

Individual Paper Session 23
Classroom
Thursday, July 6
1:45-2:15pm

**Task Condition and Interlanguage Variation: An Investigation of the Impact of
Interactional Feedback**

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The present study aims at investigating the impact of 'interactional feedback' on task performance characteristics in terms of accuracy, fluency, and complexity in planned *vs.* unplanned tasks. The study focused on exploring the ways incorporation of feedback provided through negotiated interaction facilitates 'noticing' on the part of the learner for improving 'output' by pushing learners to focus not only on 'meaning' but also on 'form', and potentially leading them to 'uptake'.

Forty participants were randomly assigned into an experimental and a control group as the participants of this study. Each individual participant was required to perform the planned and unplanned tasks under investigation during the performance of which the participants in the experimental group were provided with interactional feedback.

The data were recorded, transcribed, coded, and finally analyzed employing Two-Way ANOVA. The findings indicate that the performance of the participants exposed to interactional feedback in performing both planned and unplanned tasks were more accurate and more complex with greater accuracy and complexity observed in the planned one. While the greatest fluency was related to the performance context in which a planned task was employed and no feedback was provided, the lowest fluency and complexity was observed in unplanned task for which the participants received interactional feedback. The lowest accuracy belonged to the task for which neither planning time nor interactional feedback was provided. The practical applications and implications of the study are discussed in detail.