

VIDEO & NOTES

AUDIO

<p>Annenberg/WGBH Logos Graphic opening</p> <p><b>Teaching Foreign Languages K-12 Workshop Person to Person</b></p> <p><b>Lower Third:</b> Richard Donato University of Pittsburgh</p> <p>Show Shot of JKH Panel with Rick Each Teacher</p> <p><b>Interaction Patterns Enhance</b></p> <p><b>GRAPHIC QUESTION #1</b></p> <p><b>What is classroom interaction?</b></p> <p><b>Lower Third:</b> Joan Kelly Hall Pennsylvania State University</p>	<p><b>Music</b></p> <p><b>Rick Donato: (#D003M 17:01:14)</b> The talk in the classroom becomes a vehicle through which students learn about what the language is, who they are as learners, uh, how they're supposed to interact in the foreign language. So I think the session is extremely important because it looks at something that previously has not received a great deal of attention, and that is, what does the communication look like in the classroom between the teacher and the student.</p> <p><b>Narrator: In the second session of the Teaching Foreign Languages Workshops, Person to Person, Professor Joan Kelly Hall from Pennsylvania State University will discuss the interpersonal mode of communication. Professor Hall also joins University of Pittsburgh Professor Richard Donato, Brookline, Massachusetts teacher John Pedini, and McLean, Virginia teacher Fran Pettigrew, to explore the importance of classroom interaction, how different patterns of classroom talk can encourage or discourage meaningful student communication, and how teachers can enhance the level of talk in their classrooms.</b></p> <p><b>JOAN: (#4601M 13:38:06)</b> Classroom interaction is simple. It is the talk that occurs in classrooms between teachers and students and between students, among students. (#4601M 13:38:21)</p> <p><b>JOAN: (#4601M 13:38:20)</b> ... it's also a very complex thing in that it is, uh, the primary medium, uh, by which learning occurs in</p>
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<p><b>WEB TAG:</b> Go to the Workshop Guide at <a href="http://www.learner.org">www.learner.org</a></p>	<p>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. (#4601M 13:38:45)</p> <p><b>BARBARA POPE BENNETT CLIP</b> -Jealously and envy produced a strong resentment in Ambrosio. -<b>Good. He was resentful because he didn't have faith in himself.</b> -<b>And many times this causes a lot of resentment, doesn't it?</b> -<b>Have you personally felt a lot of resentment at any time?</b> -No.</p> <p><b>JOAN:(#4601M 13:38:56)</b> ..... it makes you realize how critical the interaction between the teacher and the students is.....</p> <p><b>YO AZAMA CLIP</b> -It's big, isn't it? It's big. -Do you know the character for "ookii"? -"Ookii." -Yes, "ookii", that's right. So, let's use the character. Using it is good. -And.... Uh, what is this?</p> <p><b>JOAN:</b> What happens in that interaction, the patterns, the moves that are made, the way that things get talked about, not just influence, but actually define what the learner comes away with in terms of what he or she thinks that subject area is and what learning is all about.</p> <p><i>Music Up</i></p> <hr/> <p><b>PANEL DISCUSSION</b></p> <p><b>RICK: (#S3M2 15:57:14)</b> I think it might be important for us to talk a little bit about what do we mean about interpersonal communication --</p>
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<p><b>Lower Third:</b> John Pedini Brookline, MA Grade 8</p> <p><b>Lower Third:</b> Fran Pettigrew McLean, VA Grade 11</p>	<p>what is it in your view? What's interpersonal -- do we all see it the same way?</p> <p><b>JOHN:(#S3M2 15:57:29)</b> As a level one teacher my main goal is to get the kids to number one, feel comfortable with the language and using it with each other especially...</p> <p><b>JOHN PEDINI CLIP</b> -Miss Girl is very jealous. - <b>She's jealous. That's right. Why is she jealous?</b> -Mr. Macho is with Miss Intelligent. -<b>Mr. Macho is with Miss Intelligent. Right.</b></p> <p><b>JOHN:</b> So to me interpersonal, uh, communication is as much communication as I can get with them with each other based on very guided themes especially at level one because that's all they know.</p> <p><b>FRAN: (#S3M2 15:57:49)</b> Yeah, and for me it's getting the students to talk to each other, to talk about something that is meaningful to them, something that they have an opinion about, getting them to say more and helping them improve their skills.</p> <p><b>FRAN PETTIGREW CLIP</b> -Rita, please tell me a place that Julia has visited. -Julia has visited France, Paris and Nice. -<b>Oh, yes! Do you like France?</b> -Yes. -<b>Why? Tell me a little about that.</b> -It's very interesting and I also speak a little bit of French so I like it very much. -<b>What is your favorite place in France?</b> -The beaches of the south. -<b>Oh, yes, I love them, too.</b></p> <p><b>JOAN: (#S3M2 15:58:24)</b> What I got very excited about when we created these standards was that we moved away from the listening, speaking, reading, writing, the focus on</p>
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	<p>grammar to this activity-based approach and activity-based approach is so right now in terms of where we are research wise; how we know what learning is, how it's accomplished, what we know language is -- that it's not just grammar and vocabulary, but it's this whole set of communicative competencies. So when I work with my teachers in my teacher preparation course, I say "OK, what do we want them to be able to do?" I want my students to be able to, uh, engage in a service encounter in the target language. That's something I want them to be able to do. So with a backward design I start there and I think well, now how do I get them there? And as you start pulling out the things you realize well they need vocabulary, and, and grammar and norms for participation and socio-cultural knowledge in terms of turn taking and where they go to buy certain kinds of things -- they need all of that stuff and then I have to design my instruction to get there.</p>
<p><b>Graphic Question # 2</b></p> <p><b>How do patterns of talk affect communication?</b></p> <p>Joan Kelly Hall On Camera</p> <p><b>IRE graphic / animation</b></p> <p><b>I Initiation</b> <b>R Response</b> <b>E Evaluation</b></p> <p>Joan Kelly Hall on Camera</p>	<p><b>JOAN: (#4601M 13:40:53)</b> There has been a great deal of research looking at classroom interaction, just to see what it is that people do. What do teachers and students do with their talk; and it has been found, interestingly enough, that, uh, in all classes, from kindergarten to university, across subject matters, and even a...across, uh, context, meaning not just here in the states, there was one primary pattern of interaction and that is called the I.R.E.</p> <p><b>JOAN: (#4601M 13:41:24)</b> The I is a teacher initiation and that usually is a known answer question that the teacher will ask the student. The R stands for response and that is always provided by the student and it's usually short, .....The E is an evaluation of the student's response and that is typically with a good or correct or if it's an incorrect response, the teacher will often repeat the student's response with a rising intonation. Long-term exposure to</p>

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<p><b>IRE graphic / animation</b></p> <p><b>I Initiation</b> <b>R Response</b> <b>E Evaluation</b></p> <p>Joan Kelly Hall on Camera</p>	<p>the IRE leads to limited learning in a nutshell. Um, it limits student engagement with the content. It limits their participation, their intellectual activity and even their social connection with what's happening in the classroom. There has actually been some very interesting research that has looked at primarily eighth and ninth grade language arts classrooms, and they've tried to correlate the use of this pattern with academic achievement and they have found that this pattern is correlated with low achievement. So, it's not to say that it causes low achievement, but in fact, in classes where there is low achievement, there is also the prevalent use of the pattern. (#4601M 13:46:44)</p>
<p><b>IRE graphic / animation</b></p> <p><b>I Initiation</b> <b>R Response</b> <b>E Evaluation</b></p> <p>Joan Kelly Hall on Camera</p>	<p><b>JOAN:</b> Sometimes there is a role for IRE in the classroom. It is particularly effective to do a quick check to see if we're all on the same page before we move to the next new thing, to quickly assess where students are.</p>
<p><b>Show 25 Shuffelton:</b> <b>01:12:57 – 01:13:51</b></p> <p>Joan Kelly Hall on Camera</p>	<p><b>JANE SHUFFELTON CLIP</b> -But Gleb doesn't want to see the opera. -He wants to see the Black Sea where he can swim. <b>-So who's the main character?</b> -Gleb. <b>-Yes. What kind of person is he?</b> -Young. <b>-Yes. Excellent. Where does he live?</b></p>
<p>Joan Kelly Hall on Camera</p> <p><b>Show 28 Pettigrew:</b></p>	<p><b>JOAN: (#4601M 14:08:30)</b> Fran Pettigrew has a wonderful example of when she has the small groups, uh, finish their activity and then she's ready to move on to the next and she, in the large group, asks a couple of students whether their response is to something and she says "ah, excelente," moves along. Great example of quick check, "OK, we're together. Let's keep going."</p> <p><b>FRAN PETTIGREW CLIP</b> -Carolina, tell me one place that Angel has</p>

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<p><b>01:06:36 – 01:07:45</b></p> <p>Joan Kelly Hall on Camera</p>	<p><b>visited, please.</b>                  -Florida.  <b>-Do you know what part of Florida?</b>                  -Miami.  <b>-Excellent.</b></p> <p><b>JOAN:</b> That's when IRE as used is highly effectively. It's its overuse, its exclusive use, uh, that can lead to, um, the numbing of the mind, so to speak. (#4601M 14:09:08)</p>
<p>Joan Kelly Hall on Camera</p>	<p><b>GHISLAINE TULOUCI CLIP</b>  <b>-What do you do at the shopping center?</b>                  -I go to work.  <b>-You work. You have a job.</b>                  -Yes.  <b>-Where do you work?</b>                  -I worked at the Coffee Beanery in Tysons.  <b>-For now you don't work?</b>                  - No.</p>
<p>Joan Kelly Hall on Camera</p> <p><b>IRF graphic / animation</b></p> <p><b>I Initiation</b></p> <p>Joan Kelly Hall on Camera</p>	<p><b>JOAN: (#4601M 13:50:45) .....</b> Research has shown that where IRE is not the exclusive pattern of interaction, there is something that, that has been identified as the IRF. Uh, this is a pattern that is only subtly but very significantly different from the IRE. The I, again stands for initiation. Where it differs from the first is that both teachers and students can initiate questions and the questions aren't just known-answer questions, but they are questions, uh, that ask people to expand, to elaborate, that challenge, um, that perhaps you can support. (#4601M 13:51:37)</p>
<p><b>R Responses</b></p>	<p>those initiations, that teachers and students can contribute; and they're not limited to one word or one phrase, but they're expanded -- they can go on for several utterances. The F then stands for follow up, and this is a contribution or an utterance that connects in some way to what that previous response was and that doesn't just have to be by the teacher; it can also be the student, and it just moves a conversation, but not just moves it in a, in a very narrow path, but if you can imagine like a tree. (#4601M</p>
<p><b>F Follow Up</b></p> <p>Joan Kelly Hall on Camera</p> <p><b>IRF graphic / animation</b></p>	<p></p>



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<p><b>WEB TAG:</b> Go to the Workshop Guide at <a href="http://www.learner.org">www.learner.org</a></p>	<p>contributions that they would like to make, either by asking a question or responding in some way, uh, to a classmate.</p> <p><b>GHISLAINE TULOUCI CLIP</b> -So open space is nice -Yes, and I love the restaurants, lots of different cultures. Right? -Yes!</p> <p><b>JOAN: (#4601M 13:54:24)</b> This, at least in a foreign language classroom, allows them not just to engage in other kinds of cognitive activities, in addition to say recalling information, but it also allows them to use language in, in communicatively interesting ways, which IRE can't ever let them do, just by virtue of what it is.</p> <p><b>LESLIE BIRKLAND CLIP</b> - What do you eat in China for New Year's Day? -We eat noodles and bok choi. -Is it good? -Yes, it's good. -What are the New Year's foods in Korea?</p> <p><b>JOAN:</b> This kind of engagement in learning this IRF pattern is correlated with high achievement. You know, students who in, in classrooms that are marked by high achievement, also have this kind of, of pattern as a steady diet. (#4601M 13:55:12)</p> <p><i>Music up</i></p> <hr/> <p><b>PANEL DISCUSSION</b></p> <p><b>RICK: (#S3M1 15:01:17)</b> Do you find in your observations of your classes that things look different in the class, in the communicative dynamics of the class since you've sort of shifted the way which communication takes place in your classroom and the way you manage it?</p>
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	<p><b>Fran: (#S3M1 15:01:45)</b> I would say, definitely. Ah, one of the changes that I've notice is, of course, the students are speaking more. They are more comfortable with the language. They are producing more language and they are enjoying it.</p> <p><b>FRAN PETTIGREW CLIP</b>          - Lewis Mountain, and Loft Mountain which are very famous.          -And also Woodland Falls is very pretty.          -Anything else? All finished.          -What else do you want to look at? There is City Hall, Ellis Island.          -Ellis Island is an important place. Do you want to write that down?</p>
<p>Panel back on Camera</p>	<p><b>JOHN: (#S3M2 16:04:05)</b> Getting these kids to speak in the target language spontaneously.</p> <p><b>Fran:</b> That's right, naturally.</p> <p><b>John: (#S3M2 16:04:10)</b> Naturally, without fear, feeling comfortable doing it, not being tongue-tied. That is the ultimate goal.</p> <p><b>PEDINI CLIP</b> <i>(No subtitles visble in this clip)</i></p>
<p>Panel back on Camera</p>	<p><b>RICK: (#S3M1 15:02:43)</b> Joan, do you, do you know of some research or do you have some of your own experiences that you could share about, you know, how one's identity as a language learner might be constructed by or can be constructed by the kind of talk that one is socialized into, into a classroom.</p> <p><b>Joan: (#S3M1 15:03:08)</b> Well, I can talk about a study that I had done in the a first year high school classroom and it was with this teacher who used pretty much exclusively the IRE -- well intentioned teacher but pretty much used it all year round and, of course, generally, for the group itself, really led to a very limited intellectual and social environment. So I looked</p>

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	<p>at four males because two males absolutely hated the class at the end and two really liked it. Well, the teacher spent more time interactually with these two students. (#S3M1 15:04:01) A simple question of what did you do last night and that the student said something like “I went to the store,” he’d say, “Oh, what did you buy?” Quick little something and then he’d move along. If the student tried to ask a question off task, the teacher responded to him, “Well, what do you mean and let’s see what you say here.” (#S3M1 15:04:49) Another student, a few moments along in the conversation, tried to make the same attempt to ask a question, but actually I thought the question was a little bit more on task. He didn’t clearly understand what the teacher wanted and the teacher, not only didn’t respond, but gave him a little eye gaze, as if to say we don’t want that kind of talk here. (#S3M1 15:05:14) And, so I found over the year, that the two students that he just kept cutting off in the IRE, stopped talking -- than the little talk that they were allowed to do. Whereas, the other two students actually expanded and stayed after class, and at the end, the two students, one in particular, loved Spanish, loved the teacher and thought he was a great Spanish learner. The other two students, um, one actually, uh, left Spanish thinking that he didn’t like it at all and, uh, took up German. (#S3M1 15:05:55) And, the other one thought that he was just a very poor language learner.</p> <p><b>RICK: (#S3M1 15:06:16)</b> So, it could really even effect, um, how one views oneself as a learner and could even make you feel you’re a non-learner.</p> <p><b>Joan: (#S3M1 15:06:23)</b> That’s exactly right. And in the end it was interesting because the teacher said, “He shouldn’t be here. He just is a poor language learner.” And yet, couldn’t see that he was part of creating that poor language learner identity, uh, in his talk.</p>
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**RICK: (#S3M1 14:49:45)** Fran, in your videotape, you have good examples of IRF. How did you learn to do that?

**Fran: (#S3M1 14:49:59)** You know, Rick, at some point I just realized, we're teaching, we want to be teaching our students to talk in a normal, natural, authentic way. We want them to talk about things that they are interested in talking about. (#S3M1 14:50:42). I always ask follow-up questions, because I want them to ask follow-up questions when they're working with their partners.

**FRAN PETTIGREW CLIP**

**-As far as spending three days in Florida, are their plans reasonable?**

-No.

**-No.**

**-Why not?**

-They need more time.

**-How much time do you think they should spend in Florida?**

-More or less five days.

**-Then, do you understand now?**

-A week?

**RICK: (#S3M1 14:52:20)** John, how about in your classes in middle school. I mean, it's typical to hear -- I mean, any foreign language teacher would say, I want my students to communicate. But foreign language teachers would also say that they don't want to talk. All they want to do is give me one-word answers.

**John: (#S3M1 14:53:??)** Well, definitely in a classroom where you have maybe twenty kids or more, uh, they have to use as much time as possible, using that language.

**JOHN PEDINI CLIP**

-Mr. Macho and Miss Intelligent are friends. They meet at school.

-And they give each other two kisses.

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	<p>-And they give each other two kisses. Yes.</p> <p><b>JOHN:</b> So it's important that I do less of the talking. They do more of the talking and to that end, everything that we do that's practice that's introduced to them, they work in paired activities with each other.</p> <p><b>RICK: (#S3M1 14:54:51)</b> We see that in Davita Alston's tape too, in the video library, where she is very conscious of always getting students to elaborate, to say a little bit more. If they went to the movies, with whom did you go. What time did you go.</p> <p><b>DAVITA ALSTON CLIP</b></p> <p>-“They go to the restaurant.”</p> <p>-<b>Yes. Sylvania, what do they do in the restaurant?</b></p> <p>-Eat Italian food.</p> <p>-<b>Ooh, Italian food! That's good.</b></p> <p>-<b>Another one Christina. Don't repeat!</b></p> <p>-“We go to the library.”</p> <p>-<b>And what do you do in the library?</b></p> <p>-Study.</p> <p><b>RICK: (#S3M1 14:56:00)</b> You know we've talked a lot about teacher-to-student interaction; teachers leading conversation. But, you raised the point of student-to-student interaction, as a way of developing interpersonal communication. Joan, is there any research or any comments that you would have about the student-student side of developing interpersonal communication. Is it important -- is it an important --</p> <p><b>Joan: (#S3M1 14:56:36)</b> Well, (stutters) people have looked to see what it is -- although the kinds of research, I think, have been, except for actually some, the research that you, yourself, have done on looking at, uh, student-to-student interaction has been very narrowly focused, I think, in terms looking at the forms that they use to see how use of certain forms</p>
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over time leads to one's internalization of those forms. Um , where I think your research actually adds something -- sort of expands what we know about student-to-student talk is in, uh, their use of English to help them learn Spanish.

**RICK:** Uh huh.

**JOAN:** (#S3M1 14:57:10) And, what I find very provocative -- because of course, that's a big question you have, particularly in the first-year classrooms -- how much do I let them use English. And, and it runs the gamut of all English to, you know, "No English. No English here." Um, and, what I think Rick's research shows is that English can play a very important cognitive role .....

**RICK:** (#S3M1 14:57:51) Yeah, I think that not all uses of English are created equal. Right?

**JOAN:** Mm hmm.

**RICK:** I mean, there are some uses of English that are certainly inappropriate to the language classroom. What we're going to talk about; what we're going to do after school. There are other uses of English that help construct a task, so if you put students together in a pair-work task, one of the things that I found is that students will often talk about the task. So, you might set the task up and they may look at each other and say, "What did he say to do?" "How, how do we do this?" Even after you've, you know... And, they may go through the construction of how the procedures of the task in English to break into the task.

**AMY GARCIA CLIP**

**-Kara, do you have a question?**

Student: Um, when you, are you supposed to write it really to somebody or do you just write your, like your hobbies and stuff? [English]

**-You write this: "Dear Ms. Garcia..."**

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	<p>Student: So we write it to you? [English]  <b>-Yes. OK?</b></p> <p><b>RICK:</b> The other thing that I noticed is that they talk about the talk. They may say, “How do you say fifty in Spanish?” And, um, one of the interesting things that my research has shown with, with Pete Brooks at Florida State University is that over time, the use of English diminishes. (#S3M1 14:58:56) So, the important point was, you can’t develop interpersonal communication with one task; that you need multiple opportunities and multiple occasions to engage in interpersonal communication in the classroom.</p> <p><b>Fran: (#S3M1 14:59:17)</b> I have found early in Spanish 3, when I’m really teaching English students what a good interactive performance looks like, sounds like. I will frequently ask two students to come up to the front of the room and have a conversation in English; and we will point out examples of elaboration and perhaps, clarification and point out to the students, now this is the kind of a thing that you want to be doing in Spanish, as you work on your ---</p> <p><b>Joan: (#S3M1 14:59:47)</b> That’s a great example. That’s wonderful.</p>
<p><b>Graphic Question # 3</b></p> <p><b>What can teachers do to enhance patterns of communication?</b></p>	<p><b>JOAN: (#4601M 14:09:55)</b> So what can teachers do. Probably, the first thing they can do is be mindful of their talk. (#4601M 14:10:??) .....there’s an example that foreign language educators often tell to each other to get a little joke about the student coming in, um, and the teacher saying, you know, “So, how was your night last night?” “You know, good.” “Oh, muy bien.” And just responding, thinking that she is carrying on a little conversation before the class begins and then little Tommy walks in and she says, “Oh, Tommy, how was your night last night” and he says, “Oh, my dog died.” “Oh, muy bien” because Tommy used</p>

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<p style="text-align: center;"><b>WEB TAG:</b> Go to the Workshop Guide at <a href="http://www.learner.org">www.learner.org</a></p>	<p>the correct past tense. (#4601M 14:11:04) That's when a little aha should go off saying wait a minute, what am I saying very good here for or, or excellent. I mean, his dog died. I should be saying something like "that's terrible."</p> <p><b>JAI SCOTT CLIP</b> -Did you have chicken pox, Ay'sha? Student: Mister, um, Monsieur Scott, my brother had chicken pox before. [English] -Did Parnell have the chicken pox? Poor Parnell. -Was he happy when he had chicken pox?</p> <p><b>JOAN: (#4601M 14:11:18)</b> The second thing that I think that teachers can do to begin thinking about how change is to really, um, know what their pedagogical goals are for instruction. I think sometimes we just get confused. We do an activity, uh, because it looked like it was fun to do and in the end, we're not quite sure why it is that we -- why we did it.</p> <p><b>MUSIC UP</b> <b>PANEL DISCUSSION</b></p> <p><b>RICK: (#S3M1 15:13:18)</b> So, what would you say to teacher who says Yeah, I want to have conversations with my class. I want to have a community of learners, we want to know each other, we want to personalize, but every time they open their mouths, they make mistakes.</p> <p><b>JOHN: (#105B 02:04:43)</b> There's a lot of risk-taking in learning another language. This is truly an artificial environment. We don't live where we're in contact with the language constantly outside of these four walls.</p> <p><b>JOHN PEDINI CLIP</b> -Mr. Macho, order! "I would like a hamburger..."</p> <p><b>JOHN:</b> I try to make it as natural as possible in the communication process, but the one thing I</p>
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	<p>don't want them to be is afraid. So it's okay to make mistakes.</p> <p><b>JOHN PEDINI CLIP</b>          -It's not a normal hamburger.  <b>-Repeat, Macho, "It's not a normal hamburger."</b>          -It's not a normal hamburger.  <b>-I'm sorry.</b></p> <p><b>Fran: (#S3M1 15:14:44)</b> Let them know that mistakes are OK. Let them know that what really matters is that we want them to talk and say a lot. And then judiciously select the time and the opportunities to look at the form. "And remember about this verb..."</p> <p><b>RICK: (#S3M1 15:15:48)</b> How do you know what's important? How do you know what an important error is?</p> <p><b>Fran: (#S3M1 15:15:52)</b> I look at errors which could affect the comprehensibility of the message. For me, those are the most important errors.</p> <p><b>FRAN PETTIGREW CLIP</b>  <b>-How many days more or less do you recommend?</b>          -Four and five days.  <b>-Four and five days? Nine days?</b>          -Oh no, four or five days.</p> <p><b>FRAN: (#S3M1 15:16:33)</b> I select just a few mistakes, if I think it's appropriate to do that, and that's a judgment call on my part.</p> <p><b>JOAN: (#S3M1 15:17:00)</b> It sounds to me like you're saying that it really, uh, is related to the goal.</p> <p><b>FRAN:</b> Correct.</p> <p><b>JOAN: (#S3M1 15:17:10)</b> Whatever it is that you are doing at the time.</p>
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	<p><b>FRAN:</b> That's right.</p> <p><b>JOAN:</b> Then, and if it's a focus on, say, form and instruction of form, then it, then it's OK to correct form</p> <p><b>FRAN:</b> Mm hmm.</p> <p><b>JOAN:</b> And if it affects the comprehensibility, then you would maybe make a suggestion for a change.</p> <p><b>Rick (#S3M1 15:21:40)</b> Maybe students are having a hard time navigating what we're talking about, because one minute, you're talking about what did you do over the weekend or what did you do with your friend over vacation or whatever. And then the next minute within that conversation, all of the sudden the topic shifts on, you know, something like, you know, "va" "von," you know? (Laughter) And all of the sudden, you know, we're recasting and we're refocusing the topic of the conversation on form.</p> <p><b>Joan: (#S3M1 15:22:40)</b> Well, it seems to me the whole notion of interpersonal communication is complicated for the foreign language classroom, because we have it as a curricular goal.</p> <p><b>Rick:</b> Right.</p> <p><b>Joan: (#S3M1 15:22:51)</b> But then we use it in our instruction. So we have lots of instructional activities that are...</p> <p><b>FRAN:</b> That's right.</p> <p><b>JOAN:</b> ...interpersonally accomplished to reach certain curricular goals. And that's where, I would say, in response to your question, that I had to know what my curricular goal is, and if it is to say participate in a debate like this, they do</p>
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<p><b>Lower Third:</b> John Pedini Brookline, MA Grade 8</p>	<p><b>John: (#S3M1 15:06:48)</b> One thing I see here is the personalization of the curriculum. In order to be able to get these kinds of responses out of the students, we have to personalize the curriculum that opens up for many opportunities to expand and there are no right or wrong answers. The questions are often very open-ended so that there are many different kinds of answers that can be given; and they mean something personal to the student, which is the motivating factor for them, for them to continue conversing and then they feel highly motivated that they can do this. When they do, they move on.</p> <p><b>RICK: (#S3M1 15:11:15)</b> So, the community of learner isn't just to have this sort of nice classroom environment where everyone feels comfortable, but it also creates multiple occasions for conversation and reasons for talk. (agreement from others) And, and motivations for talking to each other, because I want to know more about you and you want to more about me.</p>
<p><b>Lower Third:</b> Joan Kelly Hall Pennsylvania State University</p> <p><b>Lower Third:</b> Richard Donato University of Pittsburgh</p>	<p><b>MUSIC UP AND UNDER</b></p> <p><b>JOAN:(#4601M 14:13:44)</b> One thing I think that's wonderful about the standards is that it's gotten us to talk about talk in ways that we have never had to before, um, and I think that this conversation – that the conversations that, uh, that we're having now are getting people to really think about talk (stammers) just in different kinds of ways; and I think that will make a difference as well. (#4601M 14:14:33)</p> <p><b>RICK: (#D003M 17:10:??)</b> What you really need to get interpersonal communication going in the classroom is an ability to sort of ease up and to let it, and to let it flow and just (inaudible) let it happen in the classroom. So I think that's one important message that's going to be taken away here, is that you don't have to be</p>

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	<p>constantly making excuses for students' errors in classrooms and saying things like, "We had a good, ah, conversation, but they had a lot of mistakes," that that's a part of what it is to learn how to have a conversation in a classroom, is that mistakes are part of that process and learning the language is working through some of that, um, in the context of a conversation.</p>
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