

Negotiation for Meaning and Feedback in ESL Writing Class

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Abstract

Teacher and peer feedback may appear as a controversial aspect in ESL writing classes. Many researchers have studied the effects of teacher/peer feedback on second language writing. However, very few have discussed the impact of negotiation meaning when feedback is provided. This paper attempts to find out whether negotiation for meaning improves second language writing. In doing so, a number of studies are examined. Although the findings of the studies support negotiation for meaning while feedback is given, research is still needed to consider the role of negotiation for meaning with grammar and writing style. The aim of this paper is to give an overview of whether learners' use of social interaction and negotiation for meaning facilitates learning and improves ESL writing.

Key words: Feedback, sociocultural theory, negotiation for meaning, attention, peer training.