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The Effect of Gender and Language Proficiency on Negotiation for Meaning in Young Adult Interactions

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Oral Presentation O2.3

**THE EFFECT OF GENDER AND LANGUAGE PROFICIENCY ON
NEGOTIATION FOR MEANING IN YOUNG ADULT INTERACTIONS**

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This study examines whether gender and second language (L2) proficiency affect the amount and type of negotiation for meaning in interactions between young adults aged 18 to 21 years. The data were collected from 6 participants of low L2 proficiency, paired to form 3 different gender dyads, and 6 participants of high L2 proficiency paired in the same manner. The pairs worked together on a two-way speaking task in Spanish. Their conversations will be transcribed and negotiations for meaning will be enumerated according to different communication strategies (Liskin-Gasparro, 1996) to detect any differences between gender or proficiency levels. The results will have important implications for raising awareness of how to effectively create opportunities that promote negotiation for meaning in L2 speaking activities in the classroom, thus influencing the dynamics of the classroom.