As all the aspects of production when performing a task have been individually analyzed, I present now a table which shows what kind of tasks promote one or another variable of the students' production in order to facilitate the design of communicative tasks according to the aspect of production we want to promote. Table 12 shows the four studied aspects of production and which of the tasks' features and kinds of pairs are more helpful to promote them in the classroom.

	L1 use	Nº of turns	Length	LREs
Closed	X	X		X
Open			X	
Oral	X	X		
Written			X	X
H-L	X	X	X	X

Table 12. Features of the tasks and types of pairing which benefit each one of the aspects of students' production

In this table we can see that very different tasks can be created in order to promote one aspect or another of the students' production. As a conclusion we could say that oral tasks benefit the amount of L2 produced in terms of amount of interaction and avoidance of the use of L1. However, written tasks promote elaboration and accuracy of the sentences (length and number of LREs). Regarding the kinds of outcome, closed outcomes seem to be the best option for almost all the aspects of production except for the length of the sentences because as we can see, open ended task encouraged longer sentences.

To end up, the kind of pairing most appropriated for all the aspects of students' production is the H-L pairs because as it is demonstrated, H-H pairs benefited two of the aspects of production (L1 use and length of the sentences) but it is not possible to find only high proficiency students in the same classroom and as it is said before, L-L pairs should be avoided. In addition to this, H-L pairs did perform all the tasks with similar results to the H-H pairs so they demonstrated to be a good option for making the students improve all of their communicative skills related to production.

4. 3 LIMITATIONS OF THE STUDY

This essay is an investigation about an important aspect of education, what variables of the communicative tasks promote different aspects of students' production. Nowadays, the communicative approach is increasingly getting more important and there is still not enough information to carry it out; this is why this research has got a great significance in the field. In spite of its importance, the present study has a number of limitations.

First of all, this is a study of a very small-scale size so with a bigger amount of data collected and analyzed, it is possible that the results vary, but the really important aspect of this study is that it may serve as a precursor for further researches about this topic, that I consider it is very important and can be very useful for teachers.

In addition to this, this research has been carried out with students of the same ages (12 years old) and this variable is possible to have an effect on the results. For this reason, studies with a wider variety of students could get different results and conclusions.

Despite all of these limitations, this study has drawn important conclusions for the educational field of the communicative approach as it gives clues and instructions to the teachers to design communicative tasks in order to promote students' L2 acquisition.

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6. APENDIX

6.1 TASKS

6.1.1 TASK 1

Each one of you has information about a city, London or New York. Each of you has to complete a diagram about the city that your partner has information about. For completing it, you have to ask your partner questions about the information you need. For answering the questions, first you have to read the text of the city.

<u>NEW YORK</u>

New York is in the South East of the United States of America and it has got 8 336 697 residents. The most typical American food is fast food and some of the most common dishes are hamburger, hot dog, apple pie, French fries, corn dog and so on.

In New York there are many incredible places to visit. The main top attractions are first of all, Times Square, that is one of the most touristic and crowded places of NY. There are there massive digital billboards and it is full of lights. Another beautiful place to visit is Central Park; it is the biggest urban park in NY and one of the biggest of the world. Inside the park, there is a very big zoo. We could say that the most important touristic attraction of NY is the Statue of Liberty; its height is 46 meters and it is located in Liberty Island, so for visiting it you need to take a ferry. The forth place worth to name is the Brooklyn Bridge that in 1883 became the longest suspension bridge in the world. Finally, Rockefeller Center: it is a group of 19 buildings all located in the center of NY. It is famous because of the big number of luxury shops that there are on it.

Regarding the museums, Moma is the Museum of Modern Art of NY in which you can find very famous paintings from Dalí, Picasso, Van Gogh or Miró. There is also another much visited museum and very different from the first one; the Madame Tussauds: that is considered one of the best wax museums in the world and it has got more than 200 figures.

Finally, from NY you can visit other places and do interesting trips. Firstly, Washington DC; it is the capital of the EEUU and it is 4 hours from NY. You can visit there the White House of the President of the EEUU. Also, you can visit Atlantic City that is one of the principal holiday destinations in the EEUU and it is only 2 hours from NY. There are a lot of casinos and entertainment places there.

LONDON

London is in the South East of the United Kingdom and it has got 8 308 369 residents. About the food, some of the London traditional dishes are: Beef Wellington, Sunday roast with pudding and fish and chips. In London, there are many places to visit and very important. The main top attractions of London are, firs of all, the London Eye: that it is a major feature of London's skyline. You can enjoy there one of London's best views. The Tower of London is one of the world's most famous buildings and one of the reasons is that it has got 900 years of history. Thirdly, the Westminster Palace is one of the most visited places in London and it is also known as the Houses of Parliament because it is a part of the British Parliament. We could say that London is known because of the Big Ben; it is the clock of the Houses of the Parliament and it has become one of the principal symbols of the city. Finally, you can visit there the Trafalgar square which is one of the biggest and most enjoyable squares in London. In the north part of the square, there is the National Gallery.

With regard to the museums, there is a very big number of them in London and very important ones. First of all, the British Museum; it is one of the world's oldest museums, the British Museum is huge and its collections include millions of objects.

The National Gallery is one of the most visited and famous museum in London, it was founded in 1824 to display a collection of just 36 paintings; today the National Gallery is home to more than 2,000 works. There are masterpieces from basically every European school of art.

Finally, there are a number of trips that you can do from London that are much closed to it. Oxford: is a city known as a university town because you can find there the famous Oxford University. It is a good option to travel as it is just about 1 hour from London. Another very touristic place is Stonehenge that was found 5.000 years ago and it is the most famous megalithic monument in the world.
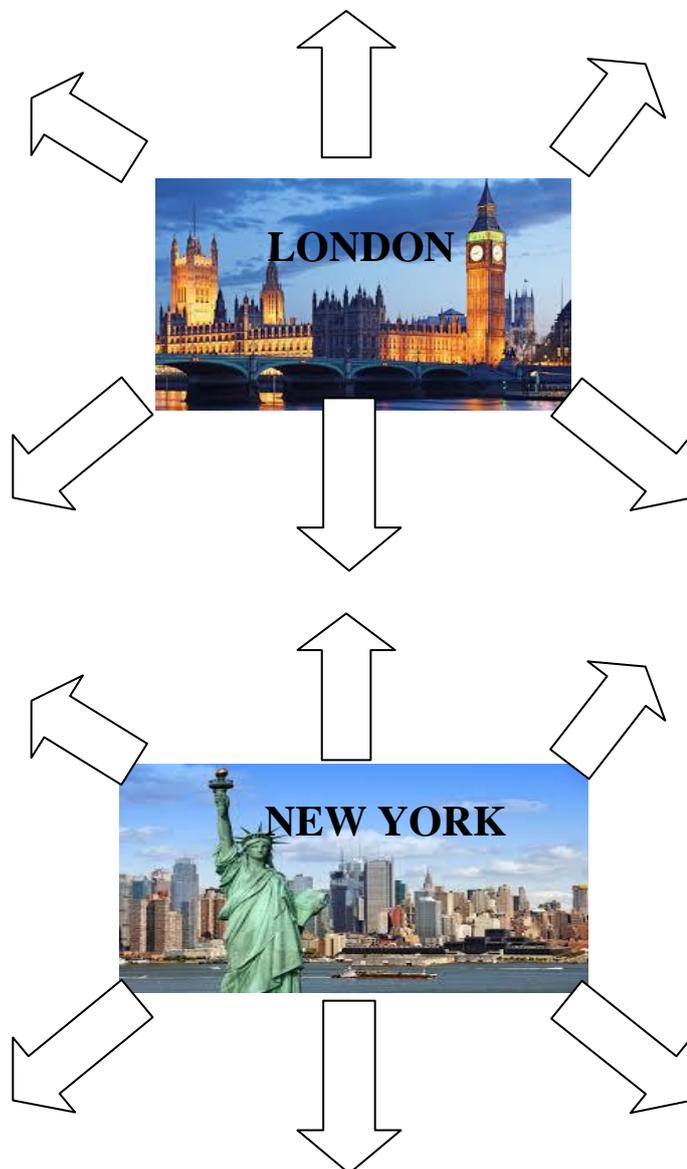
6.1.2 TASK 2

Each one of you has three pictures. Describe your pictures to your partner then jointly arrange

the pictures in a sequence to be able to tell the story.

Student A
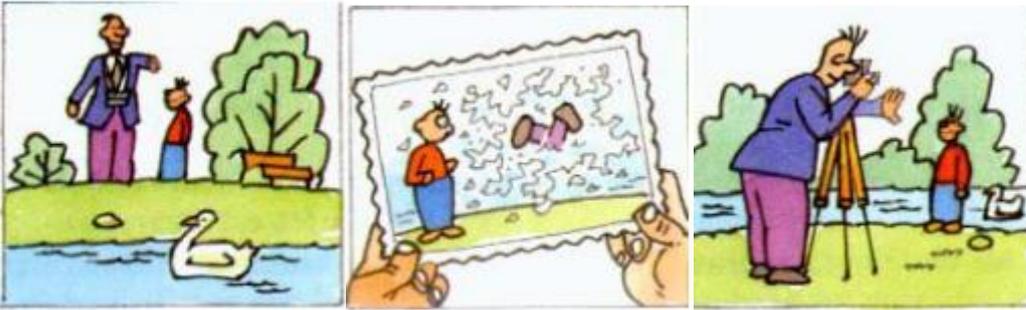
Student B

6.1.3 TASK 3

Look at the pictures of task 2 and jointly write a text about the story. You have to pay

attention to grammar and write the story in past tense.

6.2 TRANSCRIPTIONS8°346OOÑPHYII<

6.2.1 TASK 1

<u>H-H Pair</u>

1	A	That thing that we have to do es I ask you the thing that, because I have you information and you have my, so I ask you, where is it? Where is NY, and you, you have it here, so you have to give me the answer and I will write it.
		So you can start now
2	A	Ok, do you want to start? Ok. Where is NY?
3	B	Is in the south east of the EEUU of America
4	A	Oh, thank you, is your turn
5	B	Where is it?
6	A	London is in south east of UK. South east of the UK. Okay is my turn How big is NY?
7	B	It is 8 coma 4 millions of residents
8	A	Thanks, your turn
9	B	How big is it London?
10	A	It has 3 million 9 hundred 45 thousands residents
11	B	Can you repeat please?
12	A	It has 3 million 9 hundred 45 thousands residents
13	B	Again please
14	A	Okay, it's 13 millions, 9 hundred 45 thousands residents. Did you get it now?
15	B	Yes
16	A	Your turn
17	B	Top attractions… What are the top attractions?

18	A	The London Eye, the Tower of London, the Westminster palace, and the Trafalgar square, I like a lot the London eye and the Big Ben.
19	B	Despacio please
20	A	There are the London Eye, the Tower of London and the Big Ben. Ok?
21	B	Okay.
22	A	Which one are the top attractions of NY
23	B	Times square, the statue of liberty, Brooklyn bridge, Rockefeller Center *he reads all they description of the places but he does not understand anything*
24	A	Can you repeat only the importants name of the places please?
25	B	Mm.. times square
26	A	Oh, thank you
27	B	Central park, statue of liberty, Brooklyn bridge, and Rockefeller center.
28	A	Okay, your turn. Okay, it's your turn
29	B	Trips to do… what are they?
30	A	Trips you can do, you can go to Oxford, Stonehenge.
31	B	Can you repeat please?
32	A	Ok, Oxford and Stonehenge.
33	B	Can you spell the name please?
34	A	S, t, o, n, e, h, e, n, g, e. okay, what trips you can … what trips can you do in NY?
35	B	Washington DC, it is the capital and is 4 hours from NY, Atlantic City
36	A	Okay

1	A.	Eeh okay. Eeh.. Tell me what museums are in NY.
2	B.	*Complete silence*
3	A.	Eem…can you repeat one museums are in NY? Please. Don't worry, come on. She is nervous. Silvia, you tell me the museums in the NY, come on
4	B.	No puedo!!
5	A.	Well, where is it NY? Where is it NY? IS very big or no?
6	B.	No...
7	A.	Okay, and… the typical food? You know what's the typical food?
8	B.	*Silence*
9	A.	Where is it NY Silvia? Come on Silvia! Preguntame lo que tienes ahi ,now you ask me, come on, read! Come Silvia!
10	B.	¿Qué?
11	A.	You ask me how big is it?
12	B.	How big is it?
13	A.	Okay well… London, London is 30 thousand 940 residents, oh no. ah yes, yes.. okay you can write, Okay, ask me another question
14	B.	Where is it?
15	A.	Okay, London it is in the south east of the UK. It's very beautiful
16	B.	Typical food... what is typical food?
17	A.	Some of the London traditional dishes are beef wellington, Sunday roast with pudding and fish and chips, is delicious
18	B.	Eeh... Museums?
19	A.	well… you want to ask me what museums are in London? Okay, in London there are the British museum and the national gallery. Okay?
20	B.	Okay.
21	A.	You want more information? And, London is very beautiful, yes. Now I ask you, Okay?

22	B.	Okay
23	A.	You do... you do know what museums are in NY? No?
24	B.	Momma
25	A.	Momma? Ah okay! And other? There are other museum in NY? No? There are not more museums in NY, okay. Well, where is it... osea.. Where is it NY? You know where is it NY?
26	B.	In the south east of the United eeh... States of America
27	A.	Okay, well.. How big is it NY? You do know? You don't know… okay. And you do know what's the typical food in NY, you do know?
28	B.	¿Tengo que leer esto?
29	A.	Silvia come on! You do know what's the typical food in NY?
30	B.	*Silence…*
31	A.	Okay

L-L Pair

1	A.	Where is it NY?
2	B.	Where is it London?
3	A.	Where is it NY?
4	B.	In the south east of the USA. Where is it London?
5	A.	In the south east of the UK Where is… how big is it?
6	B.	8 14 million of resi... residents How big is it London?
7	A.	Eeh... 20 million 2 thousand and 45. Where is top attractions?
8	B.	Times square, central park, statue of liberty, Brooklyn bridge and Rockefeller centerTop attractions..London?
9	A.	London Eye, Tower of London, Westminster Palace
10	B.	Repite
11	A.	Westminster Palace, Big Ben, Trafalgar square Where is museums in NY?
12	B.	Momma, Madame Tussauds Museum London… where is museum London? What museum London?
13	A.	Repite
14	B.	What museum London?
15	A.	British Museum, National Gallery

6.2.2 TASK 2

H-H Pair

1	A	There are a children in a park and aa… he like photography. Eeh there are a person, he is photograph. Eeh a photograph, the person jump to the sea.
2	B	In the first picture there are a children in the garden and a men.. ee...que se cae. In the second picture there are a camera eeh… doing a photo. And in the third picture there are the men running to the… to ... to the children because the camera... eeh… the camera is doing a photo, o algo asi…
3	B	There are a children in the park, the men is doing a photo.
4	A	In the photography the men se cae to the sea.
5	B	The first one is the children is in the park. Later the men is doing the photograph. The men running to the children to… to the children. The men se cae
6	A	And luego In the photography, the men se cae.
7	B	And then , the camera, doing clik

H-L Pair

1	A	There is a duck in the water and a father, a son and.. no more, no more. There is a garden with plants.. and… I don't know more, there is a kid and I think there is a father, esque no se que decir mas. First there is the duck, it is in the water, there is a kid with his father in the garden then the second, there is a picture eeh... two boys, one is in the water and the other is in the garden, I don't know where is he. And third, the third picture there is one boy and his father is taking a photograph and behind her, behind his, behind he, is a duck aa.. I'm sorry... and no more.
2	B	First aa.. one men, one boy, eeh.. Water eh… in second, one camera eh… eh… click. Eeh… one photograph eeh in the first one men running, one boy eh… y.. ya esta
3	A	Is finished
4	A	There is the boy and his father is playing football, then the father see a duck and he wants to buy, bought a new camera and because… no… that's it. Help me Nico, I need help.

5	A	The first one is the father and the boy. The second…
6	B	Eeh… one photo in two boys played
7	A	The first is this photo, this is the second, third, fourth, fifth and sixth
8	A	There is one boy and the father, he wants to take a photograph, and then he run eeh..
9	B	He run and.. eh…
10	A	I don't know.. And the camera says click. Now the camera… he throw to the water.. em.. He jumped to the water. then the photo…
11	B	Then the photo, one boy and he in the water

L-L Pair

1	A	This is two persons in the park... This is one photo; in the photo is one boy and one person in the water. In the three photo this is one person taking photo a…a…one boy
2	B	Em... The man run, how do you say tropezar? Pues el hombre tropieza y eh… y camera taking photos.
3	B	The first is, the second is a…this, the thirty is a…there, the forty this and the fifth this, and the six.
4	A	This one two persons in the park
5	B	The man is taking photos
6	A	In the three, one man eh… run
7	B	And the four photos is a… the man is... se cae
8	A	In the five the camera taking photo
9	B	In the six is a man in the water se ha caido en el agua

6.2.3 TASK 3

H-H Pair

1	B	Primero, first
2	A	There are a children
3	B	There was
4	A	A claro si pasado, pues there was
5	B	There was a children in the park. Then, eeh… the men, a ver, men era en plural no? o man era en plural?
6	A	Man,
7	B	The man is doing
8	A	A photography
9	B	Seria done no? Do, did, done…
10	A	Did
11	B	The man is did a photo. Ponemos photo o photography?
12	A	Pon photography The man eh
13	B	Was running to
14	A	The children
15	B	To the children
16	A	He jump y se resbala… o no se como se dice
17	B	He… he… no se he..
18	A	Jump to the lake, no se In the photography eh…
19	B	There were, no se
20	A	Si, a man in the lake
21	B	A man in the lake and the children in the, in the grass. Esqe esto del is done… es asi? A ver.. pero cómo es esto? Esque es así pero de otra manera..
22	A	I don't know

H-L Pair

1	A	The father want to.. como era el pasado? Ai esque no me acuerdo
2	B	Wanted?
3	A	Oh yeah, wanted to take.. took.. Take or…? In past? Wanted to..
4	B	Take?
5	A	Take a photo, then
6	B	The…
7	A	The father is taking a photo… he was taking the photo and then he ran to stayed with his son, then he, then he.. jumped to the water and then the photo is about the photo, is about the photo, he was in the water and his son stayed in the garden and he see him in the water. At the water? Or in the water? At the water!

L-L Pair

1	B	The man is… the man and the boy in the... in the water. The person is a photo, taking photo. The man run
2	A	Two person in the park, one person taking photo
3	A	The one man run in the park
4	B	The man tropieza eh… and the camera taking photo
5	A	In the photo one man in the water.