

Speed Dating: Finding your best-match language buddy

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This teaching activity consists of three parts: pre-class activity, in-class activity, and post-class activity. Focused on topics like abroad experience, background, and language learning in Chapter 9 “Background and Experiences (我以前从来没来过中国)” from *NiWoTa* (Zhang, 2015), students need to prepare a note listing their experiences of those assigned topics for pre-class activity. On the basis of pre-class activity, the in-class activity integrates the interpersonal and presentational communication modes for beginning Chinese learners for adult or teenager learners. In a routine similar to speed dating that follows 4-3-2 minute per round, as students get more familiar with the mode and linguistic forms, students rotate in pairs, greeting, asking and introducing themselves regarding language learning experiences and expectations for language partners. Students report their best fits in an oral presentation. The teacher, as a timekeeper and facilitator, concludes the activity with highlighting some typical mistakes. The post-class activity requires students to write up a report and/or make a chart comparing those matches during the activity for written production.

The discussion with participants aims at (1) effective preparation, (2) question elicitation techniques based on a relevant topic during the activities, and (3) the applicable topics for similar activity.