Putting the InterPERSONALITY into the Interpersonal Mode of Communication: Let’s Get Them Speaking!

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About the presenter

- **Current:**
  - World Languages Program Coordinator / AVID District Director
  - President of PLAN
  - NCSSFL Representative for the State of Nevada
  - LILL Cohort 1

- **Previous:**
  - Spanish Teacher for 16 Years
  - Department Leader for 9 Years
  - Math Teacher for 1 Year
Interpersonal Communication

When your foreign friends are talking in a different language

And you suddenly recognize your name
Learning Goals / Outcomes

- Participants will be able to:
  - Distinguish the difference between the interpersonal mode and the presentational mode
  - Use strategies that encourage ALL students to engage in the interpersonal mode
  - Apply the interpersonal mode to situations and scenarios outside of the classroom
  - Differentiate the interpersonal mode for students at various proficiency levels
  - Build vocabulary of target language so students have something to talk about
# Interpersonal or Presentational?

**Interpersonal Communication**
- Two-way communication
- Written correspondence OR oral
- Meaning can be negotiated
- Spontaneous
- Not rehearsed
- Not practiced

**Presentational Communication**
- One-way communication
- Written OR oral
- Meaning cannot be clarified or negotiated
- Rehearsed
- Practiced
Quiz Time!

1. Reviewing a movie (tell partner opinion of the movie)
2. Writing a letter to the editor
3. Responding to an email
4. Asking for directions
5. Texting a friend
6. Show and tell
7. Buying an admission ticket at a ticket booth
8. Create a dialogue with a partner about winter break
9. Deciding what to eat for lunch with a friend
10. Create a timeline of events
Quiz Time!

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Interpersonal Skills

- Not just a "world language" skill
- Beyond the classroom
- Real world context

21st Century Competencies
- Collaboration
- Eye contact, body language, kindness, clarification

Skills transfer beyond classroom!
- Relationships
- Interviews
Interpersonal Communication

Conversational partners must have to listen to one another to obtain necessary information [in order to classify a task as interpersonal].

Donato, Glisan. 2017
Interpersonal Communication

IS

IS NOT
Danger Zone! Not all speaking tasks are interpersonal!

- **Scripted** dialogs and/or conversations
- Skits *(memorized)*
- **Reporting** to another student (one way communication)
  - “Tell your partner what you are doing this weekend.”
- **Textbook** partnered activities
  - Where student A has an idea what student B is going to say
IRE vs. IRF

- Initiates (teacher)
- Responds (student)
- Evaluates (teacher)

- Initiates (teacher)
- Responds (student)
- Feedback (teacher)
Evaluation vs. Feedback

Evaluation
- Generic responses that do not really mean anything
  - Very good
  - Muy bien
  - Excellent!
  - Bien

Feedback
- Meaningful and requires more language production
  - “Tell me more!”
  - Asks follow-up questions
  - Moves conversation forward
Student to Student Interpersonal Tasks

- Must be meaningful
- Active listening required
- Do something with the information
- Need language
- Negotiate meaning
Do we have to correct student errors during an interpersonal communication task?
“You corrected my English so much, I forgot what I was going to say!”

-The Family Circus
Goal = Language Acquisition

- No mistakes = no language acquisition
- Constantly correcting errors prevents risk taking in the target language
- Feedback = corrective and effective

Interpersonal communication must be:
- Improvisational
- Unrehearsed
- Natural
- Room for mistakes and errors in target language
NOVICE LEVEL

Interpersonal Communication

Novice learners can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
Intermediate learners can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
Advanced learners can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.
Let’s Get Them Speaking!

Maximum effectiveness / Little to no planning time! 😊
30 Second Prompts #1

BEFORE

AFTER
Tu clase favorita
La playa
Tu profesor(a)
favorito(a)
El parque zoológico
Nevada
30 Second Prompts #2
Lo que hizo tu familia el fin de la semana pasada
La última vez que fuiste a un restaurante
Give students something to talk about!

Scaffolding the interpersonal task
Teach / Review question words!

- Who?
- What?
- How?
- When?
- Where?
- How many?
- Why?
Sample of a Novice / Intermediate Interpersonal activity
Brainstorm! What vocabulary words do you see in the following picture?
Brainstorm! What vocabulary words do you see in the following picture?
What do you see on the menu? How much do items cost?
Guided conversations

1. Choose a topic
2. Two different pieces of paper with a “guide” for the conversation. (Student A and Student B)
3. Provide time to practice the conversation with a partner.
4. Students switch partners and speak to a new student (with the same conversation guide and topic).
5. Revisit conversations throughout the school year.
You are meeting a friend that you haven’t seen in a few weeks at a cafe in Barcelona to talk about your week. Talk about your week and include cultural information that pertains to a Spanish cafe.
Guided conversations: En El Café

Student A
- **1A** - Greet friend and tell him/her why you wanted to meet
  - **1B** - Speaking
- **2A** - Suggest something to eat and drink and invite your friend to do something this evening
  - **2B** - Speaking
- **3A** - Make a slight change and then come to an agreement
  - **3B** - Speaking
- **4A** - Say goodbye

Student B
- **1A** - Speaking
  - **1B** - Respond to question and ask for a food / drink recommendation at the cafe
- **2A** - Speaking
  - **2B** - Respond to invitation, but suggest an alternate activity
- **3A** - Speaking
  - **3B** - Confirm plans and say goodbye
Information Gap

Create situations where one speaker seeks information that the other speaker has.

1. Directions
2. Clues
3. Plans / agendas
4. Time and dates
5. Timelines
Pre-questioning activates background knowledge!

1. Review vocabulary necessary to complete the task
2. In your target language, how do you call a friend or answer a telephone call?
3. How do you invite a friend to do something?
   1. What are possible things you can do with a friend?
4. How do you accept or reject an invitation?
5. How do you come to an agreement?
   1. Create and confirm plans
6. How do friends normally end a conversation?
Invitation by phone (Student A)
You call a good friend and invite him/her to go out to do something with you (Ex. see a movie, go to dinner, go to the gym or something else). Make the call and make small talk first. Then make the invitation. You will have to figure out together the details (such as the day, time and where you can meet, etc.). Ask questions so that you are clear on the plans. After you end the call, be prepared to tell your roommate what the plan is.

The Phone call (Student B)
You receive a phone call from a good friend inviting you to do something. Answer the phone and listen carefully to what he or she says. You will need to ask questions to decide how to respond. Also, you will need to keep in mind what’s currently on your calendar as you discuss the invitation. After you end the call, be prepared to tell your roommate about it.
Planning the Task

- Conducting the Task
- Assessing the Task
Planning the task

What specific language and cultural knowledge does the learner need in order to complete the task?
Planning the task

Language Functions

Vocabulary related to the functions

Grammatical structures needed to carry out the functions

Communication Strategies (such as clarification, circumlocution, etc.)

Cultural Knowledge (ex. Cultural products, practices or perspectives)
Conducting the Task

Planning the Task

Conducting the Task

Assessing the Task
1. Group students in pairs (have students use cell phones or sit back to back to simulate a phone call)

2. Preview with activity orally with learners and conduct the “previewing stage” of activity to activate prior knowledge.

3. Tell learners how much time they have to complete the tasks and set a timer. Tell them what they should do if they have questions and let them know that you will be circulating around the class to monitor progress and provide assistance.

4. Learning goals! Tell learners what they will be expected to do after the activity is over (accountability).
Monitor and evaluate paired and/or group speaking activities

- **Talking** in the target language
  - TRYING to communicate
  - Is the talk TASK RELEVANT

- **Accurate**
  - ACCEPTABLE level of ACCURACY
  - Demonstrating the objective of the lesson

- **Listening**
  - Is the student ON TASK?
  - LISTENING to partner(s)
  - LISTENING to directions

- **Kind**
  - Is student KIND and COOPERATIVE?
  - Does student work with his/her group?
<table>
<thead>
<tr>
<th>Name</th>
<th>T</th>
<th>A</th>
<th>L</th>
<th>K</th>
<th>Points</th>
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</thead>
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+ = Exceeds Standard (3 pts)
√ = At Standard (2 pts)
- = Approaching Standard (1 pt)
0 = Not Approaching Standard
TALK Score

- Benefits:
  - Immediate feedback
  - Easy for teacher
  - Active listening skills
  - Students focus on verbal and non-verbal language
  - Uncomplicated for teacher and student
¿Qué digo yo?
Two teams - One guesser and one speaker from each.
One guesser and one speaker must leave the room when game begins.
No English words allowed!
You may not use any of the words on the screen.
Proper names are not allowed.
Time limit for each team is ____.
Azul
Nevada
El cinco de mayo
La Navidad
Justin Bieber
El mar
Sacramento, California
La jirafa
Facebook
Your turn!!!

Design your own interpersonal task

- Backwards design with the end product in mind!
- Intercultural Can-Do Statements
  - Investigate
  - Interact
Interpersonal Task Design

- Overarching theme/topic
- Interpersonal Task
- Language functions
- Key vocabulary
- Key grammatical structures
- Communication strategies
- Cultural knowledge

- Why?
- How / What?
- Questions, comparisons, persuasion, etc.
- Needed for task
- Negotiating meaning
- Embedded into the task
Please evaluate this session😊

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Thank you! Merci! Gracias! Danke! Xie’Xie’!

Please do not hesitate to reach out if you have any question or need any resources.

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Presentation: