

WORKSHEET B

Title	Interaction
Objective(s) Reflecting about interactions and their application in the language classroom	
Keywords Learning strategies – communicative language activities	
Ref to the guide I.3, II.4, III.4, IV.2	Ref to the CEFR 2.1.3, 4.4.3, 5.2.3
Task A († † †)	
Step 1	
<p>Brainstorm oral interactive activities you are currently using or planning to use in your practice. Discuss if and how they are different from the simple addition or juxtaposition of receptive and productive activities.</p>	
Step 2	
<p>Read the following passage from the CEFR and compare it with the results of your brainstorming and common discussion. Do you notice any relevant differences? Do you see any elements you feel like introducing in your practice?</p>	
<i>4.4.3.1 Spoken interaction</i>	
<p>In interactive activities the language user acts alternately as speaker and listener with one or more interlocutors so as to construct conjointly, through the negotiation of meaning following the co-operative principle, conversational discourse.</p>	
<p>Reception and production strategies are employed constantly during interaction. There are also classes of cognitive and collaborative strategies (also called discourse strategies and co-operation strategies) concerned with managing co-operation and interaction such as turntaking and turngiving, framing the issue and establishing a line of approach, proposing and evaluating solutions, recapping and summarising the point reached, and mediating in a conflict.</p>	
<p>Examples of interactive activities include:</p>	
<ul style="list-style-type: none">• transactions• casual conversation• informal discussion• formal discussion• debate• interview• negotiation• co-planning• practical goal-oriented co-operation	
Step 3	
<p>Now consider written interaction (par. 4.4.3.2 provides examples of written interactive activities and 4.4.3.1 provide examples in oral interaction that you may find useful too) and continue the previous discussion/reflection.</p>	
<p>You may find useful to fill in the following table:</p>	

Varieties of interactive activities	Common points

Task B († † †)

Step 1

Consider figure 8.3 of the CEFR (p. 99), which schematizes the co-construction of discourse done while user and interlocutor are interacting with each other.

In authentic settings, discourse is not always possible to foresee. In some educational contexts this may not be stressed enough and consequently students may lack both awareness and strategies for dealing effectively with situations where this communicative activity is engaged, i.e. unpredictable communicative situations.

Discuss this aspect with your colleagues and jot down key aspects that need to be taken into consideration when preparing activities aiming at fostering oral interaction among learners.

Prepare a mind map of these key aspects on a poster and share it with other groups.

3. **Interaction.** The user/learner enters into a face-to-face dialogue with an interlocutor. The text of the dialogue consists of utterances respectively produced and received by each party in alternation.

USER ↔ discourse ↔ Interlocutor

USER	→	Text 1.	→	interlocutor
USER	←	Text 2.	←	interlocutor
USER	→	Text 3.	→	interlocutor
USER	←	Text 4.	←	interlocutor
etc.				

Step 2

Consider in what way the specific characteristics of interaction have an impact on assessment and how they could be taken in due consideration in the assessment process. Add appropriate key words to the mind maps.

Step 3

The CEFR proposes illustrative scales for overall spoken interaction and for several examples of interactive activities as well as some descriptors for a few interaction strategies.

Choose one (or two) interactive activity(ies) that you regularly use with your learners and prepare a suitable assessment grid. In your grid(s) provide also elements intended for helping learners understand the principles of interaction.

Present the grid(s) in the plenary and discuss the rationale behind it/them.