THREE MODES OF COMMUNICATION

Interpersonal	Interpretive	Presentational
• **Two-way communication** with active negotiation of meaning among individuals	• **One-way communication** with no recourse to the active negotiation of meaning with the writer, speaker, or producer	• **One-way communication** intended for an audience of readers, listeners, or viewers
• Spontaneous • Usually involves exchange of information • Meaningful	• Reader, listener or viewer interprets what the author, speaker, or producer wants the receiver of the message to understand	• Presentation of information; not exchange • No direct opportunity for the active negotiation of meaning exists
• Participants observe and monitor one another to see how their meanings and intentions are being communicated and make adjustments and clarifications accordingly	• Interpretation differs from comprehension and translation in that it implies the ability to read, listen or view "between the lines," including understanding from within the cultural mindset or perspective	• To ensure the intended audience is successful in its interpretation, the "presenter" needs knowledge of the audience's language and culture
• **Speaking and listening** (conversation) • **Reading and writing** (text messages, messages on social media, letters)	• **Reading** of authentic texts (websites, stories and other literature, articles, signs) • **Listening** to authentic texts (speeches, messages, songs, radio news, ads) • **Viewing** of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays)	• **Writing** (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Power Point presentations); • **Speaking** (telling a story, giving a speech, TV or radio news, drama presentations including skits, presentation to jury)

Objectives of a communicative approach:

- to provide activities that require students to go beyond their traditional role as responder to the teacher's questions;
- to provide opportunities for students to use the language in meaningful interaction with others, and to negotiate meaning in authentic contexts in interpersonal communication;
- to provide opportunities for students to engage in self-expression in interpersonal and presentational communication;
- to provide opportunities for students to hear and read a great deal of comprehensible and authentic language in interpersonal and interpretive communication;
- to provide opportunities for students to engage in real-life tasks
- to provide a nonthreatening environment in which students' affective filter is lowered

adapted from:
Shrum, Judith L., and Eileen W. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. 4th ed. Boston: Heinle and Heinle, 2010.