



# 听一听, 说一说 (LISTEN, THEN SPEAK)

## TEAM TEACHING IN A MANDARIN CONVERSATION CLASS

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### Description:

- Team-taught a sequence of Transition Year Mandarin classes under the theme of the Restaurant.
- Myself and my cooperating teacher staged a real life restaurant conversation. One waiter and one customer.
- Class 1 of 3: Pre-taught breakfast and lunchtime related vocabulary: (i.e. hanbao – hamburger, cha - tea, wo yao – I want)
- Class 2 of 3: Having brought in props, we acted out a real-life conversation, complete with background noises. We had pre-written our script and given a copy to each student before we began.
- Having acted it out ourselves, we invited students to get into pairs and write out their own dialogue. This was their homework.
- Class 3 of 3: Students acted out their own conversation in a restaurant setting.
- Students were asked to give their feedback at the end of class.

### Rationale

- Language immersion is the key to language learning.
- Students get first hand experience of the four skills (Listening, Reading, Writing and Speaking), which is a vital necessity of language acquisition.
- I chose the Mandarin classroom as the premise for this study as I had the freedom to experiment with language in an engaging way, without the restraints of a formal curriculum.

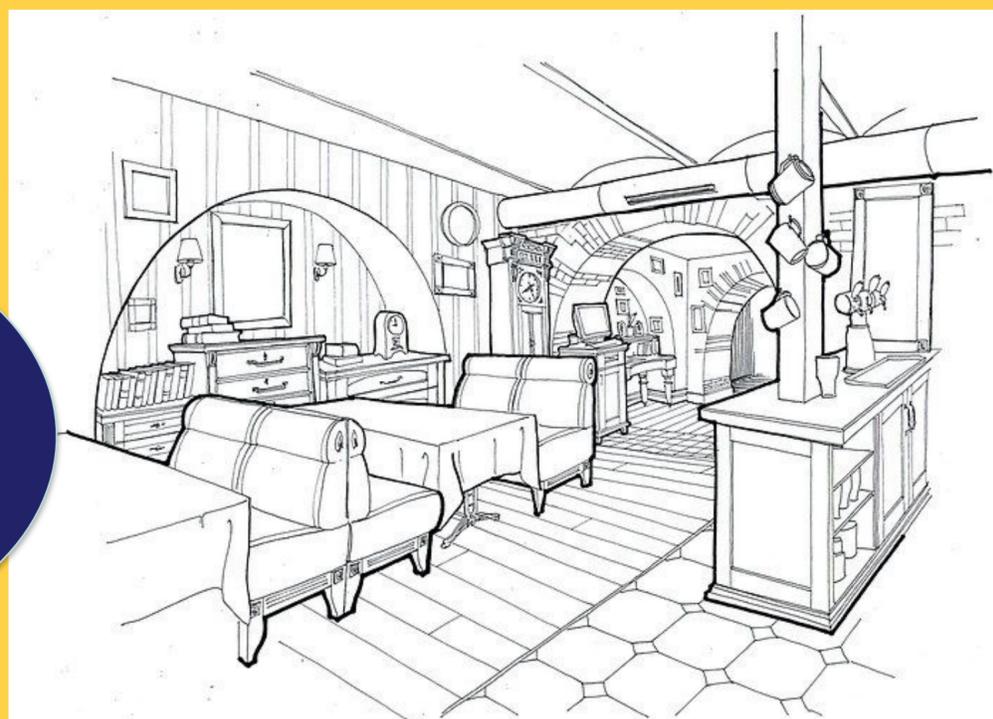
### Challenges:

- Time was minimal as Mandarin classes only take place once a week – many students needed at least five minutes to recap what was done in the previous class.
- As many of the student were on work experience, for team teaching numbers were relatively low and students had to share roles more frequently.
- It took many failed attempts to create an authentic Chinese restaurant experience.

### STUDENT FEEDBACK:

It felt like we really were in China.

For a moment I thought I was fluent!



”Ever tried? Ever failed?  
 No matter. Try again. Fail again. Fail better”.  
 – Samuel Beckett