Assessing Interpersonal Communication

Laura Terrill
Presentations

STARTALK, May 2012
Assessing Interpersonal Communication  Assessing Interpersonal Communication.pptx.pdf
Curriculum Planning - Student Programs  Curriculum Planning Student Programs.pptx.pdf

Central States
March, 2012
Food and Hunger  Food and Hunger.pptx.pdf  Food and Hunger Unit.docx  Template Blank.docx
Does It Count?  Does It Count pdf  Does It Count Handout.docx
Ready to Lead  Ready to Lead.pptx.pdf  Ready to Lead.docx

ACTFL
November, 2011
Three Modes of Communication

Interpersonal

Interpretive

Presentational

Interpersonal

Laura Terrill
What is the mode of communication?

<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare a poster about your favorite sport.</td>
<td>Presentational</td>
</tr>
<tr>
<td>2</td>
<td>Watch a travel video and jot down places of interest.</td>
<td>Interpretive</td>
</tr>
<tr>
<td>3</td>
<td>Talk about what to do on the weekend.</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4</td>
<td>Send a letter to an e-pal.</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>5</td>
<td>Create a graphic organizer for new vocabulary.</td>
<td>Interpretive</td>
</tr>
<tr>
<td>6</td>
<td>Create a skit where you buy something in the market.</td>
<td>Presentational</td>
</tr>
</tbody>
</table>
Interpersonal Mode of Communication:

Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

- The active negotiation of meaning among individuals.
- Participants observe and monitor one another to see how their intentions and meanings are being communicated.
- Adjustments and clarifications can be made accordingly.
- Participants need to initiate, maintain, and sustain the conversation.

Source: *Standards for Foreign Language Learning in the 21st Century*
head
foot
hand
stomach
eyes
nose
ears
mouth
knee
hair
Proficiency?

List 10 parts of the body.

What’s wrong? Do you have a headache?

Conjugate the verb “to be”.

You have a new dog! What’s he like?

Use the future tense to say what you are going to do.

What will you do next weekend?

Replace the object with a direct object pronoun.

When did you have time to read that book?
Communication

What does it mean to be proficient in a language?

or

How will my students use what I am teaching in a real-life context?

or

Will they really say it on the streets of (Paris)?
Strategies for Cooperative Work

**Think - Pair - Share**

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as **polleverywhere**. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.
Strategies for Cooperative Work

**Numbered Heads Together**

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

Laura Terrill
Hungry Planet - Equador
Strategies for Cooperative Work

**Working with Random Partners**

- **Inner/Outer Circle**
- **Rotating Rows**
- **Four Corners**
T.A.L.K. Scores

T – talking in the target language, trying to communicate, the talk is relevant to the task

A – there is an acceptable level of accuracy, particularly with regard to the objective of the lesson

L – the student is listening to his/her partner and is on task

K – the student is kind and cooperative, he does not kill the task, he works with his partner/group

(Shrum & Glisan)
Create a chart that has a column for each letter across the top and the name of each student on the vertical column. During pair or group work, circulate and monitor individual students for each aspect in a random fashion, but try to assess every student on each aspect at least twice over a set period of time.

<table>
<thead>
<tr>
<th></th>
<th>Target language</th>
<th>Accurate</th>
<th>Listens</th>
<th>Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student 2</td>
<td>√</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student 3</td>
<td>-</td>
<td>√</td>
<td>-</td>
<td>+</td>
</tr>
</tbody>
</table>
T.A.L.K. Scores

Teachers should try to assess each student over a two-week period. Mark:

— plus (+) if the work is excellent,
— a check (√) if the work is good to fair
— a minus (-) if work is needed.

For each round of TALK, a student can earn 8 points. Teachers transfer that score to the grade book on a sliding scale.
## Student Can-do’s

<table>
<thead>
<tr>
<th>I can:</th>
<th>Yes</th>
<th>With help</th>
<th>Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>name at least 5 sports</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>say what sports I like/don’t like</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ask what sports you like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>say what sports I like to play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ask what sports you like to play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>say where I do certain sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>follow directions for routine exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>say 1 or 2 things about a famous athlete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>role play an interview with an athlete</td>
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</tr>
</tbody>
</table>
Self-assessment

I can count up to 30 animals.

I can say where different animals live.

I can sing the animal song by myself.

I can ask questions to find out more about animals.

I can say what different animals like to do.

I can say what animals I like/don’t like and say why.

I can name things humans do to help animals.

I can name things humans do to hurt animals.
# Teacher Observation Check List

<table>
<thead>
<tr>
<th>Student name</th>
<th>name at least 5 sports</th>
<th>say what sports I like/don't like</th>
<th>ask what sports you like</th>
<th>say what sports I like to play</th>
<th>ask what sports you like to play</th>
<th>say where I do certain sports</th>
<th>follow directions for routine exercises</th>
<th>say 1 or 2 things about a famous</th>
<th>role play an interview with an athlete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do you like ....

I like....

I don’t like....

to run

to play football

to play ping-pong
to run

to play football

to play ping-pong
Do you prefer (sport) or (sport)?
I prefer....

- Do you play (sport) in summer or winter?
- What sport do you play?
- What is the weather like when you play (sport)?
- Are you good at (sport)? Why or why not?
- When do you practice?
- Where do you play....?
Tu aimes la ratatouille?

Oui, j’aime la ratatouille parce que j’aime beaucoup les poivrons.

Non, je n’aime pas la ratatouille parce que je déteste l’ail.

- l’aubergine
- la courgette
- le poivron rouge, vert, jaune
- la tomate
- l’oignon
- l’ail

un repas français
Tu aimes la ratatouille?

- l’aubergine
- la courgette
- le poivron rouge, vert, jaune
- la tomate
- l’oignon
- l’ail

un repas français
Tu aimes ........ ?
Tu aimes le plumpynut?

- L’avoine
- Les graines de tournesol
- Les amandes
- Le germe de blé
- Le miel
- Les fruits secs

un repas multi-micronutrient
Qu’est-ce que tu préfères? Pourquoi?
What movie and why?

**HAPPY FEET 2 - 3D**
Réalisé par George Miller  
Avec Elijah Wood, Robin Williams, Hank Azaria, Pink, Brad Pitt  
Genre : Animation | Durée : 01h45mn  
Film : Américain | Sortie le : 07/12/2011

Mumble et Gloria ont désormais un fils, Erik, qui se bat pour découvrir ses propres talents dans le monde des manchots empeureur. Mais de nouveaux dangers menacent la nation des manchots, et tous vont se rassembler - et danser — pour les sauver.

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**THE LADY**
Réalisé par Luc Besson  
Avec Michelle Yeoh, David Thewlis, Jonathan Raggett, Jonathan Woodhouse, Susan Wooldridg  
Genre : Drame | Durée : 02h07mn  
Film : Français, britannique | Sortie le : 30/11/2011

Une histoire d'amour hors du commun, celle d'un homme, Michael Aris, et surtout d'une femme d'exception, Aung San Suu Kyi, qui sacrifiera son bonheur personnel pour celui de son peuple. Rien pourtant ne fera vaciller l'amour infini qui lie ces deux êtres, pas même la séparation, l'absence, l'isolement et l'inhumanité d'une junte politique toujours en place en Birmanie. The Lady est aussi l'histoire d'une femme devenue l'un des symboles contemporains de la lutte pour la démocratie.

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**LE CHAT POTTE-3D**
Réalisé par Chris Miller  
Avec Antonio Banderas, Salma Hayek, Zach Galifianakis, Billy Bob Thornton, Amy Sedar  
Genre : Animation | Durée : 01h30mn  
Film : Américain | Sortie le : 30/11/2011

Sortie en exclusivité au Grand Rex à Paris le 16/11/2011  
Sortie nationale le 30/11/2011

Avant de rencontrer Shrek, le légendaire Chat Potté était déjà au cœur d'une épopée héroïque. Alien à Humpty Dumpty dit "la grosse tête" et à la plus redoutée et respectée des chattes de gouttière. Kitty Pattes de Velours, ils partent à l'aventure pour dérober la fameuse Oie aux yeux d'or.

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**AMERICANO**
Réalisé par Mathieu Demy  
Avec Mathieu Demy, Salma Hayek, Gérardine Chaplin, Chiara Mastroianni, Carlos Bardé  
Genre : Drame | Durée : 01h45mn  
Film : Français | Sortie le : 30/11/2011

Quand Mathieu était enfant, il s'appelait Martin et vivait à Los Angeles. Martin a grandi et vit à Paris. Lorsqu'il perd sa mère, restée en Californie, il doit retourner dans la ville de son enfance pour s'occuper des formalités liées à son héritage. Mais incapable de faire face à la mort, il fuit vers Tijuana où il s'engage sur les traces d'une danseuse mexicaine qu'il a connue jadis, et qui avait depuis occupé une place importante dans la vie de sa mère. Pour faire son deuil, Martin devra revisiter son passé. Pour faire son film, Mathieu doit se réapproprier Martin, l'enfant fictif d'un film d'Année.
What’s for dinner?
Brainstorming – words related to winter sports

Sur cette photo, tu peux voir Adrien Théaux, lors de sa descente, le 24 février à Crans-Montana, en Suisse. Il va tellement vite qu’il est projeté en l’air au-dessus de la piste du Super G. Les sauts des skieurs peuvent atteindre 60 mètres ! (© AFP PHOTO / FABRICE COFFRINI)
Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.
Develop the Role Play

You are being interviewed for a position as a camp counselor.

Have a conversation in which you ask and answer questions to:

- find out what you would do each day
- explain what you really like to do
- justify why you don’t like to do something
La Tierra está enferma

http://www.youtube.com/watch?v=zlucpczjhhQ
The Earth is Sick – La tierra está enferma

http://www.youtube.com/watch?v=zlugcpczjhQ
Talking about Realia....

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document.

http://www.trekmaroc.com/
Maintain the Conversation

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner’s responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.

- What do you like to do?
- What do you usually do in summer, winter, etc?
- What do you do when you have an evening at home?
- What is your favorite way to spend a Saturday?
- What chores do you have to do at home?
- When do you usually study?
- How often do you fix dinner? What do you cook?
Maintain the Conversation
No time to write the questions, use images.
Raise the proficiency level......

1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn’t get to...

Find out what your partner did last night. Ask a follow-up question to get more details.

Laura Terrill
Structured Debate

Imagine their lives.
Where would you rather live and why?

What might cause you to change your mind and why?

Laura Terrill
What should be done to protect the environment?

In your group discuss the following ideas. Add one or two additional ideas to the list. Select your top 2 ideas. Be certain that everyone in your group can defend the choices you made.

- Increase the cost of gasoline by 50% to decrease consumption and to promote public transportation.
- Limit all households to 2 cars.
- Require all schools to reduce energy consumption by 10%.
- Charge more for foods that most be flown in from other region/countries.
- Require that all homes have solar panels.
- Restrict the development of yards that must be watered and fertilized.
- ?????
Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It’s against the law to beg in the streets or in public transportation. If beggers are caught, they must pay a fine of about $75.00.

Roles in the debate:
• the mayor of the city
• a beggar
• a resident of the city
• a representative of a foundation that helps the poor

Consider:
• the need to enact laws for public good
• the need for food and shelter for the homeless/unemployed
• the need to feel safe in the streets
• where the beggars go when they leave the city
• the impact of the current economic conditions on poverty
Teach the Language of Discussion / Debate

- I think the author wrote it to teach us about...
- One theme might be......
- I think it means that....
- In other words......
- For example....
- In the text, it said that.....
- One case showed that.....
- I would add that......
- Then again, I think that....

- I want to expand on your point about....
- In my life....
- I think it can teach us....
- If I were...., I would have...
- We can say that.....
- The main theme/point of the text seems to be....

How to Start Academic Conversations
Jeff Zwiers and Marie Crawford
Educational Leadership/April 2009
Laura Terrill
## Scored Discussion

<table>
<thead>
<tr>
<th>Move from:</th>
<th>1 – 3 – 5</th>
<th>Move to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks random questions</td>
<td></td>
<td>Follows up with logical questions</td>
</tr>
<tr>
<td>Only answers the question asked</td>
<td></td>
<td>Contributes additional information</td>
</tr>
<tr>
<td>Responds, but rarely initiates</td>
<td></td>
<td>Contributes personal insights to enhance discussion and draw in others</td>
</tr>
<tr>
<td>Comments are not relevant</td>
<td></td>
<td>Stays on topic</td>
</tr>
</tbody>
</table>
Partner A: What is happening? Connect the images in any order and tell the story.
Partner B: Ask questions. You want lots of details.
Conversational Grammar

Travel memories
Two students are reminiscing about what they did when traveling on the student trip last year. Ask and answer questions as you revisit specific details. You know that your teacher is eavesdropping. Add in a few details for her benefit.

Packing for a trip
You are packing for a trip. Your mom wants to make sure you’ve remembered everything. You know exactly how the conversation will go. It always happens. “Do you have your phone charger?” Yes, I have it, etc.

Worry Warts
You are getting ready to travel overseas for the first time. Your friend has traveled abroad before. You are the worry wart. Your friend tries to reassure you, but occasionally takes delight in adding to your worries.

Travel Gurus
You are an experienced international traveler and have volunteered to answer questions at a group meeting of adults who will travel abroad for the first time. Respond to their questions as you focus on what they will need to do to get ready for the trip.
Summative Assessment - Interpersonal

You have a chance to call or Skype your friend while both of you are on vacation. Based on the image you selected, have a conversation where you ask and answer questions as you:

- discuss where you are and with whom
- comment on the weather
- discuss activities you like and don’t like while on this vacation
- comment on why you like/don’t like to travel
- make plans to get together after vacation
Summative Interpersonal Assessment

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

• Where you live
• Food likes and dislikes
• Foods that you eat in your country
• Healthy and unhealthy behaviors
• Hunger issues where you live
Vertical Articulation

Int. 5
Int. 4
Int. 3
Int. 2
Int. 1

Novice 4
Novice 3
Novice 2
Novice 1
## Interpersonal Rubric

<table>
<thead>
<tr>
<th></th>
<th>0 - 3</th>
<th>4</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How well do I use the target language?</strong></td>
<td>does not complete the task; lacks vocabulary to complete the task; minimal participation</td>
<td>partial completion of the task; minimal use of new vocabulary; rarely responds or initiates</td>
<td>completes task with adequate responses; minimal use of new vocabulary; responds to and initiates some questions and comments</td>
<td>completes task with developed responses; good use of new vocabulary; is an equal participant in the conversation</td>
<td>elaborates to complete task; excellent use of new vocabulary; is able to keep the conversation going and attempts to extend the conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How sophisticated is my language?</strong></td>
<td>speech is slow and halting; several incomplete thoughts; limited use of words and phrases; may use English</td>
<td>speech is slow; struggles to complete thoughts</td>
<td>hesitations occur and are somewhat awkward; completes thoughts using very simple sentences</td>
<td>conversation flows; connects ideas using sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How accurate am I?</strong></td>
<td>frequent errors in studied structures; errors interfere with communication</td>
<td>errors occur in studied structures</td>
<td>partial control of studied structures</td>
<td>good control of studied structures</td>
<td>full control of studied structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do others understand me?</strong></td>
<td>difficult to understand; meaning is not clear</td>
<td>is understood with some effort; must repeat often</td>
<td>meaning is clear but may need to repeat or reword</td>
<td>is understood with only occasional need for repetition</td>
<td>easily understood by native speakers who often speak with non-native speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do I understand others?</strong></td>
<td>response shows minimal or no understanding even with repetition or rephrasing</td>
<td>response shows some understanding with frequent repetition or rephrasing</td>
<td>response shows some understanding with occasional repetition or rephrasing</td>
<td>response shows understanding with minor repetition or rephrasing</td>
<td>response shows understanding without repetition or rephrasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Culture / Cultural Awareness</strong></td>
<td>adds relevant information about the target culture and/or refers to the target cultural appropriately; uses idioms and/or gestures appropriately</td>
<td></td>
<td></td>
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<tr>
<td><strong>Evidence</strong></td>
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</tbody>
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