

Abstract—Concern with interaction seems to underlie a tendency to concentrate on learner and their production. Uptake, as a student initiated interaction in response to task, typically highlights the role of task-elicited interaction on the learners' part. This phenomenon is argued to lead to noticing salient features in L2 and fluency enhancement. What is, however, ignored is whether complexity of the eliciting task plays any role in the rate and frequency of uptake. This research focused on 60 Iranian students in teacher-initiated FFEE (focus on form episodes). Chi-square results indicated that task complexity could not determine the rate of uptake, but within the scope of the uptakes that occurred the successful ones were significantly due to task complexity. Results and implications are discussed.

Index Terms—uptake, task, task complexity