

NEGOTIATION
OF MEANING
LANGUAGE AWARENESS
AND CORRECTIVE FEEDBACK

Flora

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GRAHA ILMU

NEGOTIATION OF MEANING; Language awareness and Corrective Feedback

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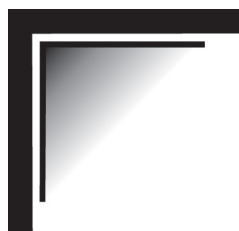
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PREFACE

When learners interact with others they try to understand or be understood the so-called negotiation of meaning, thus it is believed that they can get comprehensible input. But facts show that not all input can be comprehensible for the interlocutors since the learners focus more on the meaning not the form. The teachers then need to create some techniques in applying group work interaction so that the learners can get comprehensible input both quantitatively and qualitatively. On the other hand, second or foreign language researchers also can get benefit from understanding how language awareness and corrective feedback during the negotiation of meaning affects acquisition.

This book reports the role of negotiation of meaning (NoM) in providing input through interaction. This book is mostly based on the previous studies conducted by Flora and Flora, et al (2016, 2019, 2020, and 2021). In other words, this book is also motivated by the writer's experience of the need to provide English teachers and researchers with insights into how to provide input for the learners' language development both qualitatively and quantitatively.

The first chapter of this book elaborates a number of longitudinal studies involving NoM in learning English as a second or foreign language teaching. During the interaction, sometimes the learners are not aware of linguistics problems since they focus more on meaning. In English leaning process, awareness in language learning provides learners a better

understanding and curiosity about language they are learning and this is elaborated on chapter 2 . There have been a number of longitudinal studies involving NoM in learning English as a second or foreign language teaching. However, the previous researchers have different opinion on it, specially its contributions to learners' language development. Chapter 3 and chapter 4 provides a deeper discussion to this different opinion based on empirical data. To have deeper information about the role of negotiation during the learning process, it also needs to have learners' perception and it is discussed on chapter 5. The learner can also get input through his own put as far as there is a correction. The last chapter of this book provides the readers how to provide correction or feedback for the learners. The last subheading of each chapter is conclusion and recommendation. It inspires the readers to conduct other research related each topic.



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NEGOTIATION OF MEANING

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When learners interact with others they try to understand or be understood the so-called negotiation of meaning, thus it is believed that they can get comprehensible input. But facts show that not all input can be comprehensible for the interlocutors since the learners focus more on the meaning not the form. The teachers then need to create some techniques in applying group work interaction so that the learners can get comprehensible input both quantitatively and qualitatively. On the other hand, second or foreign language researchers also can get benefit from understanding how language awareness and corrective feedback during the negotiation of meaning affects acquisition.



Prof. Dr. Flora, M. Pd., was born in Pematang Siantar- North Sumatra on July 13th, 1960 and spent her childhood in Dumai, Riau province. She graduated from English Education- Teachers' Training Faculty of Lampung University in 1985, continued her study to Diploma in Applied Linguistics RELC Singapore, 1988. Two years later she entered English Education at IKIP Malang to achieve master of English education. In 2011, she continued her study at State University of Jakarta and got her doctorate in Language education in 2014 and in 2022 she achieved her highest academic career, professor. She has been teaching at English department-the

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