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LEARNER INVOLVEMENT AND COMPREHENSIBLE INPUT¹

Abstract

Studies on comprehensible input have largely focused on how input is made comprehensible to the non-native speaker (NNS) or the learner by examining native speaker (NS) speech or teacher talk in the classroom. Devices employed to modify the input and interaction have been identified. The quantity of modification devices used has been taken as an indicator of the amount of negotiation work that has gone on and the quantity of comprehensible input. Relatively little has been done on the part played by learners to ensure that the input that they obtain is comprehensible (see however Gaies 1983; Scarcella & Higa 1981; Varonis & Gass 1985). This paper points out that it is only when the modification devices involve learner participation that they can serve as indicators of the amount of comprehensible input provided and the amount of negotiation of meaning that has taken place. The discussion is illustrated by data from two reading comprehension lessons in secondary schools in Hong Kong.
