# Module 5: Interpersonal Communication Standards

* 1. **Start Module**
		1. **Part 1: Welcome**

Welcome to the Massachusetts World Languages Curriculum Framework Implementation Training Series! This training is brought to you by the Massachusetts Department of Elementary and Secondary Education in collaboration with the Center for Applied Linguistics. These Online Learning Modules are one component of the Implementation Training Series and are designed to support you in understanding and using the 2021 Massachusetts World Languages Curriculum Framework.

You are in Module 5: Interpersonal Communication Standards. This module will discuss the Interpersonal Communication Standards in the Framework and highlight ways in which you can address these Standards in your classroom.

* + 1. **How do I navigate this module?**

First, let’s talk about how to navigate this module. To navigate between the slides of this module, you can click here: on the NEXT button, to see the next slide, and here: on the PREVIOUS button, to go back to the last slide. Please note that on slides that have interactive features, such as clickable icons or tabs to learn more, you will not be able to click NEXT to see the next slide until you click on each of these features.

At the bottom of each slide, you will also see the volume button to make the audio louder or quieter; the closed-captions button to turn on closed captions and read along with the audio; a seek bar, and a replay button.

You can click on the seek bar to control which part of the screen you want to see, and you can click on the replay button to replay the entire slide.

On the left, you can see the menu. You can click on any title to navigate to the slide you want to view. The menu also has a search bar, here. If you are looking for a particular topic, you can search for it. For example, if you want to learn about the Framework, you can type the word “Framework” into the search bar, and the menu will display all slides that mention the Framework.

On the top right, you can click here on the Resources button where you can find a transcript of the full text of this module as well as a one-page summary.

* + 1. **What are the goals of this module?**

Now let’s talk about the goals of this module. At the end of the module, you will be able to answer these questions:

* What is the Interpersonal Communication mode and why is it important to develop proficiency in this mode?
* What are the Massachusetts World Languages Standards for Interpersonal Communication?
* How can I address the Interpersonal Communication Standards in my classroom?

**1.2. Part 2: Interpersonal Communication**

* + 1. **What is the mode of Interpersonal Communication?**

Interpersonal Communication focuses on back-and-forth communication between two or more people. It involves interacting and negotiating meaning in spontaneous spoken, signed, or written conversations to share information, reactions, ideas, feelings, opinions, and perspectives. Interpersonal Communication is an important component of how students communicate and use the target language to acquire linguistic proficiency, and it is one of the four communicative modes included in the Domain of Communication Practices.

* + 1. **What do students do in the mode of Interpersonal Communication?**

In the Interpersonal Communication mode, students exercise reading, viewing, listening, writing, signing, and speaking skills to seek, convey, and/or exchange information and negotiate the meaning of messages in synchronous conversations, that is, conversations occurring in real time. Students also exercise cultural understanding and social skills to effectively exchange information with their interlocutors. Students use the target language in the Interpersonal Communication mode to engage with others, build connections through respect and understanding, and ultimately participate in conversations to share information.

* + 1. **Why is it important to develop proficiency in Interpersonal Communication?**

It is important to develop proficiency in Interpersonal Communication for many reasons. Click on each section of the circle to learn more.

Proficiency in this mode increases students’ abilities to interact socially in any language, as it helps them build their social and emotional competence through improved self-awareness and relationship skills and helps them learn how to understand and be understood when exchanging information with people from diverse cultures and communities.

Proficiency in Interpersonal Communication also supports students in developing strategies to negotiate meaning when communicating with others, such as clarification, circumlocution, and gesturing or using facial expressions, all of which can be helpful for getting a message across in conversations.

Proficiency in Interpersonal Communication is essential for advancing proficiency in other communicative modes, acquiring the cultural knowledge needed to communicate effectively in the target language, and applying what has been learned to make connections with diverse perspectives and communities.

Finally, authentic and interesting Interpersonal Communication supports student engagement and ownership and allows students to elevate their perspectives and experiences in the language, making proficiency in this mode important for students’ overall growth and development through Deeper Learning.

 **1.2.4: Pause for Equity**

Now, let’s take a few minutes to pause for equity in line with Massachusetts’ vision for [Deeper Learning](https://www.doe.mass.edu/kaleidoscope/overview.html), which encompasses the Framework’s priorities for Social Justice and reflects Massachusetts’ goals of having all students explore identity, diversity, justice, and action, combined with mastery. If you are completing this module in a group, you may find it helpful to talk about the guiding questions on this slide with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

The questions are:

* What opportunities does the Interpersonal Mode create for students to:
	+ demonstrate mastery?
	+ center their own perspectives and experiences?
	+ increase their own capacity for independent learning?

**1.3. Part 3: Interpersonal Communication Standards**

* + 1. **What are the Interpersonal Communication Standards?**

The Interpersonal Communication Standards are descriptions of the skills that students can demonstrate at different levels of proficiency in the Interpersonal Communication mode. The Standards in the Framework correspond to the ACTFL standards for Interpersonal Communication, and the Standards are organized by proficiency level from Novice Low to Superior. Each Interpersonal Communication Standard contains between three and seven different Functions and each Function has a Standard Identifier numbered from 2.a. to 2.g along with the proficiency level abbreviation.

* + 1. **How do the Interpersonal Communication Standards progress across proficiency levels?**

In Module 4, you learned that Context, Text Type, Supports, and Comprehensibility progress in a similar way across proficiency levels for all of the Communication Standards. In addition to these linguistic components, Functions, which describe what students can do with the language, gradually progress in difficulty, rigor, and/or complexity across proficiency levels in the Communication Standards, though this progression may look different for each of the communicative modes. Click here to see a chart showing how Functions progress across proficiency levels within the Interpersonal Communication Standards.

As shown in the chart, some Functions are repeated from level to level (as indicated by a check mark) and some Functions progress from level to level (as indicated by a check mark in a new row or a check mark with a plus sign). These Functions, which are brand new Functions that emerge at higher proficiency levels or new, more rigorous features of a previously acquired Function, appear in bolded text within the Framework. We will look at the Interpersonal Communication Standards in greater detail in the following slides, and while we will be focusing on the progression of Functions across proficiency levels, we recommend that you also reflect on ways in which the other linguistic components (Context, Text Type, Supports, and Comprehensibility) progress from level to level throughout this Module.

* + 1. **What is the Interpersonal Communication Standard at the Novice Low level?**

There are three Functions within the Interpersonal Communication Standard at the Novice Low level, marked as NL 2.a, 2.b, and 2.c. As you can see, students at this level can respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. Students at this level can also respond to a few simple, highly practiced questions by providing basic information about themselves. Finally, students at this level can provide memorized questions.

* + 1. **What is the Interpersonal Communication Standard at the Novice Mid level?**

There are three Functions within the Interpersonal Communication Standard at the Novice Mid level, marked as NM 2.a, 2.b, and 2.c. As you can see, the first Function, 2.a, is repeated from the Novice Low level. The second Function, NM 2.b, is similar to NL 2.b, but has a more rigorous feature of the previously acquired Function, as students at this level can respond to questions by expressing basic information about themselves. The third Function, NM 2.c, also progresses to include a more rigorous feature of the previously acquired Function. At the Novice Mid level, students can ask highly predictable, formulaic questions.

* + 1. **Discussion/Reflection**

There will be several opportunities for discussion and reflection in this part of the Module. The questions presented on the Discussion/Reflection slides are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

This set of questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice Low to Novice Mid levels?
* What can your Novice-level students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Novice standards?
* What do you expect Novice High students who are moving up into the Intermediate level to be able to do with the target language?
	+ 1. **What is the Interpersonal Communication Standard at the Novice High level?**

There are three Functions within the Interpersonal Communication Standard at the Novice High level, marked as NH 2.a, 2.b, and 2.c. While each Function is similar to the three Functions at the Novice Mid level, each has a more rigorous feature of the previously acquired Function. As you can see, the first Function now involves building connections and showing consideration for different ideas and opinions. Students at this level can also understand, answer, and ask a variety of questions. Finally, students at this level can engage in conversation by understanding and creating language that conveys authentic, personal meaning. In these modules, Novice High is grouped with Intermediate Low and Intermediate Mid because students can accomplish the Functions at those levels, just without the consistency.

* + 1. **What is the Interpersonal Communication Standard at the Intermediate Low level?**

There are three Functions within the Interpersonal Communication Standard at the Intermediate Low level, marked as IL 2.a, 2.b, and 2.c. As you can see, two of the Functions are repeated from the Novice High level. The third Function, IL 2.c, is similar to NH 2.c, but has a more rigorous feature of the previously acquired Function, as students at this level are able to initiate, maintain, and end conversations.

* + 1. **What is the Interpersonal Communication Standard at the Intermediate Mid level?**

There are four Functions within the Interpersonal Communication Standard at the Intermediate Mid level, marked as IM 2.a, 2.b, 2.c, and 2.d. As you can see, three of the Functions are repeated from the Intermediate Low level and there is one brand-new Function at this level: students can provide basic advice on individual or societal issues.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice High to Intermediate Mid levels?
* What can your Intermediate-level students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Intermediate standards?
* What do you expect Intermediate High students who are moving up into the Advanced level to be able to do with the target language?
	+ 1. **What is the Interpersonal Communication Standard at the Intermediate High level?**

There are five Functions within the Interpersonal Communication Standard at the Intermediate High level, marked as IH 2.a, 2.b, 2.c, 2.d, and 2.e. As you can see, one of the Functions is repeated from the Intermediate Mid level, three Functions are similar to those at the Intermediate Mid level but have more rigorous features of the previously acquired Functions, and one Function is brand-new. As shown in IH 2.b., students at this level can understand, answer, and ask a wide variety of questions across time frames, and the expectations for IH 2.c are also expanded through the addition of “across time frames”. Students at this level can also provide advice OR propose solutions to individual or societal issues, as shown in IH 2.d. Finally, the new Function at this proficiency level indicates that students can provide descriptions, narrations, and comparisons across time frames. In these modules, Intermediate High is grouped with Advanced Low and Advanced Mid because students can accomplish the Functions at those levels, just without the consistency.

* + 1. **What is the Interpersonal Communication Standard at the Advanced Low level?**

There are six Functions within the Interpersonal Communication Standard at the Advanced Low level, marked as AL 2.a, 2.b, 2.c, 2.d, 2.e, and 2.f. As you can see, two of the Functions are repeated from the Intermediate High level, three Functions are similar to those at the Intermediate High level but have more rigorous features of the previously acquired Functions, and one Function is brand-new. Students at this level can understand, answer, and ask questions across all major time frames, as shown in AL 2.b.; sustain authentic conversations, as shown in AL 2.c; and describe, narrate, and compare across all major time frames, as shown in AL 2.e. Finally, the new Function at this proficiency level indicates that students can interact and negotiate to resolve an unexpected complication – for example, missing a reservation or losing or breaking something.

* + 1. **What is the Interpersonal Communication Standard at the Advanced Mid level?**

There are six Functions within the Interpersonal Communication Standard at the Advanced Mid level, marked as AM 2.a, 2.b, 2.c, 2.d, 2.e, and 2.f. All of the Functions are repeated from the Advanced Low level. The progression from Advanced Low is instead seen in greater comprehensibility, connected paragraphs, and a greater variety of topics of conversation.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Intermediate High to Advanced Mid levels?
* What can your Advanced-level students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Advanced standards?
* What do you expect Advanced High students who are moving up into the Superior level to be able to do with the target language?
	+ 1. **What is the Interpersonal Communication Standard at the Advanced High level?**

There are seven Functions within the Interpersonal Communication Standard at the Advanced High level, marked as AH 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, and 2.g. As you can see, one of the Functions is repeated from the Advanced Mid level, five Functions are similar to those at the Advanced Mid level but have more rigorous features of the previously acquired Functions, and one Function is brand-new. Students at this level can identify their own and others’ biases and demonstrate empathy and understanding, as shown in AH 2.a. They can provide and solicit detailed responses across time frames to participate fully and effectively in a wide range of general and specialized conversations (2.b), and they can propose and evaluate solutions to complex and/or hypothetical situations (2.d). Students at this level can also include rich, complex details (2.e) and resolve unfamiliar complications (2.f) when communicating in the target language. Finally, the new Function at this proficiency level indicates that students can discuss real-world abstract and complex matters. In these modules, Advanced High is grouped with Superior because students can accomplish the Functions at that level, just without the consistency.

* + 1. **What is the Interpersonal Communication Standard at the Superior level?**

There are seven Functions within the Interpersonal Communication Standard at the Superior level, marked as S 2.a, 2.b, 2.c, 2.d, 2.e, 2.f., and 2.g. All but one of the Functions are repeated from the Advanced Mid level, and the final Function, 2.g., includes more rigorous features of the previously acquired Function, as students can discuss and resolve complex matters effectively. In addition, students at the Superior level progress to precise and sophisticated language in richly organized discourse in terms of Text Type.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Advanced High to Superior levels?
* What can your Advanced High and Superior students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Superior standards?
	1. **Part 4: Addressing the Standards**
		1. **How do I address the Interpersonal Communication Standards in my classroom?**

To address the Interpersonal Communication Standards in your classroom, it is important to set unit goals/objectives for Interpersonal Communication; design summative assessment tasks to determine if students have met unit goals/objectives for Interpersonal Communication; and plan learning experiences to develop and advance students’ Interpersonal Communication skills and abilities. To align with Massachusetts’ vision for Deeper Learning, goals, assessments, and instruction should allow students to demonstrate Mastery, Identity, and Creativity. Click [here](https://www.doe.mass.edu/kaleidoscope/overview.html) to learn more.

* + 1. **How do I set goals and objectives for Interpersonal Communication?**

When setting unit goals/objectives for Interpersonal Communication, we recommend that you start by selecting at least one NCSSFL-ACTFL Can-Do Statement for this mode of communication. You should then align the statement with the Massachusetts World Languages Standards for Interpersonal Communication that are listed for the target proficiency level(s) of your unit. Finally, you should adapt the statement based on your students’ individual needs, interests, and abilities, as well as the topics or themes of your unit. Click here to learn more and to view the [NCSSFL-ACTFL Can-Do Statements](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) for Interpersonal Communication.

* + 1. **How do I assess Interpersonal Communication?**

To assess Interpersonal Communication, we recommend that you use the Integrated Performance Assessment (IPA) model, in which Interpersonal Communication tasks come after and build upon Interpretive Communication tasks. This is shown in the graphic on the right, which describes the overall structure and flow of an IPA, in which learners first demonstrate their understanding of an Interpretive task before engaging in a related Interpersonal task and creating a related Presentational product. Interpretive tasks can be followed next by an Interpersonal task or a Presentational task, and we recommend that you consider your context and needs when determining the order in which these tasks are introduced in your IPAs.

For Interpersonal Communication, it is important to design tasks that align with your unit goals/objectives, and tasks should involve a real, authentic need for providing and receiving information related to the overall theme of the IPA. Finally, Interpersonal Communication tasks will ideally encourage spontaneous language use that is not pre-scripted or rehearsed, as this will allow you to best determine what students can do with the language. Click on the boxes at the bottom of the slide to view resources from [CARLA](https://carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html), the Center for Advanced Research on Language Acquisition, [STARTALK](https://www.startalk.info/educators-principles-conducting/), and the [Ohio Department of Education](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies#assessmentrubrics) that may support you in assessing Interpersonal Communication.

* + 1. **How should Interpersonal Communication tasks be designed?**

Tasks used in IPAs and independent performance tasks should be designed with all students in mind, including students with disabilities and students from diverse linguistic, racial, and cultural backgrounds. As mentioned on the previous slide, Interpersonal Communication tasks in IPAs should build upon and connect to Interpretive Communication tasks, and these tasks will ideally be based on the same authentic texts. Interpersonal Communication tasks should also be designed to provide the information needed for students to complete any subsequent Presentational Communication tasks, which will build upon and connect to both the Interpersonal and Interpretive Communication tasks. It is also important to think about how you will evaluate student performances on Interpersonal Communication tasks, and you may find it helpful to rate the following aspects of student performance:

* Language function (what the student can do with the language)
* Text type (the quantity and quality of the student’s language/discourse)
* Comprehensibility (how well the student is understood)

Other criteria that you may wish to consider when rating student performances might include:

* Communication strategies (the level of engagement in the performance)
* Language control (the student’s accuracy, fluency, and use of vocabulary)
	+ 1. **How do I teach Interpersonal Communication?**

Click on each tab to learn more about how to teach Interpersonal Communication.

When teaching Interpersonal Communication, it is important to design learning activities and experiences with all students in mind, including students with disabilities and students from diverse linguistic and cultural backgrounds.

Learning activities and experiences should align with both your unit goals/objectives and your students’ interests and desires to communicate. Interpersonal Communication learning activities should reflect the types of situations in which students want to be able to use the target language, as this will motivate them to participate and help prepare them for spontaneous, real-world language use beyond the classroom.

Interpersonal Communication learning activities should be low-stakes, well-structured, and targeted for students’ current proficiency levels while supporting them in developing and advancing their skills over time.

Students will benefit from continuous and varied opportunities to practice their Interpersonal Communication skills. You may find it helpful to engage students in pair, small group, and whole class interactions related to the theme of your unit; conversations and discussions about familiar topics and topics of interest; and cooperative learning activities, including games or projects.

Click on the boxes at the bottom of the slide to view resources from [ACTFL](https://www.actfl.org/resources/guiding-principles-language-learning/communicative-tasks), [STARTALK](https://startalkcreate.org/lpg/learning-plan/show/search-form?query=share&data=%7B%22cn__proficiencyIndicator___TEMP%22:%5B%22Interpersonal%22%5D,%22xx__custom%22:%5B%22All%20Published%22%5D,%22_action%22:%22db-search%22,%22_asciiOnly%22:1,%22_forceNotLoggedInExperience%22:%220%22,%22_actionFlowFromClient2DB%22:%22tbd%22%7D), and the [Ohio Department of Education](https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpersonal_MCwebsite.pdf.aspx) that may support you in teaching Interpersonal Communication.

* + 1. **What does addressing Interpersonal Communication look like in different contexts?**

Click on the boxes to see examples of Interpersonal Communication goals/objectives and tasks for different contexts. The example tasks provided on this slide could be used in IPAs for summative assessment purposes or included as key learning activities and/or formative assessments during the course of instruction. You can view all examples or the one that is most similar to your context, as you only need to click on one example before you are able to move on to the next slide.

* Elementary Novice
	+ Context: Elementary Spanish (Novice Mid)
	+ Goal/objective: I can ask and answer simple questions about food using a mixture of practiced or memorized words, phrases, and some sentences with the help of repetition, visuals, and gestures.
	+ Task: Students engage in short, paired conversations in Spanish about the food they eat and the food that children eat in Latin American countries. Students then identify a food from Latin American countries or their conversation partner’s home culture that they would like to learn more about. If your district is part of the Deeper Learning initiative, note how this task incorporates Mastery, Identity, and Creativity.
* Classical Novice
	+ Context: Secondary Latin (Novice Mid)
	+ Goal/objective: I can ask and answer questions about my favorite activities from ancient times using practiced or memorized words, phrases, and some sentences, with the help of repetition, visuals, and gestures.
	+ Task: Students engage in short, paired conversations in Latin about the similarities and differences between activities practiced in Ancient Rome and activities that they practice today and identify an activity that they would like to know more about. If your district is part of the Deeper Learning initiative, note how this task incorporates Mastery, Identity, and Creativity.
* Secondary Intermediate
	+ Context: Secondary Chinese (Intermediate Mid)
	+ Goal/objective: I can exchange written information about school issues using a series of connected sentences, with the help of repetition, clarification, and circumlocution.
	+ Task: In the comment section of a Chinese blog about the length of the school day in China, students use Chinese to post and respond to authentic questions about their concerns and the potential concerns of others. If your district is part of the Deeper Learning initiative, note how this task incorporates Mastery, Identity, and Creativity.
* Secondary Advanced:
	+ Context: Secondary Italian (Advanced Mid)
	+ Goal/objective: I can interact with peers from the target culture to discuss issues related to past, current, and future immigration policies using a series of connected paragraphs.
	+ Task: Students participate in video conversations in Italian with Italian students about how the global refugee crisis has impacted U.S. and Italian policy responses over time and the effects that the crisis has had on marginalized communities in both countries. Students then brainstorm ways to welcome refugees into our societies. If your district is part of the Deeper Learning initiative, note how this task incorporates Mastery, Identity, and Creativity.
		1. **Discussion/Reflection**

The following questions are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

The questions for discussion and reflection are:

* What is your experience setting goals or objectives for Interpersonal Communication?
* What Interpersonal Communication learning activities or assessment tasks have you used in your classroom, and which would you like to use more?
* What resources do you find most helpful for teaching or assessing Interpersonal Communication?
	1. **Part 5: Conclusion**
		1. **What did we learn in this module?**

We have now come to the end of Module 5. Let’s summarize the topics this module covered. In Module 5, we learned what Interpersonal Communication is and why it is important to develop proficiency in this mode; what the Interpersonal Communication Standards are, and how to address the Interpersonal Communication Standards in your classroom.

You can check the Resources section for a one-page summary of the topics covered in this module.

* + 1. **Check for Learning**

Complete the following check for learning to see what you have learned in this module. After answering each question, click submit to check your answer against the expected response. You will have two opportunities to answer the questions correctly, and if you do not answer correctly, you will see the correct response before being prompted to move on to the next question.

* + - 1. **Question 1**

True or false: Interpersonal Communication involves one-way communication in which one person transmits information to another person who receives that information.

* + - 1. **Question 2**

What are Novice Low to Novice Mid students able to do in the Interpersonal Communication mode? Select all that apply.

* + - 1. **Question 3**

Match the Function with the appropriate proficiency level.

* + - 1. **Question 4**

What are Intermediate High to Advanced Mid students able to do in the Interpersonal Communication mode? Select all that apply.

* + - 1. **Question 5**

Which of the following tasks can be used to address the Interpersonal Communication Standard?

* + - 1. **Question 6**

How might students demonstrate the elements of Deeper Learning (Mastery, Identity, Creativity) through the Interpersonal Communication Standards?

* + - 1. **Question 7**

Using the CASEL model, how are the following social and emotional learning competencies addressed through the Interpersonal Communication Standards?

* + 1. **What’s next?**

We hope you will also join us for the next module, Module 6: Presentational Communication Standards.

* + 1. **Thank you!**

Thank you for completing this module and showing your commitment to providing high-quality world language education by learning more about the 2021 Massachusetts World Languages Framework!