




	<h3>Developing Oral and Written Interpersonal Communication</h3>
	<ul style="list-style-type: none"> ■ Proficiency: the ability to use language to perform global tasks or language functions within a variety of contexts/content areas, with a given degree of accuracy, and by means of specific text types. 

	<h3>Interactive Activities</h3>
	<ul style="list-style-type: none"> ■ Movement activities ■ Paired activities and interviews ■ Conversation cards ■ Role plays – present the situation card in the native language so that students completely understand the task. ■ Sharing opinions, debating, narrating, describing, explaining: advanced classes. 

	<h3>Simulations and Gaming</h3>
	<ul style="list-style-type: none"> ■ Help the teacher overcome the limitations of the classroom. ■ Great in lowering the affective filter. ■ Develop language skills. ■ Can teach and evaluate language and cultural awareness. ■ Can change attitudes by placing students in “real-life” situations. 

	Teaching Interpersonal Writing
	<ul style="list-style-type: none"> ■ Dialogue journal: <ul style="list-style-type: none"> – Written conversation in which students communicate one-on-one with the teacher or with one another. – Recommended for all ages and all levels of language development. – Can be conducted through e-mail.

	Teaching Interpersonal Writing
	<ul style="list-style-type: none"> ■ Key Pal and Pen Pal Exchanges <ul style="list-style-type: none"> – Very effective way to obtain new information and cultural perspectives. – Students should be told that the main focus of the communication should be on meaning and not on linguistic accuracy.



	Teaching Interpersonal Writing
	<ul style="list-style-type: none"> ■ Synchronous Electronic Interaction <ul style="list-style-type: none"> – Offers more equal participation than face-to-face interaction. – Provides more time for processing input and monitoring and editing output through self-pacing and assessment.