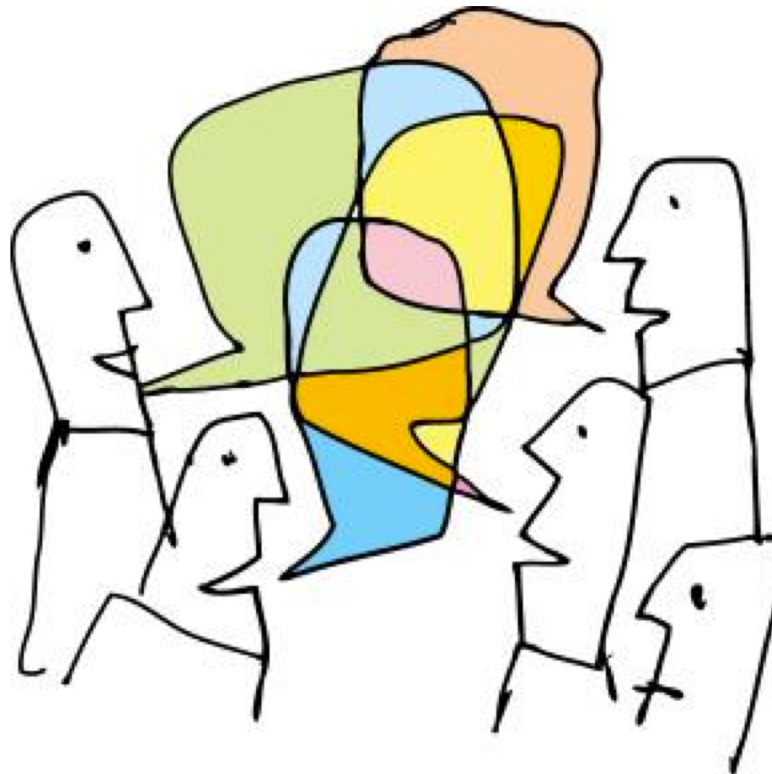


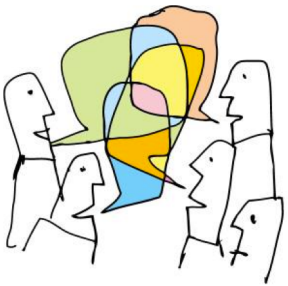
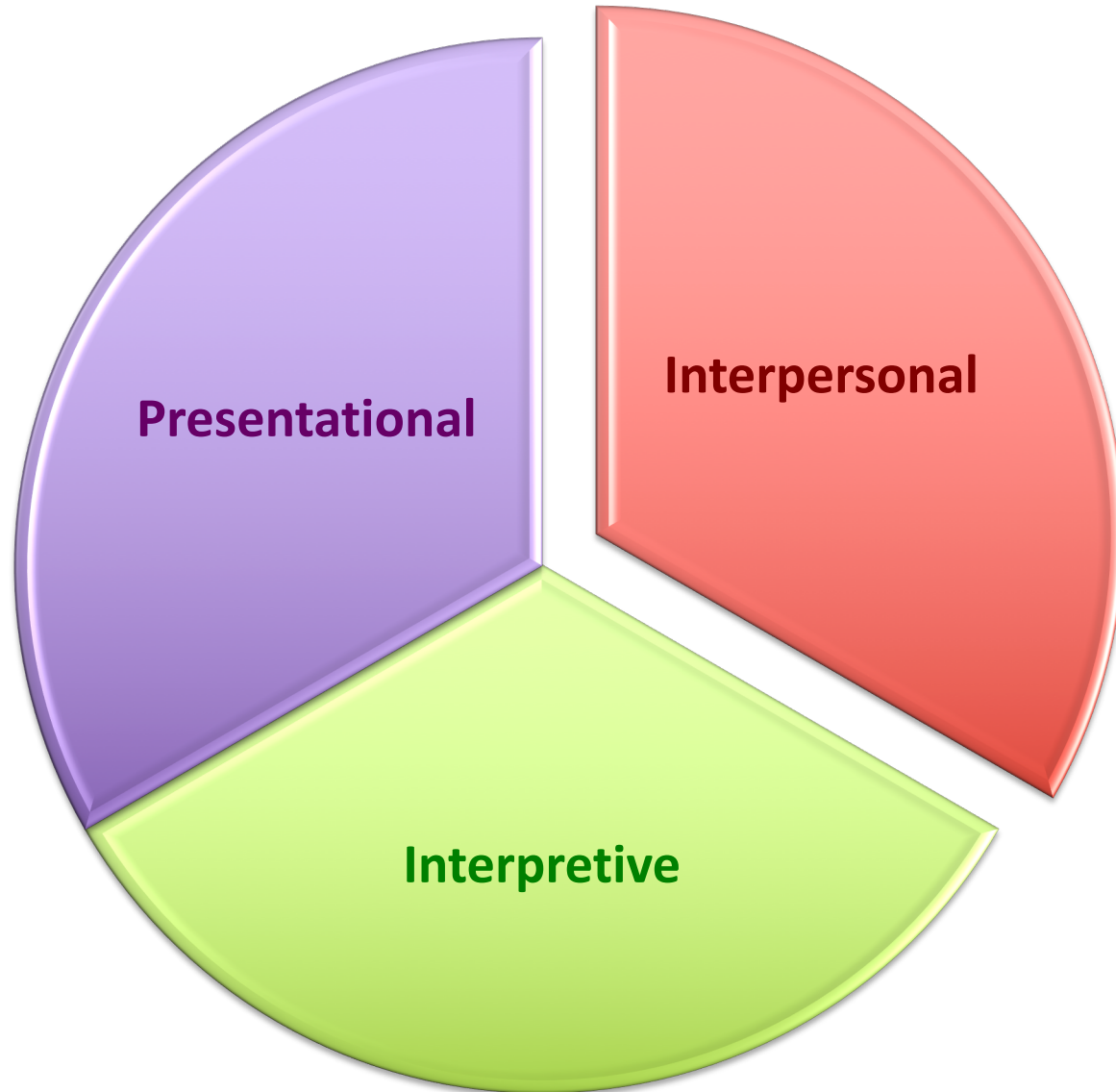
“Making Interpersonal Communication Activities Engaging and Fun”



Nathan Lutz

Kent Place School

3 Modes of Communication

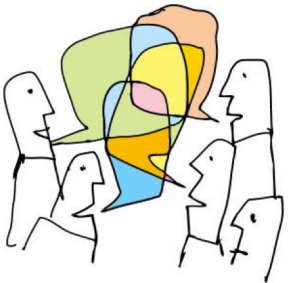


What is Communication?

Think. . .

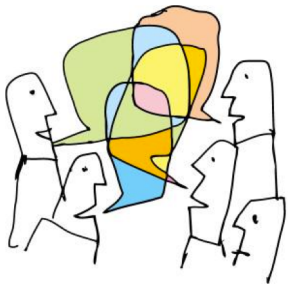
Pair. . .

Share. . .



What is Communication?

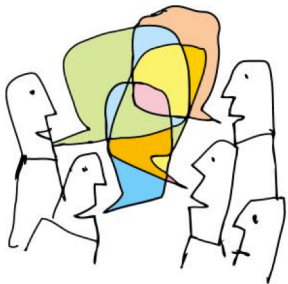
Knowing how, when, and why,
to say what to whom.



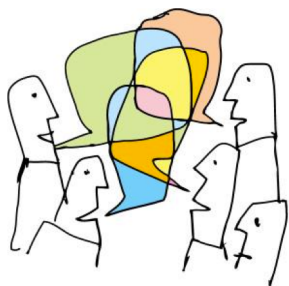
Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none"> • Active negotiation of meaning among individuals 	<ul style="list-style-type: none"> • Interpretation of what the author, speaker, or producer wants the receiver of the message to understand 	<ul style="list-style-type: none"> • Creation of messages
<ul style="list-style-type: none"> • Participants observe and monitor one another to see how their meanings and intentions are being communicated 	<ul style="list-style-type: none"> • One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer 	<ul style="list-style-type: none"> • One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
<ul style="list-style-type: none"> • Adjustments and clarifications are made accordingly 	<ul style="list-style-type: none"> • Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective 	<ul style="list-style-type: none"> • To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture
<ul style="list-style-type: none"> • Speaking and listening (conversation); reading and writing (text messages or via social media) 	<ul style="list-style-type: none"> • Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials 	<ul style="list-style-type: none"> • Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

Examples of Interpersonal Communication

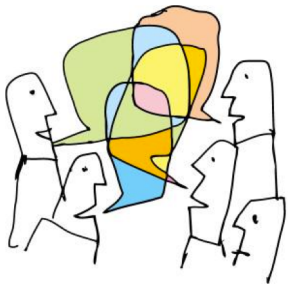
- **Exchange information** via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).
- **Express and compare** opinions and preferences about information gathered regarding events, experiences and other school subjects.
- **Clarify meaning** (e.g., paraphrasing, questioning).
- **Give and follow directions**, instructions and requests (e.g., installing software, dance steps).
- **Demonstrate the ability** to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).



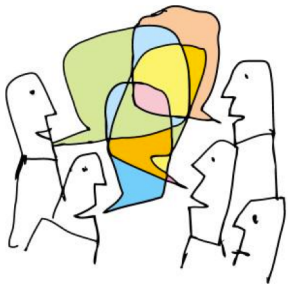
Interpersonal Communication	
is not...	is...
one-way communication.	two-way exchange.
memorized (skits or dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation.
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	asking for clarification if communication fails or falters.



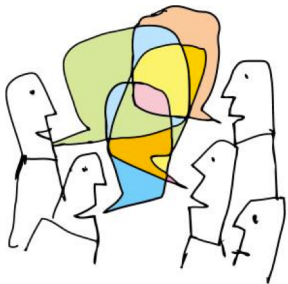
Typical Classroom Activity
Talk about what you like and don't like to eat.
Describe an image to your partner.
Say what you did while visiting the rain forest.
Name your favorite activities.
Say what you don't want to do.
Answer questions about a picture.



Typical Classroom Activity	Communicatively Purposeful
Talk about what you like and don't like to eat.	Discuss what you are going to eat based on limited menu choices.
Describe an image to your partner.	Given 2 or 3 options, discuss which of the pictured activities is of most interest to both of you.
Say what you did while visiting the rain forest.	Have a conversation to find out what you both did over the weekend.
Name your favorite activities.	Compare your activity level to your partners to decide who is more adventurous.
Say what you don't want to do.	Convince your partner to do something that he/she doesn't want to do.
Answer questions about a picture.	Ask questions of your partner until you can figure out what is going on in a picture.



Typical Classroom Activity	Communicatively Purposeful
Talk about what you like and don't like to eat.	Discuss what you are going to eat based on limited menu choices.
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Say what you did while visiting the rain forest.	Have a conversation to find out what you both did over the weekend.
Name your favorite activities.	Compare your activity level to your partners to decide who is more adventurous.
Say what you don't want to do.	Convince your partner to do something that he/she doesn't want to do.
Answer questions about a picture.	Ask questions of your partner until you can figure out what is going on in a picture.



So what makes these activities communicatively purposeful?

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPERSONAL

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/ Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.

Domains	Novice Range	Intermediate Range	Advanced Range
Language Control	<p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.</p>	<p>Understands straightforward language that contains mostly familiar structures.</p> <p>Control of language is sufficient to be understood by those accustomed to dealing with language learners.</p>	<p>Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners.</p> <p>Consistent control of basic high-frequency structures facilitates comprehension and production.</p>
Vocabulary	<p>Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.</p>	<p>Communicates using high frequency and personalized vocabulary within familiar themes or topics.</p>	<p>Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.</p>
Communication Strategies	<p>May use some or all of the following strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding 	<p>Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to:</p> <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	<p>Uses a range of strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> • Request clarification • Repeat • Restate • Rephrase • Circumlocute
Cultural Awareness	<p>May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.</p>	<p>Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.</p>	<p>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.</p>

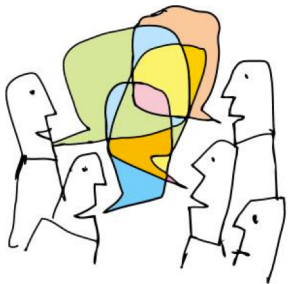
Domains	Novice Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
Functions	<p>Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.</p> <p>May show emerging evidence of the ability to engage in simple conversation.</p>
Contexts/ Content	<p>Able to function in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.</p>
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.

Domains	Novice Range
Language Control	<p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.</p>
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.
Communication Strategies	<p>May use some or all of the following strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

NCSSFL-ACTFL Can Do Statements

Interpersonal Communication

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	<p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.



NCSSFL-ACTFL Can Do Statements

NOVICE LOW

I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

I can greet my peers.

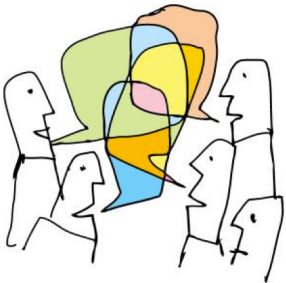
- ☐ I can say hello and goodbye.
- ☐ I can _____

I can introduce myself to someone.

- ☐ I can tell someone my name.
- ☐ I can _____

I can answer a few simple questions.

- ☐ I can respond to yes/no questions.
- ☐ I can answer an either/or question.
- ☐ I can respond to *who, what, when, where* questions.
- ☐ I can _____



NOVICE MID

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

I can greet and leave people in a polite way.

- ☐ I can say hello and goodbye to someone my age or younger.
- ☐ I can say hello and goodbye to my teacher, professor, or supervisor.
- ☐ I can say hello and goodbye to an adult.
- ☐ I can say hello and goodbye to a person I do not know.
- ☐ I can _____

I can introduce myself and others.

- ☐ I can introduce myself and provide basic personal information.
- ☐ I can introduce someone else.
- ☐ I can respond to an introduction.
- ☐ I can _____

I can answer a variety of simple questions.

- ☐ I can answer questions about what I like and dislike.
- ☐ I can answer questions about what I am doing and what I did.
- ☐ I can answer questions about where I'm going or where I went.
- ☐ I can answer questions about something I have learned.
- ☐ I can _____

I can make some simple statements in a conversation.

- ☐ I can tell someone what I am doing.
- ☐ I can say where I went.
- ☐ I can say whom I am going to see.
- ☐ I can express a positive reaction, such as "Great!"
- ☐ I can _____

I can ask some simple questions.

- ☐ I can ask *who, what, when, where* questions.
- ☐ I can ask questions about something that I am learning.
- ☐ I can _____

I can communicate basic information about myself and people I know.

- ☐ I can say my name and ask someone's name.
- ☐ I can say or write something about the members of my family and ask about someone's family.
- ☐ I can say or write something about friends and classmates or co-workers.
- ☐ I can _____

I can communicate some basic information about my everyday life.

- ☐ I can give times, dates, and weather information.
- ☐ I can talk about what I eat, learn, and do.
- ☐ I can talk about places I know.
- ☐ I can ask and understand how much something costs.
- ☐ I can tell someone the time and location of a community event.
- ☐ I can _____

NOVICE HIGH

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.

- ☐ I can ask and say a home address and e-mail address.
- ☐ I can ask and say someone's nationality.
- ☐ I can ask and talk about family members and their characteristics.
- ☐ I can ask and talk about friends, classmates, teachers, or co-workers.
- ☐ I can _____

I can exchange information using texts, graphs, or pictures.

- ☐ I can ask about and identify familiar things in a picture from a story.
- ☐ I can ask about and identify important information about the weather using a map.
- ☐ I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- ☐ I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.
- ☐ I can _____

I can ask for and give simple directions.

- ☐ I can ask for directions to a place.
- ☐ I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- ☐ I can tell someone where something is located, such as next to, across from, or in the middle of.
- ☐ I can _____

I can make plans with others.

- ☐ I can accept or reject an invitation to do something or go somewhere.
- ☐ I can invite and make plans with someone to do something or go somewhere.
- ☐ I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- ☐ I can _____

I can interact with others in everyday situations.

- ☐ I can order a meal.
- ☐ I can make a purchase.
- ☐ I can buy a ticket.
- ☐ I can _____

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

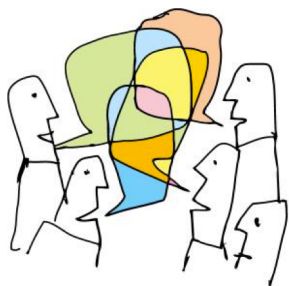
- ☐ I can talk with someone about family or household tasks.
- ☐ I can talk with someone about hobbies and interests.
- ☐ I can talk with someone about school or work.
- ☐ I can _____

I can ask and answer questions on factual information that is familiar to me.

- ☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- ☐ I can _____

I can use the language to meet my basic needs in familiar situations.

- ☐ I can ask for help at school, work, or in the community.
- ☐ I can make a reservation.
- ☐ I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- ☐ I can _____



INTERMEDIATE MID

I can participate in conversations on familiar topics using sentences and series of sentences.
I can handle short social interactions in everyday situations by asking and answering a variety of questions.
I can usually say what I want to say about myself and my everyday life.

I can start, maintain, and end a conversation on a variety of familiar topics.

- ☐ I can be the first to start a conversation.
- ☐ I can ask for information, details, and explanations during a conversation.
- ☐ I can bring a conversation to a close.
- ☐ I can interview someone for a project or a publication.
- ☐ I can _____

I can talk about my daily activities and personal preferences.

- ☐ I can talk about my daily routine.
- ☐ I can talk about my interests and hobbies.
- ☐ I can give reasons for my preferences.
- ☐ I can give some information about activities I did.
- ☐ I can give some information about something I plan to do.
- ☐ I can talk about my favorite music, movies, and sports.
- ☐ I can _____

I can use my language to handle tasks related to my personal needs.

- ☐ I can request services, such as repair for a phone, computer, or car.
- ☐ I can schedule an appointment.
- ☐ I can inquire about membership in an organization or club.
- ☐ I can _____

I can exchange information about subjects of special interest to me.

- ☐ I can talk about artists from other countries.
- ☐ I can talk about historical events.
- ☐ I can talk about a mathematics, technology, or science project.
- ☐ I can _____

Progression of Text Type

NOVICE RANGE

INTERMEDIATE RANGE

ADVANCED RANGE

words

phrases

sentences

**strings of
sentences**

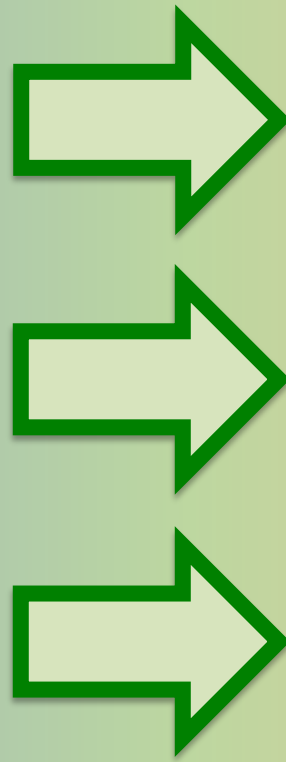
paragraphs

Progression of Text Type

NOVICE RANGE

Beginner students often use functional chunks of language that help to initiate and maintain communication.

INTERMEDIATE RANGE

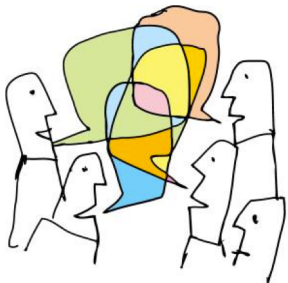


ADVANCED RANGE

Over time, students rely less on functional chunks and employ their own authentic (novel) language structures.

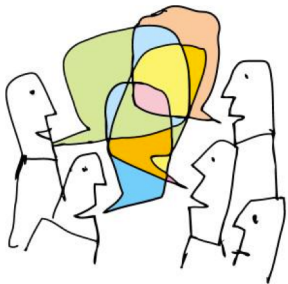
Negotiating meaning

- Use material from the interpretive task.
- Students form questions to clarify meaning.
- Guiding vocabulary and structure can be given.
- This is spontaneous , non scripted.



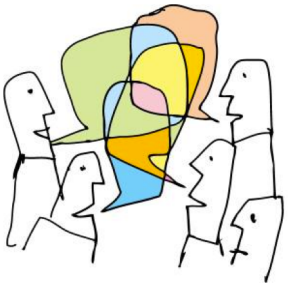
Strategies for Teaching Communication

- Model
- Scaffold
- Encourage turn-taking
- Routines (words, phrases, or sentences that are predictable by the situation). For example: to whom it may concern, sincerely, etc.
- Gambits - devices that help the speaker maintain the smooth flow of conversation. For example: excuse me, wait a minute, let's see, by the way, on another topic, as I was saying, etc.
- Gestures



Cooperative Learning Activities

- Think-pair-share
- Jigsaw
- Information-gap activities:
 - Problem solving
 - Storytelling
 - Movement activities: Twin game, tea party
 - Paired interviews
- Conversation cards
- Open-ended free conversations
- Sharing opinions, debating, narrating, describing, explaining



Scaffolding Cooperative Learning

- Teaching groups interaction skills
- Tolerate silences
- Direct your gaze to any potential addressee
- Teach students floor-taking gambits
- Encourage students to go beyond one or two sentences
- Structuring group tasks
- Limit the size
- Motivate the activity with drama, actions, visuals
- Set clear goals and describe outcomes clearly
- Prime students with the target language
- Give directions and a model
- Set a time limit
- Circulate
- Elicit feedback at the end of the activity

How do I get them there?

- Maximize opportunity for students to speak the language
- Use learner-active strategies
- Reduce teacher talk
- Ask open-ended questions
- Give feedback
- Be judicious when correcting errors
- Employ pre-speaking tasks:
 - Brainstorming
 - Pre-teach key vocabulary and concepts
 - Use graphic organizers to build background knowledge

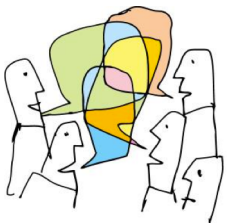


Can We Talk?

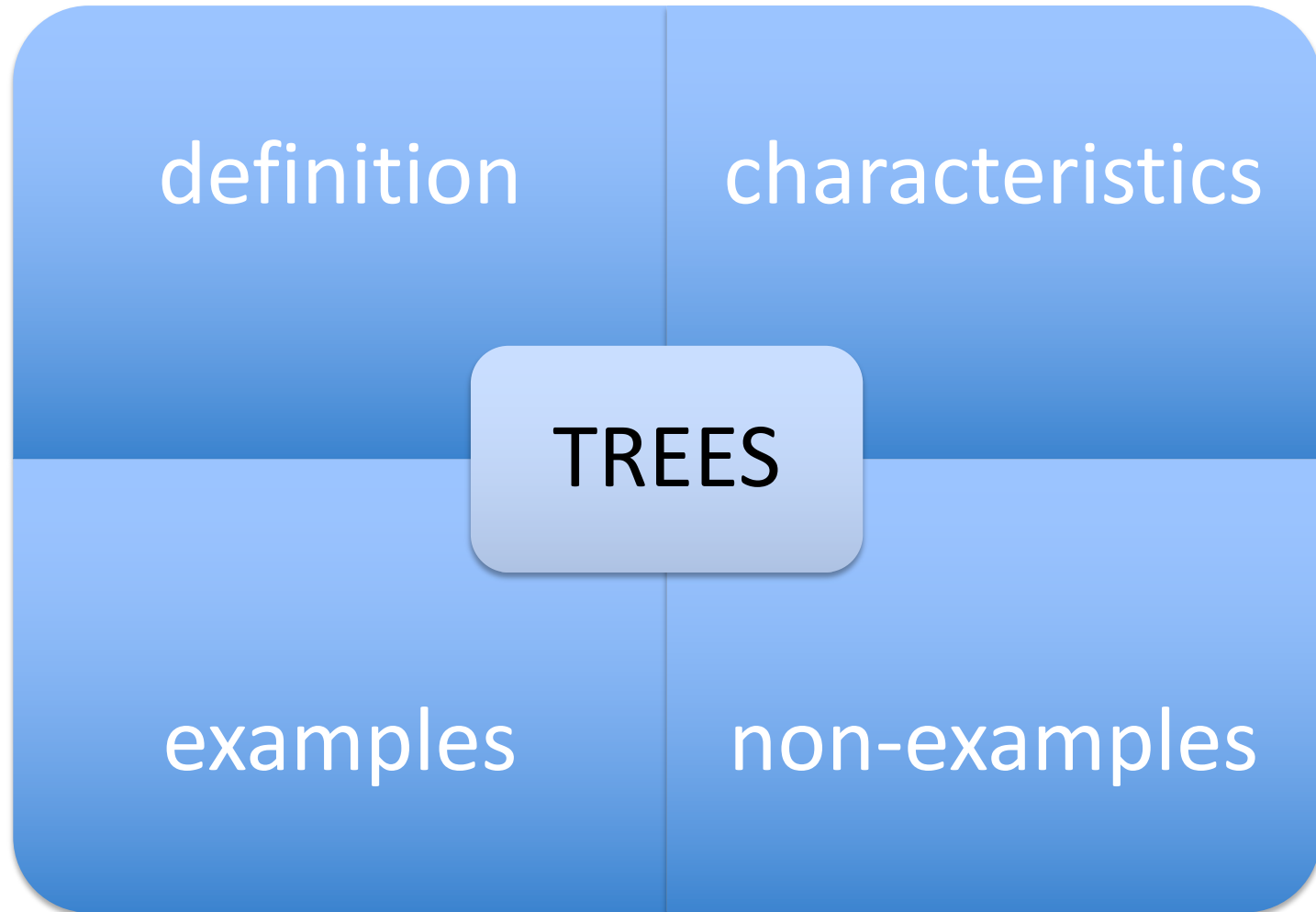


Let's Talk!

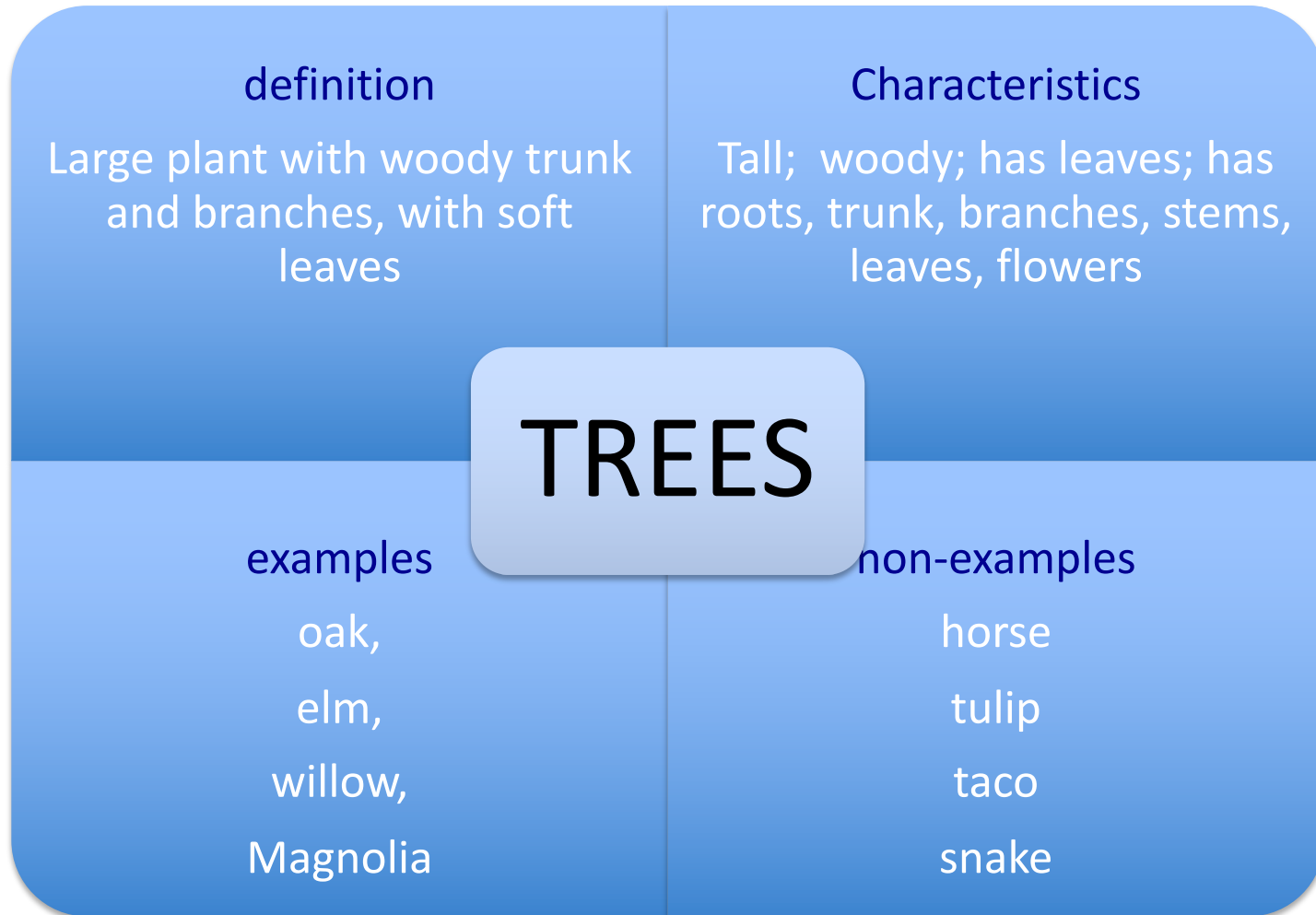
- **Info Gap Activities (ex. Classroom Objects/Colors)**
 - **Compare/Contrast (two pictures)**
 - **Guess Who?/Guess Where?**
- **Walkabout Bingo**
- **Find Someone Who. . .**
- **Password**
- **Frayer Square**
- **Guess the Question**
- **Tell Me a Story**
- **Hear-Say**



Frayer Model







Frayer Model



Hear-Say

Hear Say: Plants Example

Hear 	A Say 
Plants make our world beautiful.	★ A seed is a plant.
Animals carry seeds.	People plant seeds.
Seeds need sunlight.	The roots come first.
Then the fruit grows.	A plant can be a bush.
Wind blows seeds.	Water carries seeds.
A plant can be a tree.	Plants are food for us.
The leaves grow next.	Flowers come.
Seeds need good dirt.	Seeds need water.

Hear 	B Say 
	Plants make our world beautiful.
Flowers come.	Then the fruit grows.
People plant seeds.	Seeds need good dirt.
Seeds need water.	Seeds need sunlight.
A seed is a plant.	Wind blows seeds.
The roots come first.	The leaves grow next.
A plant can be a bush.	A plant can be a tree.
Water carries seeds.	Animals carry seeds.

Plants Example Created by: Marianne Soldavini, Milwaukee Public Schools, 2000

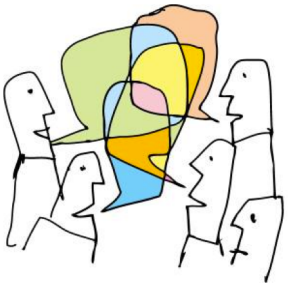
Hear Say Directions

Each partner has a grid with some type of language item (numbers, words, objects, sentences or pictures) Partner A names the items next to the asterisk on his/her card. Partner B finds that item on the B card and names the item next to it. For example, if partner A says "five" (in the target language) then partner B finds "five" on the B grid and says "twenty-two." Partner A then looks for "five" and names the item next to it.

This repeats until the activity comes full circle back to the language item with the asterisk. This activity can be repeated with any language items and can be used at any language level. Students can listen to whole passages or to picture descriptions, or to stories in sequence. The possibilities are endless. The numbers example was used here simply for ease of demonstration. The activity can also be used to make a continuing chain as in the second example

In Closing...

- Who should be doing the work?
- Remember – **who**, **where** & **what** are good to ask, but **why** and **how** elicit more speaking!
- Remember to push higher order thinking in order to move students along the proficiency spectrum
- Let students have fun while they're working!





Merci!
¡Gracias!
Grazie!
Danke!
谢谢
شكرا
спасибо