Facilitating written interpersonal communication in AP world languages

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FACILITATING WRITTEN INTERPERSONAL COMMUNICATION IN AP WORLD LANGUAGES

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Session Goals

• Deepen comprehension of interpersonal mode of communication
• Develop a more thorough understanding of the interpersonal writing task on the AP World Language Exam and its rubrics
• Identify ways to integrate interpersonal and interpretive modes during instruction
• Learn and share strategies to maximize student performance in interpersonal writing
AP World Language Curriculum Framework

- Communication
- Communities
- Interpretive
- Interpersonal
- Content
- Presentational
- Cultures
- Connections
- Comparisons
“The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.” (The College Board, 2011, p. 7)
The 2 Types of Interpersonal Communication

- Interpersonal communicative activities are accomplished through direct interaction with others but relate to varied purposes.

- **Transactional** interpersonal communication entails seeking to obtain something from another or identifying and resolving a problem or concern while **interactional** interpersonal communication involves establishing or maintaining interpersonal relationships (Hall, 2001).
AP World Language Learning Objectives for Written Interpersonal Communication

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal & informal situations.
- The student writes formal & informal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in written interactions.
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands & uses a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities.
- The student demonstrates knowledge and understanding of content across disciplines.
Sample Free-Response Questions

Interpersonal Writing: E-mail Reply

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

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Devi rispondere a un’email. Hai 15 minuti per leggere il messaggio e scrivere la tua risposta.

La tua risposta deve includere una formula di apertura e di chiusura e rispondere a tutte le domande e richieste contenute nel messaggio. Inoltre, nella tua risposta devi chiedere ulteriori informazioni su qualcosa menzionato nel messaggio originale. Ricorda che devi scrivere la tua risposta in modo formale.
5: STRONG performance in Interpersonal Writing
• Maintains the exchange with a response that is clearly appropriate within the context of the task
• Provides required information (responses to questions, request for details) with frequent elaboration
• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Varied and appropriate vocabulary and idiomatic language
• Accuracy and variety in grammar, syntax, and usage, with few errors
• Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
• Variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Interpersonal Writing
• Maintains the exchange with a response that is generally appropriate within the context of the task
• Provides most required information (responses to questions, request for details) with some elaboration
• Fully understandable, with some errors that do not impede comprehensibility
• Varied and generally appropriate vocabulary and idiomatic language
• General control of grammar, syntax, and usage
• Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
• Simple, compound, and a few complex sentences
3: FAIR performance in Interpersonal Writing
• Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
• Provides most required information (responses to questions, request for details)
• Generally understandable, with errors that may impede comprehensibility
• Appropriate but basic vocabulary and idiomatic language
• Some control of grammar, syntax, and usage
• Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness
• Simple and a few compound sentences

2: WEAK performance in Interpersonal Writing
• Partially maintains the exchange with a response that is minimally appropriate within the context of the task
• Provides some required information (responses to questions, request for details)
• Partially understandable with errors that force interpretation and cause confusion for the reader
• Limited vocabulary and idiomatic language
• Limited control of grammar, syntax, and usage
• Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
• Simple sentences and phrases
AP® FRENCH LANGUAGE AND CULTURE
2017 SCORING GUIDELINES

Identical to Scoring Guidelines used for German, Italian, and Spanish Language and Culture Exams

1: POOR performance in Interpersonal Writing
- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Interpersonal Writing
- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)
Evaluation Criteria:
Interpersonal Writing Task on AP Exam

- Holistic rubric to evaluate overall performance
- Score from 0 (unacceptable) to 5 (strong)
- Criteria include communicative/functional, linguistic, stylistic/generic, and content elements
Think-Pair-Share Activity

- **Think:** Reflect on the five questions on p. 1 of your handout and jot down notes to help you remember your responses.

- **Pair:** After introducing yourself, discuss your responses in a small group with one or two other session participants.

- **Share:** Explain what was discussed in your small group and share and compare your responses with other groups and the presenters.
World Language Students’ Perceived Value of the 3 Modes of Communication

- **Magnan et. al (2012):** 1467 lower-level students of 30 FLs at one public Midwestern US university; top ranked Standards goal areas were Communities (83%) and Communication (79%); top ranked communicative mode was interpretive (95%) followed by interpersonal (90%); students’ expectation of accomplishment was highest for interpersonal mode (80%) followed by interpretive (71%)

- **Mills (in press. 2018):** 377 students of Romance languages and literatures at one private Northeastern US university; top ranked communicative mode was interpersonal (4.30/5.0) followed by interpretive (3.83) and presentational (3.77); the highest ranked survey items besides interpersonal communication were grammar (4.28) and discourse (i.e., strategic and sociolinguistic) competence (4.23)
Top 5 Frequent Challenges: Email Reply Task

1. Failing to demonstrate comprehension of **content** in the prompt or of the task’s **context**
2. Failing to **fully complete the task**
3. Responding minimally instead of with **elaboration**
4. Incorporating irrelevant **questions**
5. Using **inappropriate conventions** (e.g., greetings, closings, register)
**Principles for Maximizing Student Performance in Interpersonal Writing on the AP Exam**

- Recall that the interpersonal mode is characterized by **negotiation of meaning** among individuals: AP exam takers must first **interpret meaning** (i.e., of the prompt) and then demonstrate understanding of it in their email reply.

- Respect the idea that email communication is **asynchronous**—the sender and receiver cannot negotiate meaning in real time: it is critical for AP exam takers to **write clearly and complete the task fully, with elaboration**.

- Realize that emails, as a genre, are **more fluid than formulaic**; AP exam takers will need robust practice navigating a variety of sender/receiver relationships and task demands to develop **awareness** of this genre’s “moves,” **linguistic structures and stylistic elements**.
Pedagogical Strategies: Maximizing Student Performance in Interpersonal Writing

• **Stage 1: Text analysis**-Collaboratively analyze the prompt

• **Stage 2: Pre-writing**-Collaboratively identify necessary elements of a fully elaborated email reply

• **Stage 3: Writing**-Students individually craft an email reply

• **Stage 4: Evaluate student performance**, provide opportunity for rewriting the email reply
Partner Activity: Try Out the Strategy

- Handout pp. 2-3
- Analyze one email prompt and brainstorm the necessary elements of a full elaborated email reply
- Select either the French or the Italian prompt and read it carefully
- Complete parts I and II on p. 2 of the handout in relation to the prompt you selected
- Discuss and compare (part III on p. 3) with your partner
Thème du cours : L’esthétique

Introduction
C’est un message électronique de Yasmina Beglaoui, professeur de géographie qui préside à l’organisation d’une semaine internationale dans votre école. Vous recevez ce message parce que vous lui avez écrit en proposant une représentation de cultures francophones pour cette occasion.

Cher participant/Chère participante,

Nous vous remercions pour l’intérêt que vous portez à la semaine internationale. En effet, considérant que la rencontre des cultures constitue une dimension incontournable du monde contemporain et donc un élément clé de l’éducation et de la vie sociale, nous tenons à faire de cette semaine une occasion de découverte non seulement pour notre école mais aussi pour toute la communauté. Ainsi, nous nous intéressons tout particulièrement à des animations accessibles à un large public.

Le succès de cette semaine internationale dépend en grande partie de l’attractivité de ses manifestations et de la participation du public. Avant de pouvoir donner suite à votre proposition, nous aimerions en savoir un peu plus :
• Quelles sortes de spectacles ou d’expositions comptez-vous présenter concrètement ?
• Quels moyens efficaces envisagez-vous pour annoncer la semaine au plus grand public possible ?

En vous priant de nous communiquer ces informations dans les meilleurs délais, nous vous prions de croire à l’expression de nos sentiments les meilleurs.

Yasmina Beglaoui
Professeur de géographie
Chef du comité interdisciplinaire de la semaine internationale
Dear Participant,

We thank you for your interest in International Week. Given that the meeting of other cultures constitutes a vital element of the today’s world, and is therefore a key element in both educational and social life, we hope to make this week an opportunity for discovery, not only for our school but for our entire community. We are particularly interested in activities that will appeal to the widest audience.

The success of International Week depends on the attractiveness of its offerings and on the public’s participation. Before responding to your proposal, we would like to know more:

- What kinds of performances or exhibits do you plan to propose?
- In what ways will you advertise the week to attract the widest possible audience?

Thank you for communicating this information at your earliest convenience.

Sincerely,

Yasmina Beglaoui, Professor of Geography, Chair of the interdisciplinary committee on International Week
Caro studente,

innanzitutto grazie per il suo interesse per le nostre attività di volontariato. La nostra organizzazione è una cooperativa senza fini di lucro che collabora con un gruppo di professionisti in ogni settore per la promozione di iniziative per la famiglia. A questo scopo, offriamo una serie di attività educative e ricreative per bambini, giovani e adulti, tra cui laboratori di teatro, corsi di lingua straniera e tornei di calcetto e pallavolo. Quest’anno, per la prima volta, offriremo anche corsi sull’uso delle nuove tecnologie specifici per la terza età.

Per dare massima considerazione alla sua domanda, avremmo bisogno delle seguenti informazioni:
• Se dovesse scegliere tra bambini, giovani e adulti, con chi preferirebbe lavorare e perché?
• A quale tipo di attività è particolarmente interessato e perché?

In attesa di una sua cortese risposta, le porgo i miei più cordiali saluti.

Danilo Varone
Ufficio Pubbliche Relazioni
Centro per le Famiglie
Torino
Dear Student,

First off, thank you for your interest in our volunteer activities. Our organization is a not-for-profit cooperative that works alongside a group of professionals from many fields to promote initiatives that benefit families. To that end, we offer a range of recreational and educative activities for children, youth, and adults, including theater, language courses, and soccer and volleyball leagues. For the first time, this year we'll also offer classes on how to use technology for senior citizens.

In order to give your request the full consideration it deserves, we need the following information:

- Who would you rather work with, and why, if you were to choose among children, youth, and adults?
- What type of activity are you interested in, and why?

I look forward to your answers and send you my best,

Danilo Varone

PR Office, Center for Families, Turin
Concluding Thoughts

• Successful interpersonal communication depends on understanding your interlocutor and responding appropriately to his or her message.

• Successful interpersonal communication is multi-faceted—linguistic, stylistic, generic, and content-related.

• AP World Language students can maximize their performance on the Email Reply task through interpretive analysis of prompts, pre-writing activities to identify necessary elements of a fully elaborated reply, and repeated opportunities to craft Email Replies including feedback and rewrites.
Resources

• AP World Language Exam Email Reply Task Prompts 2012-17 in four languages (pp. 4-5 of handout)

• College Board Interactive Online Training Module:  
  cb.collegeboard.org/ap-training-modules/world-languages-cultures/developing-interpersonal-writing-abilities/

• *Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom* (J. K. Hall, 2001). Organized around the 3 modes of communication, many practical classroom applications.

• This presentation: works.bepress.com/heatherwillisallen/68
Thank you!

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