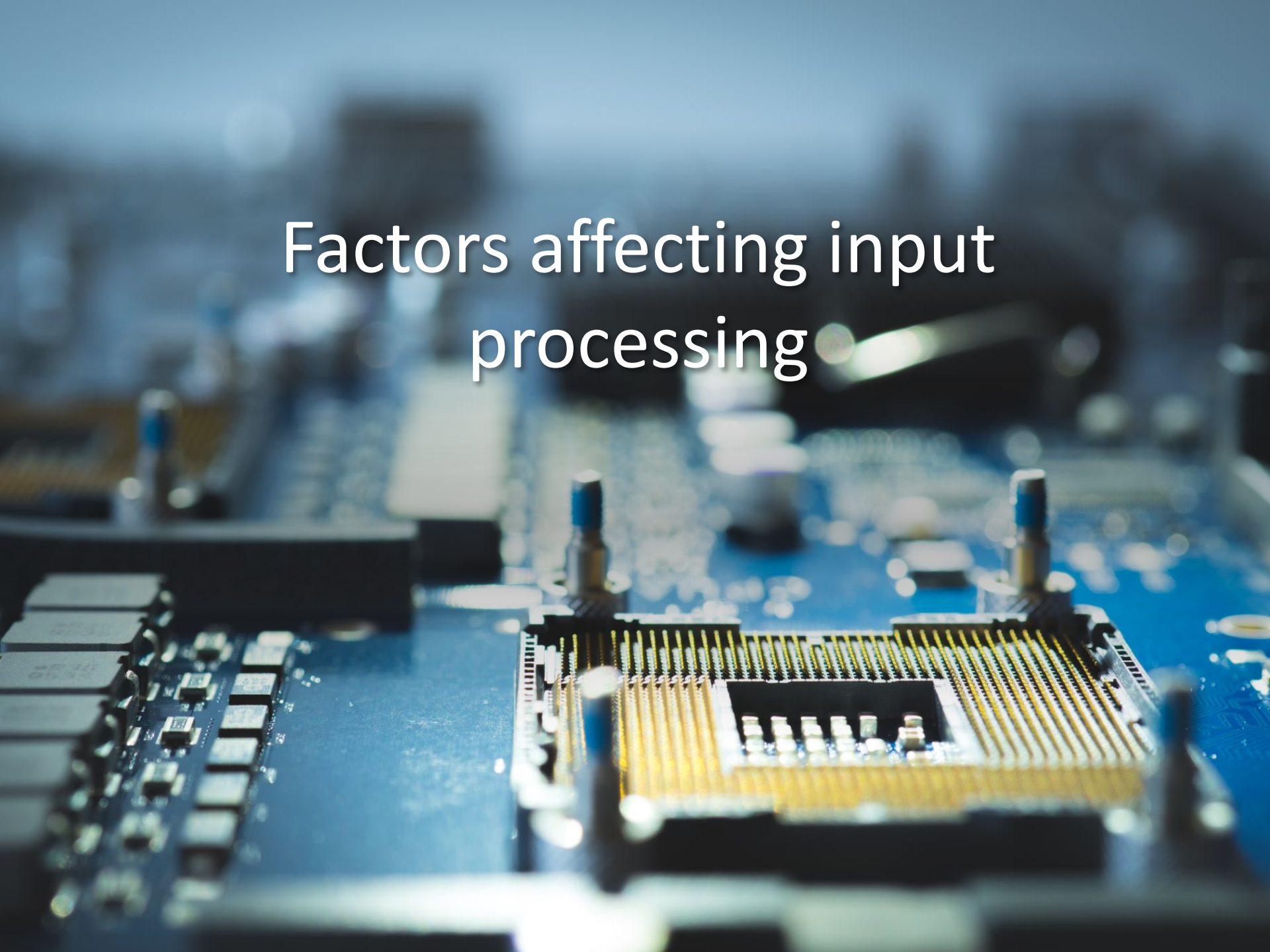


Factors affecting input processing



- **Negotiation factors: interaction, output, feedback**

Negotiation factors

- Interaction - learner's active involvement in such communicative activities as clarification, confirmation, comprehension checks, requests, repairing, reacting, and turn-taking
- Mike Long – interaction hypothesis

- Shizuka: When will you get married?
- Akihito: When? I don't know. Maybe . . . uh . . . After thirty.
- Shizuka: Thirty?
- Akihito: Yeah, after thirty I'll get marriage—I'll get married . . . (3 turns)
- Akihito: . . . then if I fall in love with her, I'll get married with her. (11 turns)
- Akihito: And . . . uh . . . when I saw her. I liked to get married with a Chinese girl because she's so beautiful.

(Gass & Varonis 1989: 88)

- Learner is confused between two forms – get marriage and get married
- ‘Get married’ is supplied by the conversation partner

- Confirmation checks (Is this what you mean?), comprehension checks (Do you understand? Do you follow me?) and clarification requests (What? Huh?)

- NS: Do you like California?
- NNS: Huh?
- NS: Do you like Los Angeles?
- NNS: Uhm . . .
- NS: Do you like California?
- NNS: Oh! Yeah, I like it.

(Long 1983: 180)

- There is an indication of nonunderstanding (Huh?), with the result being a narrowing down of the topic (California → Los Angeles), followed by a final repetition of the original question.
- Conversational tactics provide the NNS with as much information as possible

Pushed output

- Learners are “pushed” or “stretched” in their production as a necessary part of making themselves understood.
- In doing so, they might modify a previous utterance or they might try out forms that they had not used before.
- Merrill Swain – Output hypothesis

- NNS: And in hand in hand have a bigger glass to see.
- NS: It's err. You mean, something in his hand?
- NNS: Like spectacle. For older person.
- NS: Mmmm, sorry I don't follow, it's what?
- NNS: In hand have he have has a glass for looking through for make the print bigger to see, to see the print, for magnify.
- NS: He has some glasses?
- NNS: Magnify glasses he has magnifying glass.
- NS: Oh aha I see a magnifying glass, right that's a good one, ok.

(Mackey 2002)

- Learner does not know the word 'magnifying glass' initially
- NS indicates non-comprehension
- It forces the NNS to come up with the target expression

In this example I see I have to manage my err err expression because he does not understand me and I cannot think of exact word right then. I am thinking thinking it is nearly in my mind, thinking bigger and magnificate and eventually magnify. I know I see this word before but so I am sort of talking around around this word but he is forcing me to think harder, think harder for the correct word to give him so he can understand and so I was trying. I carry on talking until finally I get it, and when I say it, then he understand it, me.

(NNS narrating how he came up with the target phrase)

(Gass & Selinker 2008: 327)

Pushed out - structure

- NNS: what angel doing in this situation?
- NS: what angel doing? Huh?
- NNS: what is angel doing?

NNS makes a mistake – later corrects self