ABSTRACT

This qualitative research study examined the observed behaviors and reported experiences of 24 second year Spanish students at the high school level when implementing communicative strategy instruction in an effort to encourage student output in the target language. In order to help students succeed in the communicative language classroom setting, in which full participation in the target language is expected, students were explicitly taught several communication strategies and were then provided with opportunities to practice them frequently in the form of partner, group, and whole class communicative activities using the target language. The students’ native tongue, English, played just as important of a role as the target language as it was used in direct strategy instruction and student self-reflection. The data from this study suggests that a communicative language classroom may lead to higher levels of student success in comprehension of the target language, increased levels of participation in the target language, and higher levels of student enjoyment, confidence, and progress in speaking the target language.