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# Interpersonal Communication: A Workshop for Arabic Instructors

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# Interpersonal Communication





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# Intercultural Communicative Competence (ICC)





# ICC Begins in the Classroom



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Classroom

Community

World



# Interpersonal Communication



## Characteristics



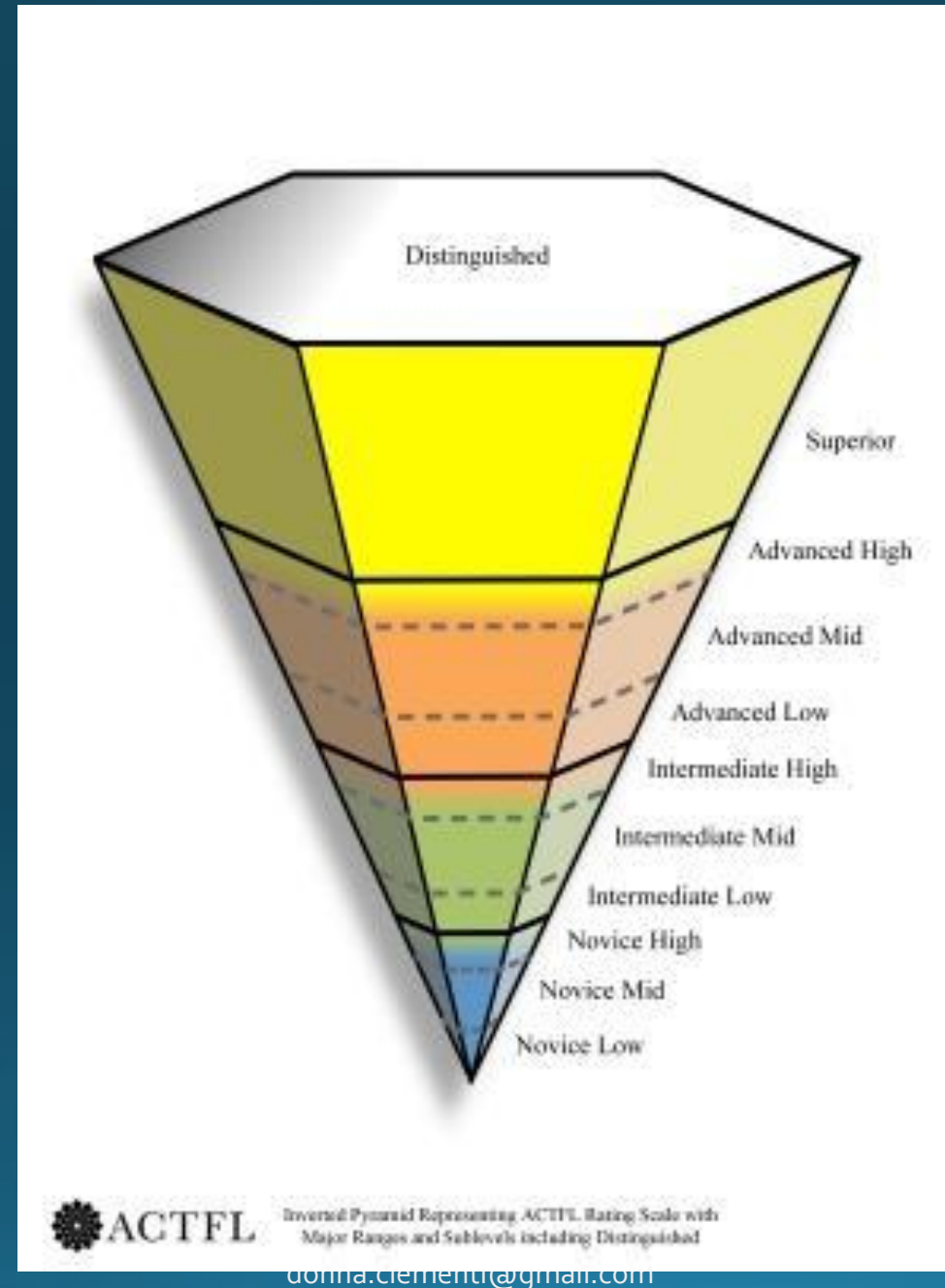
## Strategies

# Characteristics





# Performance



# Proficiency





# ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"><li>Highly articulate, professionally specialized native speakers</li><li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li></ul>
Superior	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"><li>Well-educated native speakers</li><li>Educated language learners with extended professional and/or educational experience in the target language environment</li></ul>
Advanced High	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"><li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li></ul>
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"><li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li><li>Undergraduate majors with year-long study in the target language culture</li></ul>
Advanced Low			2	K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel
Intermediate High	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"><li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li></ul>
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low	1			
Novice High	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"><li>Language learners following content-based language program in Grades K-6</li></ul>
Novice Mid	0			<ul style="list-style-type: none"><li>Language learners following 2 years of high school language study</li></ul>
Novice Low				

[https://www.actfl.org/sites/default/files/pdfs/TLE\\_pdf/OralProficiencyWorkplacePoster.pdf](https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/OralProficiencyWorkplacePoster.pdf)



# Interpersonal Mode



**COMMUNICATION:** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Learners **interact** and **negotiate meaning** in spoken, signed, or written conversations to **share information, reactions, feelings, and opinions.**



## PURPOSEFUL & MEANINGFUL



# INFORMATIONAL



# Real-World Contexts

## SPOKEN OR SIGNED

- Getting to know someone, talking at a social event (“small talk”)
- Making plans to do something
- Making/building/creating something
- Working on a team project
- Playing a game
- Discussing a topic of interest, current event
- Debating an issue
- Participating in an interview
- Interacting with a guest speaker
- Making a phone call
  - Making an appointment
  - Making a reservation
  - Asking for opening/closing days, times
- Participating in Google Hangout, Skype, GoToMeeting, Blackboard Collaborate, etc.
- Accomplishing travel needs
  - Getting a hotel room
  - Making a purchase
  - Ordering in a restaurant
  - Taking a taxi
  - Asking for/getting directions
  - Buying tickets (travel, concert, etc)
  - Mailing a package, buying stamps

## WRITTEN

- Email
- Texting
- Social network sites (Facebook, etc)
- Blogs
- Twitter
- Discussion forums (Edmodo, Schoology, etc)
- Document sharing/editing (Google Docs, Dropbox, etc)
- Dialogue journals

# Interpersonal Communication...

IS	IS NOT
Two-way communication	One-way communication
Spontaneous	Memorized (dialogues, skits)
Negotiated: responding and reacting to what others say, asking follow-up questions to confirm understanding	Making random comments, asking unrelated, off-topic questions
Asking for/giving clarification	Giving up if you don't understand or if others don't understand you
Using words, phrases, sentences as appropriate to communication	Speaking in complete sentences all the time
Active listening	Daydreaming, being off-task
Using culturally appropriate language and gestures	Being unmindful of appropriate language and gestures
Staying in the target language	Sprinkling in English for words you don't know



# Interpersonal Communication

***Emphasis on natural, real-world interactions: no artificial rules should be imposed***

(artificial rules = answer in complete sentences, include three examples of the subjunctive, ask at least 3 informational questions, include 4 examples of new vocabulary from the unit)



# Learner success influenced by....

- Opportunities to work with a variety of partners
- Familiarity with person/people in the conversation
- Background knowledge, personal experiences
- Knowledge and understanding of the topic
- Interest in discussing the topic
- Ability to understand and use the target language
- Ability to maintain the conversation
- Opportunities to practice





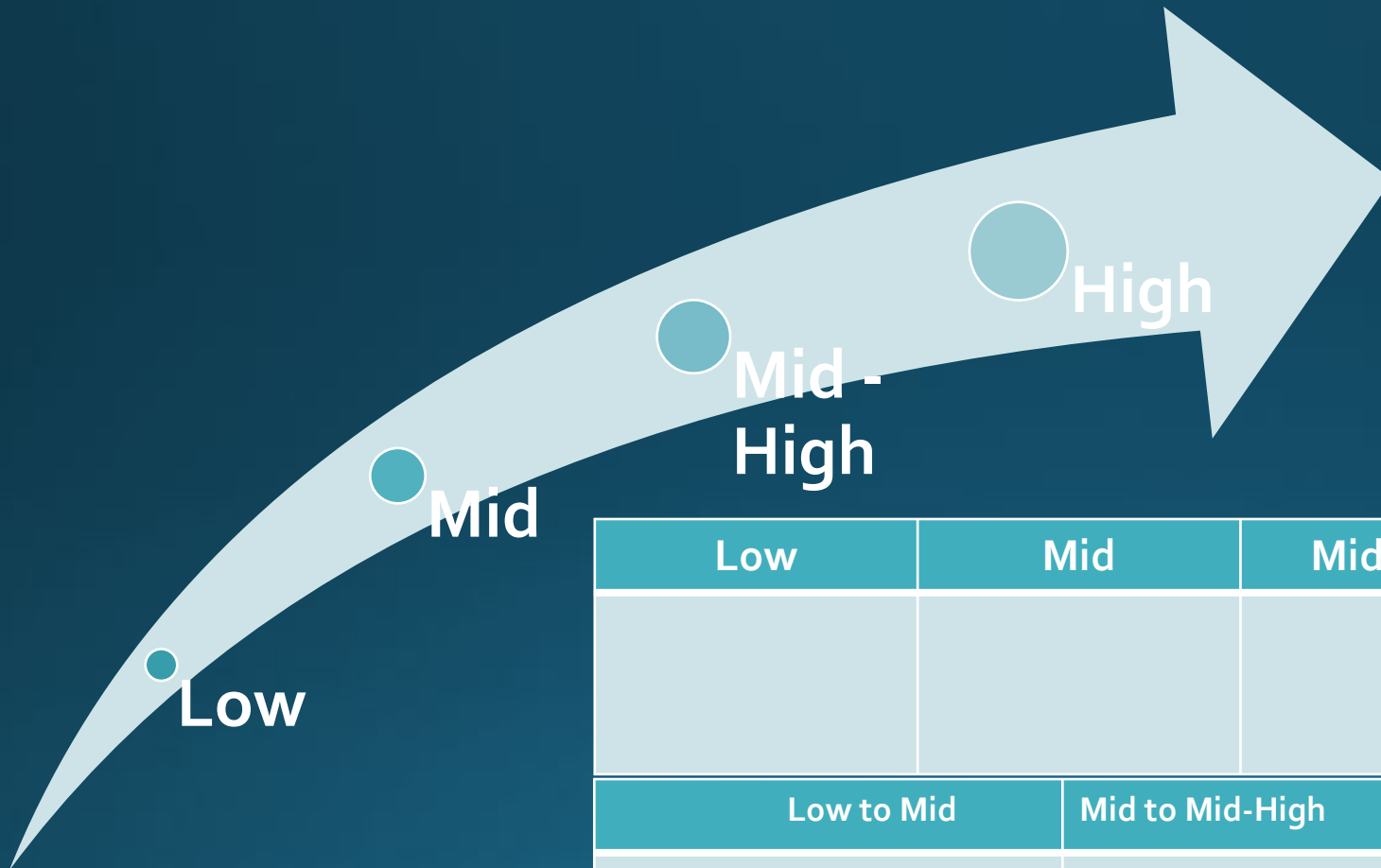
# Strategies





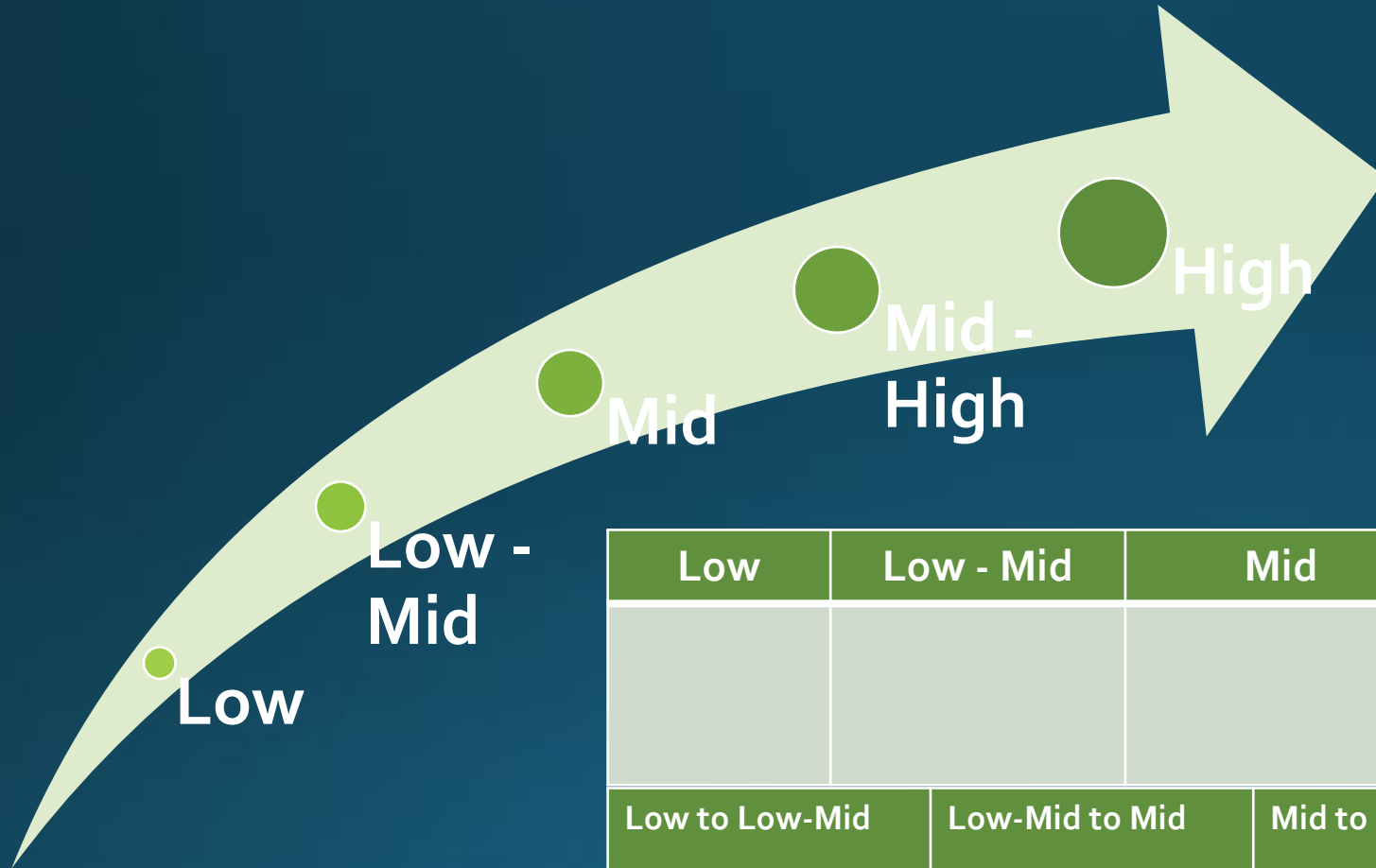


# Novice Interpersonal Interactions: Making Progress



Low	Mid	Mid-High	High
Low to Mid		Mid to Mid-High	Mid-High to High

# Intermediate Interpersonal Interactions: Making Progress



Low	Low - Mid	Mid	Mid - High	High
Low to Low-Mid	Low-Mid to Mid	Mid to Mid-High	Mid-High to High	High to Advanced Low







# Variety of Partners: Can we meet in.....?











# Familiarity with Partners: Surveys - Infographics

- Likes, dislikes, preferences about....?
- Leisure activities
- Classes
- Special talents, skills
- Plans for the future
- Entertainment
- ???

DO YOU LIKE...? 

COMPLETE WITH A  ( I LIKE )  ( I DON'T LIKE ) OR A  ( I LOVE )

NAME	CHEESE 	EGGS 	PIZZA 	BREAD 	CHOCOLATE 	NUTS 	CHIPS 	ICE CREAM 

18LCollective.com





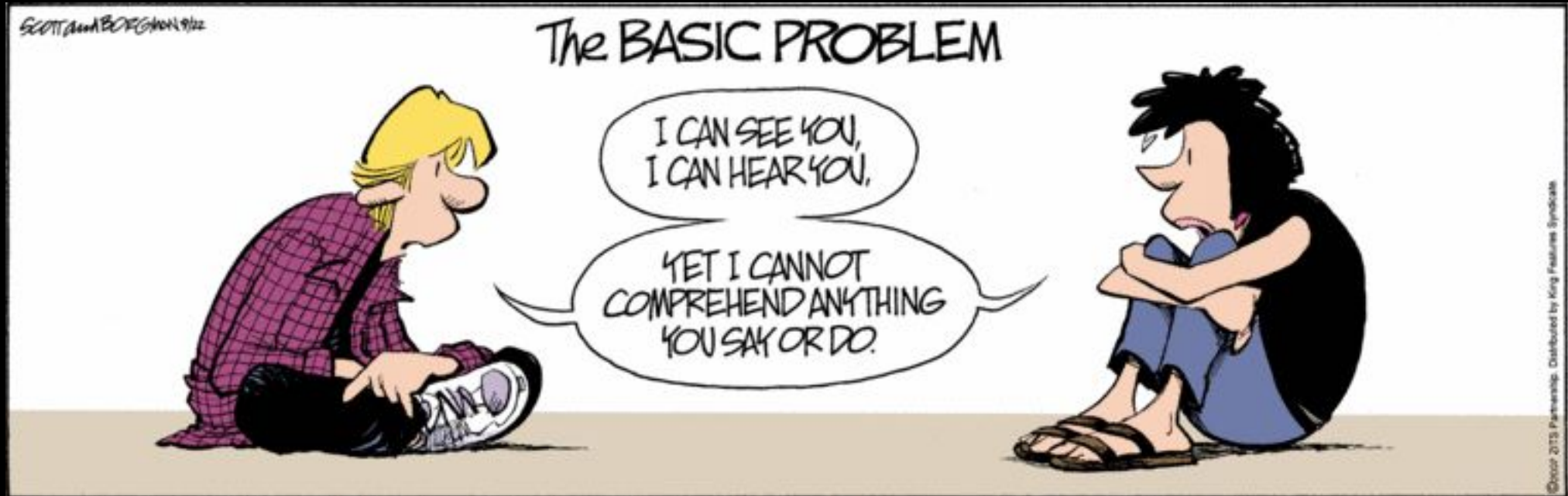
# Asking Questions

- Yes/no
- Either/or
- What? When? Where? Who?
- Why? How?
- Describe...
- Tell me more...
- Can you explain/give an example
- Tell me about a time when....



# Negotiation of Meaning:

a process that speakers go through to reach a clear understanding of each other and to keep the conversation going



## INTERPERSONAL MODE (CONVERSATION)

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



# Negotiation of Meaning = Attempts to overcome comprehension problems to keep the conversation going



- Strategies learners can use when they don't understand...

- Strategies learners can use when they are not understood...

# Negotiation of Meaning = Attempts to overcome comprehension problems to keep the conversation going

- **Strategies learners can use when they don't understand...**

- Use facial expressions and gestures to indicate lack of understanding
- Say "I don't understand"
- Ask for repetition
- Ask person to speak slowly
- Ask person to show you
- Repeat unfamiliar words
- Ask questions
- Ask for meaning of unfamiliar words
- Ask for an example
- Rephrase to see determine if they understood
- Look up unknown word in a dictionary
- (Resort to first language)

- **Strategies learners can use when they are not understood...**

- Repeat
- Speak more clearly
- Ask questions
- Circumlocution: Restate in simpler words; give a category; give a description; give a definition
- Show the person what you mean
- Give explanations
- Rephrase

# Sample Tasks



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# Come to Agreement

Describe to your partner what you are wearing



*Check out this invitation! You and your partner need to figure out what you should wear!*



# Circumlocution

Restate in simpler words;  
Give a category;  
Give a description;  
Give a definition



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# Comparing Similarities/Differences





# Role-playing: What are they saying?



# Collaboration

Collaboration: involves groups of learners working together to solve a problem, complete a task, or create a product.

“The integration of collaboration and the use of the Internet recognizes that learning is inherently social. It does not occur in a social vacuum, but rather in a network of interpersonal relationships....The promise of the Internet is that the social nature of learning may be expanded from the classroom to the whole world. It provides an opportunity to create a classroom without borders.”

---Johnson and Johnson, University of Minnesota, in Classrooms without Borders (2011)





# Collaborating with Classrooms Around the World



<http://www.oneworldclassrooms.org/>



<https://iearn.org/>



<http://www.connectallschools.org/>



<https://education.microsoft.com/skypeathon>



# Collaboration

*Can you see  
and hear us?*

Let's start the  
meeting!

Scroll down and look at  
the statement of our  
problem.

Who is going to  
start?



- *Connect with students (in France) in order to exchange information about leisure activities that are popular among their families and friends.*

### **Pre-, During, After-call Activities**

- Locate the school/city on a map;  
consult Google Earth and Google Map
- Decide what information you want to share about your class
- Create the questions you want to ask about the topic you are exploring; \*Avoid yes/no questions.
- Use the information from the partner class to create an Infographic/blog/podcast/video/etc to share beyond the classroom
- Reflection: What I learned, What surprised me, What else I want to know



<https://education.microsoft.com/>

[GloballyConnectedLearning.com](https://GloballyConnectedLearning.com)

# Pre-speaking Preparation

---Dr. Chantal Thompson, ACTFL Trainer

PREPARATION STEPS	EXAMPLES
1. Select a situation and task	1. You and a classmate(s) are planning a weekend movie marathon with friends.
2. Establish what needs to be discussed/decided	2. Determine the theme for the movie marathon: will it be based on actors, directors, types of movies, time period, etc. Make a list of the movies in the order that you will watch them. Decide on a date and a clever invitation to send to your friends. Determine food and drinks
3. Select functions to be practiced	3. Expressing likes and dislikes; asking questions; sequencing
4. Note vocabulary needed	4. Types of films; director; to make a film; to take place
5. List expressions to encourage elaboration	5. Before, afterwards, along with, besides, obviously, especially
6. Classroom brainstorming	5. Class brainstorms what else they need in order to complete the task.



**PEANUTS CLASSICS** By Charles M. Schulz



www.snoopy.com 2-2-01



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# Learning to Listen

Show you are  
listening.

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# Learning to Listen

- Be curious.





# Learning to Listen

- Show that you understand what the person is saying: *react!*



# Learning to Listen

Don't interrupt;  
wait for the  
speaker to pause  
before asking  
clarifying  
questions.



*There is a difference between listening and waiting for your turn to speak.*

*---Simon Sinek, British-American author*





# Learning to Listen

## Asking for Clarification:

- Repeat, please.
- I don't understand.
- What does (x) mean?
- Please give an example.
- Do you mean that....
- Please show me...
- So you think that....
- Say it again, slower.....



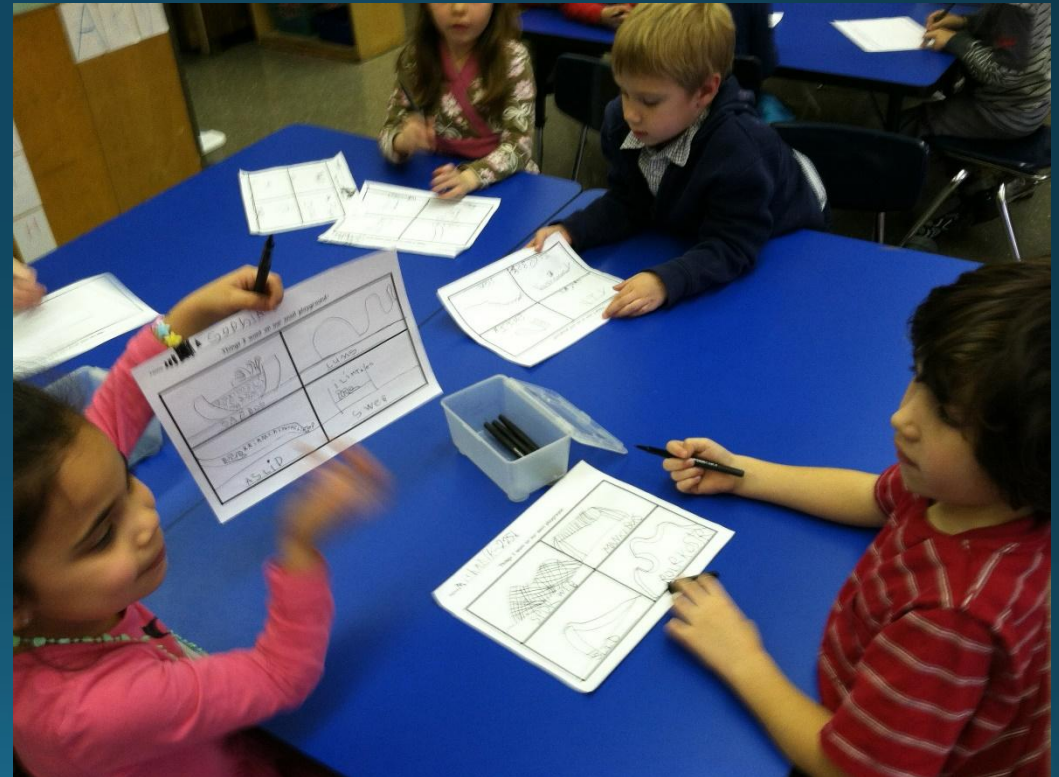
# Learning to Listen

- Use your own words to restate something that the person said (You said...; You aren't sure that...; Tell me more about...).



# Learning to Listen

- Share ideas that link to what someone else said.





# Learning to Listen

- Ask good follow-up questions, and add helpful comments.



# Learning to Listen

## Politely Challenge

- Do you mean that....
- So you think that....
- I don't agree that...
- Who said that....
- Where did you hear/read that?
- Why do you think that...



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# Learning to Listen

- Notice when a topic is exhausted, and ask permission to move on to a new topic

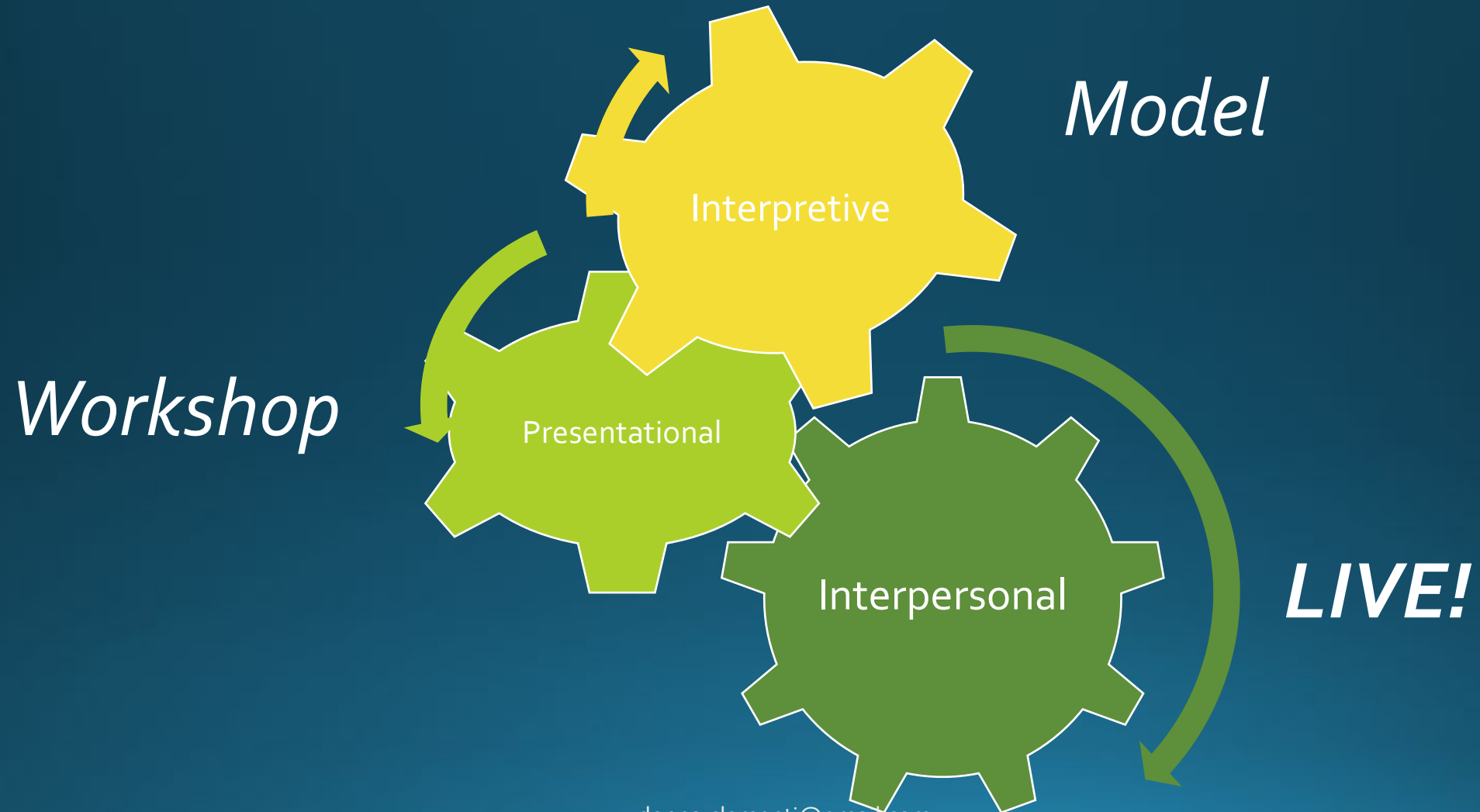




# Try Out Active Listening

Active Listening	Yes	No	Comments
Look at the person who is talking, show interest			
Give verbal and non-verbal feedback to indicate you are listening			
Wait for person to pause before asking a clarifying question/comment			
React to what is said			
Paraphrase something that the person said (You believe that...; You aren't sure that...)			
Ask follow-up questions/comments			
Politely challenge an idea			
Don't interrupt			

# Interdependence of 3 Modes in a Unit



Theme and Topic: Science & Technology: Biodiversity Level: French 2  
 Essential Question: What is biodiversity and why do we need Performance Target: Intermediate Low

Unit Goals	
Learners will... <ul style="list-style-type: none"> <li>Define biodiversity and why it is important to life on earth.</li> <li>Give reasons why biodiversity is disappearing locally, regionally, globally.</li> <li>Give examples of endangered animals or plants.</li> <li>Compare efforts to preserve biodiversity in the US and in the French-speaking world.</li> <li>Give examples of what individuals can do to preserve biodiversity locally and globally.</li> </ul>	
Summative Performance Tasks	
Interpretive	
<ul style="list-style-type: none"> <li>Watch the video “<i>Bouge-toi pour ta planète</i>”; identify actions that harm the planet according to the video and propose alternatives to these actions.</li> <li>Read and summarize the article “<i>Lancement de la phase pilote “Insectes et Ciel étoilé”</i>. Give your opinion with reasons about the potential for this initiative to succeed in the US.</li> </ul>	
Presentational	Interpersonal
<b>Presentational Mode</b> <b>Polished:</b> In teams of four, <u>make a plan</u> to inform others via the Internet about biodiversity and why it is a global challenge. Include examples and suggestions for stopping the decline in biodiversity. <b>On demand:</b> Give a personal definition of biodiversity. Comment on personal behaviors that have both a positive and negative impact on the environment.	<b>Interpersonal Mode</b> Brainstorm with classmates what to include in a video about biodiversity locally and in the (French-speaking world) Based on your brainstorm, come to agreement on what to include in the video to compare biodiversity locally to the (French-speaking world).
Can Do Statements	
Interpretive	(L) I can identify the main idea and a few details about an initiative to save an endangered plant or animal. (IL) (R) I can identify the purpose and a few details about efforts to plant trees in Paris. (IL) (R) I can identify several ways to lead a “green” lifestyle presented in a magazine article. (IL) (L) I can identify the goals of several events presented in the news from around France about the Fête de la Nature. (IL)
Presentational	(W) I can present information in the form of a “baseball card” about an endangered species. (IL) (S) I can report on ways to protect an endangered species. (IL) (W) I can prepare materials for a presentation about sustaining biodiversity in my region. (IL) (S) I can make a presentation about sustaining biodiversity in my region. (IL) (W) I can write a story/article about an endangered animal or plant in the French-speaking world. (IL)
Interpersonal	<ul style="list-style-type: none"> <li>I can brainstorm a list of plants and animals and their locations. (NH)</li> <li>I can share information I have researched about endangered plants and animals with my classmates. (IL)</li> <li>I can discuss ideas to protect endangered species with my classmates. (IL)</li> <li>I can ask and respond to questions about protecting the environment with our sister school in France. (IL)</li> <li>I can share my opinions about ways to preserve biodiversity. (IL)</li> </ul>

Supporting Functions	Supporting Structures/Patterns	Priority Vocabulary
<b>Define</b> biodiversity <b>Describe</b> plants and animals <b>Ask and respond to questions</b> about endangered animals and plants <b>Express opinions</b> about biodiversity <b>Tell a story</b> about an endangered plant or animal	Adjectives: placement and agreement Interrogative adjectives and pronouns Avoiding subjunctive Present tense	Biodiversity Planet earth Conservation Biomes Endangered species Names of plants, animals Adjectives describing plants and animals: size, color It is important, good, necessary... Instead of.... To protect To save To encourage



## TASK

Brainstorm with classmates what to include in a video about biodiversity locally and in the (French-speaking world) Based on your brainstorm, come to agreement on what to include in the video to compare biodiversity locally to the (French-speaking world).



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### Reflective Questions for Evaluating Oral Interpersonal Tasks:

Do you need to listen to your partner in order to complete the task?

Is the task engaging: that is, were you motivated to listen to your partner to complete the task?

Does the task promote the negotiation of meaning or conversational adjustments? If so, when?

Does the task require cultural knowledge?

Does the task require the use of vocabulary and grammatical structures indicated on the planning template?

**HLTP:** Developing Interpersonal pair and group conversational skills

# Talk Scores (Shrum & Glisan)

	Target language	Accurate	Listens	Kind
Student 1	+	+	+	+
Student 2	✓	✓	+	+
Student 3	-	-	+	+

# Negotiation of meaning

- ✓ Questions
- ✓ Responses
- ✓ Reactions
  - ✓ Clarification
  - ✓ Rephrasing
  - ✓ Confirming
  - ✓ Follow-up
- ✓ Accuracy

	Questions	Responses	Reactions	Accuracy
Student 1				
Student 2				
Student 3				



# Interpersonal Scoring Guide

	No evidence	Some evidence	Frequent evidence
Proposes an idea, opinion			
Adds new information			
Reacts to other ideas, opinions			
Asks questions (for clarification, elaboration)			
Listens attentively			

# Interpersonal Scoring Guide: Participation

MOVE FROM:	1 – 2 – 3 – 4 – 5	MOVE TO:
Uses English frequently		Uses the target language all the time
Only responds when asked		Volunteers comments related to the discussion
Asks random questions		Asks follow-up questions related to what someone else said
Gives short responses		Gives responses with details, reasons, explanations
Dominates the discussion		Invites others to give their opinions, ideas
Repeats ideas that others already contributed		Adds ideas, insights, additional information to make the discussion more interesting
Does not pay attention during the discussion		Actively listens to what others are saying

# Interpersonal Scoring Guide: Comprehensibility

MOVE FROM:	1 – 2 – 3 – 4 – 5	MOVE TO:
Difficult to understand accent		Is understood by classmates and teacher
Makes many grammar mistakes		Mistakes are infrequent and do not interfere with understanding
Resorts to silence or English when there is a communication breakdown		Asks for and uses repetition, clarification to keep communication going
No attention to cultural behaviors and knowledge		Pays attention to and uses culturally appropriate behaviors and knowledge



# Interpersonal Rubric - Novice

	Strong Performance	Meets Expectations	Approaching Expectations
How well do I understand the conversation/discussion?	I am able to follow most or all of the conversation/discussion, often giving additional information and reactions.	I am able to follow the main ideas in the conversation/discussion, occasionally giving additional information and reactions.	I am able to follow the main ideas in the conversation/discussion, occasionally adding reactions to what was said.
How do I participate in the conversation/discussion?	I ask and respond to a variety of memorized and some created questions on the topic.	I ask and respond to a variety of memorized questions on the topic.	I ask and/or respond to a few highly practiced questions on the topic.
What strategies do I use to stay in the target language?	I am able to identify what word/phrase I don't understand and ask for repetition and rephrasing without resorting to English when I don't understand.	I am able to ask for repetition or rephrasing without resorting to English when I don't understand.	I am able to ask for repetition without resorting to English when I don't understand.

# Interpersonal Rubric – Performance (Novice & Intermediate)

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.



We are stronger when we listen, and  
smarter when we share.

— *Queen Rania of Jordan* —

AZ QUOTES