

Helping learners participate in their own language development and shape their own path should indeed be the prime responsibility of the classroom teacher. Moving beyond the narrow confines of conversational adjustments such as comprehension checks, confirmation checks, and clarification requests, the concept of negotiated interaction has to be extended to include the propositional content as well as the procedural conduct of participatory discourse. Together, these three dimensions provide opportunities for teachers to create a conducive atmosphere in which learners can stretch their linguistic repertoire, sharpen their conversational capacities, and share their individual experiences. As we have seen, interaction as a textual activity emphasizes formal concepts, interaction as an interpersonal activity emphasizes conversational signals, and interaction as an ideational activity emphasizes propositional content. Based on the above discussion, I would like to suggest that negotiated interaction is a matter of coming to grips with all three—textual, inter-personal and ideational—aspects of classroom discourse (see also, Kumaravadivelu, 1999b).