Peer-to-Peer Interaction in the L2 English Classroom

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Abstract

The purpose of this study is to analyze the kinds of strategies learners of different levels use in peer-to-peer interaction and check how this affects their L2 oral output. The experiment consists of carrying out two different communicative tasks; the first one focuses on collaborative dialogue since learners, apart from talking to each other, have to write a short composition, whereas the second task is related to meaning negotiation with no writing requirement. The main findings suggest that peer-to-peer interaction is a useful tool to negotiate meaning, through the use of a wide range of form and meaning related strategies, being the latter the most predominant among learners. Also, the collaborative component underlying in both tasks led learners to use more meaning related strategies. However, learners' level of proficiency is also a crucial component to highlight since the success or failure of a communicative task very much depends on it.

Key words: *peer-to-peer interaction, interactional strategies, meaning negotiation, collaborative dialogue, task-based learning.*

1. Introduction

The use of speaking activities in the L2 classroom is an already recognized effective strategy to make students interact in the target language. Activities that require students to produce spontaneous and unrehearsed use of the target language are common practice in the communicative language teaching approach. However, it is a fact that students do not always succeed in conveying the meaning they want to transmit. This is due to insufficient command of the target language which leads to breakdowns in communication, task requirements or relevance, time restrictions, learner motivation towards the activity, and other off-task situations. All these circumstances deprive learners of the opportunity to make the most of conversational activities in the L2 classroom.

Pair work is useful to foster communication because it increases the amount of time each learner devotes to oral production in the L2. Also, with the right scaffolding, it contributes to promoting learner autonomy and creating a good atmosphere in the classroom which, in turn, prompts learners to talk freely and feel at ease with each other (Storch, 2002).

Over the past two decades, a great number of researchers have sought to establish a relationship between peer-to-peer interaction and negotiation of meaning and effective L2 learning (García Mayo & Pica, 2000; Storch, 2002; Ohta, 2001). "It is not accurate to say that peer interaction "causes" learning. Rather, the social interaction that occurs during L2 interactive language learning tasks constitutes learning" (Ohta, 2001:125).

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In foreign language contexts, learners lack access to native speaker interaction opportunities and peers are often the main source of L2 input, alongside the teacher. Also, interaction between L2 learners has been found to contain as much modified input, feedback and output opportunities as when interaction takes place between learners and native speakers (Pica, 1996). It is important to highlight that learners of all levels, including those who have an advanced level of the target language, use strategies to achieve their communicative goals (García Mayo & Pica, 2000).

In the light of this statement, two simple tasks dealing with oral production have been designed and incorporated into a class activity in order to subsequently analyze what kind of strategies learners use in order to complete the task and how interaction serves the learners' input and output needs. This analysis we lead us to discuss the benefits of peer-to-peer interaction as well as the implications all these aspects may have for oral production in L2.

The research questions we set out to answer are the following:

RQ1 - What are the strategies used by learners in L2 interaction? More specifically, how do learners cope with form-related and meaning-related issues that arise during task performance?

The form-related strategies we are interested in are morphological modification, syntactic modification, spelling modification or provision and L1 use. The meaning-related strategies we are going to look at are lexical modification, lexical provision, L1 use, confirmation or disagreement, indication difficulty or inability to understand, continuation move and justification or explanation.

Our hypothesis is that there is going to be a variety of strategies used in peer-to-peer interaction, both form and meaning-related. We also expect that there is also going to be an abundant use of L1.

RQ2 - Does task type have an impact on the amount and the type of strategies used?

Our hypothesis is that task type will influence both the amount and the type of strategies used. More specifically, oral tasks which also involve a written output will trigger a higher use of form-related strategies than tasks that just require oral output.

RQ3 - Does L2 proficiency level have an impact on the amount and the type of strategies used?

Our hypothesis is that low-proficiency learners use more strategies than higher-proficiency learners. We also expect low-proficiency learners to use more form-related strategies than the more proficient learners, whereas the latter put emphasis on meaning-related strategies.

2. Theoretical background

2.1 Task-based learning

Meaningful learning is a term which refers to the kind of learning that occurs when learners engage in an active, authentic, constructive, cooperative and intentional activity (Swain, 1985). Task-based learning is often given as an example of meaningful language learning activity and, therefore, it is important to know how to make an abundant use of it. It is concerned with learner activity in which a process of conscious awareness on the part of the learner occurs and which leads him/her to find the

opportunity to experiment spontaneously with the target language. Behind any given communicative task the main purpose is to achieve a linguistic goal. This is what differentiates a communicative task from any other type of activity. Therefore, in a communicative task learners need to negotiate meaning and meaning negotiation leads to pushed output in L2 - the learner is "pushed toward the delivery of the message that is not only conveyed, but that is conveyed precisely, coherently and appropriately" (Swain, 1985:249). For all these reasons, meaningful interaction in L2 is claimed to promote learning.

Just as Smith (1978, 1982) argues that one learns to read by reading, and to write by writing, Swain (1985: 248) claims that "one learns to speak by speaking". It is then in interactions that take place in a classroom that learners find opportunities to develop their speaking skills in the L2.

"Learners acquire structure by understanding messages and not focusing on the form of input, by going for meaning" (Swain, 1985: 245; Krashen, 1981: 57). In other words, task-based learning activities rely on the principle that students learn in an efficient way when they are focused on meaning – the task itself - rather than on the language. Task-based learning helps to stimulate acquisition by placing learners in situations similar to those in the real world where communication is essential for carrying out a specific task. Task-based activities, then, are exceptional ways to encourage learners to use the target language, involving them in drawing a plan, preparing a presentation or solving a problem, among others. They work in pairs or groups and talk to each other in order to get the necessary information to solve the task and also to learn from each other. Thus, tasks provide learners with opportunities for

pushed output, corrective feedback, a context for meaning negotiation, opportunities for noticing gaps in their L2 knowledge, among others (Robinson, 2011).

2.2 Socioculturalism and constructivism

Learning as a collaborative activity has been the cornerstone of the socio-cultural perspective on language learning. This view is grounded in Vygotsky's (1978) theory of social constructivism, in which he understands learning and development as an activity of collaboration and socialization that occurs in a meaningful context like the "real world". The learner's interaction with this "real world" is what really allows learning to take place. For this reason, working cooperatively turns out to be much more fruitful than working in isolation, since the communication that takes place in a social setting assists learners to properly understand concepts.

> "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals."
> (Vygotsky, 1978: 57).

Social constructivism supporters claim that all learning is based on social practice and interaction, which enables the learner to become a full member of the community. These communities build knowledge collaboratively which is shared by all its members. These are, in fact, the ideas which underlie the assumption that learning always has to be conducted within authentic contexts with real interaction.

According to Vygotsky, the collaborative construction of knowledge takes place in the presence of a more knowledgeable person who helps the learner transition from a state in which they are not able to perform without help to a state of autonomy. This domain in which the learner is not yet capable of independent functioning but can achieve a desired outcome with scaffolding is known as the Zone of Proximal Development (ZPD). Vygotsky defines the ZPD as " the difference between the child's developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (1978: 85).

In Figure 1, the image is a visual interpretation of what the ZPD would represent during the learning process. The area in red represents anxiety and the area in green boredom on the part of the learner.
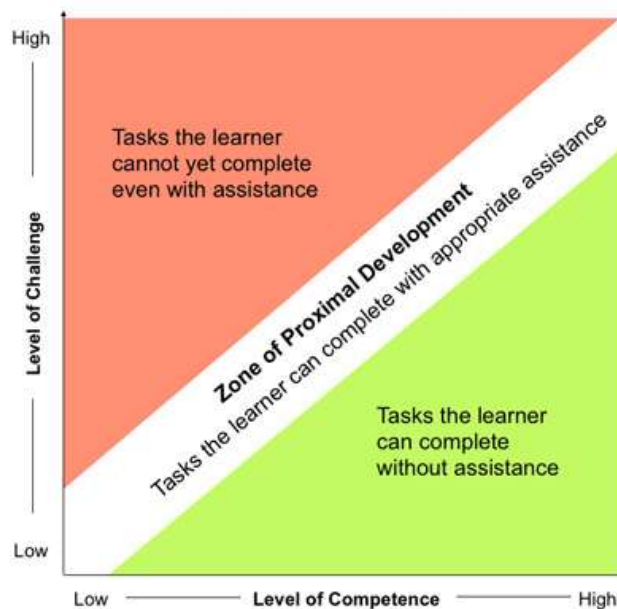

Figure 1. Vygotsky's (1978) Zone of Proximal Development

Current sociocultural theorists have expanded the concept of ZDP to include pair and group work among peers in the language classroom. Hence, peer-to-peer interaction needs to be analyzed as a ground for L2 learning since interaction is the process of communication, both verbal and non-verbal, between NNSs. Likewise, it implies that there is a two-way dialogue and also includes an element of negotiation.

2.3 Interaction

It is widely assumed that learners can benefit from interaction because it facilitates L2 development and communicative competence through output opportunities. The process of interaction sets into motion several interrelated processes necessary for the sake of communication, such as input, output, feedback, attention and meaning negotiation, being this latter a key process which speakers go through to reach a clear understanding of each other.

In studies on collaborative dialogue, which is dialogue in which speakers are engaged in solving a problem and building L2 knowledge in a classroom setting, it has been observed that a transfer of knowledge occurs. Moreover, several studies regarding the different language skills in relation to collaborative dialogue in the classroom (Swain *et al.*, 2002: 173-174) prove that learners benefit from text-based communication since collaborative dialogue focuses on the social interaction process where students, through discussion, work together to construct written production, reach consensus and coordinate turns of speaking. For instance, when writing, students have to take into account the others' perspectives and respect them in order to collaboratively complete the writing task in a successful way. Students need to make implicit L2 knowledge explicit and for this to happen they need to use a series of strategies such as making questions, asking for clarifications, paraphrasing or receiving feedback. All in

all, we find that within collaborative dialogue a *task* is the excuse for learners to work together in order to construct language and they do it through meaning negotiation.

> "Through the process of scaffolding the performance of another, learners help themselves, building bridges to proficiency as they support the production of their interlocutors. This is the key to peer assistance – that both peers benefit, the one receiving assistance and the one who reaches out to provide it." (Ohta, 2001: 125)

2.3.1 The Input Hypothesis

Apart from meaning negotiation, interaction is also a source of L2 input. According to Krashen (1985), the L2 communicative competence cannot be taught directly but emerges as a result of exposure to "comprehensible input". Krashen defined comprehensible input as input still understandable by the learner but containing structures relevant for the next step in their L2 development, which means that the learner focuses on the meaning rather than of the form of the message. Krashen (1995: 12) claims that "acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."

Many researchers have tried to specify Krashen's notion of comprehensible input. In his Interaction Hypothesis, Long (1990) provides an explanation of how native speakers (NSs) make input comprehensible for non-native speakers (NNSs). He looks at the conversational adjustments noticed in NS – NNS interaction and how NSs scaffold communication to help NNSs communicate successfully.

According to Long, NSs use strategies and tactics in order to modify their interaction. Strategies are used to avoid conversational breakdowns and tend to be spontaneous solutions to immediate problems through the use of salient topics, making NNSs actively participate, using and stressing key words, among others. Example (1) shows how a NS uses a salient topic to help the NNS to follow the conversation and encourage his participation (Long, 1990: 133).

(1) NS   : Is this the *first time* that you've come to the United States?

   NNS: Um-

   NS   : To los Angeles?

Tactics are used to repair the discourse when trouble occurs by tolerating switches and repairing them later on, using request clarifications – yes/no questions, tag questions, statements like "I don't follow", "Try again" or imperatives, clear signals to elicit clarification on the part of the interlocutor. In example (2), the NS shows tolerance towards the NNS because he/she has difficulty with the pronunciation, which makes items impossible to hear clearly, or even if correctly pronounced, they may sound semantically inappropriate. Tolerating ambiguity, then, takes the form of unsatisfactory replies to questions (Long, 1990: 137).

(2) NNS: Turkey I like

   NS   : *Really?* Where did you eat turkey?. Where do you eat (the) turkey?

   NNS: … Uhm in (university restaurant)

   NS   : Here?

   NNS: Yes sandwich

NS   : (.h) Turkey sandwiches, yeah

In short, when NSs engage in a conversation with NNSs, they help the latter by modifying their speech, reducing syntactic complexity, using more accessible structures to transmit the message they really want or need to transmit, changing the intonation, adding key words to confirm or deny understanding, among others. Through the use of questions, repetitions and paraphrase learners focus on meaning and achieve effective communication. Therefore, form does not interfere with communication to a greater extent and allows learners to improve their communicative skills. This does not mean that form is completely left aside, but it simply plays a secondary role.

Nevertheless, comprehensible input by itself is not as important as input that occurs in interaction where meaning is negotiated (Swain, 1985). The interlocutor repeats, rephrases, expands and makes the input even more comprehensible. From this perspective, "L2 acquisition results from the specific interactional, meaning-negotiated conversational turns" (Swain, 1985: 247).

2.3.2 The Output Hypothesis

Research has also established the importance of the other dimension of interaction, namely output, in L2 development. Comprehensible input is not sufficient if it is not accompanied by comprehensible output (Swain, 1985). When learners produce output, they need to make a big mental effort since they need to pay attention not only to meaning but also to form if they want to produce understandable output. According to Swain (1985), output has three different functions. The first one has to do with the fact that learners are faced with gaps between what they want to say and what they are capable to say, becoming aware then of what they do not know about the target

language. This concept of "noticing" goes hand in hand with the notion of output since output is an opportunity to notice gaps in the L2 knowledge, and noticing is necessary for L2 intake (*i.e*. input that is *used* in grammar-building) (Schmidt, 1990). The second function is the opportunity output gives learners to test out their hypotheses about the L2 they are learning. In other words, when a learner says something, they test L2 expressions and structures and receive feedback from an interlocutor, and thanks to this feedback the learner can make changes, if necessary. Finally, the third function has to do with the fact that output production forces learners to go one step beyond the semantic processing of the input (in which it would be enough to just comprehend the language) to a syntactic processing and, thus, notice formal aspects of the target language and start making form-meaning mappings.

Looking at different types of interaction, we need to distinguish between meaning negotiation and collaborative dialogue. The former has been defined as "the modification of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility" (Swain, 2000: 98) (also Pica (1994)). It involves repetition and rephrasing in order to achieve comprehensibility. The latter has been referred to as the way "learners work together to solve linguistic problems and/or co-construct language" (Swain *et al*, 2002: 172). In other words, what differentiates meaning negotiation from collaborative dialogue is that the former focuses on input and how to make it comprehensible, whereas the latter deals with how learners work together in a task in which they need to construct language to solve a certain problem. These notions are closely related to peer-to-peer interaction.

2.3.3 Peer-to-Peer Interaction

As far as second language acquisition is concerned, researchers have primarily focused on NSs/NNSs interaction as a significant area of language learning (Long, 1990; García Mayo & Pica, 2000; Pica *et al*, 1991; Pica *et al*, 1996). However, the interactions between these pairs entail inequalities since the NSs have more advantages in comparison with the NNSs due to the poor abilities of the NNSs to express themselves in the target language. For this reason, the interaction that takes place between NNSs has much more to investigate in terms of the strategies used for meaning negotiation, task achievement and overall comprehensibility.

A great number of studies have examined the dynamics of group/pair behavior in L2 settings and they have shown that some of the patterns foster language learning much more than others. Factors as time and nature of the task also affect the role learners adopt. For instance, it is not the same to make learners construct a text together than make a learner answer some questions from a reading. In the latter, the responsibility and the involvement the task demands is higher. Moreover, the amount of time plays an important role in interaction in the sense that if learners do not have much time to carry out a specific task, some patterns of peer interaction may not take time to develop (Storch, 2002).

In interactions between NNSs and NNSs we find there are four distinct patterns of interaction: dominant/dominant, dominant/passive, expert/novice and collaborative (Storch, 2002). The label used to describe the "dominant/dominant" pattern of interaction stems from the contribution of both learners to the task. In this pattern, reaching an agreement turns out to be impossible due to the amount of disagreement

during the interaction, which prevents learners from engaging with each other's contribution.

The "dominant/passive" pattern of interaction is based on the figure of an authority participant who seems to appropriate the task, whereas the other participant seems to adopt a passive role. Negotiation is virtually inexistent because the passive participant practically does not make any contribution. In the pattern "expert/novice", one participant takes control of the task, but unlike in the dominant/passive, this participant encourages the other participant (the novice) to actively participate.

The "collaborative" label means that a pair works together to fulfill a task and both participants engage with each other's ideas, giving alternative views through the negotiation of meaning, discussing them and finally searching for a solution which will be shared by both members. Another pattern of interaction (similar to the "collaborative" one but with its nuances) is the "exploratory talk", "where the participants engage critically but constructively with each other's suggestions" (Storch, 2002:130).

Depending on the kind of learner, the degree of involvement, participation and contribution to the learning process will be different from the rest of the learners. According to Storch (2002), we can observe that individual differences are present and they need to be taken into account in order to understand the role played by every student.

In the language classroom, peer-to-peer interaction has been shown to benefit learners of different levels of L2 proficiency. Pica *et al.* (1991) suggest that low-intermediate NNSs of English L2 considerably benefit from interaction with their peers.

The tasks lead students to interact and find opportunities for receiving comprehensible input, offering and receiving feedback and modifying their L2 output. The only objection is that they are short of command on the target language at this level, which affects their oral production. Thus, the kind of feedback they are able to provide is offered in a simplistic form. For this reason, learners are continuously in search for negotiation of meaning, which gives place to interaction. In this way, the learning process is positively affected and as a result L2 knowledge is progressively constructed.

Pica *et al.* (1996) found that NNSs often engage in more negotiated interaction with each other than NSs do in NS-NNS pairwork. The reason is that in interaction between NNSs, the speaker does not assume that the interlocutor understands him/her and then the effort that both the speaker and the interlocutor have to make is great big.

Thus, the strategies both learners have to use are more varied because meaning negotiation involves the use of strategies to convey meaning. However, NNSs at low-intermediate English level produce less L2 modification than NSs on account of their low mastery of the L2. In García Mayo & Pica (2002), the findings show that, at advanced levels of English L2, NNSs improve their repertoire of linguistic modifications when interacting with each other and also the kind of feedback they provide is more complex.

Learners produce similar amounts of modified L2 output to NSs. Moreover, no amount of meaning negotiation is present due to learners' mastery of the target language. This has implications for learning as learners offer each other native like conditions for L2 learning, which means that they actually benefit from peer-to-peer interaction.

3. Methodology

3.1 Subjects

The subjects that participated in our study were enrolled at the Servei de Llengües of the UAB in a B1 (intermediate) course and in a B2.2 (upper-intermediate) course, according to the CEFR (see description of the levels in Appendix A). They had been placed into these levels by means of a placement test at the beginning of the academic year 2014-2015.

It is important to emphasize that the type of students we could find in these classrooms were mainly adults and people in need of an official language certificate. Most of these students were Catalan/Spanish speakers but there were also two foreigners who came from China and France. In terms of the number of students, there were a total of 6 B2.2 students and 9 B1 students. Nevertheless, due to the fact that data were collected on several days, the number of students varied through the duration of the study.

The method of instruction followed in both groups was Communicative Language Teaching (CLT). The B1 group used *New English File Intermediate* coursebook and the B2.2 group used *Life Upper-Intermediate* coursebook.

3.2 Materials and data collection

For the purpose of this study, an experiment was carried out in an English language classroom over a period of two weeks. Two tasks were presented to the students (see Appendix B), who were told that their participation was necessary to carry out a language experiment and that they were not being tested.

Both tasks focused on oral production. In the first task learners focused their attention on some pictures to subsequently write a story. The images were presented in order to help students follow the thread. The participants were expected to discuss the images ideally in groups of two (although in some cases the groups were formed with three participants because there was an odd number of learners) and, then, produce a written version of the story collaboratively of about 150-220 words.

A story-retelling task entails bearing in mind distinguished components to further construct and develop an understandable story. Likewise, it was necessary to bear in mind coherence, sequence of events, time and location in order to follow the thread of the story and establish a relationship between the events (Swain, 1985). It is important to stress that this task was aimed to produce collaborative dialogue.

In the second task students had to imagine they were left aside on a desert island for a long time. Each pair had to reach an agreement on the choice of essential objects they needed to bring to survive on that island. This task was aimed to focus on meaning negotiation which involves agreement, disagreement, repeating, rephrasing and restructuring of phrases between two learners to enable them to understand the meaning of the messages they were conveying.

The aim of these tasks was to analyze how students interacted and what strategies were used in order to carry them out, how they negotiated and constructed meaning and the patterns of interaction.

3.3 Data analysis

The data used in this experiment were several recordings that were subsequently transcribed and analyzed in terms of patterns of peer-to-peer interaction (see Appendix for sample transcriptions). This was a synchronic experiment since the goal was to analyze the data gathered at a particular moment in time. After having collected the data, a process of transcription was carried out so as to make parallelisms between and contrast the different and varied results and check the most common strategies used by learners. Strategies were classified into two categories: form-related strategies and meaning-related strategies. Each of these categories was further subdivided following the categories used by Pica *et al.* (1991).

Form-related strategies include morphological modification, syntactic modification, spelling modification or provision and L1 use. Morphological modifications (MM) refer to instances in which learners discuss the choice of an inflectional morpheme (example (3)).

(3) J: what was happened?

JP: what was happening, no?

J: happen or happened?

JP: happening…

J: no…I think it needs to have ed…

Syntactic modifications (SM) refer to instances in which learners discuss a word order change or incorporations into phrases/clauses (example (4)).

(4) A: he told, 2 hours laters he told to his wife the story

M: yes. 2 hours later he tolds his adventure… it's better (she laughs), to his wife, no?

A: sí, sí

Spelling modifications (SpM) refer to instances in which learners discuss about how to write a certain word (example (5)).

(5) E: USO. (spell it) U,S,O. And he is going to the USO because it's landed at the top of hill

A: and hill? (she starts spelling it)

E: H, A (she corrects herself), I, L,L.

L1 use refers to instances in which learners discuss about aspects related to language form in their mother tongue. This is illustrated in example (6) below.

(6) T: home no va sense arrive? Arrived at home?

P: to home

The second category of strategies analyzed were meaning-related strategies, namely lexical modification, lexical provision, L1 use, confirmation or disagreement, difficulty or inability to understand, continuation moves and justification or explanation.

Lexical modifications (LM) refer to instances in which learners modify their L2 output by means of paraphrasing, providing synonyms, examples or interpretations. This is illustrated in example (7) below.

(7) T: and the, and the, and the…. Object, a flier object (laughs)

P: and the UFO (laughs)

Lexical provisions (LP) refer to instances in which the speaker is stuck and does not find the word or phrase to convey the meaning and the interlocutor provides it for him/her (example (8)).

(8) JP: he saw… yes... land on top of the hill … surprised, he was surprised and decided to… yes,

J: to look what was happened

L1 use as a meaning-related strategy refers to instances in which learners clarify the meaning of a word in their mother tongue. This is shown in example (9).

(9) M: landing... ok. Landing on the earth or something?

D: earth és terra del planeta.

A: es land.

Confirmation or disagreement refers to instances in which the interlocutor shows agreement or disagreement in relation to what the speaker has previously said. This is illustrated in example (10).

(10) J: so he ran to the UFO and he climbed inside it

JP: yes

Difficulty or inability to understand refers to instances in which the interlocutor shows difficulties to comprehend what the speaker is saying, as shown in example (11).

(11) P: he could see the earth

T: see, de què?

P: the earth.

Continuation move refers to instances in which the speaker provides something which moves forward the story. This is shown in example (12).

(12) T: fantastic o fabulous

P: fabulous experience but…

T: but she didn't believe him

Justification or explanation refers to instances in which learners give their opinions to justify the reasons of a certain choice, as shown in example (13).

(13) D: because a sleeping bag is very important

M: yeah, for me too because I've cold always

D: for me is better important…

M: than…

D: the sleeping bag than the tent

4. Results

It is well worth to mention that only two groups of B2.2 (upper-intermediate) learners were formed for carrying out both tasks, and four groups for B1 (intermediate) learners. Task 1 was carried out by 5 B2.2 learners and 7 B1 learners. Task 2 was carried out by 5 B2.2 learners and 8 B1 learners. Thus, the results obtained in the study varied and the numbers for each level were rather unequal since the number of people and, therefore, the amount of interaction, was higher for B1 than for B2. For this reason, we decided to work with percentages and not raw numbers. The percentages were calculated out of the total amount of strategies used by each group in each task.

Also, we need to mention that each group took their time to carry out the task, and we can find that some groups spent more time to do the task than others and this had an impact on interaction. Those groups in which more time was taken to do the task are going to show more turns of interaction and, consequently, more categories were possible to analyze. The inter-group comparison is, hence, only tentative.

Tables 1 and 2 below show the kinds of strategies learners of the two levels used depending on the task they had to carry out. For task 1, learners had to construct a story with the aid of some pictures placed in order for a better understanding. As we can see in Table 1, B1 learners used a total of 129 strategies, of which 5 (4%) were form-related and 124 (96%) were meaning-related. B2.2 learners used a total of 106 strategies, of which 14 (13%) were form-related and 92 (87%) were meaning-related.

T A S K 1 : Story about a UFO										
	FORM RELATED				MEANING RELATED						
	MM	SM	SpM	L1 use	LP	LM	L1 use	Confirmation/ disagreement	Difficulty/inability to understand	Continuation move	Justification/ explanation
B1 (intermediate)	0	0	3 (60%)	2 (40%)	20 (16%)	7 (6%)	11 (9%)	46 (37%)	8 (6%)	16 (13%)	16 (13%)
B2.2 (upper-intermediate)	5 (36%)	2 (14%)	3 (21%)	4 (29%)	5 (5%)	14 (15%)	4 (4%)	37 (40%)	11 (12%)	10 (11%)	11 (12%)

Table 1. Interaction strategies used by B1 and B2.2 learners (Task 1)

If we look more closely at form-related strategies, there is a difference between B1 and B2.2 learners. Among the four categories within form-related strategies, B1 learners only used strategies related to spelling modification and L1 use, but they used neither MM nor SM strategies. Form-related L1 use also seemed to be higher with these learners than with their B2.2 counterparts (40% vs. 29%). However, B2.2 learners discussed both morphological (example (14)) and syntactic (example (15)) aspects, as can be seen in examples below. This may be due to the fact that their awareness of the L2 was higher than that of the B1 learners.

(14) P: (she writes) the object opened the door to invite him

T: inviting, no? no! the object opened the door inviting seria.

(15) JP: but she didn't believe him..

J: however… his wife seems didn't believe him

JP: as well as the duty officer. Or we can make the same sentence to say… she didn't believe him and the duty officer as well

As far as meaning-related strategies are concerned, B1 learners used more strategies compared to B2.2 learners in task 1 (124 (96%) vs. 92 (87%)). Only in the

categories of LM, confirmation/disagreement and difficulty/inability to understand B2.2 learners made a higher use of strategies than B1 learners (15%, 40% and 12% vs. 6%, 37% and 6%). Interestingly, if we look at produced lexical provision (example (16)) and modification (example (17)) on the part of B1 learners, they used more LP (16%) than LM (6%) strategies, whereas B2.2 learners show a reversed pattern, with more LM (15%) than LP (5%).

(16) M: he was surprised and he decide to…

 D: to enter

(17) A: he told, 2 hours laters he told to his wife the story

M: yes. 2 hours later he tolds his adventure… it's better (she laughs), to

his wife, no?

T A S K 2 : Essential objects to bring to a desert island to survive										
	FORM RELATED				MEANING RELATED						
	MM	SM	SpM	L1 use	LP	LM	L1 use	Confirmation/ disagreement	Difficulty/inability to understand	Continuation move	Justification/ explanation
B1 (intermediate)	0	0	0	0	3 (4%)	1 (1%)	7 (9%)	41 (53%)	3 (4%)	2 (3%)	20 (26%)
B2.2 (upper-intermediate)	0	0	0	0	2 (6%)	0	0	15 (44%)	1 (3%)	4 (12%)	12 (35%)

Table 2. Interaction strategies used by B1 and B2.2 learners (Task 2)

As for task 2, Table 2 shows the strategies used by B1 and B2.2 learners, in which the former used a total of 77 strategies and the latter a total of 34 strategies. This involves that B1 learners used much more meaning related strategies than B2.2 learners. Nevertheless, we need to bear in mind that there were more learners in the B1 group

which resulted in a larger amount of interaction than in the B2.2 group. An important aspect to point out is that none of the levels used any form-related strategies. Probably, as this task involved meaning negotiation and had a different communicative outcome from task 1 (a list of objects vs. a composition), learners concentrated on conveying the meaning to make themselves understood, leaving on a secondary level the form-related strategies.

As we can see from Table 2, even though both groups used exclusively meaning-related strategies, the B1 group used a wider variety of strategies than the B2.2 group. The dominant categories that B1 learners used were confirmation/disagreement (53%) (example (18)) and justification/explanation (26%) (example (19)).

(18) A: Another object is a water bottle

M: Mmm I disagree with you ok

A: Another one is a sleeping bag

M: Ok, I agree with you

(19) D: because a water of bottle is very important to recollect water of the

rain

M: But… emmmm… in the text … emmm… say that on the island you

can find fresh water

D: Yes

M: And you can…you can

25

D: But you need to boil the water for delete all the microorganisms…

and if you don't have a bottle of water you can't or you're unable..

These two categories were followed by meaning-related L1 use (example (20)), which represented 9% of the total of strategies used. Even though the task did not require an elaborate L2 outcome, it seems that the B1 learners in our study lacked L2 mastery and needed to turn to their mother tongue when there was no way to find the right words or sentences to express something. The B2.2 learners, on the other hand, did not use their native tongue when they carried out the task.

(20) A: què és tent?

E: la tenda

A: ah, i sleeping bag? No és el mateix?

E: és el sac de dormir

A: ok. I hammock?

E: és una hamaca

As for B2.2 learners, they used a narrower range of meaning-related strategies than B1 learners in task 2. The dominant strategies used were confirmation/disagreement (example (21)) and justification/explanation (example (22)), which is similar to what we observed with the B1 learners. We believe that the type of task favoured the use of such strategies.

(21) P: do you agree with the text?

Jp: yeah, I agree, yeah.

T: first aid kit yes

P: first aid kit yes, no? but we agree?

JP: yes, first aid kit for everything

(22) N: I've choose a toothbrush (laughs)

J: why?

N: because if you don't keep your teeth healthy, some day you woke up, so

…

Interestingly, the B2.2 learners used more continuation moves in task 2 than the B1 learners (12% vs. 3%). We interpret this as an increased ability to maintain the flow of the conversation and make progress with the task. This is illustrated in example (23) below.

(23) N: because if you don't keep your teeth healthy, some day you woke up, so

…

J: sometimes we can use the sea water to cure some…

N: yeah, maybe… ah ok, there's a first aid kit? I was thinking…

Unlike B1 learners, B2.2 learners used neither LM nor L1 use meaning-related strategies. Another remarkable aspect was that B2.2 learners only showed 3% of difficulty/inability to understand, which is an apparent evidence of their English L2 mastery and in this particular case and more precisely, of their broader knowledge of the vocabulary. It is obvious that percentages concerning difficulty/inability to understand between B1 (4%) and B2.2 (3%) are not very different, but the reason may be a higher

L1 use that allowed the B1 learners to make progress with the task without much trouble.

5. Discussion

Our study of peer-to-peer interaction completes a gap in the previous research carried out on NNS-NNS interaction. We looked at interaction between learners of English L2 at an intermediate (B1) and upper-intermediate (B2.2) level, whereas Pica *et al.* (1991) analyzed interactional strategies with low-intermediate learners and García Mayo & Pica (2000) looked at interaction among advanced learners. First of all, it is essential to state that most of the patterns of interaction found in this study fit Storch's (2002) definition of collaborative pattern of interaction, which means that learners worked together to fulfill a task and both of them engaged with each other's ideas, giving alternative views through meaning negotiation, discussion and finally searching for a shared solution. However, we noticed one pattern of dominant/passive interaction, in which one learner took control of the task and the other just played a secondary role, making few contributions.

In relation to the findings obtained, they account for the research questions in the following manner.

RQ1 - What are the strategies used by learners in L2 interaction? More specifically, how do learners cope with form-related and meaning-related issues that arise during task performance?

The results showed that the learners in our study produced more meaning-related strategies than form-related ones, irrespective of their level and the task type. This may be due to the communicative focus of the instruction both groups of learners received.

The CLT approach promotes communication rather than awareness of grammatical rules and form-related issues. In other words, CLT sets as its goal the teaching of communicative competence as opposed to grammatical competence which often makes the learners less prone to discuss form-related aspects.

Secondly, our findings proved that in terms of form-related strategies, both B1 and B2.2 learners used a wide variety of strategies, but there is more variety in the B2.2. group. The percentages of form-related strategies used by this group are quite even and they indicate that when B2.2 learners deal with form-related issues, they cover more aspects such as MM, SM and SpM. Form-related aspects are dealt with both in English L2 and the learners' mother tongue. In the B1 group learners show less variety of form-related strategies, focusing mainly on SpM issues and making an abundant use of L1. This may be due to the fact that upper-intermediate learners have received more instruction than intermediate learners and hence they are more sensitive to formal aspects of the target language.

In terms of meaning-related strategies both groups used a wide variety of strategies. In broad terms, the dominant categories used by both groups were confirmation/disagreement and justification/explanation. We believe this is an indication of the fact that the learners are in a collaborative mode irrespective of the level and the task type. Nevertheless, task 2 promoted more justification/explanation.

Another interesting finding is the fact that both B1 and B2.2 learners used their mother tongue to discuss meaning-related issues. Yet, B1 learners did it with much more frequency than B2.2 learners and if we look at the general use of L1 with this group, B1 learners turn to their mother tongue to clarify more meaning-related issues

rather than form-related ones. This may be an indication of a more limited awareness of formal aspects of the target language.

RQ2 - Does task type have an impact on the amount and the type of strategies used?

Our results indicate that task 1 generated more strategy use (both form and meaning related) than task 2. The collaborative nature of task 1 together with the written output pushed learners to focus on both form and meaning aspects of the L2, which is the characteristic of comprehensible output as defined by Swain (1985). This kind of output promotes gap noticing and L2 intake. We believe that communicative tasks which combine peer-to-peer interaction and written output enhance L2 learning more than tasks that only involve meaning negotiation such as task 2 in our study.

There seems to be a relation between task type and meaning-related strategies used. The dominant strategies in both levels were confirmation/disagreement and justification/explanation. Although they were different in terms of structure, both tasks had a collaborative component in common, which led learners to generally focus more on meaning than on form.

RQ3 - Does L2 proficiency level have an impact on the amount and the type of strategies used?

In terms of the total number of strategies, B1 learners used more strategies than B2.2 learners (206 vs. 140, both tasks). This seems to indicate that proficiency level has an impact on the amount of form and meaning related strategies required to perform a task in the L2. In other words, the more proficient a learner is, the fewer strategies they use. The fact that learners modify their output to deal with form and meaning aspects of

L2 is in line with findings from García Mayo & Pica (2000). What we have also seen is that the amount of modification seems to be proficiency related.

As already mentioned, meaning related strategies were dominant irrespective of the level and task type. Nevertheless, if we take a closer look, in task 1 B1 learners used more LP (16%) than LM (6%) whereas the distribution was reversed in B2.2 interaction (5% vs. 15% for B2). This phenomenon could be the result of an English L2 proficiency effect, in which B2.2 learners benefitted from their knowledge about the target language and were less limited in the lexical range than the B1 learners, focusing more on providing the most adequate word for the context. B1 learners, on the other hand, put more emphasis on filling lexical gaps in their task.

There also seems to be a relation between proficiency level and L1 use in the sense that B1 learners rely on their mother tongue more often than B2.2 learners to deal with both form and meaning related issues in both tasks. We attribute this to their linguistic possibilities that deprived them from expressing at ease and restricted their oral production to a certain extent. In our opinion, this is an indication that L1 is a valuable tool for less proficient learners to accomplish communicative tasks in the L2 classroom.

6. Conclusions

The purpose of our study was to show the value of peer-to-peer interaction for the L2 classroom and how form and meaning related strategies facilitate the process of L2 learning. Tasks with a requirement for information exchange generate and foster conversational modifications in peer-to-peer interaction through form and meaning strategies that, in turn, may have positive consequences in the L2 outcomes.

Those tasks that demand collaborative dialogue favor the combination of form and meaning related strategies. This represents a shift in focus in the communicative classroom in which meaning is typically emphasized over form. Contrary to this, in meaning negotiation tasks, learners put more emphasis on meaning, leaving form on a secondary level. Yet, as Swain (1985) pointed out, effective l2 learning takes place when learners go beyond meaning and focus on more formal aspects of the target language. This noticing of the form is what pushes them to fill the gaps in their L2 knowledge and fosters long-term L2 learning.

Peer-to-peer interaction gives rise to L1 use, a phenomenon which is more recurrent among low proficient learners whose awareness of the target language is not fully developed. On the contrary, learners with a good command of the target language do not need to turn to L1 so often. Nevertheless, the L1 is a strategy that allows low proficient learners to deal with communicatively challenging tasks in the L2 and, as such, it seems to us that it should not be relegated from the L2 classroom.

Low proficient learners do not have the skills to provide the appropriate words to a given context, as proficient learners do. For this reason, low proficient learners need to use more strategies and produce more kinds of lexical modifications to achieve the word that best fits within the context, whereas the proficient learners do not have this necessity and their oral production just flows without much problem.

To conclude, peer-to-peer interaction is a magnifying glass for fascinating L2 learning phenomena. Its resourcefulness should be clearly not ignored in the English L2 classroom.

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8. Appendices

- Appendix A: CEFR Levels.

<u>Global description of B2 and B1 levels.</u>

Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Source: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Table 3. *Common Reference Levels: qualitative aspects of spoken language use*

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

	Range	Accuracy	Fluency	Interaction	Coherence
B1+					Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Task 1:

Look at the pictures carefully and try to understand the story. When you are ready, with your partner write a short text telling the story you see in the images. The images follow an order to help you with your composition.

Use the following beginning:

" It was Friday evening and postman John was driving home after a long day at work. Suddenly, …"

Task 2:

Your partner and you are going to live on a desert island in the middle of the Pacific Ocean for three months. The climate is not too hot and not too cold. On the island you can find: fresh water, coconut palms, banana trees and some fish. You will have NO CONTACT with the outside world.

1. Individually, make a list of 5 ESSENTIAL OBJECTS that you need to survive on the island. Be ready to justify your choice!

2. Present your list to your partner and explain why you have chosen these objects.

3. With your partner, decide on 4 objects from both lists that you will finally take to the island. Try to reach an agreement.

Here are some useful objects for survival (but you can come up with new ones if necessary!): compass, knife, water bottle, sleeping bag, box of matches, raincoat, first-aid kit, tent, towel, rope, hammock, lotion, shampoo, lantern, toothbrush, scissors, lighter.

Appendix C: Interaction transcripts

➢ **Legend:**

- **Form-related strategies**

- **MM: morphological modification**

- **SM: syntactic modification**

- **SpM: spelling modification**

- **L1 use**

- **Meaning-related strategies**

- **LP: lexical provision**

- **LM: lexical modification**

- **L1 use**

- **Confirmation/Disagreement**

- **Difficulty/inability to understand**

- **Continuation move**

- **Justification/explanation**

1.- Task 1. B.1 transcript. Alicia (A) and Esther (E)

A: he see, he sees…

E: yes, he see

A: and.. what the name?

E: USO. (spell it) U,S,O. And he is going to the USO because it's landed at the top of hill

A: and hill? (she starts spelling it)

E: H, A (she corrects herself), I, L,L.

A: ah, ok!

E: then he goes

A: inside? (she gives her opinion)

E: inside of the USO and suddenly is going to the sky another time. He's driving…

A: space?

E: space, exactly. He's driving very quickly around the world. After a long time… after an hour they... he's coming to the same place. He's going to the at home 2 hours later

A: yes

E: he's going to the at home and his wife is waiting with a… an angry face?

A: yes.

E: she's waiting with an angry face. He's talking about what happened to him and he decide to go to the police, but the policeman looks like the same as his wife. After that he needs to explain to his friends at the bar, but they

A: they don't understand

E: they don't understand what he is going to explain, no?

A: and what he explains…

E: what he explains about…

A: every..

E: every night he's going at the same place if the USO coming back another time, no?

A: yes, correcto, coming back!

E: and this is the final of the story.

2.- Task 2. B2.2 transcript. Pierre-Jean (PJ), Junping (J) and Guillem (G).

JP: he saw… yes.. land on top of the hill … surprised, he was surprised and decided to… yes,

J: to look what was happened

JP: what happened

JP: what was happened, no?

J: decided to see what was happened, yes

J: what was happened?

JP: what was happening, no?

J: happen or happened?

JP: happening…

J: no…I think it needs to have ed…

JP: ah, ok, ok, ok.

J: so he ran to the UFO and he climbed inside it

JP: yes

(a third member joins because he's arrived late)

JP: he ran…

J: Oh, yeah, ran… you're right..

JP: climbed to the…

J: he climbed inside..

J: at the same time the UFO fly take off.

JP: And unfortunately…

J: no becauseI think at last he come back to the same place… suddenly.. at the same time

J: the UFO flied away or taked off

JP: taked off, ok

G: is it in the past, yes?

JP, J: yes

J: the postman was curious..

JP: meanwhile… no?

J: yes, ok

J: what's his name?

G: are the numbers correlative with the story?

J, jp: yes

JP: meanwhile john was attracted by the devices…

J: by the equipments…

JP: by the surrounding, no?

J: ah, ok

J: just surrounding? Or…

Jp: yes, by surrounding equipments… ok

J: so ufo flied around earth for several circles

G: I know which word you are looking but...

J: space, final space, universe?

G: in orbit?

JP: yeah, I just wanted to find a synonym about of meanwhile

G: at the same time?

J: We have used it.

G: or during that time?

JP: yeah, during is discurring?

G: at the same time.

JP: but we've already used at the same time

G: ah ok. We've used at the same time and meanwhile…

J: maybe we can separate…

jP: yeah maybe we can separate..

JP: or before or after that, yes

G: after that

JP: before the take, taking off or after that john was attracted by the surrounding equipments and meanwhile… the UFO…

J: ok no problem.. and then meanwhile

JP: meanwhile the I don't know what you wanted to say..

J : the UFO fly in the space

G: leaves the earth

J: leaves the earth and flies in space for some...

G: are you sure?

J: I think it was around the earth…

J: the UFO flies to the space and it flied around the earth

G: around the earth, yeah..

J: went to space went to the universe space or universe? Which word is better?

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JP: space

G: both

JP: went out of the earth

J: went into the space?

JP: went to the space

J: surrounding flying around the earth or circling around the earth

JP: what?

J: circling.

JP: ah yes. Cycling.. no! sorry

J: how do you spell?

JP: circling because cycling is for byciles, no?

JP: C, I, R, C, L, E (spell)

J: ok. circling around the earth. Is ok?

Jp: long after…

G: after five minutes

J: no, because…

G: or hours later…

J: not long after… yeah

Jp: oh yeah, not long after…

J: not long after means a short time

G: the ufo fall fell down, no?

JP: no, no she didn't fell down, went back to the original point

J: I think it's the same place…

JP: yes, it's the same place because we have his car

J: when john back to home

G: and explained it

JP: synonym of surprise

J: he told the story with his wife

J: yeah but we have to say his feeling

J: when john back to home 2 hours later he told the story with his wife ok?

JP: incredible story

J: yes, the incredible story to his wife, ok

J: 2 hours later I think we can write 2 hours later

JP: yeah

JP: but...

J: experience, the incredible experience. I think shared the incredible…

JP: I think it's ok told…

G: to his wife, and she advise him…

JP: but she didn't believe him..

J: however… his wife seems didn't believe him

JP: as well as the duty officer. Or we can make the same sentence to say… she didn't believe him and the duty officer as well

J: I think we should plus one sentence. Then he went to the police, post office

JP: ok, so he went to the police to share

J: yeah… policeman

Jp: unfortunately he didn't believe him

G:or neither.. or either.. either police? The police officer either…

JP: yeah, yeah

G: I never remember how to say that. The negative…

JP: I don't know.

JP: he didn't consider the story…

J: unfortunately the policeman think he is crazy

JP: didn't know him. No, it is after that the people think he is crazy..

G: ah, ok

jP: didn't think he was telling the truth

J: the police think he is a liar.

JP: yes it's right thinks him to be a liar.

J: liar?

JP: yeah, it's right.

J: what was worse almost all the people think he is crazy

JP: I don't understand…

J: what was worse it means what was bad. I mean…

JP: worst, with a t

J: noo, this is better, compared with the last sentence…

JP: what was worse is that even his friends…

J: yeah, almost no people believe him or almost all people thought he was …

G: not almost…

JP: oh, everybody! (laughs)

G: what was worse

JP: is that everybody including his friends…

J: everybody saw… emmm… he as crazy

G: no, that was worse… eemm….. that even his friends didn't believe him

JP: ok. Is that

G: is that…, aham.

G: and is that..

J: oh! is that? Why?

JP: you need to put the verb or…

J: it's just the phrase… it's just before the sentence…

G: but it's also good what was worse was that even his friends…

J: then we can't write a sentence directly.

JP: why?

J: because it can be saw as long…

J: so, I mean we need to write the sentence…

G: I don't know

JP: I don't know because…

J: I remember I've seen things like that.

G:it doesn't matter. Don't use it. No problem.

J: ok. Thank you

J: what was worse is his friends don't believe him…

Jp, g: didn't

j: as a result he feel very sad so he wait in the same place every day…

jp: every night.

G: or much easier… since that, every night he go to…

Jp: he came back to the point to look for any clues…

J: ok… since that day…

JP: ok, since that day every night.

J: you can check it

Jp,g: no, it's ok, it's ok.

3.- Task 1. B.1 transcript. Adrià (A) and Elena (E)

A: Well, I… first I've choosed a knife for cut wood and make differents objects. Then, I… I choosed a water bottle to recollect water from the rain, a lighter to make light in night, an sleeping bag to protect myself from insects and a box of matches to make a fire. And you?

E: knife, water bottle, box of matches, tent and hammock.

A: què és tent?

E: la tenda

A: ah, i sleeping bag? No és el mateix?

E: és el sac de dormir

A: ok. I hammock?

E: és una hamaca

A: ah, està bé! Per fotre's uns mojitos, no?! (laughs). Ok pues I change your hammock by my lighter because you need to see in night, it's dangerous and you can explore.

E: but I will see in night with box matches because I'd like to be a fire… and constantly.

A: no, no, but I also have the box of matches.

E: yeah, but I don't want a lighter.

A: why? Bueno ja! Ja, ja, ja, you have the fire! ok, ok, vale!

E: yeah!

A: ok, però jo el hammock no el vull, eh! No, que em puc morir així, no, no, hammock no, sis plau (laughs)

E: vale pues hammock fuera

A: o sigui et canvio l' hamaca per un sleeping bag.

E: vale,

A: ok, vale, i a mí em falta una llavors

E: no tu en tens… a veure què diu aquí?

A: ah no perquè tu tens…

E: with your partner you decide 4 objects from both

A: escolta

E: four

A: you have … ah vale 4 only?

E: yes

A: vale sí, pues ya está

E: knife, water bottle, box of matches, tent

A: and sleeping bag

E: and sleeping bag

A: ok

E: ah no, però clar, són quatre. Tu tens un sleeping bag, jo tinc una tenda. Amb què et quedes?

A: jo amb el sleeping bag, més calentet.

E: Sí però si plou…

A: Vale, pues t'ho canvio també.

E: perquè la tenda vulguis que no…

A: sí, sí, sí,

E: estàs protegit

A: I agree, the tent, vale. A tent because you're more protected than a sleeping bag.

E: yeah.

4.- Task 2. B2.2. transcript. Junpeng (J) and Nuria (N)

J: ok the first I've choosed a knife because I think knife is very necessary. We can use it to cut the tree, to cut the fish and we also can use it to make something we want. This is why I choosed it as a first thing

N: me too

J: and I think you can choose the second one.

N: I've choose a toothbrush (laughs)

J: why?

N: because if you don't keep your teeth healthy, some day you woke up, so …

J: sometimes we can use the sea water to cure some…

N: yeah, maybe… ah ok, there's a first aid kit? I was thinking…

J: yes, so I think the first aid kit maybe more important… Because for 3 months is a long time so, ayabe we will get hurt. So first aid kit is helpful for us. And the next thing I would like to choose rope.

N: ah ok

J: we can use rope to make a little house and yeah… and also you can use it with some…

N: to make traps?

J: traps? Oh, yes, traps or like a boat.

N: But we are just going to stay for 3 months. Maybe a boat is not necessary.

J: Do you have something you'll want to take?

N: no, I think rope it's ok. I think it's what you said, instead of a box of matches I prefer a flint

J: why?

N: because it's not… a box of matches is unused

J: You can keep on fire.

N: Yeah, but at night you sleep and the fire…

J: At night you should keep the fire because it will help us feel warm. I think so. We can make some stone around the fire and then it would be very easy…safety.

N: I think a box of matches in three months you spend them.. a flint you can use it more times.

J: Many times. I agree with you.

N: Then you have a knife, the first aid kit, the rope

J: and the..

N: the flint?

J: the last thing…

N: no, we can choose only four.

J: I would choose the sleeping bag. It would help me to sleep well.

N: I'd choose the toothbrush

J: ok