

# Workshop 2

## Person to Person

“Classroom interaction is simple. It is the talk that occurs in classrooms between teachers and students and among students. It’s also a very complex thing in that it is the primary medium by which learning occurs in classrooms, and that’s any kind of classroom, be it a history classroom or a math classroom or a social studies classroom. The primary means by which learning occurs is through talk, and for that reason alone it is extremely important.” —Joan Kelly Hall, Professor of Applied Linguistics and Education, Pennsylvania State University

### Learning Goals

What is the importance of classroom interaction? In this session, you’ll review relevant research, observe video discussions and classroom examples, and do a culminating activity on the interpersonal mode of communication. At the end of this session, you will better understand how to:

- analyze the patterns of communication that exist in your classroom;
- plan for classroom conversations that help students improve their communication skills while they learn content;
- develop a repertoire of effective communicative strategies; and
- design student group work for meaningful student interactions.

### Key Terms

- backward design
- Bloom’s taxonomy
- classroom discourse
- communicative action
- communicative modes
- comprehensible input
- Initiation/Response/Evaluation (IRE) communication pattern
- Initiation/Response/Follow-Up (IRF) communication pattern
- instructional conversation (IC)
- negotiation of meaning
- scaffolding
- Zone of Proximal Development (ZPD)

Definitions for these terms can be found in the Glossary located in the Appendix.

### Materials Needed

A transcript of a classroom conversation from your class or from one you observe. (For information about creating a classroom transcript, see the Put It Into Practice section.)

# Before You Watch

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To prepare for this workshop session, you will tap your prior knowledge and experience and then read current research on interpersonal communication.

**Facilitator's Note:** Ask everyone to complete the Reflect on Your Experience and Examine the Research sections below before arriving for this session.

## Reflect on Your Experience *[Reflection]*

Consider the types of conversations that you have led or observed among students in your classroom, then answer the following questions. You may want to save your answers in order to reflect on them again at the end of the session.

1. What kinds of classroom conversations do you have with your students? What is your role in each kind of conversation? What is the students' role?
2. How do you determine what kinds of questions you will ask? For example, in what situation might you ask a question that prompts a short response, showing a student's understanding of the material? In what situation might you ask a question that leads to a more extended conversation?
3. As a general practice, how do you respond after a student has answered a question? For example, do you tend to tell the student whether his or her answer is correct or not, or do you ask a follow-up question? If you use different kinds of responses, how do you determine when to use each one?
4. What guidelines do you set for students when they converse in small groups?

## Examine the Research *[Assignment]*

Read the article listed below, then answer the following questions.

### Article

#### **"Classroom Discourse"**

This article addresses the important role of teacher–student and student–student interactions in the creation of a community of learners and in shaping students' development in the target language.

Hall, Joan Kelly. "Classroom Discourse." In *Methods of Teaching Foreign Languages: Creating a Community of Learners in the Classroom*, 77–100. Upper Saddle River, NJ: Merrill Prentice-Hall, 2001.

This article is available as a downloadable PDF file on the *Teaching Foreign Languages K–12 Workshop* Web site. Go to [www.learner.org/channel/workshops/tfl/](http://www.learner.org/channel/workshops/tfl/), click on the session title, Before You Watch, and scroll down to Examine the Research.

**Facilitator's Note:** Be sure that everyone has access to this reading. You may want to have a few copies available for those without Internet access.

### Reading Questions

1. Write a description of the Initiation/Response/Evaluation (IRE) pattern in your own words. To what degree do you think the IRE pattern is evident in your classroom conversations? In what kinds of situations do you tend to use this communication pattern with students?

# Before You Watch, cont'd.

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2. Describe the Initiation/Response/Follow-Up (IRF) pattern in your own words. To what degree do you think the IRF pattern is evident in your classroom conversations? When do you typically elect to use this pattern?
3. Using examples from the article, describe the effect that moving toward IRF or instructional conversations (ICs) seems to have on student learning.
4. What kinds of strategies might help a teacher move his or her pattern of communication toward IRF? What are some classroom activities that could help students move toward having more spontaneous conversations? What question types tend to limit conversation? What types result in more extended talk?
5. What adaptations might you make to the patterns of communication in your classroom? What are some of the challenges of integrating IRF patterns into classroom conversations?

**Assignment:** Submit your written responses to the Reading Questions.

**Optional Articles:** You may elect to read the following two articles for a deeper understanding of the research cited in “Classroom Discourse” and to learn about additional classroom examples that support the research.

### “Aw, man, where you goin’?”

This article looks at foreign language education from a sociocultural perspective.

Hall, Joan Kelly. “Aw, man, where you goin’?: Classroom Interaction and the Development of L2 Interactional Competence.” *Issues in Applied Linguistics* 6, no. 2 (1995): 37–61.

### “Teacher–Student Interaction and Language Learning”

This article reviews literature on recent developments in teacher–student interaction and language learning.

Hall, Joan Kelly, and Megan Walsh. “Teacher–Student Interaction and Language Learning.” *Annual Review of Applied Linguistics* 22 (2002): 186–203.

These articles are available as downloadable PDF files on the *Teaching Foreign Languages K–12 Workshop* Web site. Go to [www.learner.org/channel/workshops/tfl/](http://www.learner.org/channel/workshops/tfl/), click on the session title, Before You Watch, and scroll down to Examine the Research.

**Facilitator’s Note:** Be sure that everyone has access to these readings. You may want to have a few copies available for those without Internet access.

# Analyze the Video

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**Facilitator’s Note:** When the workshop session begins, you may want to spend a few minutes discussing participants’ prior knowledge and experience and reviewing the Reading Questions.

## Video Summary

In “Person to Person,” Professor Joan Kelly Hall of Pennsylvania State University addresses the importance of the talk that occurs in the classroom. Professor Hall also joins a round-table discussion on strategies for encouraging effective classroom conversations, moderated by University of Pittsburgh professor Richard Donato, and including teachers John Pedini of Brookline, Massachusetts, and Fran Pettigrew of McLean, Virginia. The video also features excerpts from Mr. Pedini’s and Ms. Pettigrew’s classes, as well as other classes across different grade levels and languages.\* The video addresses the following questions:

- What is classroom interaction?
- How do patterns of talk affect communication?
- What can teachers do to enhance patterns of communication?

\*The classroom excerpts featured in this video are from the *Teaching Foreign Languages K–12* video library. To learn more about the featured lessons, go to the Library Videos Chart found at the end of this chapter.

## Watch the Video *[Reflection]*

Watch the video “Person to Person,” and take notes as you watch. Consider pausing at the end of each section to answer the questions before moving on to the next section. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

### 1. What is classroom interaction?

In this section, the group discusses different purposes that classroom conversations serve. Professor Hall also advocates an activity-based approach for incorporating interpersonal communication.

- What are some of the purposes of classroom conversations described by the group? What do you think Mr. Pedini’s and Ms. Pettigrew’s goals were of the conversations in the video excerpts of their classrooms? What additional purposes do the conversations in your classroom serve?
- What are the benefits of an activity-based approach as described by Professor Hall? What is the role of backward design in an activity-based approach?
- How do you think the activity-based approach might promote interpersonal communication? How does focusing on the goal of interpersonal communication change your treatment of grammar and vocabulary?
- What is the role of the interpretive mode in interpersonal communication?

### 2. How do patterns of talk affect communication?

In this section, Professor Hall describes what current research says about two patterns of communication: IRE and IRF. The group then discusses how teachers can improve the level of talk in their classrooms. The group also addresses the role of English in a foreign language classroom.

- When is IRE an effective tool for exchanges? What is the downside of relying too much on this pattern? Do you agree with Professor Hall that it might lead to a limited social and intellectual environment? Why or why not?

# Analyze the Video, cont'd.

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- When is IRF an effective tool for interpersonal communication?
- Compare the IRE conversation that Ms. Pettigrew has with students about places they have visited and the IRF conversation that Ghislaine Tulou has with a student about his job. How do the conversations differ? What might the teachers' goals be of these specific conversations?
- How might a teacher prepare students to have IRF conversations among themselves? For example, students in Leslie Birkland's class extend their conversation about Japanese New Year's customs to include information about their own cultural traditions. Cite other classrooms from the video as examples of student–student IRF conversations. How might you plan for such conversations with your students?
- How do you decide whether or not to use English in the language classroom? What guidelines might a teacher set for students' use of English in the foreign language classroom?

### **3. What can teachers do to enhance patterns of communication?**

In this section, the group discusses the importance of letting curricular goals guide the design of interpersonal activities. They also address the issue of error correction during classroom conversations.

- How do the goals of a unit, from introduction through final assessment, determine whether a classroom conversation will involve IRE, IRF, teacher–student interactions, and/or student–student interactions?
- How might your phrasing of a question affect the response you receive? What kinds of questions elicit short answers? What kinds of questions elicit longer explanations as a response?
- What evidence do you see that there is a “community of learners” in the classroom excerpts shown in this section?
- What guidelines might a teacher set for error correction during classroom conversations? In the videotaped classroom examples, which kinds of errors did the teachers correct and which ones were left alone? Why do you think the teachers made these decisions?

# Examine the Topic

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## *[Assignment]*

Now that you have read the research and viewed the video discussion on interpersonal communication, you will examine the topic further by reading transcripts of several teacher–student and student–student classroom interactions and analyzing the conversation patterns.

**Try it online!** An interactive video viewer is available online for this activity. Go to the *Teaching Foreign Languages K–12 Workshop* Web site at [www.learner.org/channel/workshops/tfl/](http://www.learner.org/channel/workshops/tfl/). Select this session and go to Examine the Topic.

**Facilitator’s Note:** Hand out the Teacher–Student Interactions Transcript and ask participants to complete Steps 1 and 2 of Activity A below. When the participants are ready to compare their responses to the sample answers in Step 3, hand out the Teacher–Student Interactions Transcript—Sample Answers. Next, hand out the Student–Student Interactions Transcript and ask participants to complete Steps 1 and 2 of Activity B. Finally, hand out the Student–Student Interactions Transcript—Sample Answers for Step 3. All handouts can be found at the end of this chapter.

### **A. Teacher–Student Interactions**

To conclude a lesson in which students role-played Latin American artists invited to exhibit their work in Spain, teacher Lori Langer de Ramirez has asked the students to write a formal letter of response about their decision to boycott the exhibit. In this segment, Ms. Langer de Ramirez conducts instructional conversations with groups of students as she helps them compose the letter. Go to the workshop Web site for the interactive version of the activity, or follow along below.

1. **Observe Interactions:** Read through the Teacher–Student Interactions Transcript once to observe the IRE/IRF conversation patterns in the two teacher–student interactions. You may also want to go online to view a video of the interactions, as certain elements of conversation may not be apparent in the transcript (for example, tone). If you choose to view the video online, be sure that the communicative actions (CAs) are *turned off* for this first viewing.
2. **Identify the Communicative Actions:** Next, read the transcript or view the video again and identify the kinds of communicative actions Ms. Langer de Ramirez is using during the interactions. Fill in the CAs column on the Teacher–Student Interactions Transcript to track your responses. Select from the following list of CAs as defined by the “Classroom Discourse” article:

Contingency managing	Directing	Explaining
Feeding back	Initiating	Modeling
Probing question	Questioning	Task structuring

3. **Compare Your Responses:** Finally, read the Teacher–Student Interactions Transcript—Sample Answers or view the video with the CAs turned on to see sample answers.

### **B. Student–Student Interactions**

In this lesson, Ms. Tulou’s students answered a series of questions on a worksheet, then walked around the room to discuss their responses in pairs and small groups. As they converse, students are aware that Ms. Tulou expects them to expand and extend their conversational interactions.

1. **Observe Interactions:** Read through the Student–Student Interactions Transcript once to observe the conversation patterns in the three student–student interactions. You may also want to go online to view a video of the interactions, as certain elements of conversation may not be apparent in the transcript (for example, tone). If you choose to view the video online, be sure that the communicative actions (CAs) are *turned off* for this first viewing.

# Examine the Topic, cont'd.

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2. **Identify the Communicative Actions:** Next, read the transcript or view the video again and identify the kinds of communicative actions the students are using to keep the conversations going. Fill in the CAs column on the Student–Student Interactions Transcript to track your responses. Select from the following list of CAs as defined by the “Classroom Discourse” article:

Explaining

Feeding back

Initiating

Questioning

Reacting

3. **Compare Your Responses:** Finally, read the Student–Student Interactions Transcript—Sample Answers or view the video with the CAs turned on to see sample answers.

## C. Reflect on the Activity

After comparing your analysis of the classroom interactions with the sample answers, reflect on the following questions:

1. Which kinds of communicative actions did Ms. Langer de Ramirez use most often to extend interactions with students? Which ones do you typically use with your students? Which additional CAs might you try to incorporate or use more frequently in your classroom interactions?
2. Which kinds of CAs did Ms. Tulou’s students rely on most to extend their conversations? How might a teacher prepare his or her students to use this approach during classroom interactions?
3. As teachers change the dominant pattern in the classroom from IRE to IRF, how might that affect student engagement in interpersonal communication?

**Assignment:** Write a brief summary of what you learned from this activity to submit as an assignment.

# Reflect on Your Learning

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## *[Assignment]*

In this session, you analyzed different patterns of classroom interactions and examined ways to lead students toward having more effective conversations. You will now write a one- to two-page summary of what you have learned and how you plan to apply it in your classroom. Review the notes you have taken during this session, as well as your answers to the Reflect on Your Experience questions. Use the questions below to guide your writing.

1. How might you involve students in classroom conversations?
2. How will you determine what kinds of questions you will ask? What, if anything, might cause you to alter those questions during a lesson?
3. In what situations would you use the IRE conversation pattern with students? The IRF conversation pattern? What are some factors that you would consider in determining this?
4. What guidelines will you set for students to ensure that there is meaningful conversation when they converse in small groups?
5. How would you decide whether a classroom interaction was successful or not?

**Assignment:** Submit your summary as an assignment.

**Facilitator's Note:** The activities in the Put It Into Practice and Action Research Project sections are designed to be completed outside of workshop meeting times. Be sure that participants have all necessary forms for these activities. Also, plan time to debrief participants on their results for the Put It Into Practice activities during a later workshop session.



# Put It Into Practice

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## *[Assignment]*

In this section, you will apply what you have learned to your own teaching. The following activities are designed to assist you in developing resources for effective interpersonal communication. Choose one or both of the activities below.

### **A. Analyzing Conversation Patterns**

Teachers can become so tied to the patterns of communication they've developed over the years that they no longer notice them. For example, a teacher may not be aware that he or she is inappropriately praising form over message, as in Professor Hall's example about the teacher who praised a student's grammar when the boy said that his dog died.

One strategy for becoming reacquainted with our conversation patterns, and thus making it possible to enhance them, is to transcribe and analyze an actual classroom interaction. This consists of making a video or audio recording of part of a lesson, transcribing it, and then closely analyzing the class interactions.

This technique can be practiced whether you are currently teaching or not. If you are now teaching, transcribe a portion of your class that involves conversation. This can be a warm-up activity, a discussion of an interpretive task, a cultural discussion, an exploration of a thematic topic, or another discussion that you are interested in analyzing. If you are not teaching, you can record a colleague's classroom, a tutoring session you may be conducting, or a class that you yourself are taking. If you record a class that someone else is teaching, ask the teacher what his or her curricular goals are for the interaction before you begin to analyze the transcript.

The portion of the class that you transcribe need not be extensive in order to be rich in insights. In fact, you may want to do this frequently for short periods to assess your growth and to see how you are managing classroom talk. For your first transcript, try recording and transcribing 5 to 10 minutes of a classroom discussion between yourself and individual students or different groups of students. After you have analyzed the transcript, you can decide if you would like to have a shorter or longer transcript to work from next time, and if you would like to focus on a student-student interaction.

Once you have a transcript, analyze the interactions.

1. First, identify each exchange as an IRE or an IRF communication pattern.
2. For each IRE exchange, consider whether or not you (or the teacher) met the curricular goal using the IRE exchange. If not, describe how you could expand the conversation into an IRF exchange that incorporates more student responses. For example, what additional question could be asked following the students' responses? How can your questions be rephrased to elicit more extended responses? (Keep in mind, "yes/no" questions lead to "yes/no" answers.)
3. For each IRF exchange, consider how well the interaction met the curricular goal. Did the conversation reach its full potential? If not, how might you change the activity or facilitate the discussion to expand the students' conversation? For example, were there any "yes/no" questions that could have been rephrased as open-ended questions?
4. Once you have analyzed the transcript in terms of IRE and IRF exchanges, prepare a list of the habits that you consider a priority for enhancing future teacher/student interactions. For example, did you find that you often said "good," "excellent," or "great" after a student response, whether the message warranted that or not? If so, then include "respond to message, not to form" in your list of habits. Refer to this list of habits as you prepare and run activities in your classroom. As the year progresses, track how the changes to your communication habits have affected the level of IRF in your classroom.

# Put It Into Practice, cont'd.

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If you were unable to transcribe your own classroom for this activity, consider repeating the activity once you have access to a classroom. The list of habits that you develop in Step 4 will be most effective and relevant to your practice if they are based on your own communication patterns. You can also transcribe student–student conversations and use them to help you teach communication strategies explicitly. Do this after you are comfortable with your own ability to manage communication and can model effective IRF conversations.

## B. Designing Student–Student Interactions

For student–student interactions to be effective, students should be encouraged to extend and elaborate conversations. In the video, Ms. Pettigrew says that she challenges students to move beyond the initial exchange; students can begin their interaction based on prepared questions and answers, but they must build on them with follow-up questions and comments.

Design an activity that includes opportunities for student–student interactions. Or, revise an existing activity to include more effective student–student interactions.

1. Identify the main curricular objective of the activity. (What do you want students to be able to do?)
2. Design a student–student interaction that will lead to this objective. For example, if the objective is for students to be able to gather information about hobbies and pastimes, you can set up a situation in which students interview one another about their interests. Include ideas for what students could talk about, as well as props or visuals that could trigger conversation. Also, consider whether students will work in small groups or pairs. You may wish to have students change partners or form new groups at stages during the activity in order to facilitate a greater variety of conversations.
3. What new information do students need to know in order to reach the objectives for the interaction that you've designed? For example, do they need to know new vocabulary terms for hobbies or pastimes they want to share? Prepare a preview task that will familiarize students with the important new information. In this case, a warm-up task about different hobbies or pastimes might be in order.
4. Prepare instructions for students that suggest ways in which they can stimulate their conversations and that let them know how they will be evaluated. This can include teaching students strategies that will help them extend a conversation, such as avoiding “yes/no” questions, asking follow-up questions, asking for clarification, offering explanations, and elaborating on initial statements. You might want to give students index cards to take notes on their classmates' hobbies during the interaction to prepare for the general discussion.
5. Before the groups or pairs begin their conversations, model with one or two students the type of conversation you are expecting students to have. (You may want to select a strong student who can help maintain the conversation through several exchanges.) This will give students a clearer understanding of how to do the activity, such as knowing how to ask good follow-up questions to keep the conversation going.
6. Once the students are engaged in the activity, circulate among the groups and observe their interactions. In some cases, particularly for younger students or those who are new to this type of activity, you may wish to ask your own questions to help extend student conversations. Eventually, when this is done consistently through modeling and class activities, students will begin to have richer and more complex and spontaneous conversations that truly meet the interpersonal communication goal. After a set amount of time, bring the students together as a class to share the information they learned in their small groups.

**Assignment:** Submit the transcript and analysis of your classroom conversation and/or your design for a student–student interaction activity.

# Action Research Project

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## *[Assignment]*

The following four-step process will help you plan a small action research project to explore your questions about the interpersonal mode of communication, implement action plans for improving the interpersonal skills of your students, and collect information to assess your patterns of communication. Before you begin this section, you can go to the About Action Research section (page 8) for an introduction to the process of designing and conducting action research projects. If you are taking this workshop for credit, you will need to complete one action research project from any one of the eight workshop sessions as an assignment.

If you would like to focus on interpersonal communication for your action research project, use the following questions and examples to help frame your thinking and shape your project.

### **I. Thinking**

1. What issue concerning instruction and interpersonal communication do you want to describe, document, and investigate? For example, you could analyze the patterns of communication that exist in your classroom, your students' interpersonal communication, or ways to enable your students to negotiate meaning with you and each other. This will be the focus of your action research project.
2. Why is interpersonal communication important to you as a teacher? How have you planned for classroom interactions in the past? How do you want to change that approach and why? What has been your experience with using IRE and IRF communication patterns with students?
3. What is your research question concerning the interpersonal mode of communication? The research question will help you investigate your area of focus and understand it better. For example:
  - a. How can I enable my students to negotiate meaning when engaged in pair work tasks?
  - b. How does the design of my classroom tasks promote or inhibit interpersonal communication?
  - c. How can I monitor how much interpersonal communication occurs on a daily basis in my classes?

### **II. Acting**

1. What is the action plan for carrying out your project? Depending on your action research question, the following are some questions you might ask yourself to help you develop an action plan:
  - a. What strategies might I use to enable students to use more target language in pair work tasks?
  - b. What techniques might I use to monitor my use of feedback during interpersonal communication?
  - c. What new ways of constructing tasks do I need to try out to assist students in communicating interpersonally?
  - d. What strategies can I use to move students from one-word responses to more elaboration and detail?
2. What information will you need to collect to answer your research question and assess your project? For example, an action research project on interpersonal communication might include observations of classroom interactions by a colleague or yourself, reflections after class in a teaching journal, recordings of student discourse during pair work tasks, or video recordings of classroom discussion over time. You should have at least two appropriate sources of information to answer your research question.
3. How much time will you allot for your action research? That is, when and for how long do you plan to collect information before you're ready to begin analyzing it? Develop a timeline for implementing your action plan.

# Action Research Project, cont'd.

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## III. Reflecting

1. After collecting your information, how will you analyze it? That is, how will you organize and review the information you have collected to understand it better and help you answer your research question? For example, will you transcribe interactions, locate themes in your journal, or document changes over time in student interpersonal communication based on your innovation or intervention?
2. How will you display the information so that it can be shared with others? For example, you can use charts, graphs, and/or tables. The goal is to organize your data in a way that presents a clear description of what you investigated.

## IV. Rethinking

Note: The final step of the action research project is to reevaluate your teaching practice based on your research data. Because it takes time to complete an action research project, it may not be possible to do this step during the workshop. However, if you are taking this workshop for credit, you will need to complete one action research project during or after the course of the workshop to submit as an assignment.

1. Based on what you learned through your data analysis, how will you rethink your teaching practice? What changes will you make to your lessons the next time you address interpersonal communication in your classes? If you had to research interpersonal communication again, what changes would you make to your action research plan?

**Assignment:** If you are taking the workshop for graduate credit, submit your completed action research project on any one of the eight session topics.

# Resources

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Check out these additional resources to explore the topic further.

American Council on the Teaching of Foreign Languages. *Standards for Foreign Language Learning in the 21st Century*. National Standards in Foreign Language Education Collaborative Project. Yonkers, NY: American Council on the Teaching of Foreign Languages, 1999. (To purchase the *Standards* document, go to [www.actfl.org](http://www.actfl.org) or call 1-800-627-0629.)

Bowers, C. A., and David Flinders. *Responsive Teaching: An Ecological Approach to Classroom Patterns of Language, Culture, and Thought*. New York: Teachers College Press, 1990.

Brooks, Frank B., and Richard Donato. "Vygotskian Approaches to Understanding Foreign Language Learner Discourse During Communicative Tasks." *Hispania* 77 (1994): 262–274.

Cazden, Courtney B. *Classroom Discourse: The Language of Teaching and Learning*. 2nd ed. Portsmouth, NH: Heinemann, 2001.

Donato, Richard. "Collective Scaffolding in Second Language Learning." In *Vygotskian Approaches to Second Language Research*, edited by J. Lantolf and G. Appel, 33–56. Norwood, NJ: Ablex, 1994.

Goldenberg, Claude. *Instructional Conversations and Their Classroom Application* (Educational Practice Report 2). Santa Cruz, CA: The National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz, 1991.

Hall, Joan Kelly. "'Aw, man, where you goin'?: Classroom Interaction and the Development of L2 Interactional Competence." *Issues in Applied Linguistics* 6, no. 2 (1995): 37–61. (This text is available in the Before You Watch section of this session on the workshop Web site.)

Hall, Joan Kelly. "Classroom Discourse." In *Methods of Teaching Foreign Languages: Creating a Community of Learners in the Classroom*, 77–100. Upper Saddle River, NJ: Merrill Prentice-Hall, 2001. (This text is available in the Before You Watch section of this session on the workshop Web site.)

Hall, Joan Kelly. "Differential Teacher Attention to Student Utterances: The Construction of Different Opportunities for Learning in the IRF." *Linguistics and Education* 9, no. 3 (1998): 287–311.

Hall, Joan Kelly. "Researching Classroom Discourse and Foreign Language Learning." In *Pragmatics and Language Learning*. Vol. 9, edited by L. Bouton, 293–312. Urbana-Champaign: Division of English as an International Language, University of Illinois, 1999.

Hall, Joan Kelly, and Megan Walsh. "Teacher–Student Interaction and Language Learning." *Annual Review of Applied Linguistics* 22 (2002): 186–203. (This text is available in the Before You Watch section of this session on the workshop Web site.)

Hall, Joan Kelly, and Lorrie Stoops Verplaetse, eds. *Second and Foreign Language Learning Through Classroom Interaction*. Mahwah, N.J.: Lawrence Erlbaum, 2000.

Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. Cambridge, England: Cambridge University Press, 1995.

Kumaravadivelu, B. "Critical Classroom Discourse Analysis." *TESOL Quarterly* 33, no. 3 (1999): 453–483.

Manke, Mary Phillips. *Classroom Power Relations*. Hillsdale, NJ: Lawrence Erlbaum, 1997.

Mercer, Neil. *The Guided Construction of Knowledge: Talk Amongst Teachers and Learners*. Clevedon, England: Multilingual Matters, 1995.

Nassaji, Hossein, and Gordon Wells. "What's the Use of 'Triadic Dialogue?': An Investigation of Teacher–Student Interaction." *Applied Linguistics* 21, no. 3 (2000): 376–406.

# Resources, cont'd.

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Rueda, Robert, Claude Goldenberg, and Ronald Gallimore. *Rating Instructional Conversations: A Guide* (Educational Practice Report 4). Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California, Santa Cruz, 1992.

Tharp, Roland G., and Ronald Gallimore. *The Instructional Conversation: Teaching and Learning in Social Activity* (Research Report 02). Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California, Santa Cruz, 1991.

## Assignments

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If you are taking this workshop for credit or professional development, submit the following assignments for session 2: Person to Person.

### **1. Examine the Research**

Read the article, then submit your written responses to the Reading Questions.

### **2. Examine the Topic**

Complete the activity in this guide or do the interactive version online, then write a brief summary of what you learned from the activity.

### **3. Put It Into Practice**

Complete one or both of the activities, then submit the transcript and analysis of your classroom conversation and/or your design for a student–student interaction activity.

### **4. Action Research Project**

Submit your completed action research project on any one of the eight session topics.

### **5. Reflect on Your Learning**

Review your notes, then write a summary of what you have learned and how you plan to apply it in your classroom.

# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Person to Person > Analyze the Video

## Session 2: Library Videos Chart

The following lessons from *Teaching Foreign Languages K-12: A Library of Classroom Practices* are listed in the order in which they appear in the "Person to Person" video:

Lesson Title	Instructor	Language	Grade Level
Interpreting Literature	Barbara Pope Bennett	Spanish	11
Promoting Attractions of Japan	Yo Azama	Japanese	10-12
Food Facts and Stories	John Pedini	Spanish	8
Creating Travel Advice	Fran Pettigrew	Spanish	11
Russian Cities, Russian Stories	Jane Shuffelton	Russian	9-12
Comparing Communities	Ghislaine Tulou	French	9-12
Happy New Year!	Leslie Birkland	Japanese	9-11
Hearing Authentic Voices	Davita Alston	Spanish	8
Sports Stats	Amy Garcia	German	5
Chicken Pox	Jai Scott	French	K

# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Person to Person > Examine the Topic

## Teacher-Student Interactions Transcript > Page 1

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Teacher-Student Interactions	Communicative Actions
<p>TEACHER: "Offensive" is a very broad term. Specifically what is offensive?</p> <p>STUDENT 1: It's offensive that the Spanish won't permit us to go to their country.</p> <p>TEACHER: Very good. They won't permit us to enter. Excellent, you can give more details. You can do that. Is it an official letter or a letter between friends? What do you think?</p> <p>STUDENT 2: Official.</p> <p>TEACHER: It's official, right? It has to have respectful language, right? In a respectful letter.."</p> <p>STUDENT 3: Crazy?</p> <p>TEACHER Very good. What other word...?</p> <p>STUDENT 3: Bad idea.</p> <p>TEACHER: Ah, it's a really bad idea, or, another option, it's very...</p> <p>STUDENT 4: Very sad.</p> <p>TEACHER: Oh, it's very sad. That sounds right to me. It gives a sad impression, doesn't it? I like this very much.</p>	



# Teacher-Student Interactions Transcript > Page 2

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Teacher-Student Interactions	Communicative Actions
<p>STUDENT 5: We're selecting the theme that Colombia is free and...</p> <p>STUDENT 6: We are going to write about the Spanish Conquest and the slaves.</p> <p>TEACHER: Oh, excellent. You too? What else did the conquistadors do? They were looking for slaves. But what other really bad things did they do?</p> <p>STUDENT 6: They stole.</p> <p>TEACHER: Oh, I'm sorry, you're saying the same thing at the same time! They took away land and stole. What else?</p> <p>STUDENT 6: They stole people's lives.</p> <p>TEACHER: That's a big deal! People's lives!</p> <p>STUDENT 7: They killed indigenous people.</p> <p>TEACHER: Indigenous people. They killed a lot of indigenous people. What else did they steal? People's lives! What an image! I love it. What else?</p> <p>STUDENT 6: The land?</p> <p>TEACHER: Land, lives.... Everything.</p> <p>STUDENT 7: Gold.</p> <p>TEACHER: Gold, 'El Dorado,' right? Do you remember they stole gold, emeralds.... Very good.</p>	



# Teacher-Student Interactions – Sample Answers > Page 2

Teacher-Student Interactions	Communicative Actions
<p>STUDENT 5: We're selecting the theme that Colombia is free and...</p> <p>STUDENT 6: We are going to write about the Spanish Conquest and the slaves.</p> <p>TEACHER: Oh, excellent. You too? What else did the conquistadors do? They were looking for slaves. But what other really bad things did they do?</p> <p>STUDENT 6: They stole.</p>	<p><b>Contingency managing</b> <b>Probing question</b></p>
<p>TEACHER: Oh, I'm sorry, you're saying the same thing at the same time! They took away land and stole. What else?</p> <p>STUDENT 6: They stole people's lives.</p>	<p><b>Contingency managing</b> <b>Questioning</b></p>
<p>TEACHER: That's a big deal! People's lives!</p> <p>STUDENT 7: They killed indigenous people.</p>	<p><b>Feeding back</b></p>
<p>TEACHER: Indigenous people. They killed a lot of indigenous people. What else did they steal? People's lives! What an image! I love it. What else?</p>	<p><b>Feeding back</b>  <b>Questioning</b></p>
<p>STUDENT 6: The land?</p> <p>TEACHER: Land, lives.... Everything.</p>	<p><b>Contingency managing</b></p>
<p>STUDENT 7: Gold.</p> <p>TEACHER: Gold, 'El Dorado,' right? Do you remember they stole gold, emeralds.... Very good.</p>	<p><b>Explaining</b></p>

# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Person to Person > Examine the Topic

## Student-Student Interactions Transcript > Page 1

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Student-Student Interactions	Communicative Actions
<p>STUDENT 1: Would you play tennis, soccer, aerobics, baseball, or swimming?</p> <p>STUDENT 2: I would go swimming.</p> <p>STUDENT 1: Me too. Where would you go swimming?</p> <p>STUDENT 2: Because I like...to swim.</p> <p>STUDENT 1: No, where?</p> <p>STUDENT 2: Oh, where. At Spring Hill and at my house. I have a pool.</p> <p>STUDENT 1: I hate you! Well, thank you.</p>	
<p>STUDENT 3: Now I'm continuing on because I don't play lacrosse right now. Instead I'm playing tennis.</p> <p>STUDENT 4: Are you going to play for the McLean team?</p> <p>STUDENT 3: Well, because I've just begun playing this year I don't think so, because I believe the other students are going to be much better tennis players than me, so I don't think I'll make the team.</p>	

# Student-Student Interactions Transcript > Page 2

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Student-Student Interactions	Communicative Actions
<p>STUDENT 5: I would have more free time during the week and I don't really use my money very much and I don't really have enough time to do what I want to do.</p> <p>STUDENT 6: I would have more vacation, because I like to travel.</p> <p>STUDENT 5: That's fine, traveling. For question number two, where would you choose to travel?</p> <p>STUDENT 6: I would go to Colorado, because I like the cold.</p> <p>STUDENT 5: I like to go skiing. I would go to Colorado as well.</p>	

# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Person to Person > Examine the Topic

## Student-Student Interactions – Sample Answers > Page 1

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<p>STUDENT 3: Now I'm continuing on because I don't play lacrosse right now. Instead I'm playing tennis.</p> <p>STUDENT 4: Are you going to play for the McLean team?</p> <p>STUDENT 3: Well, because I've just begun playing this year I don't think so, because I believe the other students are going to be much better tennis players than me, so I don't think I'll make the team.</p>	<p><b>Explaining</b></p> <p><b>Questioning</b></p> <p><b>Explaining</b></p>

## Student-Student Interactions – Sample Answers > Page 2

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<p>STUDENT 5: I would have more free time during the week and I don't really use my money very much and I don't really have enough time to do what I want to do.</p>	<p><b>Explaining</b></p>
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<p>STUDENT 5: I like to go skiing. I would go to Colorado as well.</p>	<p><b>Reacting</b></p>

# Notes

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