

**Individual Paper Session 18**  
**Classroom**  
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**10:45-11:15am**

**Pragmatically-pushed Output and Strategic Negotiation in Scenario Tasks**

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Research to date on communicative tasks for second language learning has focused on certain task types: information-gap, jigsaw, discussion, and problem-solving. One factor in this has been the preference for certain tasks that are thought to promote negotiation of meaning and modified output, which are considered by many researchers to be critical for acquisition (*e.g.*, Long, 1980; Pica *et al.*, 1993; Swain, 1985).

In particular, a reliance on information-gap or jigsaw tasks involving visual input has resulted in a view of negotiation limited largely to negotiation for the purposes of information exchange. Modification of output within this interactive context is largely towards comprehensibility of physical description. Scenario role playing, common in some second language classrooms, remains little-researched.

This study presents findings from an analysis of ESL learner output in scenario and jigsaw tasks, in which participants were held constant between tasks. Scenario interaction resulted in output marked by greater fluency, syntactic complexity, and accuracy, and a higher frequency of self-initiated repair relative to jigsaw output. In addition, negotiation of meaning within scenario tasks may be pushed by the need to achieve strategic and pragmatic aims. It appears triggered by verbal and nonverbal signals of disbelief, non-acceptance, surprise, or frustration on the part of the interlocutor. Negotiation within scenarios is thus towards message acceptability, as well as message comprehensibility.

It will be proposed that scenario interaction offers a potentially rich context for both second language research and acquisition.