

## **Corrective feedback: Negotiation and Metalinguistic correction**

**Negotiation:** without providing the correct form, the teacher poses questions or provides comments to try and prompt learners to express him or herself more clearly.

**Metalinguistic feedback:** providing learners with metalinguistic information about the error they just made, so that they are prompted to think about the structures they used. (To get the definition of metalinguistic information, see the glossary at the end of this file)

### **Example 1**

S: Uh.. didn't work well, it must be rippedd.. ripped

T: You mean you paid a lot for the camera? (Negotiation)

S: Yes.

T: Then you can use a noun that starts with *rip*. (Metalinguistic correction)

S: Rip...off?

T: Right. It must be a rip off

### **Example 2**

T: What's this?

S: This is Mezuzah. This was for remember God's message in my country.

T: "For" is a preposition and it should be followed with what? (Negotiation with metalinguistic information)

S: Noun?

T: Yes, a noun. So what should we do with "remember"?

S: What's the noun form of "remember"? Remember is a verb.

T: It really is. Can you think of a noun form of a verb? We call it a gerund...

S: Geround?

T: Very close! What's the gerund of remember?

S: remembering?

T: Yes! Do you want to make the sentence again?

S: Sure. This is no...was for remembering God's message in my country.

**Note:** The expression, “stand vigil as a watchman” in the video, might not sound natural to some viewers. For viewers whose mother tongue is not English, this expression is not commonly used in everyday life of English-speaking countries.

### **Glossary**

**Metalinguistic information:** This usually refers to the teacher's provision of the parts of speech such as *preposition*, *verb*, and *relative pronoun* for the purpose of explaining a speech episode.

This facilitates learners' thinking about or analyzing their language and its use.

**Uptake:** A term to describe learners' responses to corrective feedback. This may contribute to second language acquisition by facilitating noticing and pushing learners to produce more accurate linguistic forms.

### **Discussion Questions**

1. Negotiation happens regularly in everyday communication, even between native speakers of a language, when there is a communication breakdown. Should teacher ever “stage” this kind of communication breakdown with students?
2. When would it be appropriate to use metalinguistic feedback? What must the learner know in order for it to be effective?