**Introduction**

- To what extent do 4th semester Spanish learners benefit from performing an interaction task (plus explicit feedback) for the development of the Spanish past subjunctive?

- **Interactionist approach**: learners need to be exposed to L2 input, receive feedback, and reformulate their output to be able to learn a foreign language.

- The growing presence of voice and video-chat programs such as Skype and Google Hangouts in language courses has been well documented in the literature (e.g., Ziegler, 2016)

- Benefits of technology are not inherent to technology applications.

**Methods**

- **Participants**: Sixty-five intermediate L2 Spanish learners participated in the study carried out in the Fall 2017.

- **Target structure**: Past subjunctive following verbs of emotion (to be surprised, happy, and mad/irritated).

  - *Me alegré de que mi familia me visitara en Washington DC*
  - *I was happy that my family visited me in Washington DC*

- Subjunctive development is difficult for foreign language learners:
  - (1) channel learner attention to the form,
  - (2) include explicit information to help the formation of form-meaning connections (e.g. Collentine, 1995; 2010; DeKeyser & Prieto Botana, 2013; Farley, 2004; Fernández, 2008)

**Task**: an interactive task in one of three different environments (video chat, voice chat, or text chat) with a Spanish expert interlocutor.

1) Read a story in English presented in the PowerPoint format

2) Retell the story to the Spanish expert interlocutor in Spanish using prompts that appeared on the subsequent slides of the PowerPoint.

3) As they retold the story, the researcher provided feedback to encourage learners to modify their erroneous utterances.

**Type of feedback provided:**

- Metalinguistic [First two times]: rule + context of use (emotions)
- Explicit [subsequent times]: ‘X is wrong, you should say Z’ (Yilmaz, 2012)

**Assessment tasks** (pretest, posttest, delayed posttest 1 week later):

2. Written production: semi-spontaneous picture description task.

**Results**

- The interactive task accompanied by feedback was very effective for the learning of past subjunctive at immediate posttest (91 to 98% accuracy) and delayed posttest (48 to 70% accuracy), both in the written and oral form.

- Video chat, voice chat, or text chat were equally effective for learning.

- Text chat task took almost double the time than other two chats (video, voice).

**Conclusions**

- Interactive task + feedback was effective for language development (past subjunctive) at immediate and delayed posttests.
- Video chat, voice chat, or text chat were equally effective for learning.
- Text chat task took almost double the time than other two chats (video, voice).

**Discussion**

- Importance of designing theoretically motivated learning tasks that can promote meaningful interaction to promote L2 grammatical learning of complex Spanish grammatical forms.
- Importance of the provision of feedback in a relatively unambiguous and explicit way in order to learn a complex L2 structure such as the Spanish past subjunctive.