

INTERPERSONAL TASK

BASIC INFORMATION:

LANGUAGE LEVEL: Novice-Mid (ACTFL)

SCHOOL LEVEL: SPA 101; University Level

NUMBER OF STUDENTS: 25 students total

NAME OF UNIT: “Capítulo 2: En una reunión familiar”

MINUTES: 40 minutes

STRUCTURE:

I am presenting in this paper an example of an **INTERPERSONAL** mode of communication activity. My main goal is to carry out this activity for my Spanish 101 students. In brief, this activity will be divided into three main components:

- 1.- the pre-task
- 2.- the task
- 3.- the follow-up task

OBJECTIVES:

In brief, in the **pedagogical objective** of this activity students will be able to *review* family-related terminology by conversing in groups and presenting information on the assigned family member using vocabulary they know. While, in the **linguistic objective** students will be able to *review*¹⁾ regular and irregular verb forms in the present tense such as TENER, SER; and *review*²⁾ some qualitative adjectives such as ALTO, INTELIGENTE, DOCTOR, and many more.

A. Defining *interpersonal* communication

What are some of the blocks that create the structure of interpersonal communication? The interpersonal mode of communication as defined by Dr. Zapata is when “*there are two or more speakers engaged in conversation and exchange of information, either a face-to-face discussion or a phone conversation. It is meaningful and has as its objective a communicative task or reason for communication.*” Then, interpersonal communication takes into account some type of “information gap” among the speakers involved in the discourse (Ibid, pp. 254-255). Also, interpersonal communication includes some kind of co-construction of meaning or negotiation of meaning (Lewis, 1989), and furthermore, as mentioned by Dr. Zapata, it is “spontaneous” and thus, not rehearsed; “interpersonal communication is spontaneous; it is not scripted and read or performed as a memorized skit”. In addition, Dr. Zapata explains that interpersonal mode of communication brings together gestures, circumlocution in order for the speakers to express themselves in a more effectively way. As a result, we see that interpersonal mode of communication has many layers that should need to take into account when categorizing one activity as “interpersonal mode of communication”.

B. Interpersonal mode of communication *activity*

LA ABUELITA GLORIA

In the following section I will describe in detail an activity using the interpersonal mode of communication, taking in consideration the previous elements that constitute the interpersonal mode of communication.

The name of the activity is called *La abuelita Gloria*. I will divide this activity into three main parts: 1) a pre-task activity; 2) followed by the main task activity; and 3) conclude with a follow-up task activity.

PRE-TASK (10 minutes)

The **pre-task** is the trigger before the main task; it helps set the mood before the main activity. It is the time when students experience the “known” before transitioning to the “new” information. For this part, students will do a pre-task activity:

- ❖ “Un pariente de mi familia” (a family relative)

This PRE-TASK activity will take approximately 10 minutes.

THE INSTRUCTIONS

- ☞ Step 1: Work with a partner.
- ☞ Step 2: Describe a relative in your family in terms of:
 - a. name;
 - b. age;
 - c. relatedness to you;
 - d. number within the family generation;
 - e. etc.
- ☞ Step 3: Use adjectives to describe this person, like “grande, viejo, atlético, inteligente, amigable, etc.”.
Modelo for step 1 to 3:
“Mi pariente es mi tío José. Él tiene 35 (treinta y cinco) años. Él es alto. Él es muy inteligente. Él es doctor. Etc.”
- ☞ Step 4: Find at least **TWO** things your relative has in common with that of your partner.
Modelo:
“Mi tío es alto. El tío de Jared es alto también.”
- ☞ Step 5: You have **10 minutes** for this activity. This is a *speaking* activity only; thus, you don’t need to write anything.

Note:

I will walk around the classroom to assess them informally or simply to help facilitate the output being interchanged among the students by 1) implementing guided discovery; 2) binding if possible; 3) simplified the language, input with the use of cognates, familiar phrases or other key vocabulary. A total of 10 minutes will be given to complete this activity.

THE TASK (20 minutes)

Now that the students have reviewed a familiar structure, that of the family names and adjectives to describe a person, the main task of this interpersonal communication activity will be an activity called, “La abuelita Gloria.” The objective of the task activity is to expand on the material that was introduced in the pre-task activity because students need different learning opportunities to use the target structure in order to fully acquired it. Thus, I have created an activity that will give them a second exposure.

The activity will have the following elements:

- 1) a group activity
- 2) 5 students per group
- 3) “una abuelita” (a grandmother) [in this case, the instructor]
- 4) la casa de la abuela (grandma’s house) [as place of meeting]
- 5) la cena (dinner time) [as the setting]

THE DESCRIPTION

Students will work in groups of five. The instructor chooses the groups by counting one, two, three, four, and five. Students will get together with their respective group number. The instructor explains the directions of the activity:

THE INSTRUCTIONS

- ☞ Step 1: Get in your groups
- ☞ Step 2: The context of this activity is the following:
Miguel and his family are invited to his grandma's house for dinner. Miguel's parents just told him that his grandma, Gloria won the lottery! ¡*Sí, la lotería!* One million dollars! Miguel cannot believe it. And he starts thinking about all the things he could do if he had part of that money) ... His parents told him that his grannie, *abuelita*, already spent 75% of the money on a non-stop cruise she took all over the world for two months. She just got back, and she is inviting Miguel's family for dinner because she mentioned to Miguel's parents that she will give away the money left to ONE of her grandchildren. ¡*Ojo!* Unfortunately, he is NOT an only grandchild. ☹ Miguel has some competition, his siblings: José, Leonardo, Marlena, and Amelia. Lo siento Miguel. ☺

Now, you and your group will help one of the siblings convince abuela Gloria that that grandchild should get the money:

Sibling 1: Miguel, 12 años

Sibling 2: José, 18 años

Sibling 3: Leonardo, 24 años

Sibling 4: Marlena, 14 años

Sibling 5: Amelia, 6 años

The instructor will provide the name of the sibling to each group. The instructor will select the name according to the group number, one, two, three, four, and five.

Step 3: Provide good arguments of why your assigned sibling should get the money. Write at least 8 phrases to point out his or her qualities.

Modelo:

Miguel es... Él tiene... Él tiene ganas de... A él le gusta...

Step 4: You will have 10 minutes to prepare all the arguments.

Step 5: Choose a representative for your team.

This part of the activity will take 10 minutes.

Second part of the task will be presenting orally the group arguments to La abuela Gloria, in this case, the instructor. Each group has to present their information by using vocabulary and structures they know (10 minutes total).

THE INSTRUCTIONS

- ☞ Step1: Get in your groups
- ☞ Step2: Each person in your group will say an argument to advocate for your assigned sibling
- ☞ Step 3: You have 2 minutes to express your arguments

Modelo:

Amelia es muy inteligente

Miguel tienen 12 años. Es pequeño. Quiere ir a Disney World.

Leonardo necesita pagar su universidad.

Etc.

Part two of the task will take 10 minutes.

THE FOLLOW-UP TASK (10 minutes)

The follow-up task is intended to expand on the main task activity. For the follow-up task, students will work in their respective groups and will be asked to advocate for a different sibling- for the true sibling they believe should really get the money, not the one they were assigned.

The instructor asks students to get in their groups again and come with a final decision on who actually should get the money. They will need to write all their arguments on a piece of paper to be submitted at the end of the activity.

Here are the INSTRUCTIONS for the students: (5 minutes)

Step 1: Now, get in groups and decide which of the siblings should really get the money. You listened to all the arguments for each of the siblings, now decide.

Step 2: Write your group's agreed response on a piece of paper, one response per group. You will submit this copy to your instructor at the end of the activity.

After these 5 minutes of discussion, the instructor asks each group to provide the name of the sibling and their reasons for why this sibling should get the money.

Here are the INSTRUCTIONS for the students: (5 minutes)

Step 1: Now that you have come to a conclusion, share with the class.

Finally, la abuela Gloria "speaks" and gives out her final decision to whom the money will go... ☺

Students submit their reports for groups. Class is dismissed.