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The effect of negotiation on second language acquisition

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Abstract: second language acquisition is a difficult process**.** Negotiation is one way to improve L2 acquisition. Conversation, game and using picture during negotiation process are useful. In this study, attempt to provide some material to induce how negotiation influences on L2 acquisition. Then, a questionnaire is used to ask learners about the process of L2 acquisition. A pre -test is administered to measure the student's language proficiency. Students are divided into control and experimental group .Then different practices were given to the experimental group and at least a post-test is administrateredto measure students' progress. Conclusion shows the students learned English during practices. A t- test is used to calculate differences between post-test and pre-test. It is recommended to use this method in elementary levels.

Keywords: L2 Acquisition, Negotiation, Interactional Conversation

1. Introduction

Could you ever think how to improve L2 acquisition in the classroom? Do you know the meaning of negotiation?

There is a difference between learning and acquisition. Learning is a conscious process. L2 acquisition is a subconscious process that requires understanding of L2 input to produce L2 output. There are different strategies in improving L2 acquisition. One of them is negotiation .It can be different between students or between teacher and students. You can start your negotiation by asking students to explain their positions. Ask them to summarize a conversation or give a solution to a problem. Classroom activities should come closer to real life language use. Teacher should create opportunity for learners and the next step is individualization of learning opportunities. The next step is performance level. Long (1996) claims that "negotiation of meaning and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition. (Pp.451-452. Interactional conversation is one way in negotiation. It is an exchange between two or more people in order to communicate.

The purpose of this article is to show that how negotiation strategies improve L2 acquisition. In order to do this, I selected 40 students. I administer pre-test and post-test and different   practices between two tests.

2. Review of Literature

According to the Interaction Hypothesis (Long, 1985; 1996) interactive negotiation of meaning facilitates comprehension and the developments of L2(second language). As learners resolve their faulty in communication, they negotiate meaning with strategies like confirmation checks or requests for clarification. Such negotiation occurs "when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility" (Pica, 1994, p. 495).

Many second language learners have attempted and failed or succeeded only minimally in their efforts to master a second language communication skills. However, failure is not a necessary part of the world of second language acquisition. While certain personality characteristics may prove helpful in facilitating second language acquisition, research has not conclusively defined what is necessary for successful language acquisition, most likely because factors contributing to success are a little different in combination for every student (Larsen-Freeman and Long, 1991; Ellis, 1985)

It was Long (1980) who made an important distinction between modified input and modified interaction. This interaction had special features which helped the participants negotiate meaning (namely, comprehension checks, confirmation checks and clarification requests).

When second language learners face communicative

problems and they have the opportunity to negotiate solutions to them, they are able to acquire new language. This claim has been referred to as the Interaction Hypothesis (Ellis 1990). Thus, Long supported the idea that negotiated interaction is essential for input to become comprehensible.

Integrationists believe that negotiated interaction can provoke L2 learners' attention to non-target like forms, including vocabulary, morphology, or syntax, and thus promote SLA (second language acquisition) (Lyster & Ranta, 1997; Mackey, 1999).

In addition, many studies compare the effects of different types of CF(corrective feedback) received by learners (e.g., Ellis, Loewen, & Erlam, 2006; Panova & Lyster, 2002; Iwashita, 2003; Philp, 2003).

Some studies suggest that learners could benefit more from explicit rather than implicit CF (e.g., Carroll & Swain, 1993; Ellis, Loewen, & Erlam, 2006; Kim & Mathes, 2001; Varnos-fadrani & Basturkmen, 2009). Moreover, among the different types of implicit CF, Lyster (199 8, 2004) mentions that recasts, occurring after grammatical errors, assist L2 learning. This claim is further supported by studies, such as Long, Inagaki, & Ortega (1998), Braidi (2002), Hauser (2005), and Nassaji (2009). According to Lyster, meaning-focused negotiation provides teachers with a useful set of communication strategies that facilitate comprehension during classroom interaction. Li's (2010) meta-analysis has further confirmed the effectiveness of CF in SLA. Through the examination of 33 studies on the effects of CF, he found a "medium overall effect for corrective feedback and the effect were maintained over time (p. 309)." Most of the studies showed that negotiation can improve language acquisition but, they didn't show how to use negotiation in the classroom. I like to explain and use some task-based activities in the classroom that it can improve L2 acquisition.

3. Negotiation in the Classroom

Comprehension precedes production. (Real language acquisition develops slowly and speaking skills emerge after listening skills, even satiation is perfect. The best way is to provide "comprehensible input" in low anxiety context and students produce when they are ready.

Teacher can use different co-operative learning strategies such as small group discussions in the classroom. The increased opportunities to speak can help students to speak. These are some suggestions to work in the classroom:

1) Divide students into groups. Change the groups by different activities.
2) Provide opportunities to practice with more proficient speakers.
3) Keep groups small, four students in the group is sufficient. It provides more chance to speak and practice.
4) Explain and emphasize the value of collaboration.
5) Visit the groups regularly to supervise.
6) Explain the groups the concept of agreement and

disagreement. "You may have some similar or different opinion so you should use especial words and expressions.
7) Try to connect prior knowledge of students".
8) Model pronunciation and syntax and ask students to repeat.
9) Pay attention to student's errors and provide indirect feedback by modeling the correct form. Don't interrupt learners by correcting directly.

4. How to Use Picture during Negotiation

Task-based activities can develop L2 acquisition. Tasks are used to elicit specific learner linguistic behavior. Features of tasks: tasks are focused on goals. That is, participants are expected to arrive at some outcome, which they accomplish through their verbal (or in this case written) interaction. The second feature is activity, which suggests that participants take an active role in doing the task. These two categories affect the task's impact on opportunities for learner comprehension of input, feedback on production, and interlanguage modification. Jigsaw tasks elicit the highest amount of negotiated interaction among students. Picture-based sequential ordering activity is a common example of such a task. The goal of arranging the pictures in the proper sequence is shared by both participants and therefore convergent in nature. The combination of these two features is argued to elicit more negotiated interaction than other task types. Pictures are worthy than 1000 words. Teacher can show different pictures to students and learners make story or describe the pictures.

For example an interactive picture difference task can be good in the classroom. One learner was given picture A, which shows the original version of a scene while another learner was given picture B, which showed the same scene with some parts of illustration missing. Group B should fill the missing part.

5. Using Conversations during Negotiation

An important dimension of the course design for English conversation classes is coming up with homework activities that develop the students' English conversation skills. This can been accomplished by putting together a list of tasks that the students must complete on a weekly basis, and that for the most part include some type of interaction. Also, teachers should try to include different interaction methods, including telephone conversations with the teacher, face-to-face meetings with the teacher, three-way discussions between a pair of students and the teacher, and e-mail correspondence with the teacher.

There are different situations that can facilitate Learner-oriented conditions:

- Message comprehension by the learner.
- Learner production of modified output.
- Attention to L2form.

II. Language-oriented conditions

- Positive, grammatically systematic, L2 input.
- Enhanced L2 input saliency of subtle L2 features.
- Feedback and negative input.

6. Method of Study

Participants: This study involved 40 learners in an institution., Cluster sampling technique was used in selected the participants'.

because both girls and boys are involved and it is from 5 classes that are intermediate level. I selected 8 students in each class randomly. Half of them were bys and half of them were girls. They were14-17 years old. They were non-native speaker and in intermediate level. They were good samples because my research was about intermediate level students.

Material: At first I divided students into two groups. Each group was 20 students. One group was control and one group was experimental group. Then, a pre-test was administrated to be sure that students were at the same level. This pre-test measured student's English (L2) proficiency. Some pictures and games are needed during negotiation. These should be at the same level of students.   A post-test was used to compare their performance. A t-test was conducted in order to measure the differences between pre-test and post-test. In order to understand, how much does experiment group do better than control group, the reliability and validity were checked as well.

Questionnaire: a questionnaire was planned to elicit students' attitude toward negotiation. Reliability of the questionnaire warranted by SPSS tools as well.

Procedure: as I said, there were two groups. At first a pre- test was administered to identify the level of students' proficiency. Control group and experimental group were separated. Control group worked on simple and general English of the course. Experimental group worked on interactional conversations, pictures, telling stories, games and different interactional activities. These activities were in the intermediate level. Finally, with appropriate time interval, post test was administered in order to earn data.

Pilot study: At first I gave it to 5 students. These students were not my sample students. They answered the questionnaire and then I added the answers. I calculated reliability and validity by SPSS here. I gave Pre- test and post-test to three experts in order to calculate content validity.

Data analysis: I use quantitative method in order to analyze data.

pre-test SCORE	mean	x-m	(X-M)²
7	12	-5	25
8	12	-4	16

pre-test SCORE	mean	x-m	(X-M)²
9	12	-3	9
10	12	-2	4
10	12	-2	4
12	12	0	0
12	12	0	0
12	12	0	0
12	12	0	0
12	12	0	0
13	12	1	1
13	12	1	1
13	12	1	1
14	12	2	4
14	12	2	4
14	12	2	4
14		2	4
17	12	5	25
		Total: 0	total:102

V =102/16=6/37   SD=√6/37= 2.52

post-test marks	mean	x-m	(x-m)²
12	16	-4	16
13	16	-3	9
13	16	-3	9
13	16	-3	9
14	16	-2	4
14	16	-2	4
15	16	-1	1
15	16	-1	1
16	16	0	0
16	16	0	0
17	16	1	1
18	16	2	4
18	16	2	4
19	16	3	9
19	16	3	9
post-test mark	mean		
20	16	4	16
20	16	4	16
		total:0	total:112

V=112/16=7/43   SD=√7.43=2.72

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{S_1{}^2}{N_1} + \frac{S_2{}^2}{N_2}}}$$ T-test= 4÷9=0/44

V= variance   sd= standard deviation   t-test=statistic hypothesis test
N= number   m=mean   x= average

Results: Results indicate the difference between pre-test and post-test score.

So, the difference between pre-test and post-test is: pre SD= 6/37

Post SD=7/43

Conclusion via discussion: according to past researches negotiation can improve L2 acquisition. For example, Herry searched about using information gap exercises during negotiation. He concluded that information gap tasks increase interaction and at the result of that L2 acquisition will improve. Long studied about the effect of negotiation and increasing comprehensible input. In this research I conclude that using information gap tasks (using pictures, telling stories…) will help students to improve L2 acquisition.

Finally, I concluded that negotiation is helpful in improving L2 acquisition. There is a meaningful difference between marks in pre-test and post-test scores. I myself believe that pictures, games and conversations are effective especially in intermediate level (secondary level). Different studies showed that interactional negotiation is a good way to learn how to speak. In the future, teachers can use this way in different levels.

Questionnaire

first name :   last name: age: a little   to some extent   much

1)How effective is using picture during learning English?

2)How effective is telling story during learning English?

3)How much does paraphrasing story by his own words help in process of learning?

4)How effective is conversation in improving speaking L2?

5)How effective is self-correction during conversation in learning English?

6)How effective is correction by teacher in process of learning?

7)How effective is using English games in learning English?

8)How effective is repetition by students during using pictures in learning new vocabulary?

9)How effective is asking comprehension questions after conversation in the process of learning English?

10)How effective is using first language in learning second language?

A sample Conversation

Caller 1: Dr. Peterson's office. How may I help you?
Caller 2: I'd like to make an appointment to see the doctor.
Caller 1: Certainly, are you ill at the moment?
Caller 2: Yes, I'm not feeling very well.
Caller 1: Do you have a fever, or any other symptoms?
Caller 2: Yes, I have a slight fever and aches and pains.
Caller 1: OK, Dr. Peterson can see you tomorrow. Can you come in the morning?
Caller 2: Yes, tomorrow morning is fine.
Caller 1: How about 10 o'clock?
Caller 2: Yes, 10 o'clock is fine.
Caller 1: May have your name?
Caller 2: Yes, it's David Lain.
Caller 1: Have you seen Dr. Peterson before?
Caller 2: Yes, I had a physical exam last year.
Caller 1: Yes, here you are. OK, I've scheduled for ten o'clock tomorrow morning.

Caller 2: Thank you.
Caller 1: Drink plenty of warm fluids and get a good night's sleep!
Caller 2: Thank you. I'll do my best. Goodbye.
Caller 1: Goodbye.
Role Play: Caller 1
Caller 1: Dr. Peterson's office. How may I help you?
Caller 2: _____
Caller 1: Certainly, are you ill at the moment?
Caller 2: _____
Caller 1: Do you have a fever, or any other symptoms?
Caller 2: _____
Caller 1: OK, Dr. Peterson can see you tomorrow. Can you come in the morning?
Caller 2: _____
Caller 1: How about 10 o'clock?
Caller 2: _____
Caller 1: May have your name?
Caller 2: _____
Caller 1: Have you seen Dr. Peterson before?

Caller 2: _____

Caller 1: Yes, here you are. OK, I've scheduled for ten o'clock tomorrow morning.

Caller 2: _____

Caller 1: Drink plenty of warm fluids and get a good night's sleep!

Caller 2: _____

Caller 1: Goodbye.

Role Play: Caller 2

Caller 1: _____

Caller 2: I'd like to make an appointment to see the doctor.

Caller 1: _____

Caller 2: Yes, I'm not feeling very well.

Caller 1: _____

Caller 2: Yes, I have a slight fever and aches and pains.

Caller 1: _____

Caller 2: Yes, tomorrow morning is fine.

Caller 1: _____

Caller 2: Yes, 10 o'clock is fine.

Caller 1: _____

Caller 2: Yes, it's David Lain.

Caller 1: _____

Caller 2: Yes, I had a physical exam last year.

Caller 1: _____

Caller 2: Thank you.

Caller 1: _____

Caller 2: Thank you. I'll do my best. Goodbye.

A Secret Talent

Eve is excited to go to her first Dylan Wyman concert in New York. Dylan Wyman is Eve's favorite singer. In fact, Eve tells her mother Jeannine, Dylan Wyman is her favorite *person*!

When they are about halfway to New York, Jeannine hears a weird noise. "Oh no," she says, realizing that they have a flat tire.

There isn't much room on the side of the road, but Jeannine pulls the car over and climbs out. Sure enough, their right rear tire is completely flat.

Jeanine opens the trunk to get the jack and the spare tire. Traffic continues to whiz by at seventy miles per hour.

"Mom, are we going to die?" Eve asks. She is really scared.

"Don't worry honey, I'll be quick," Jeannine says as she starts to jack up the car.

"Wow Mom, how do you know how to do this?" Eve is shocked at her mother's secret talent.

Then Jeannine takes off the flat tire.

"Wow Mom, how do you know how to do *that*?" Eve asks in wonder.

Jeannine just laughs. Then she puts the spare tire on. Eve says, "Mom, who *are* you?"

The entire tire change takes only 10 minutes. They both climb back into the car and Jeannine says, "I'm so sorry honey, but we can't drive all the way to Albany on this spare tire. We're going to have to stop and buy a new tire. We might be late for your concert."

"That's okay, Mom," Eve says, "You're my favorite person now

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