Facilitating Interpersonal Communication: Meeting the Challenge!

Presented by:
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Participant Can-Do Statements

Participants:
- can describe key features of interpersonal communication
- can create learning environments that are conducive to interpersonal communication
- can apply strategies that facilitate interpersonal communication

Integrating Interpersonal Communication with ACTFL Core Practices

CORE PRACTICES
- Facilitate Target Language Comprehensibility
- Guide Learners Through Interpreting Authentic Resources
- Design Oral Interpersonal Communication Tasks
- Plan with Backward Design Model
- Teach Grammar as Concept and Use in Context
- Provide Appropriate Oral Feedback

Facilitating Target Language Comprehensibility

Goal:
Students and teachers speak, listen, read, write and create in the target language 90% during classroom time: comprehensible input, contexts and interactions.

Source: LILL – Greta Lundgaard

Designing Communicative Activities

Goal:
Teachers design and carry out interpersonal communication tasks for pairs, small groups and whole class instruction.

Source: LILL – Greta Lundgaard

Interpersonal | Interpretive | Presentational
--- | --- | ---
Two-way communication with active negotiation of meaning among individuals | One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer | One-way communication intended for an audience of readers, listeners, or viewers

Source: SWLP – Jamin Lynch and Kent Robe
The interpersonal mode is...

| Spontaneous | Participants observe and monitor one another to see how their meanings and intentions are being communicated and make adjustments and clarifications accordingly |
| Speaking and listening (conversation) | |
| Key features of Interpersonal Communication: |
| ð Authentic/Spontaneous Communication |
| è Exchange and Negotiation of Meaning |
| ò Para-Communication Skills: |
| ç Appropriate Cultural Features |
| ê Linguistic Connectors/Transitions |
| ü Non-verbal Communication |

How Do We plan and Structure IC Strategies to Maximize Student Interaction?

Activity 1: Pyramid (Interpersonal Speaking)

Pyramid!

| 1 punto | el dormitorio | la sala | limpiar | la cocina | lavar |
| 2 puntos | el jardín | los muebles | nacer | |
| 4 puntos | los nietos | los gemelos | los sobrinos | |
| 8 puntos | una inyección | una vacuna | una inyección | |
| 10 puntos | una inyección | una inyección | una inyección | |

Source: SWLP – Jamin Lynch and Kent Robie
Source: SWLP – Lauren Camarillo
**Pyramid!**

```
<table>
<thead>
<tr>
<th>Points</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Terracotta warriors</td>
</tr>
<tr>
<td>8</td>
<td>Color Red</td>
</tr>
<tr>
<td>8</td>
<td>Color White</td>
</tr>
<tr>
<td>4</td>
<td>Needle</td>
</tr>
<tr>
<td>4</td>
<td>Dumplings</td>
</tr>
<tr>
<td>4</td>
<td>Fired rice</td>
</tr>
<tr>
<td>2</td>
<td>La oficina</td>
</tr>
<tr>
<td>2</td>
<td>Press printing</td>
</tr>
<tr>
<td>2</td>
<td>Paper</td>
</tr>
<tr>
<td>2</td>
<td>Firecracker</td>
</tr>
<tr>
<td>1</td>
<td>Pig</td>
</tr>
<tr>
<td>1</td>
<td>Tiger</td>
</tr>
<tr>
<td>1</td>
<td>Dog</td>
</tr>
<tr>
<td>1</td>
<td>Dragon</td>
</tr>
<tr>
<td>1</td>
<td>Rabbit</td>
</tr>
</tbody>
</table>
```

**Activity 2: Friends! (Interpersonal Speaking)**

```
好朋友
(hǎo péng you)
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**Activity 3: Pecha Flickr (Interpersonal Speaking)**

```
pechaflickr
pechaflickr.net
```

**Activity 4: Speed Talking (Interpersonal Speaking)**

**WHAT?**

- Verbal activity with a partner
- Jin Laoshi will give you a “start sentence” and an “end sentence”
- You and your partner will come up with a meaningful 2 minute conversation
- The first line in the conversation should be the “start sentence,” and the last line in the conversation should be the “end sentence.”
Start/End

• Start: Time flies! Summer break is just around the corner!
• End: I’d like to order fried rice.

ARE YOU READY?

Start/End

• Start: Weather here is really nice.
• End: Chinese people eat dumplings to celebrate Chinese New Year.

ARE YOU READY?
Activity 5: Ask Ask Trade (Interpersonal Speaking)

On an index card, you have one task on one side and a rubric on the other side. You will need to find out information from your partner to complete the task.

Directions (1)
2. Greet your partner.
3. Hold your card and show the rubric side to your partner.
4. Partner A asks first.
5. Partner B responds.
   - Partner A repeats/rephrases Partner B’s respond.
   - Partner A asks a logical follow-up question to expand the conversation.
   - Partner B responds.

Directions (2)
6. Switch roles after A finishes.
7. Trade cards, thank your partner, and say “Good-bye”.

Useful Expressions:

<table>
<thead>
<tr>
<th>英文</th>
<th>简体字</th>
<th>繁體字</th>
<th>拼音</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you ready?</td>
<td>你准备好了吗?</td>
<td>你準備好了嗎?</td>
<td>Zhīn de mǎ?</td>
</tr>
<tr>
<td>3. What do you mean?</td>
<td>你什么意思?</td>
<td>你什麼意思?</td>
<td>Shénme yìsi?</td>
</tr>
<tr>
<td>5. And then?</td>
<td>然后呢?</td>
<td>然後呢?</td>
<td>Rán hòu ne?</td>
</tr>
<tr>
<td>6. Say it again.</td>
<td>再说一遍。</td>
<td>謂再說一遍。</td>
<td>Zài shuō yī biàn.</td>
</tr>
<tr>
<td>7. Say it slowly.</td>
<td>说慢点。</td>
<td>說慢點。</td>
<td>Shuō màn diǎn.</td>
</tr>
<tr>
<td>8. No way!</td>
<td>不可能！</td>
<td>不可能！</td>
<td>Bù kěnéng！</td>
</tr>
<tr>
<td>9. Me too!</td>
<td>我也行！</td>
<td>我也會！</td>
<td>Wǒ yě hǎo!</td>
</tr>
<tr>
<td>10. Not bad.</td>
<td>不错!</td>
<td>不錯!</td>
<td>Bùcuò!</td>
</tr>
</tbody>
</table>

Rubric:

<table>
<thead>
<tr>
<th>Move from: 1-3-5</th>
<th>Move to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask random questions</td>
<td>Follow up with logical questions</td>
</tr>
<tr>
<td>Only answers the question asked</td>
<td>Contributes additional information</td>
</tr>
<tr>
<td>Responds, but rarely initiates</td>
<td>Contributes personal insights to enhance discussion and draw in others</td>
</tr>
<tr>
<td>Comments are not relevant</td>
<td>Stays on topic</td>
</tr>
</tbody>
</table>

Adapted from Linty Murray, French teacher
**Activity 6: TodaysMeet (Interpersonal Writing)**

**TodaysMeet**

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**Instruction (1)**

- You will chat with a partner in a chatting room assigned by Jin Laoshi.
- Use the information on the little paper slip to log into your designated chatting room.

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**Instruction (2)**

- Get your character packet, notebook, and textbook ready. You may need to look up words in them.
- Please keep in mind that you want to be polite while chatting with your partner.

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**Instruction (3)**

- Use your name in PINYIN as your user name.
- You and your partner will chat in 3 rounds.

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**<Round 1> 第一轮/第一轮 (dì yī lún)**

<table>
<thead>
<tr>
<th>Round 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partner A:</strong></td>
<td>You will get a task card and need to find out certain information from Partner B.</td>
</tr>
<tr>
<td><strong>Partner B:</strong></td>
<td>Be very cooperative and provide the information Partner A needs.</td>
</tr>
</tbody>
</table>

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**Q & A**
<Round 2> 第二轮/第二輪 (dì èr lún)

**Partner A:**
Be very cooperative and provide the information Partner A needs.

**Partner B:**
You will get a task card and need to find out certain information from Partner B.

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Useful Words & Expressions

<table>
<thead>
<tr>
<th>简体字</th>
<th>繁体字</th>
<th>拼音</th>
<th>英文</th>
</tr>
</thead>
<tbody>
<tr>
<td>听什么？</td>
<td>聽什麼？</td>
<td>tíng shén me？</td>
<td>What are you saying?</td>
</tr>
<tr>
<td>听不懂。</td>
<td>聽不懂。</td>
<td>tīng bù dǒng。</td>
<td>I don’t get it.</td>
</tr>
<tr>
<td>喜欢你。</td>
<td>喜歡你。</td>
<td>xǐ huān nǐ。</td>
<td>I like you.</td>
</tr>
<tr>
<td>等一下。</td>
<td>等一下。</td>
<td>děng yī xià。</td>
<td>Wait a moment.</td>
</tr>
<tr>
<td>不</td>
<td>不</td>
<td>bù</td>
<td>No</td>
</tr>
</tbody>
</table>

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TodaysMeet: Student Sample Work

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TodaysMeet – 2018 SWCOLT

http://today.io/1wx29
Activity 8: Padlet (Interpersonal Writing)

Instruction (1)

Instruction (2)

Student Sample Work

Padlet – 2018 SWCOLT

https://goo.gl/sKtrfo

Reflection (1)

- Reflect individually on how the activities that we experienced might increase authentic interpersonal communication in our classrooms.
Reflection (2)

- What are the keywords surfaced during our reflection?
- How do they support and advance the concept of Interpersonal Communication?

Top Ten Tips for Increasing Interpersonal Communication Opportunities

1. Have realistic expectations.
2. Don’t back away from the target language just to be nice.
3. Set short and long term goals.
4. Teach high frequency words and phrases.
5. Use gestures, body language, and visuals.
6. Foster discomfort from student output.
7. Visuals and multiple instructional pathways.
8. Expand definition of “authentic text” for comprehensible input.
9. Maintain routines.
10. Feedback that provides target language clarification.

Contact

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