DEVELOPING ORAL COMMUNICATION IN THE LANGUAGE CLASSROOM

BY

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Abstract. The benefits of negotiated meaning and comprehensible output have a long history. This paper reports on a preliminary study examining the performance of low-intermediate English Language learners from business and fashion departments in a private university in Taiwan on a picture construction task. The results show limited patterns of learner language and communication strategies for handling non-understanding were employed by the learners. This paper suggests reasons for the differences in language use and communication strategies and offers suggestions for the design and sequencing of interactive tasks designed to achieve different outcomes.

Keywords: interactive task; negotiated meaning; output; communication strategies; language use.

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