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## Interpersonal Communication

- Definition
- Types
- Assessment
- Keys to success
- Concrete examples
- Resource



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# Interpersonal Communication



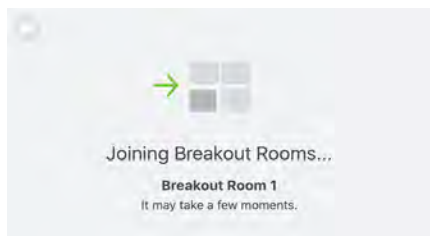
3 Modes of Communication 迅速区分表

Trait	Interpretive	Interpersonal	Presentational
<b>即时</b> <i>Spontaneous</i>		✓	
<b>单向</b> <i>One direction</i>	✓		✓
<b>双向</b> <i>Two directions</i>		✓	
<b>理解</b> <i>Comprehension of Language</i>	✓	✓	
<b>语言表达</b> <i>Production of language</i>		✓	✓
<b>意义协商</b> <i>洽谈确认</i> <i>Negotiation of Meaning</i>		✓	
<b>交流</b> <i>Communication</i>	✓	✓	✓
<b>文字</b> <i>Written Language</i>	✓	✓	✓
<b>口语</b> <i>Spoken Language</i>	✓	✓	✓

STARTALK

PDS STARTALK 2018

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Google Docs Google Slides



Flipgrid



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## Semi-interpersonal



formative

Pre-recorded prompt(s)

Students listen to the prompt  
1-2 times

Students respond immediately

Response time is limited



**AAPPL**

ACTFL ASSESSMENT OF PERFORMANCE  
TOWARD PROFICIENCY IN LANGUAGES

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## Assessments



- Fairness
- Logistical considerations
- Documentation



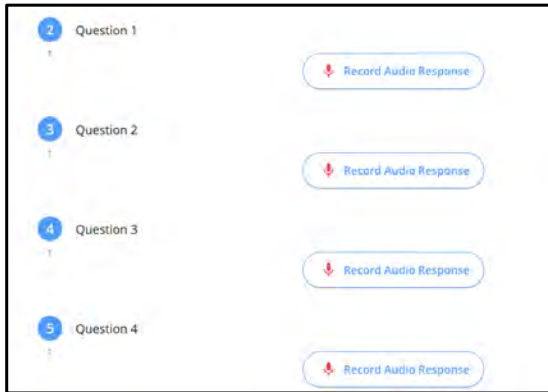
**Scenario:** You have been paired with an international student from a Chinese-speaking region as a part of a new organization at GWU. This student is planning to treat you and your family to a meal sometime soon.

You have just received the following 5 WeChat voice messages from your new international student buddy. They are requesting different information to figure out what kind of meal would be best for you and your family. They may also be looking for some other random advice since, after all, that is your job--to help them navigate life in the US!

Listen carefully to each message and respond in your *best Chinese!*


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Interpersonal Speaking

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# 教学铁则



教什么，考什么  
考什么，教什么

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## Keys to success for interpersonal

- **Time** (proficiency level, complexity of task) – 过犹不及
- Attention to **pairing** (甲甲 / 甲乙 / 乙乙 / 乙丙 / 丙丙; \* 甲丙)
- A **reason** to listen [intrinsic, extrinsic]
  - An interesting topic, something they actually want to talk about
  - A gap: information, opinion, ...
  - A follow-up task (Interpersonal --> Presentational ; → Reflection)
    - When they share out the group, have the other students do something to respond
- Focus on **real world** (realistic) **tasks** and goals – why are they communicating? [problem solving, etc.]
- Break complex tasks into **small steps**
- **Scaffolding & Differentiation**
- Help them “stay in the language”

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## Novice Level - Gaps

Information to be obtained	Partner 1	Partner 2 (if you have one)
1. Last Name		
2. First Name		
3. Year		
4. From (Country, State, City)		
5. Lives in...		
6. Family members (names)		
7. Speaks what languages?		
8. Studies what subjects?		

非常喜欢	
很喜欢	
喜欢	
不太喜欢	
不喜欢	
很不喜欢	
非常不喜欢	

scaffolding

我 (我的名字是: _____)			我的同学 (他/她的名字是: _____)		
我		看书	他/她		运动
我		运动	他/她		上网
我		唱歌	他/她		打电话
我		跳舞	他/她		唱歌
我		上网	他/她		听音乐
我		打电话	他/她		跳舞
我		听音乐	他/她		看书

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## Scaffold to higher levels of performance

Find out where they live. <b>Bonus:</b> Ask 1+ follow up question(s) (roommates; is their dorm good or bad; etc.)	Find out whether or not they have sisters (older or younger). <b>Bonus:</b> Ask 1+ follow up question(s) (names, grades, what they study, are they students, etc.)	Find out whether or not their dad is a Chinese teacher. <b>Bonus:</b> Ask 1+ follow up question(s) (what about mom? Is dad an English teacher? etc.)	Find out where their Chinese teacher is from. <b>Bonus:</b> Ask 1+ follow up question(s) (first name, last name, etc.)
Find out where your partner is from (as specifically as possible). <b>Bonus:</b> Ask 1+ follow up question(s)	Find out where your partner's parents live. <b>Bonus:</b> Ask 1+ follow up question(s) (names, job, etc.)	Find out where your partner's siblings live. <b>Bonus:</b> Ask 1+ follow up question(s) (names, grades, job, etc.)	Find out what year in college your partner is. <b>Bonus:</b> Ask 1+ follow up question(s) (what school? department, what they study, what about their roommate, etc.)

Partner A	球赛	去晚会	电影	音乐会
?				
Why (not)?				
How often?				
With Who?				
Where?				

Follow-Up Questions	
the conversation going about someone's likes & dislikes	
?	你喜欢...吗?
Why?	你为什么喜欢...?
Often?	你经常...吗?
With Who?	你跟谁一起...?
Where?	你在哪里...?

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### Example of real-world task objectives

# Intermediate Chinese – 饮食单元



## 今天的目标

mù biāo

I can **ask and answer questions** (including **follow up questions + follow-up details**) about my experience(s) with and opinion(s) of different food items.

I can **recommend 中国菜** to a friend based on their food preferences and dietary restrictions.

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Follow-up task (to help ensure students engage with their partners)

Be prepared to share what you discussed



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Breaking complex task into smaller steps, allows for “depth” and helps with fluency development (task repetition)

Find out what *flavors* of foods they like & dislike.



Find out what *textures* of foods they like & dislike.

Follow-up questions!

为什么?  
你常常...吗?  
你上次v是什么时候?  
你v过...吗?  
(Etc)



Find out what *drinks* like & dislike.

Follow-up questions!

为什么?  
你常常...吗?  
你上次v是什么时候?  
你v过...吗?  
(Etc)



Find out what *food items (specific vegetables / fruits / etc.)* they like & dislike and any dietary restrictions you have (allergies, do & don't eat).



Follow-up questions!

为什么?  
你常常...吗?  
你上次v是什么时候?  
你v过...吗?  
(Etc)

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Recommendation

Real world task

## Lunch Time! *(not really)*

Based on what you and your 同学's food preferences (what you have in common & different), find **3 dishes** (*total*) and **one drink per person**, as if you are ordering lunch for the two of you.

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## Importance of modeling and time to think\*

They need to have practiced the sentence AND the question, and have a moment to write their own answers before being asked (otherwise time is wasted)

高老师	
早上__	起床 🛏️
早上__	吃早饭 🍳
中午__	吃午饭 🍲
下午__	吃晚饭 🍲
晚上__	打电话 📞
晚上__	跟猫 🐱 一起玩
晚上__	看书 📖
晚上__	看电视 📺
晚上__	睡觉 🛌

高老师,  
你平常  
几点... ?

我的星期一		Partner的星期一	
早上__	起床 🛏️	早上__	起床 🛏️
早上__	吃早饭 🍳	早上__	吃早饭 🍳
中午__	吃午饭 🍲	中午__	吃午饭 🍲
下午__	吃晚饭 🍲	下午__	吃晚饭 🍲
__	做作业 📚	__	做作业 📚
__	看电视 📺	__	看电视 📺
晚上__	睡觉 🛌	晚上__	睡觉 🛌

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**Strategy #1:**

What if I'm not 100% sure what the question is?

“我觉得你的意思是...”  
 “你的意思好像是...”  
 “你好像在问...”

**Strategy #2:**

What if I need some time to think *right at the beginning??*

这个问题很有意思... 我觉得...  
 让我想一下...  
 我想想...

## Strategies to stay in the target language

**Strategy #3:**

What if I need some time to think *after I start talking?*

然后呢...  
 还有什么呢...? (对了...)  
 除了[这个]意外呢...

When you're trying to think of a word... 'neige 那个'

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## Resource for Virtual (Interpersonal) Activities

**Adaptation for Online/Distance Learning**

- 1. The teacher places students into breakout rooms in pairs or small groups. Each breakout room has a google doc that has been divided into sections according to the number of students in the group. The prompt or visual is on the Google Doc, for easy reference. Students are given a certain amount of time to write silently as outlined above.
- 2. Students return to the main room and are given time to read the Google Docs from other groups. This can be done in a synchronous or asynchronous setting. They are then assigned to the same breakout room and are given time to add additional information or follow-up questions to their original document.
- 3. Students return from the breakout rooms. The teacher places students into different groups and gives a limited amount of time for students to discuss based on what they've written and read from different groups.
- 4. The students return from the breakout rooms. The teacher calls on non-volunteers to share.
- 5. For individual accountability, students are asked to complete an individual (2)-minute quick write on the topic and must submit their writing.

Link: [http://teach.nflc.umd.edu/startalk/classroom-activities/search?f%5B0%5D=communicative\\_mode%3Ainterpersonal](http://teach.nflc.umd.edu/startalk/classroom-activities/search?f%5B0%5D=communicative_mode%3Ainterpersonal)

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非常感谢!

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