ABSTRACT

This qualitative action research study examined the observed and reported experiences when eighteen high school students in a French III class applied communication strategies in a cooperative learning setting. Throughout the study, communicative strategies, such as circumlocution, were modeled and emphasized frequently. Data from the study suggests that communicative strategy instruction may help students become more independent and proficient in maintaining communication in the target language. The role of the students’ native language, English, was also investigated in this study. While English was sometimes beneficial for clarification, prohibiting English was motivating and enjoyable for the participants. Finally, the data from the study also suggests that a collaborative classroom can help students develop positive relationships as they help and rely on each other.