

Scaffolding Interpersonal Communication

Strategies for Making Input Comprehensible

- Actively Involve Students
- Chunk Information
- Cognates
- Comparisons or Analogies
- Comprehension Checks
- Connections to Learners' Prior Knowledge & Experiences
- Drawing, Images, or Visuals
- Facial Expressions
- Formatting (Highlight Language Patterns)
- Gestures/Total Physical Response (TPR)
- Models
- Multiple Examples & Representations
- Paraphrasing, Rephrasing, & Repetition
- Props, Realia, or Costumes
- Questions (Y/N, either/or, names, multiple choice, open-ended)
- Simple, Well-paced Language
- Sound Effects
- Synonyms, Antonyms, Roots, Prefixes, & Suffixes
- Tone of Voice

Strategies for Connecting the Classroom to the World

- Create meaningful opportunities to communicate
- Integrate language, disciplinary content, culture, & Career Pathways
- Craft opportunities for critical thinking
- Collaborate with TL communities

Strategies for Fostering Meaningful Interpersonal Communication

- Provide compelling reasons to communicate appropriately
- Create an information gap/need
- Give learners meaningful content to discuss
- Target specific communicative language functions
 - Ask Questions
 - Compare/Contrast
 - Describe
 - Explain
 - Narrate
 - State Opinions
 - Hypothesize

Strategies for Developing Intercultural Communication

- Explore culturally authentic materials
- Observe cultural products and practices
- Reflect on own culture
- Compare & contrast
- Investigate multiple perspectives
- Critically interpret

Strategies for Engaging Students in Interpersonal Communication in the Immersion Language

Interpersonal Communication should be:

Spontaneous

- Are there **multiple opportunities** for interpersonal communication?
- Are students working with **different partners**?
- Are students **moving** around the classroom?
- Are the activities **different** from each other?
- Do the students need to be **constantly engaged** in order to complete activities? (or can they easily predict when they “need to pay attention?”)

Centered on Negotiating Meaning

- Is there a real **information gap**?
- Is the activity **motivating**?
- Is the activity **personally relevant** to students?



Scaffolded

- Does the teacher **model** the activity?
- Does the teacher **activate prior knowledge**?
- Are the activities **paced well**?
- Are there recognizable **language patterns** to aid students?
- Do the activities require reasonable levels of **risk**?
- Are the activities **based on objectives**?
- Do students have **multiple opportunities to practice**?

Proficiency-Oriented

- Are students able to be **creative** with the language?
- Do the activities help students meet **specific language objectives**?
- Do the activities require students to speak at an intermediate level (strings of sentences instead of single words), or at an advanced level (paragraph-length responses using multiple verb tenses)?
- Do the activities **prevent students from simply parroting** memorized responses?

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