DESIGNING WORLD LANGUAGE CURRICULUM FOR INTERCULTURAL COMMUNICATIVE COMPETENCE

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CHAPTER FIVE

CHAPTER FIVE: DESIGNING FOR THE INTERPERSONAL GOAL: CONSENSUS ON MEANING FOR MEDIATION

ICANADAPT

STAGE 1: IDENTIFY DESIRED RESULTS

Cultures **drive** what learners understand by the end of the unit

Culture
Enduring Understandings
Essential Questions
Intercultural Transfer Goals
Mediation for Transfer

Lessons **demonstrate** what learners can do with increasing novelty

Comparisons, Connections, Communities
Formative Assessments in three modes
Intercultural Transfer targets
Performance Assessment Specific Statements Can Do

STAGE 3: PLAN LEARNING EXPERIENCES AND INSTRUCTION

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Key performances of novel transfer tasks **determine** evidence of what learners can do with content

Communication
Summative Performance Assessment
Interpretive - Interpersonal - Presentational
Conception - Consensus - Creation
Performance Assessment Specific Statements Can Do

(Eddy, 2006, 2007, 2009, 2015.)

(Council of Europe, 2020); National Council of State Supervisors of Foreign Language, 2017; National Standards Collaborative Board, 2015; Wiggins & McTighe, 2005).

ENDURING UNDERSTANDINGS

o The Interpersonal Mode is a productive, improvisational, interactive and cooperative exchange between two or more people.

o Interpersonal interaction is unscripted, unrefined and unrehearsed and must be purposeful and meaningful for participants.

o Interaction for meaning rather than practice on forms encourages the learner to thrive with what they have rather than merely survive.

o Interpersonal mode tasks extend the context for learners to respond to what is said, not how it is said.

o Interpersonal tasks help learners plan, choose and come to consensus with each other to solve a problem and yield a novel product.

ESSENTIAL QUESTIONS

❏ How are we able to communicate when our responses and interactions are not error free?

❏ Why does unpredictability matter?

❏ What does practice at improvisation look like?

❏ To what extent can we operate with partial competence and still make meaning?

❏ Does non-nativeness make sense?

❏ Why does what I can say matter more than how I say it?

CHAPTER FIVE: DESIGNING FOR THE INTERPERSONAL GOAL: NEGOTIATING MEANING FOR MEDIATION

I can:

- Describe and explain interpersonal tasks for negotiating meaning and mediation

- Differentiate task types from AATT exemplars

- Design key performance tasks in the interpersonal mode across different levels for articulation

- Develop PASS Can Dos for this mode aligning to intercultural transfer goals

CHAPTER FIVE: DESIGNING FOR THE INTERPERSONAL GOAL: NEGOTIATING MEANING FOR MEDIATION

Rewind: Conception

Which key terms or concepts stand out for you from Chapter 4, *Designing for Interpretive goals: Exploring meaning for mediation*?

Ask your colleague three questions based on the content from the last chapter.

Explain the most compelling idea from the previous chapter in your own words.

Explain how this concept or practice is the same, similar or different to what you know or do.

Which concept or practice do you think will have the greatest impact on your teaching?

CHAPTER FIVE: DESIGNING FOR THE INTERPERSONAL GOAL: NEGOTIATING MEANING FOR MEDIATION

Consensus

Details a productive, improvisational, interactive, and cooperative exchange between two or more people

Engages the learner to interact and negotiate intercultural meaning from input.

Helps learners plan, choose, get more information and come to consensus with each other to solve a problem and eventually yield a novel product.

PERFORMANCE BASED ASSESSMENT
MAKE MEANING NEW EVERYDAY

Learners are active social agents co-constructing meaning through mediation and complex tasks across languages and cultures.

- Use repertoire gathered from the Interpretive Mode

- Ask and answer questions with other people

- Interact and react to texts, concepts and images with them

- Plan, choose, decide, and come to consensus

Performance Tasks simulate situations the learner may likely encounter with critical thinking skills they need and use everyday
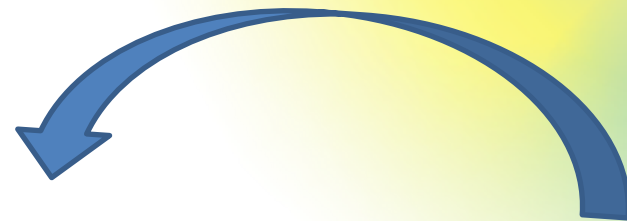
INTERPERSONAL TASKS
PLAN ASSESSMENT BEFORE INSTRUCTION

Stage Three

Check **for** learning
as
**Formative
Assessments**
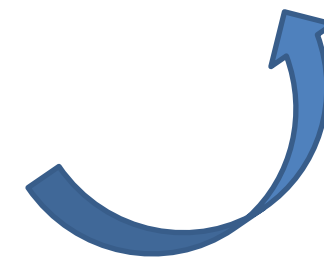
For

**Interpersonal
Mode**

during Instruction

Stage Two

Check **of**
learning
**Summative
Assessment**

For

**Interpersonal
Mode**
end of unit

Performance Descriptors

INTERPERSONAL-INTERACTIVE CONSENSUS

WHAT IT IS	WHAT IT IS NOT
Improvised exchanges between two or more people	Rehearsed or memorized dialogues, role-plays, skits
Focus on meaning on what is said rather than how	Focus on accuracy with grammar forms
Plan, decide, come to consensus together on task	Taking turns reciting from written materials.
Asking and answering questions with partner developed from the Interpretive mode information	Asking and answering scripted textbook questions out loud
Facilitate, contribute and develop intercultural exchanges for situations, concepts and contexts	Skill practice isolated from intercultural situations, contexts and mediation strategies

PAUSE TO PONDER

What characteristics have you noticed for the Interpersonal-Interactive mode tasks?

What does this mode do on its own and in concert with the others?

Do any of the characteristics in either column above surprise you?

Consider these descriptions while reviewing and designing tasks and share thoughts with a colleague.

INTERPERSONAL-INTERACTIVE PERFORMANCE ASSESSMENT

INTERPRETIVE-RECEPTIVE
One-Way Communication
Listening, Reading, Viewing
Culturally authentic material
Acquire to own new information
Identify, Index, Infer, Inquire

CONCEPTION

INTERPERSONAL-INTERACTIVE
Two-Way Communication
Improvised, Unrehearsed, Unrefined
Acquire more info from someone else
Plan, Choose, Come to consensus

CONSENSUS

PRESENTATIONAL-PRODUCTIVE
One-Way Communication
Prepared, Rehearsed, and Revised
Solve Problem, Create Novel Products

CREATION

The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.
Glisan, E. W., Adair-Hauck, B., Koda, K., Sandrock, S. P., & Swender, E. (2003). ACTFL integrated performance assessment. Yonkers, NY: ACTFL.

THREE MODES OF COMMUNICATION

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Uses cultural community texts Identify, Index, Infer, Inquire One-way communication	**Negotiation of meaning** **Spontaneous Improvised** **Two-way communication**	Must assess for transfer Rehearsed, Edited, Polished One-way communication
## CONCEPTION	## CONSENSUS	## CREATION
Begin with the gist Move to details Identify from a list Select correct visual Use context clues Categorize Pose questions	**Compare items in common** **Talk to a friend about a visual,** **share info from interpretive task** **Come to agreement** **Decide on choices** **Solve information gap** **Plan presentational task**	Role play Write a letter Retell a story Design infographic Make video Present a PSA/Commercial Solve a problem Create a product

The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.
Glisan, E. W., Adair-Hauck, B., Koda, K., Sandrock, S. P., & Swender, E. (2003). ACTFL integrated performance assessment. Yonkers, NY: ACTFL.

Tips to Design

**Focus on extending the information from the previous Interpretive Mode task**

Ask questions they wrote for the Interpretive Mode

The task should require them to make decisions, plan, pick and choose

These are not scripted conversations

➢ Choose with your partner from a larger list

➢ Decide on three to five options

➢ Plan with partner or group

➢ Use information from Interpretive Mode task

▪ Ask questions Ss made from the Interpretive mode task

▪ Get more information from partner or group

▪ Move from fact questions about the content in the authentic material to personalized or more abstract questions

Come to Consensus and Plan	Ask Questions Get Information
Negotiate and Compromise	Solve an Information Gap
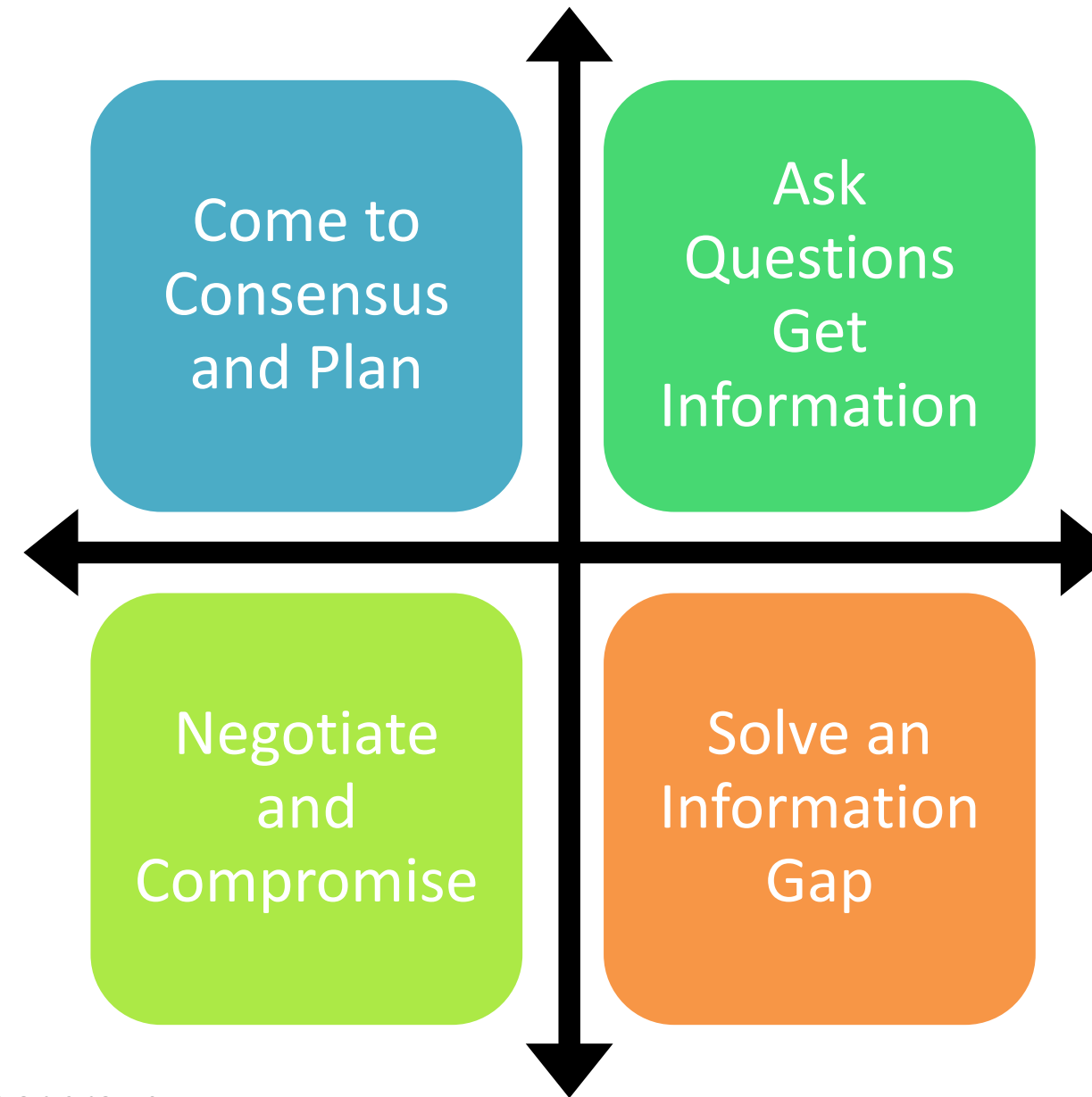
o Compromise with partner or group on options or choices.

o Negotiate solutions which are good, better or best

o Compare and share with a Venn Diagram or T Chart

• Student A and Student B receive different information to solve task

• Numbered Heads Together

• Group poses questions to each other to solve task

CHECK FOR LEARNING

The Interpersonal mode is the collaborative outcome of the meaning-based tasks from the Interpretive mode. Consider some examples, see the possibilities for problem solving, clarification through mediation, and making words and concepts accessible to someone else. Take some notes first before you design tasks for this mode and your AATT and ICANADAPT unit.

What do you notice about the Interpersonal tasks?

With a colleague, what are some characteristics you can explain about these tasks?

What can pupils do as a result of these performance tasks?

YOUR RESPONSE AND REACTION TO THESE

Audio	Printed	Visual
Commercials	Websites	Sculpture
News	Newspapers and magazines	Street signs
Voicemail	Blogs, tweets, texts	Cartoons and Emojis
Radio	Brochures and Menus	Picture books and Graphic novels
TV	Infographics	Drawing and painting
Film	Fiction/non-fiction literature	Film and theatre
Music videos	Advertisements	Posters
PSAs	Promotional materials	Public Information Films
Songs and all music	Lyrics, scripts, and scores	Dance
Interviews	Surveys	Charts, graphs, symbols, images
Talk shows	Food labels	Signing
Announcements	Maps	Photographs

TRANSFER IN INTERPERSONAL MODE

This mode trains the learner in adaptability and adjustment, putting to rest predictable practice which cannot prepare learners for authentic language use.

Applied to language learning, transfer tasks become the dramatic and participatory vignettes, the culture-based performances of a larger curricular story.

Transfer tasks in this mode make the

language accessible and perspectives visible

CHECK FOR LEARNING

For your ICANADAPT unit and AATT, consider these tasks below that

all feature collaboration and working together on an issue.

IMPROVISATIONAL COLLABORATION

Novice 0-A1.1	Intermediate A1.2-B1.2	Advanced B2.1-C1.1
Choose and come to consensus with a partner between two or more items	Ask questions written from the interpretive mode task to gather more information from partner	Debate and support opinion on issue
Compare items	Choose and relay information from text with partner, request clarification	Compare and contrast an issue past and present
Select items to include in the presentational mode deliverable	Join another pair to come to consensus on a based on varying needs and preferences	Discuss issues with partner from interpretive mode text

AGREE, ELABORATE, PLAN, DECIDE

Novice	Intermediate	Advanced
Decide with a partner from images which are best to include. Ask questions to compare lists of foods from images	Ask questions and come to consensus to include and suggest with someone elses's needs in mind. "Yes, and…"	Discuss pros and cons of health practices and products past and present. Ask questions (How did, if…then?
Choose with a partner as you ask likes and dislikes. "Yes, and…."	Plan a storyboard together with sequence of events.	Choose with partner and explain why. "Yes, and…"
Exchange similarities and differences with your peers as you create a Venn diagram.	Compare between two or more cultures using a Likert scale	Debate an issue and come to consensus or not on practices, rules and norms
Accept or reject choices: ideas, words, or images to use for later task	Negotiate who does what for a project	Explain a plan, perspective or suggest an approach
Pick and choose from a list	Tweet a response.	Recount an event with peers using notes

THE CAPACITIES FOR IMAGINATIVE LEARNING ALIGNED WITH THE INTERPERSONAL INTERACTIVE MODE

Making Connections allows you to notice and align prior knowledge, backgrounds and experiences with others, as well as to other texts.

Exhibiting Empathy respects diverse perspectives and understands the experiences of others.

Living with Ambiguity understands that there is more than one interpretation and solutions will not be immediate or clear and can change quickly.

(Eddy, 2019; Holzer, 2005/2007)

DRAMA PEDAGOGY FOR INTERPERSONAL INTERACTIVE TASKS

Process drama allows us to walk in other people's shoes and see their point of view.

- Propose solutions with a classmate on issues presented in texts.

- Change the time frame of the scene and improvise seconds, minutes, days or years before or after the key event occurs.

- "Yes, and…" one student makes a statement, another listens and offers an idea.

- Forum Theatre where spectators become 'Spect-Actors.' Anyone watching can freeze the action, taking the place of a character, halt the action and try another solution.

- "let me ask you…" use questions developed in the Interpretive mode to ask a character, author, actor, or director.

DESIGN FOR TRANSFER

The Capacities for Imaginative Learning aligned with the Interpersonal Mode:

Making Connections

Exhibiting Empathy

Living with Ambiguity

Using the Capacities and Performative Pedagogy, develop at least four interpersonal tasks.

COLLABORATION FOR ARTICULATION

A colleague at your school wants learners only to answer her questions in class or ask and answer ones

from a textbook. You notice they are answering them with simple substitution, but not really

understanding what they are saying.

What would you say to the colleague?

How can you explain Questioning and why it is important as an active learner and mediator in language?

DESIGN FOR TRANSFER

PLAN-CHOOSE-DECIDE-COME TO CONSENSUS

With your AATT template and materials in front of you, let's design tasks across three levels of learner engagement and articulation for the Interpersonal Mode.

- What do you want learners to be able to do as a result of this task?

- What is the 'take-away' from this mode that prepares them for the next task?

- How does this task move us closer to solving the problem presented in the context?

Listen and identify with correct visual	**Ask Inferential 'in the head' questions**	**Paraphrase**
Ask literal 'In the text' questions	**Match with someone's need**	**Distinguish cultural practices past and present**
Categorize items on chart	**Compare and Contrast with graphic**	**Compare and contrast over time**
Pick/Choose, Agree/Disagree, Like/Dislike	**List process in order**	**Sort information into paragraphs**
Identify from a list	**Read sentence and choose correct headline**	
Place words or sentences in order		
Read headline and summarize by choosing correct picture		

DESIGN FOR TRANSFER

Develop PASS Can-Dos from your Interpretive tasks

Remember, in order to avoid previous habits of excess items that do not appear in the assessment, write these can-do's after you designed the assessment. They will be much clearer and focused on only those characteristics or needed elements for that task.

Understanding begins with Creative Transfer

ICANADAPT

UNDERSTANDING BEGINS WITH CREATIVE TRANSFER

REMEMBER
DIFFERENTIATE MATCH
ORDER IDENTIFY LABEL
FIND DISTINGUISH

UNDERSTAND
ARRANGE ELABORATE
CATEGORIZE PARAPHRASE
INFER QUESTION PREDICT

INTERPRETIVE

APPLY
PREDICT DEMONSTRATE
SOLVE CALCULATE MODIFY
CHOOSE CONSTRUCT

COMPARE CONTRAST
SEPARATE SELECT EXAMINE
INVESTIGATE DISCUSS

ANALYZE

CREATE
COMBINE
DESIGN DEVELOP
PRODUCE CONNECT
INVENT COMPOSE

PRESENTATIONAL

INTERPERSONAL

CONCLUDE APPRAISE
JUDGE JUSTIFY

EVALUATE
EXPLAIN RECOMMEND
ASSESS

DISCUSS THE ISSUES

- Some instructors say that language learners should aspire to be like native speakers and error free. Discuss.

- When I look at an image or work of art, I see perspectives of the culture within. Why do images reveal what matters?

- Planning improvisation is more realistic than practicing forms. Discuss.

- What are some benefits for learners when they plan and prepare the presentational mode deliverable together in the Interpersonal mode task?

- Why is it important to make meaning and negotiate meaning with the language we have, even if it if not error free?

- Mediation within this mode is more than just for language, it is for intercultural mediation as well. Discuss and give an example.

- Performative pedagogy and Aesthetic Education help learners be free of habit and routine, allowing exploration, experimentation and risk-taking. Why is this helpful for this Interpersonal mode?

REFLECT AND REVISIT

- What is a characteristic of the Interpersonal/Interaction mode? What is it not?

- Why does improvisation matter? What is the problem with predictable exercises?

- Memorization of role plays or dialogues is not an Interpersonal task. Why not?

- How do you use the outcome of the Interpretive or receptive tasks to design the Interpersonal Mode or Interaction tasks?

- How do these tasks show what the learner can do in this mode along different levels of

- engagement?

- How do the Interpersonal tasks uncover cultural perspectives in your EUs and EQs?

- What evidence of mediation do you see from your tasks?

CHAPTER SIX DESIGNING FOR PRESENTATIONAL GOALS: CREATING MEANING FOR MEDIATION

Creation

Details a productive, creative, rehearsed, or refined oral or written piece for varied audiences and their needs in mind

Prepares learners to use a variety of resources, articulate ideas, and become self-directed

Engages learners to solve problems and create products of value to cultural communities beyond classroom