

# **Using Strategic Interaction in Core English**

**An Update**

**Taylor Meizlish - PD 2022**

# Warm-up Discussion

- Have you used any SI scenarios in Core English or other classes?
  - If you have, please share what you used and how it went.
  - If you haven't,
    - Would you consider using them in the future?
    - Do you have any concerns that cause you to hesitate from using it?

# What is Strategic Interaction (SI)

- A role-play with “dramatic tension”
- **Roles**
  - Student plays “themselves” within the role. Embody the motivations of the role.
- **Scenario**
  - Roles have differing agendas which require interaction to accomplish, although not told what to do.\*(or are)
- **Suggested language - functions and themes**
  - functions - request, explain, convince, suggest, etc.
  - themes - relationships, natural disasters, environment, etc.

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## ***Packing for France***

### ROLES

parent / child

### TOPICS

travel  
weather  
clothing

**Author:** K. Krupa (Michigan)

### NOTIONS / FUNCTIONS

expressing needs  
convincing

**PACKING A:** You are packing for a big trip to France. You have never been there before, and you are not sure what to pack. You would like your mom's help, but she always packs too much. You don't need to bring a lot of clothes because you want to have room for souvenirs. Your mom has just entered your room. Tell her what you are taking.

**PACKING B:** Your son is packing for his first big trip to France. You want to help him pack because you just heard on the international weather report (on the Weather Channel) that France is experiencing unseasonably cold weather. You have just entered his room. Convince him that he needs to take clothes for cold weather too.

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# Why to use SI in Core

- Contextualized communication practice
- Fun and less pressurized than the timed conversation recording because the students are taking on a role and not necessarily representing themselves.
- Prepares students to discuss the Unit Topic
- Generates ideas for students to write in their Imaginary Dialogue
- Chance to practice in realistic situations related to the Unit topic.
- Helps students imagine when they might need to use the Unit vocabulary and conversation strategies in real situations.
  - *You might meet your true love and need to discuss getting married with their parents*
  - *You might need to discuss the dangers of natural disasters and make a decision about travel plans*
- Easy to include pragmatics instruction -
  - Power & Distance between speakers requires different degree of polite or casual language.
  - Degree of Imposition of the request/suggestion/etc. requires different degrees of polite or casual language.
  - Speech Acts such as suggest, request, invite

# How to use SI in Core

- Introduction to the Unit. (Mina)
  - Stations
- Practice vocabulary from the reading. (Lanh, role-play cards in the CE SI drive)
  - After the checking the vocabulary in a reading, students perform a scenario
- Practice for timed conversation recording, especially conversation strategies.
  - Can be modeled after the listening activity
- As a consolidation activity at the end of unit to practice using unit vocabulary and conversation strategies.
  - Specifically refer students to the conversation strategies and vocabulary page at the end of the unit

# How to use SI scenarios

- **Class flow**

## Stages

### 1. Preparation/Rehearsal

Review the scenario with students. Brainstorm functions and language points.

### 2. Performance

Students perform the scenario

Other students may observe or not

### 3. Debrief

Students share what they said, what their partner said, what resolution they came to(or didn't)

Students can get/give advice on how to better perform their role from other students or teacher.

# How to use SI scenarios

## 1. Preparation/Rehearsal 10-25minutes

1. Introduce the stages of the activity to students
2. Handout the scenario worksheet to pairs who are the same role.
3. Explain the scenario, field questions
4. (optional) Introduce helpful language
5. Students brainstorm with a partner who are the same role and write language they can use
6. Teacher walks around and observes what the students are writing, comments, advises

### Marriage & Relationships

**Role A:** You are a parent.

You're meeting your child's partner for lunch. They've been dating for 6 months. You've met them twice before. You got married young *with children*. You eventually got divorced after your children moved out. Having children young, you made lots of sacrifices for your family while your friends had fun. You often wish you had experienced life and developed a career before getting married and having kids.

**LANGUAGE:** Explain, Suggest, \_\_\_\_\_, \_\_\_\_\_

Explain why you are worried:

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Suggest what you think your child and partner should do:

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Review the Unit 6 vocabulary & conversation strategies on page 79

What vocabulary can you use and how will you use it?

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What conversation strategies can you use and how will you use them?

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# How to use SI scenarios

## 2. Performance: ~5 minutes

1. Pair up different roles either groups of 2 or 4
2. If a pair of four (2 A's & 2B's), janken which A and which B will perform first.
3. Set a timer for 5 minutes.
4. Performance

# How to use SI scenarios

## 3. Debrief

- Students regroup with their brainstorming partner who has the same role
- Prompt students to discuss:
  - What language did they use? What language did they lack?
  - What solution did they come to? How did they come to it?
  - What did the other role say? What strategies did they use?
- Brainstorm together for a better performance next time
- Repeat performance stage with a different partner after consultation with their brainstorming partner and record

# How to use SI scenarios

- **Use the pre-made scenarios in the drive**
- **Adapt them**
- **Write your own**

## Principles for adapting or writing your own

- Roughly equal motivation for each role so neither is advantaged or switch roles
- For lower level or less motivated classes, give the students specific goals to accomplish. Conversely, simply state the scenario and agenda and let students choose what goal to pursue
- Spell out the reasons each role can use more explicitly for lower level or less-motivated classes. Conversely, Less explicitly spell out the reasons to increase difficulty, force students to use their imagination more.
- Visuals can help get the students interested and invested
- More preparation time generally helps

- Less explicitly spell out the reasons to increase difficulty, force students to use their imagination more.

*Unit 6*

**Role A:** You are a parent.

You're meeting your child's partner for lunch. They've been dating for 6 months. You've met them twice before. You got married young *with children*. **You eventually got divorced after your children moved out.**

Having children young, **you made lots of sacrifices for your family while your friends had fun.** You often wish you had experienced life and developed a career before getting married and having kids.

**Role B:** You are a romantic partner.

You're meeting your partner's parent for lunch. Even though you've only been dating for 6 months, you want to ask permission to get married. **Your parents had children late, were older than average, and were very busy with their high-level careers. You love your partner very much and want to start a family while you are still young.** Although you're still a university student (about to graduate), you want to join a new generation of young parents **fighting the declining birth rate having children early.**

**Role A:** You are a Japanese parent.

Your child plans to introduce you to their new partner, **who is a foreigner.** As you are driving home you notice a person on a motorbike, **driving quickly and dangerously,** with a passenger on their bike. **They are also rude to another motorist, giving them the middle finger.** When you return to your house, the same motorbike arrives at your house. You realize it is your child and their new partner is the driver. The new partner smiles and shakes your hand, but **their handshake is very strong and it hurts your hand.** You are also surprised that **they have lots of tattoos on their arms.** You are not sure if these tattoos mean they are a gang member. You have a short meal together, but **the partner leaves the meal halfway to answer an important phone call.**

**Role B:** You have a foreign partner, who you think is amazing!

**They are rich, good looking, talented and have some designer tattoos on their arms.**

Choose a NAME and COUNTRY and JOB for them. You have known them for 2 months, but you already plan to get married! In the future, you will probably move with them to a foreign country. You must explain to your parent that you will leave your family home very soon and move into a new apartment with the fiancé.

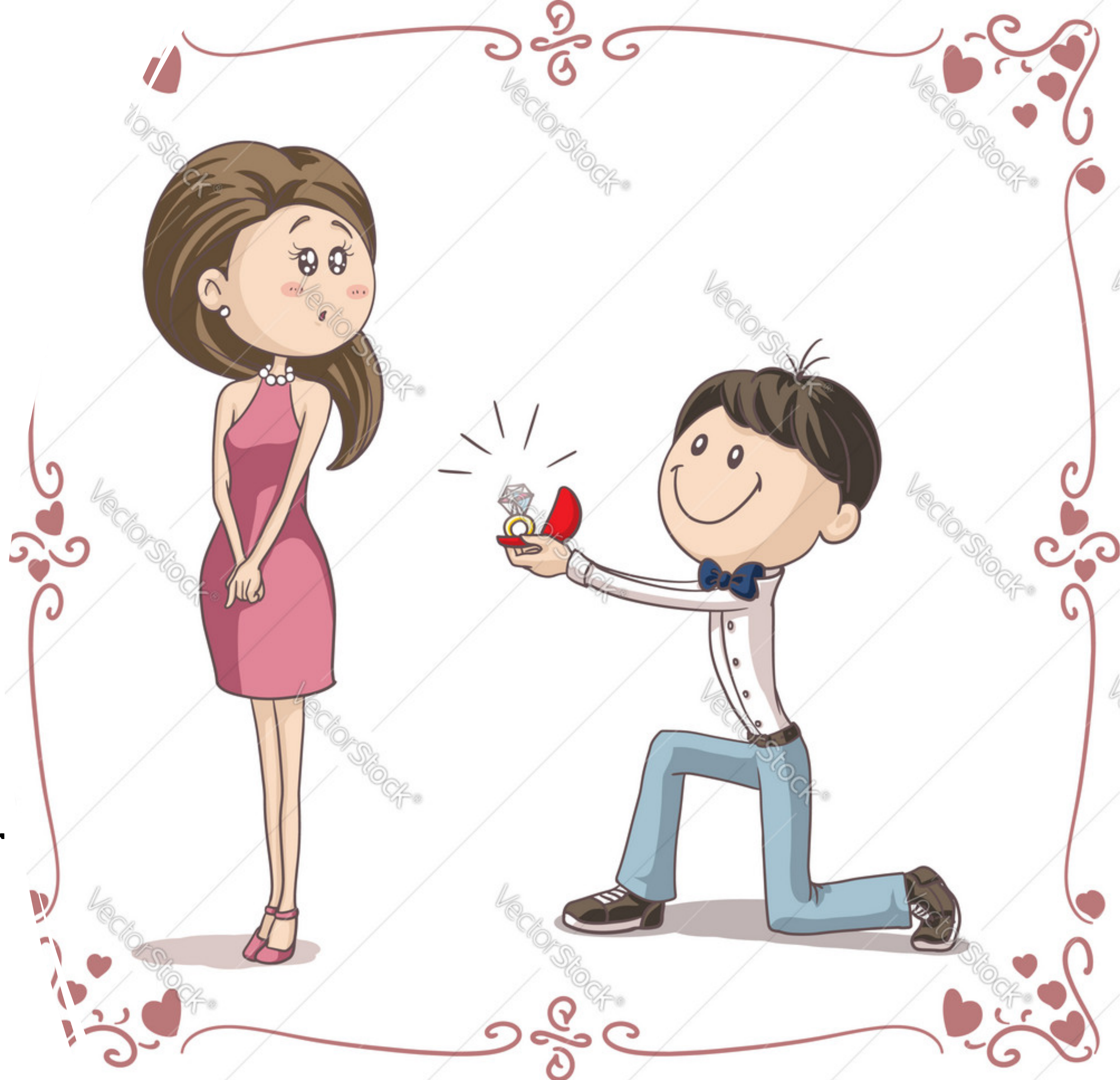
**ROLE PLAY**

**LOVE AT FIRST SIGHT!**

- **A:** You are a Japanese mother/father. Your son/daughter plans to introduce you to their new boyfriend/girlfriend, who is a foreigner.
- As you are driving home you notice a person on a motorbike, driving quickly and dangerously, with a passenger on their bike. They are also rude to another motorist, giving them the middle finger.
- When you return to your house, the motorbike also arrives at your house. You realize it is your son/daughter and their new partner!



- **B:** You have a foreign boyfriend / girlfriend, who you think is amazing!
- Choose a **NAME** and **COUNTRY** and **JOB** for them. Decide if they are rich / good looking / talented. Draw a picture if you want to!
- You have known them for 2 months, but you already plan to get married!
- In the future, you will move in with them. And you may move to a foreign country. You must explain to your mother/father that you will leave your family home and move into a new apartment



## Unit 5: Natural Disasters

**Role A:** You are a German exchange student living in Japan and you are returning to Germany in two days.

- You and your roommate(B) are planning to visit Kagoshima tomorrow.
- You want to go to Kagoshima to get a souvenir for your parents who traveled there when they were University students.
- Your parents paid for your study abroad tuition in Japan, so you want to pay them back somehow.
- You've also never visited a beach in Japan, so you want to see nice beaches before you leave Japan.
- You know your roommate is worried about the typhoon that might be coming but Germany usually has fair weather so you are not worried and you really want to go.
- Convince your roommate to go.

**Role B:** You are a Japanese University student in Japan.

- Your roommate(A) is from Germany and you have lived together for almost year.
- You are planning to take a trip together to Kagoshima tomorrow.
- However, you just checked the weather and a strong typhoon appears to be coming to Japan tomorrow.
- You are worried about visiting Kagoshima because the beach could be dangerous and the trains could stop.
- Your roommate could miss his/her flight back to Germany.
- You know your roommate wants to visit Kagoshima very much but at the same time, it could be very dangerous.
- Convince your roommate not to go.



Grounder: Provides reasons, explanations or justifications.

I will go back to Germany so I want to visit Kagoshima and get souvenirs

Speech Act Formulation: Conventionalized Expression for a speech act; request

"Can we go?"

Speech Act Formulation: Conventionalized Expression for a speech act; suggest

"we can go to Gamagori."

Disarmer: Attempts to reduce offense to the hearer:

"Ah sorry"

Hedge: expresses uncertainty, tentativeness

"maybe"]

### 【Video U5-1】

A: I want... Ah, two days, in two days, I will go back to Germany so I want to visit Kagoshima and get souvenirs. Can we go?

B: Ah yeah. Ah sorry. えっと、(pause) — Typhoon (-----) Kagoshima, ちょっと、まあ、ah we cannot go to Kagoshima.

A: Typhoon? Typhoon is just rain and wind, so is it so dangerous?

B: Ah, いや, Ah いや, really dangerous.

A: Ah.

B: あー、えー、because ah typhoon cause heavy very heavy window...

A: But I want to get かるかんまんじゅう? and あくまき? So but if I cannot go to Kagoshima, do you know any souvenirs I can buy around here?

B: Hmm (pause)

A: In Nagoya?

B: Ah in Okazaki, ah I live in Okazaki, famous miso

A: Miso... normal miso?

B: Yeah. Normal miso. Japanese food.

A; So I can buy miso in Okazaki. I also want to see beaches in Aichi. Can I see beaches in Okazaki?

B: Okazaki? Ah no no. Ah land land. I prefecture middle. The center Center.

A: So no beach?

B: No no.

A: Do you know any beach in Aichi?

B: Ah beach? Ah なんだ、なんだろうね。 まあ、Gamagori とか。

A: Ah. So maybe we can go to Gamagori.

B: Ah yes. Ah たぶん Nagoya, it takes えー maybe hmmm, なんだろう、 2 hours?

A: To Gamagori?

B: Ah yes. Okazaki... ah from Nagoya to Gamagori.

speech acts limited to basic formulations

Can we

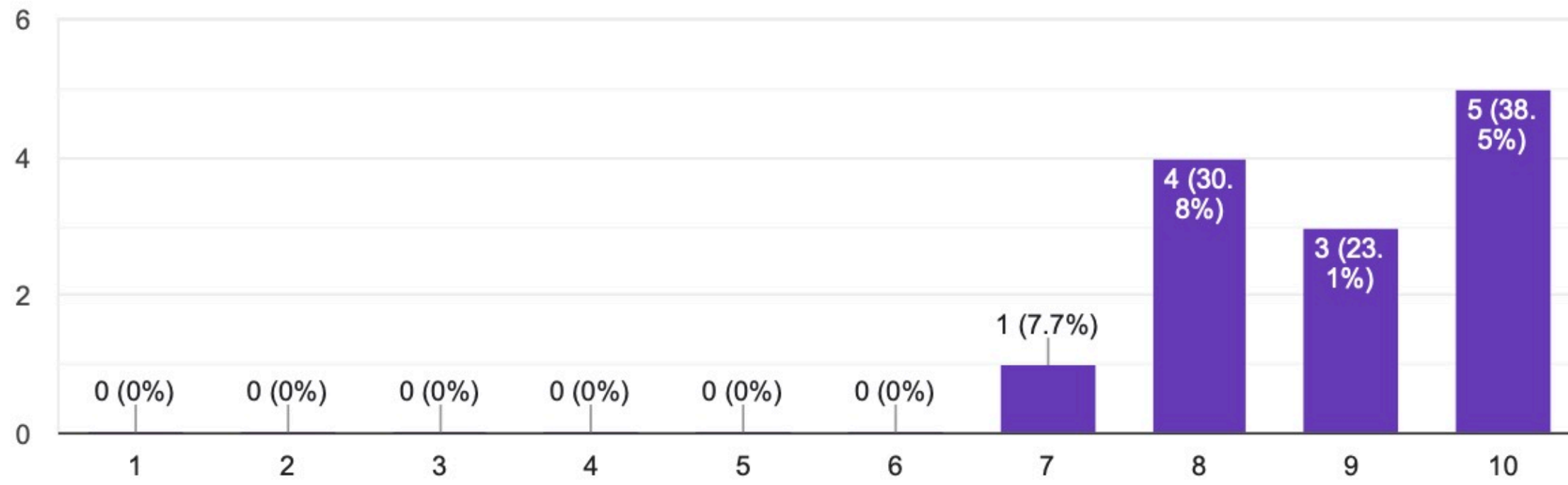
Unit Vocabulary use:  
once in six recordings

Conversation strategy use:  
none in six recordings

### Did you enjoy this activity?



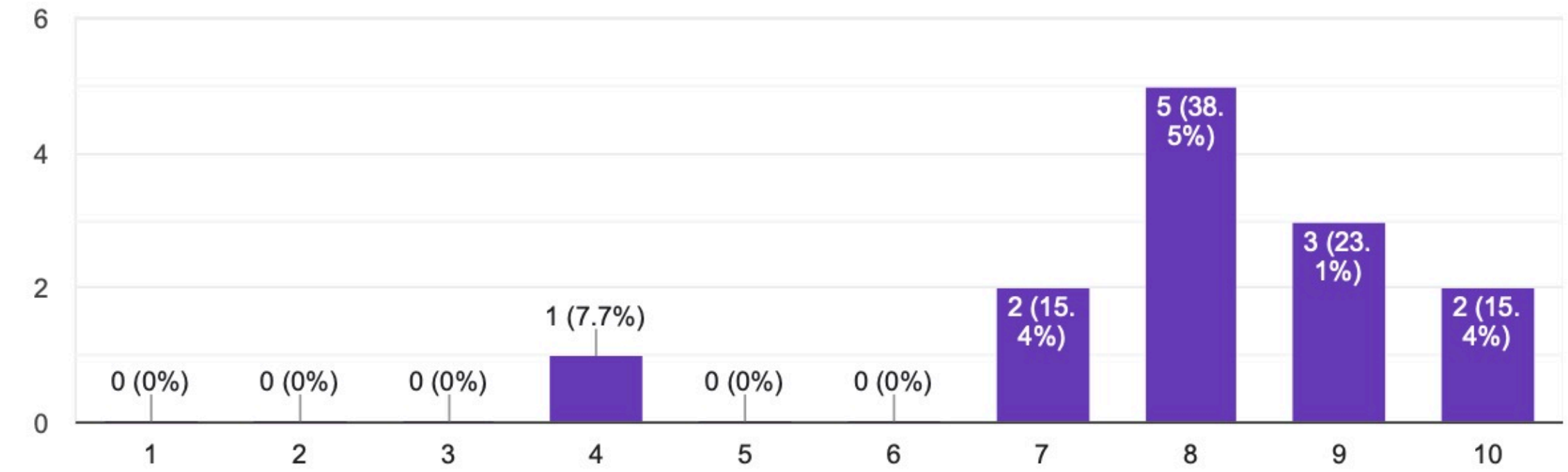
13 responses



### Did you think practicing this scenario was useful to improve your English communication skills?



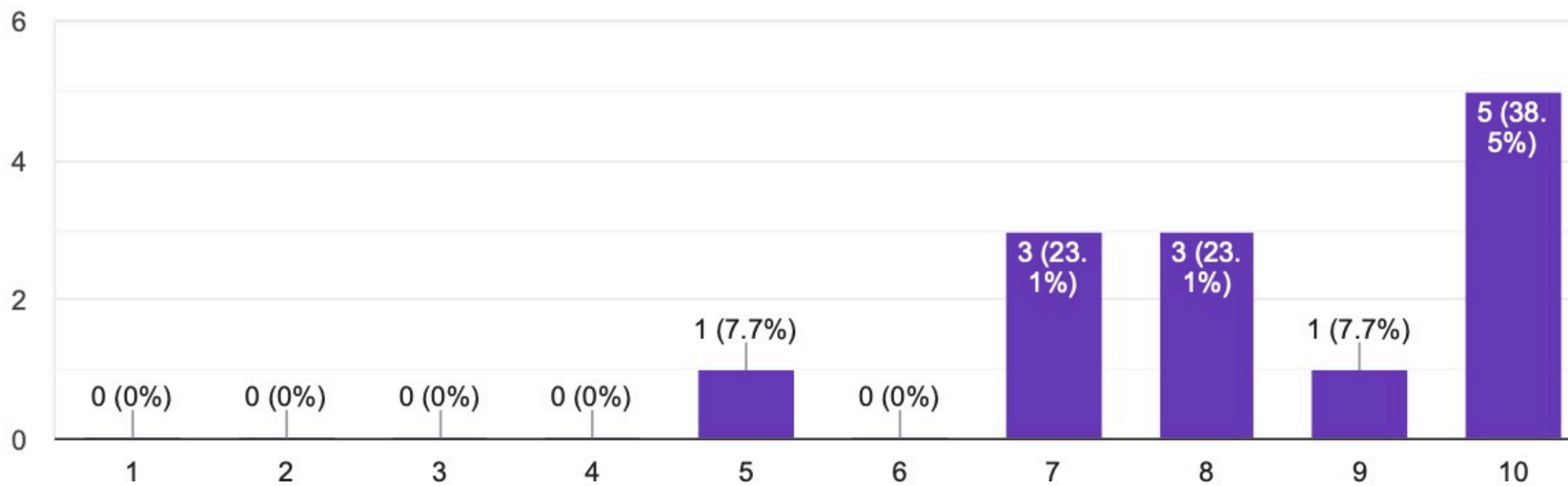
13 responses



### Would you like more activities like this in Core English?



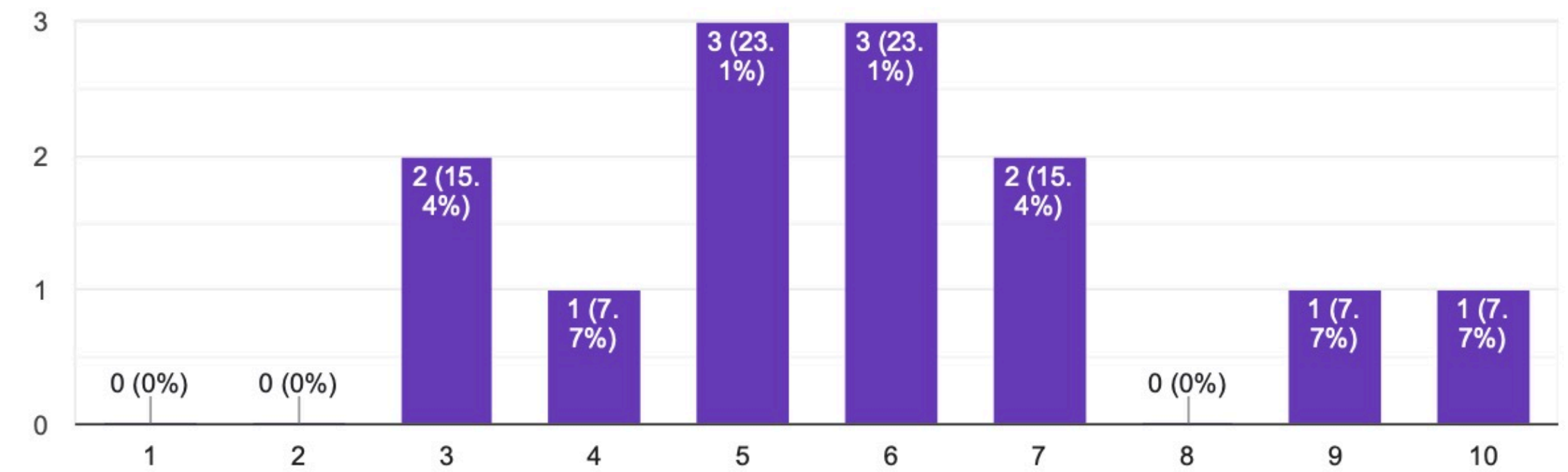
13 responses



### In general, do you feel confident negotiating conflict situations like this?



13 responses



Please explain your decision about going to Kagoshima or not. If you will go, did you change the plan? If you will not go, will you go somewhere else?

13 responses

We will travel in Aichi. Go to Gamagori and see the beach, and go to Okazaki to buy Miso for my family.

I'm planning to pack my bags and go to Kagoshima and come back tomorrow, but the transportation may stop so I'll be back the next day.

We will go today.  
If we can't go Kagoshima, I suggest go northern place.

I decided to buy some souvenirs on the Internet.

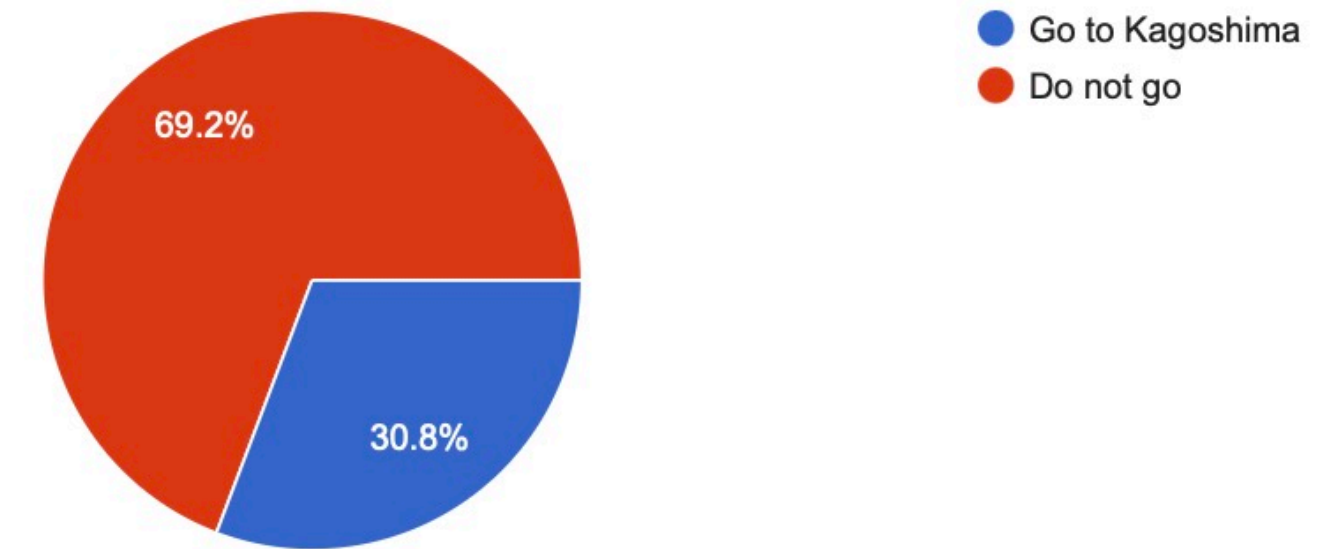
Kagoshima is so dangerous so we are going to Tokoname and Nagoya Aquarium.  
And I said I want to buy Akumaki and Karukanmanju.  
That solution is to send to Germany

I will not go, and I will see the beach in Kagoshima on the Internet. Tomorrow, we will sleep together.

I'm not going to Kagoshima. I will show around Nagoya. Nagoya has a beach in Tokoname and Nagoya Port Aquarium, so we decided to go there instead of Kagoshima.

Did you decide to go to Kagoshima or not?

13 responses



We decided to go to Kagoshima. I thought that by going today, I might be able to have some fun. He also understood that transportation would stop and he might not be able to catch a flight to Germany.

I don't want to regret. So, I really want to visit Kagoshima.  
We have online classes but we don't need to speak anything. So, we will go there today!

We will not go to Kagoshima because of heavy rain and strong winds. When I go there next time, I will connect you via video chat!!

I decided not to go because a typhoon was approaching Kagoshima. I will go elsewhere.

We decided to change the plan.  
We will go to Kagoshima next time, I will send souvenirs to Germany.  
And we can watch some photos and videos of Kagoshima on the internet, so I recommend to check it.

After my roommate who is from Germany left Japan and the typhoon disappeared, I'll go to Kagoshima. I'll send him/her some pictures of Kagoshima and I'll buy some souvenirs for him/her.

## Unit 6: Marriages and Relationships

**Role A:** You are a parent.

- You're meeting your child's partner for lunch. They've been dating for 6 months.
- You've met them twice before.
- You got married young *with children*.
- You eventually got divorced after your children moved out.
- Having children young, you made lots of sacrifices for your family while your friends had fun.
- You often wish you had experienced life and developed a career before getting married and having kids.

**Role B:** You are a romantic partner.

- You're meeting your partner's parent for lunch. Even though you've only been dating for 6 months, you want to ask permission to get married.
- Your parents had children late, were older than average, and were very busy with their high-level careers. You love your partner very much and want to start a family while you are still young.
- Although you're still a university student (about to graduate), you want to join a new generation of young parents fighting the declining birth rate having children early.

**Role B:** You are a romantic partner.

You're meeting your partner's parent for lunch. Even though you've only been dating for 6 months, you want to ask permission to get married. Your parents had children late, were older than average, and were very busy with their high-level careers. You love your partner very much and want to start a family while you are still young. Although you're still a university student (about to graduate), you want to join a new generation of young parents fighting the declining birth rate having children early.

**LANGUAGE:** Explain, Suggest, \_\_\_\_\_, \_\_\_\_\_

Explain why you want to get married:

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Suggest how you can be a successful young parent:

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**Review the Unit 6 vocabulary & conversation strategies on page 79**

What vocabulary can you use and how will you use it?

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What conversation strategies can you use and how will you use them?

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## Marriage & Relationships

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**LANGUAGE:** Explain, Suggest, \_\_\_\_\_, \_\_\_\_\_

Explain why you are worried:

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Suggest what you think your child and partner should do:

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**Review the Unit 6 vocabulary & conversation strategies on page 79**

What vocabulary can you use and how will you use it?

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What conversation strategies can you use and how will you use them?

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- Suggest
- Why don't you...
- You should...
- You could...
- Have you considered...?

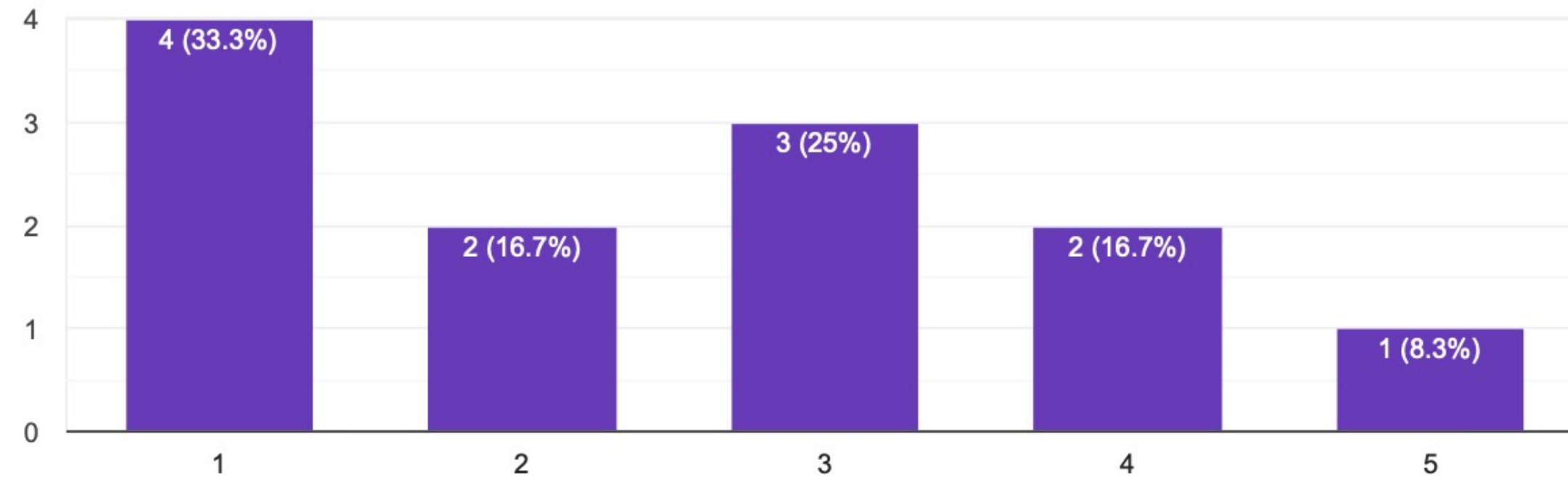
- Explain
- One reason is...
- What I mean is...
- Let me put it this way...
- Because...



### Were you able to use Unit 6 Conversation Strategies?



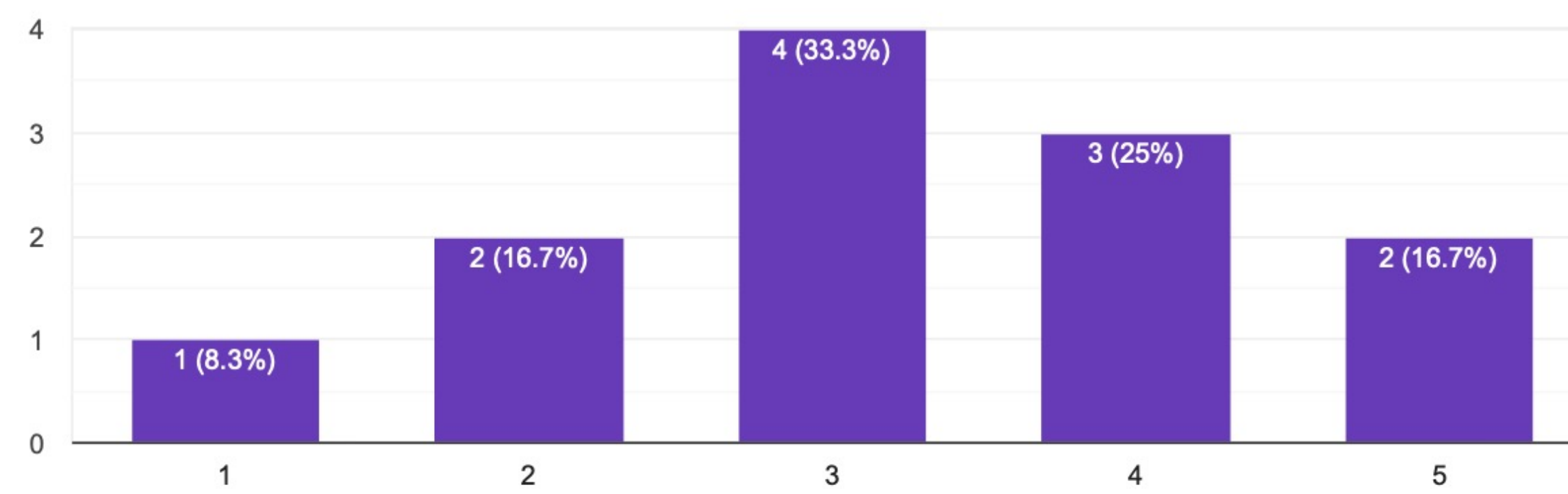
12 responses



### Were you able to use Unit 6 Vocabulary



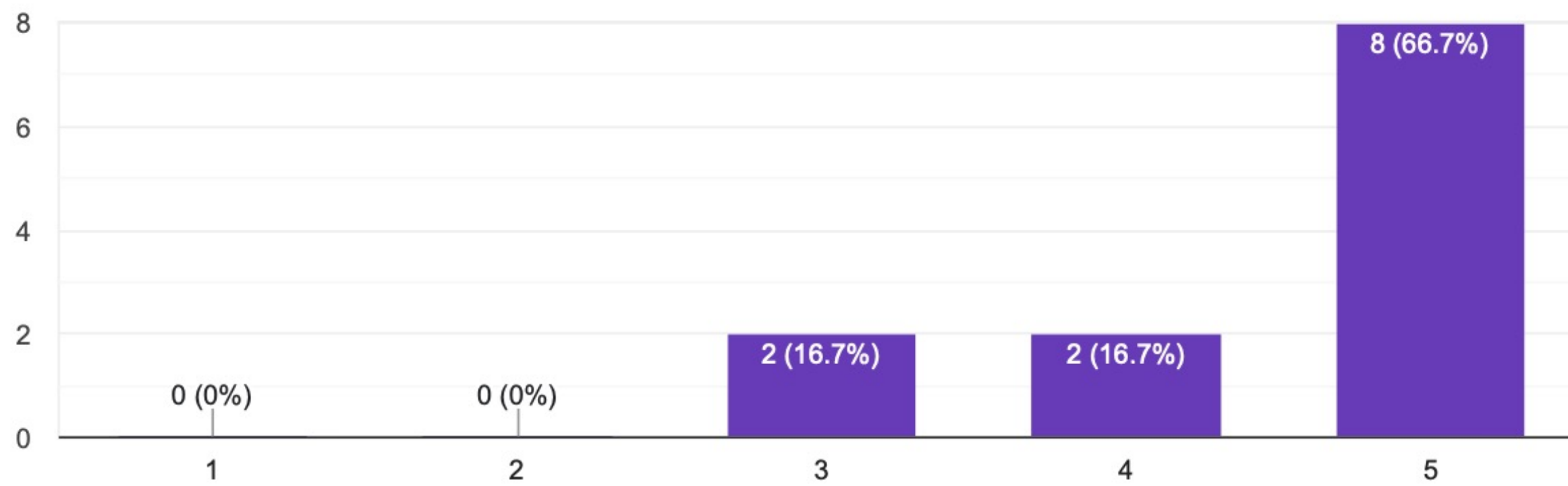
12 responses



### Did "suggest" and "explain" phrases help you in the role-play?



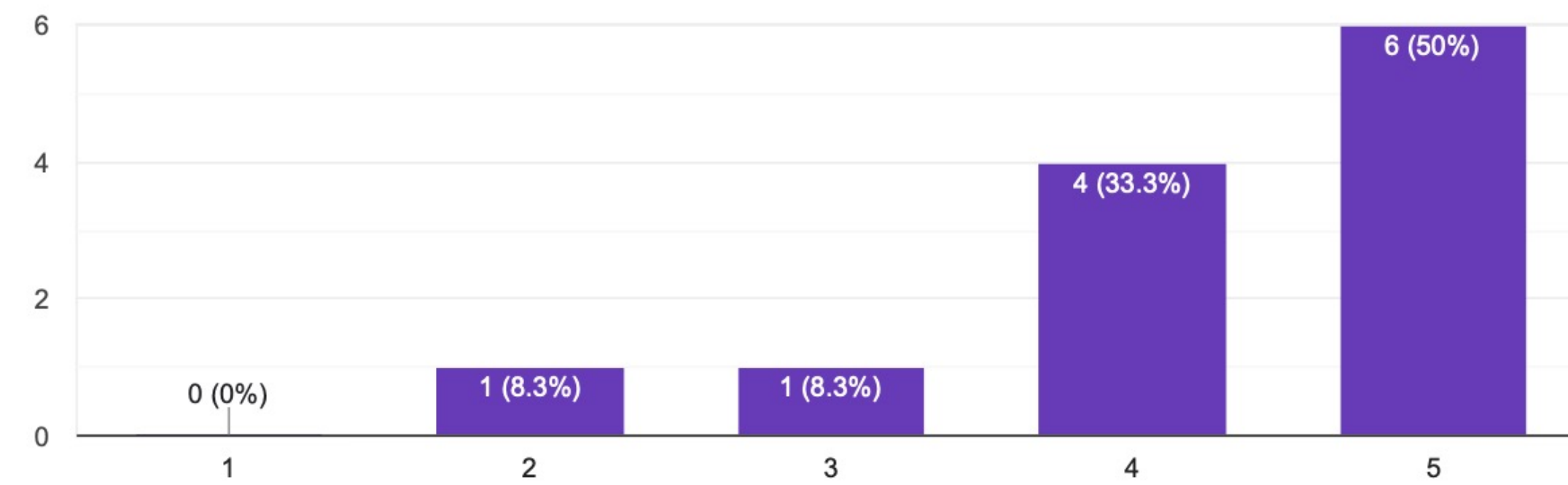
12 responses



### Was 20 minutes preparation time helpful?



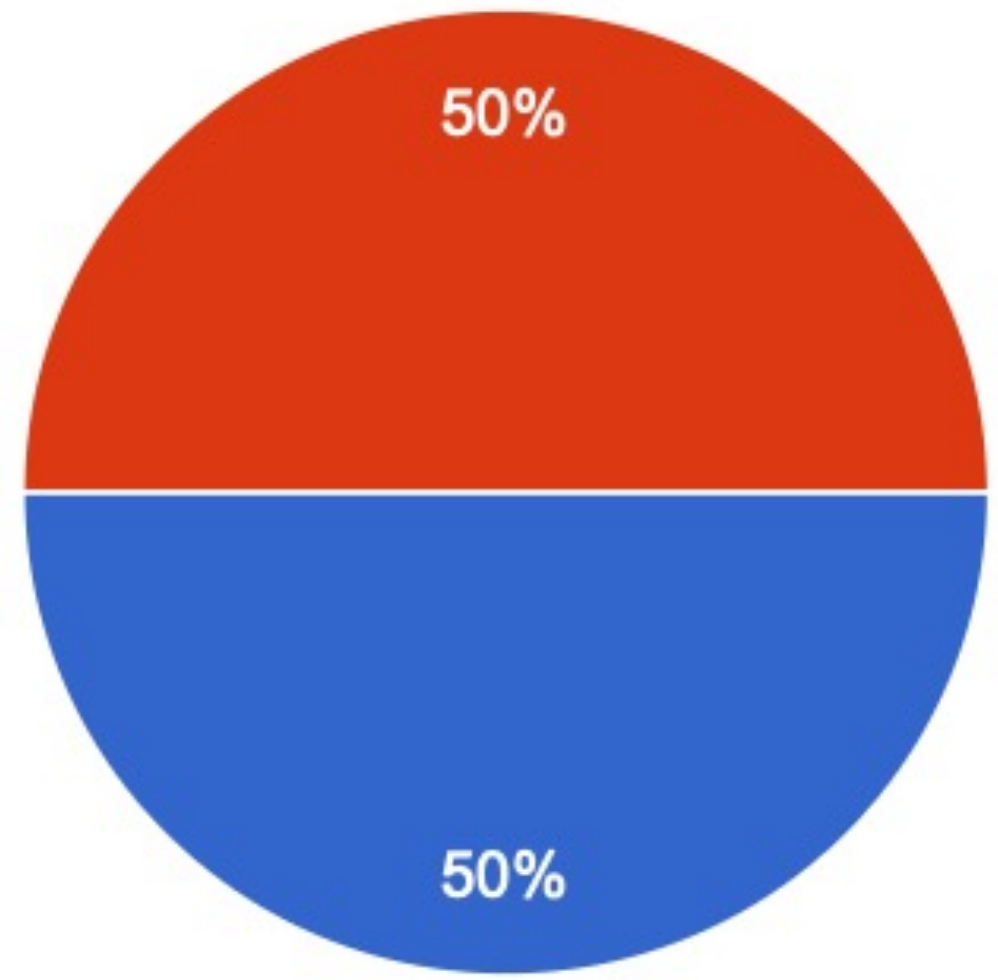
12 responses



# Which Role do you think was easier?

 Copy

12 responses



- Role A: Parent
- Role: B: Partner of parent's child



Name:

**Becky**

Unit 5: Natural Disasters

**Role A:** You are a German exchange student living in Japan and you are returning to Germany in two days.

You and your roommate(B) are planning to visit Kagoshima tomorrow. You want to go to Kagoshima to get a souvenir for your parents who traveled there when they were University students. Your parents paid for study abroad tuition in Japan, so you want to pay them back somehow. You've also never visited a beach in Japan, so you want to see nice beaches before you leave Japan. You know your roommate is worried about the typhoon that might be coming but Germany usually has fair weather so you are not worried and you really want to go. Convince your roommate to go.

What language can you use in this situation? convince, suggest, explain, \_\_\_\_\_

I really want to buy some souvenir, and I also want to see the beach of Japan to make good memories. I'll back as soon as possible. I'll see the beach from inside of buildings.

**Role B:** You are a Japanese University student in Japan.

Your roommate(A) is from Germany and you have lived together for almost one year. You are planning to take a trip together to Kagoshima tomorrow. However, you just checked the weather and a strong typhoon appears to be coming to Japan tomorrow. You are worried about visiting Kagoshima because the beach could be dangerous, and the trains could stop. Your roommate could miss his/her flight back to Germany. You know your roommate wants to visit Kagoshima very much but at the same time, it could be very dangerous. Convince your roommate not to go.

What language can you use in this situation? convince, suggest, warn, \_\_\_\_\_



If you get divorce, you need 100 days to wait for to remarry

Marriage & Relationships

**Becky, too**

**Role A:** You are a parent.

You're meeting your child's partner for lunch. They've been dating for 6 months. You've met them twice before. You got married young with children. You eventually got divorced after your children moved out. Having children young, you made lots of sacrifices for your family while your friends had fun. You often wish you had experienced life and developed a career before getting married and having kids.

**LANGUAGE:** Explain, Suggest, \_\_\_\_\_, \_\_\_\_\_

Explain why you are worried:

It is too early to get married. You will be not able to go travel or to do what you want. (You should live together to know your partner's the view of value before getting married.)

Suggest what you think your child and partner should do:

How about to wait for half year more?

Review the Unit 6 vocabulary & conversation strategies on page 79

What vocabulary can you use and how will you use it?

alternative | You have some alternative instead of getting married.  
financially | How about financially problem? Do you have money?  
value | Do you know partner's the view of value? enough



What conversation strategies can you use and how will you use them?

How do you feel about that?  
Don't you think?  
Why do you think so?



Suggest: Why don't you... You could... How about... Have you considered... You should...  
Explain: Because... what I mean is... Let me put it this way

## Solution: Did you find a solution? What solution did you find?

12 responses

living together to half year

I won't get married right away, but I will get married after a while.

We should consider about that more.

I'm going to support their marriage as a parent and help them if they have any troubles during their new marriage life.

To live together at least one year before getting married.

I did find a solution. My partner's parent will support our. So we will get marry.

First, we'll living with the partner.

They should live together and dating more long time.

dating a little longer (make more time to get married)

Think about it after living together for half a year

Yes. I suggested my child should get a lot of money and live with partner to know each other. And she need to think about her life after she gets married.

Yes, I did. I found to use conversation strategies

### Unit Vocabulary:

Accommodate, alternative, burst, certificate, chore, de facto, definition, developed, discrimination, expectation, financially, fire, insecurity, legal, obtain, open, oppose, perception, right, roommate, significant, stranger, trend, union, value visible

### Conversation strategies

Why do you think so?

How do you feel about that?

Don't you agree?

Don't you think?

I want to know what you think about all of this.

No problem

Don't mention it

## 3 conversation strategies in one dialogue!

**Grounder:** Provides reasons, explanations or justifications.

I will go back to Germany so I want to visit Kagoshima and get souvenirs

A: Hello.

B: Hello. I want to get married with your daughter.

A: ... um.. You are still, you only dated for 6 months so I think you should take more longer.

B: I think, I think 6 months is so early to get married, but... but I think I have merit... many merit um for early get married. For example, if I will give birth early, we can stay with our children for a long time.

A; Ah... I see.

B: **Don't you think?**

A: Um, I think that's a good reason, **because if I marry late**, I can't be healthy for a long time, so the idea is good. (laugh) But um, **you are still university student, so I think you don't have enough money, and you can't financially support your family. How do you think about that?**

B: Hmm... recently I found a new job so I will start this next spring. So I don't... (pause) so we... if I will start a new job, I can give money for our family. So you shouldn't worry about **financial** situation.

A: Oh... Are you, what are you going to do as a job?

B: As a job? Hmm...

A: What job are you going to do?

B: What job?

A: What job?

B: Hmmm...

A: Ah, is it a job that you can do for a long time?

B: Ah yes.

A: So you can support your family..

B: Yes.

A: Ah oh, ah when I get married, I had a children early, and many friends playing and I saw instagram story and I felt sad. **How do you feel about that?**

B: Hm? Hmmm... (pause) Instagram...?

A: Um, if I get married and get children early, we can't play easily with friends... so... I regret that I married early.

B: But, but I think ... hmm children (----- children) want to play with their family, so... so it is good for children to play young parent.

**Role A:** You are a German exchange student living in Japan and you are turning to Germany in two days. You and your roommate(B) are planning to visit Kagoshima tomorrow. You want to go to Kagoshima to get a souvenir for your parents who traveled there when they were University students. Your parents paid for your study abroad tuition in Japan, so you want to pay them back somehow. You've also never visited a beach in Japan, so you want to see nice beaches before you leave Japan. You know your roommate is worried about the typhoon that might be coming but Germany usually has fair weather so you are not worried and you really want to go. Convince your roommate to go.

What language can you use in this situation? convince, suggest, explain \_\_\_\_\_

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**Role B:** You are a Japanese University student in Japan Your roommate(A) is from Germany and you have lived together for almost year. You are planning to take a trip together to Kagoshima tomorrow. However, you just checked the weather and a strong typhoon appears to be coming to Japan tomorrow. You are worried about visiting Kagoshima because the beach could be dangerous and the trains could stop. Your roommate could miss his/her flight back to Germany. You know your roommate wants to visit Kagoshima very much but at the same time, it could be very dangerous. Convince your roommate not to go.

What language can you use in this situation? convince, suggest, explain \_\_\_\_\_

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### Marriage & Relationships

**Role A:** You are a parent.

You're meeting your child's partner for lunch. They've been dating for 6 months. You've met them twice before. You got married young *with children*. You eventually got divorced after your children moved out. Having children young, you made lots of sacrifices for your family while your friends had fun. You often wish you had experienced life and developed a career before getting married and having kids.

**LANGUAGE:** Explain, Suggest, \_\_\_\_\_, \_\_\_\_\_

Explain why you are worried:

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Suggest what you think your child and partner should do:

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**Review the Unit 6 vocabulary & conversation strategies on page 79**

**What vocabulary can you use and how will you use it?**

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**What conversation strategies can you use and how will you use them?**

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**“It was very interesting! I felt the students were more engaged and some of them used a lot of conversation strategies. Also, their conversations were most intense.”**

**Nana Takagi**