



2012 EPIK Co-teaching Video Clip Contest (Bronze Prize)

Interactive Co-teaching focusing on Comparatives

Brett Graham (Seoul Samgaksan Elementary School)



It is my educational philosophy that every child should have access to education. Unfortunately not every country can afford this, and Korea used to be one of them however Korea has proven itself to be an economic miracle and it is undeniable that educating its youth into a highly skilled workforce is paramount to this. Now Korea can provide education for all its youth, and to continue and improve on its economic successes, incorporating English into its curriculum is an essential policy. Education and economics are both passions of mine and it is an honor to teach English in Korea, as the country is acutely aware of the importance of education to economic development. As an English teacher in Korea I feel privileged to play a part in securing Korea's economic future by providing its youth with an English education.

My co-teacher and I use a co-teaching model which focuses on the co-teacher and the guest teacher working as much as a single teacher figure as possible and more importantly interacting with the students as much as possible. While it is impossible for the co-teacher and guest teacher to share the exact same roles and lead the class at the exact same time, we try to compliment each other's teaching style so that neither teacher is ever playing a redundant role in the classroom.

The lesson we taught was from Lesson 11 "I'm Faster Than You". This lesson focuses on comparatives and our lesson objective was that students would leave the classroom being able to confidently and correctly make comparisons between both people and things. The motivation we used was both active and entertaining. Two volunteers came to the front of the class and took part in two competitive activities to see who could jump *higher than* the other and who was *faster than* the other. The students were the judges, which engaged them as well as entertained them. Once each mini-activity was done, prompted by the teachers, the students formed full sentences to say who could jumper higher than and who was faster than between the two volunteers. The students really enjoyed this motivation method led by co-teacher and guest teacher. This entertaining engagement of the students motivated them as well as had them using



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the target language from the beginning of the class. My co-teacher and I took equal charge in introducing and executing the motivation. From the start of the class both of us had established a co-operative presence in the classroom.

The motivation was followed by a review PowerPoint presentation. It was introduced by my co-teacher and presented by me. As I would review a key expression, my co-teacher would direct the class to repeat so as to drill the expressions. Whilst I led the review my co-teacher took on a proactive role of controlling the students and maintaining a presence.

Our practice activity was an activity called 'Blink And You'll Miss It'. Students worked in groups and got the opportunity to practice their ability to form grammatically correct comparative sentences. The activity was essentially to reconstruct jumbled sentences while the words moved around and disappeared from the screen. Students worked in groups of threes and were given one whiteboard per group to write out the correct sentence. This activity gave students an opportunity to work together when constructing the sentences from the words provided. This is especially beneficial for lower-level students who can enjoy a low-pressure fun activity working in a group to improve their English level rather than often-stressful individual work. Of course, it is beneficial for the whole class as the students are practicing their grammatical skills while constructing sentences. My co-teacher, who explained the instructions and took charge of the PowerPoint slides used for the activity, led this activity. I complemented my co-teacher leading the activity by providing some secondary instructions and focusing on drilling by prompting students to repeat the correct answers out loud. I also monitored the class while my co-teacher was leading.

The production activity was a kind of trump-card game. Students all had the same seven animal cards each. Each animal had four characteristics and a rating for that characteristic. Students played in the same threes as 'Blink And You'll Miss It' and would be asked to choose a card each and would then be asked a question, for example "which animal of your chosen cards is the fastest?" This activity allowed the students to discuss their chosen cards and compare with each other. Students practiced the target language while making their comparisons. Much like the previous activity, the group environment allows lower-level students to take part as they can contribute as much as they feel comfortable and higher-level students can guide them. Higher-level students benefit from being able to practice correctly making comparisons which helps improve their confidence for when they leave the classroom. My co-teacher and I



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shared a fairly equal presence with this activity. I took control of explaining the activity while my co-teacher monitored. My co-teacher then asked students to choose each card and asked them a question while I monitored as they compared cards. We both asked students who the winners in each group were and prompted the students in a chosen group to repeat the key phrases they used.

As a closer we played a logic-game. My co-teacher introduced and explained the activity and I read out each sentence for the students. Students then had to work out who was the tallest/fastest/smartest etc. This activity assessed how well students were able to comprehend comparative sentences when they hear and/or see them.

The lesson that my co-teacher and I came up with is reflective of our teaching style. We try to interact with each other as well as interacting with the students. I feel that guest teacher and co-teacher dynamics are extremely influential on the atmosphere of the class. My co-teacher and I have a very good relationship outside of class and we make sure we bring this into the classroom to create a warm and open environment for our students. My aim is for students to see us as a collective teaching body rather than two separate elements of the classroom. We tried to incorporate some fun into the classroom by introducing some healthy competition into the motivation. We know our students enjoy this and so were confident that it would engage the class and help to set the tone for a productive lesson. As in every class, there are also mixed levels in regards to students' English levels. My co-teacher and I enjoy group activities such as the one we including in this lesson because it makes for a relaxed atmosphere and allows lower-level students to take part more confidently with less pressure. It is important that no student is discouraged from learning English and the classroom, and I feel this can happen especially easy to lower-level students who often do not understand or enjoy individual work, yet do not have the confidence to ask for help and so their level nor confidence ever improves. This lesson is in essence a brief summary of the teaching styles that work well for us and our students and I feel it displays our goals as teachers well: to improve our students levels of both ability and confidence by creating a warm open environment where guest teacher and co-teacher are one combined teaching body.

Group Activity를 통한 즐거운 영어시간

김하나 (서울삼각산초등학교)

이번 수업은 6학년 35명의 학생들을 대상으로 “I’m faster than you”라는 단원을 토대로 사람이나 사물을 비교하는 표현을 다양한 그룹 활동을 통해 자연스럽게 발화할 수 있는 수업 분위기를 만들고자 하였다.

수업의 시작인 Greeting은 자칫 형식적일 수 있으나 수업의 문을 여는 중요한 단계이다. 따라서 본 차시 수업과 관련된 표현을 자연스럽게 활용하여 날씨를 묻는 표현에서 “It’s getting foggier.”이라는 표현을 사용해 볼 수 있도록 하였다. 아이들은 자연스럽게 오늘 배울 표현을 접할 수 있기 때문에 Greeting에서 차시와 관련된 표현을 사용할 수 있는 상황을 만들어 보는 것도 좋은 방법이다.

동기 유발에서는 두 명의 학생을 도우미로 앞으로 불러 “Who jumped higher?”과 “Who is faster?”이라는 활동을 하였다. 학생들이 나와서 직접 누가 더 높이 뛰나, 누가 더 빠른가를 간단한 게임을 통해 참여하게 함으로써 수업에 대한 아이들의 흥미와 관심을 높일 수 있다. 교사는 아이들이 동기유발 활동을 통해 무엇을 배울지 추측하게 하고, 이번 수업에서 무엇을 할 것이며 목표가 무엇인지 명확하게 인지시킨다. 수업목표 및 활동 소개가 끝나면 원어민 교사는 파워포인트를 활용하여 비교급 표현에 대한 간단한 Review를 한다. 아이들은 시각적 자료를 통해 비교급 표현에 대해 인식하고, 원어민 교사의 설명과 함께 표현을 연습할 수 있는 기회를 가지게 된다.

첫 번째 활동은 “Blink and miss it”이라는 그룹활동이다. 그룹의 학생들은 스크린에서 빠르게 움직이는 단어를 포착하여 비교급 표현을 순서에 맞게 만들어 보드판에 적어야 한다. 각자 본 단어들에 대해 의논하여야 하고, 보드판에 쓰는 것도 순서대로 돌아가면서 적어야 하기 때문에 모둠원간의 협력이 필요하다. 그룹 활동은 다양한 능력과 수준을 지닌 아이들이 협력하여 활동을 완수함해야 하기 때문에 수준별 수업에 대한 보완의 측면을 지닐 수 있다. 이 활동을 통하여 학생들은 비교급 문장을 만들기 위한 어순에 대한 이해를 할 수 있고, 직접 쓰는 활동을 통해서 스스로 오류를 점검할 수 있고 수정해 갈 수 있다.

두 번째 활동은 “Who has the highest card?”라는 활동이다. 이 활동은 그룹 안에서 경쟁을



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하게 하는 구조이다. 그룹 활동을 할 때 협력만 강조하게 되면 자칫 흥미를 잃기 쉽기 때문에 그룹 안에서 경쟁 구조의 활동을 사용하는 것도 아이들의 수업 집중도를 높일 수 있는 하나의 방법이다. 그룹의 학생들은 각자 7장의 카드를 가지게 되고 각 단계마다 한 장의 카드를 선택하게 된다. 선택한 카드가 그룹의 친구들의 것과 비교하여 레벨이 가장 높은 카드를 가지게 되면 승리하게 된다. 이 활동을 통해서 아이들은 자신과 친구들이 가진 카드를 직접 비교함으로써 비교를 하는 표현을 자연스럽게 말할 수 있는 기회를 가지게 된다. 마지막 활동은 "Logic game"이다. 이 활동을 통해 교사는 아이들이 비교급 표현을 명확하게 이해했는지 확인할 수 있다. 다양한 비교급 문장을 보고 퀴즈를 푸는 활동으로 아이들은 비교하는 표현에 대해 정리하고 점검할 수 있는 기회를 가지게 된다.

원어민 교사와의 협력 수업에서 가장 중요한 것은 모든 아이들이 수업에 적극적이고 즐겁게 참여할 수 있도록 즐거운 수업 분위기를 만드는 것이라고 생각한다. 원어민 교사와의 많은 협의 시간과 수업에 대한 준비가 있었기에 35명의 많은 아이들이 모두 즐겁게 참여하는 영어수업이 되었다고 확신한다.

Lesson Plan

- **Title (Unit):** I'm Faster Than You.
- **Grade (Level):** Elementary School / Grade 6
- **Lesson Focus:** Reading & Writing
- **Objectives:**
 - Students will be able to correctly make comparatives between people and things.
- **Key Expressions:**
 - I'm _____ than you. You're _____ than me.
 - Which is _____ ? [eg. Which is taller?, Which one is the strongest?]
- **Materials:**
 - Word cards, Inflatable hammers, White boards, Markers, Erasers, Animal cards

Procedure	Details	Notes
<p>Presentation:</p> <p><u>Time: 10'</u></p> <p>-Greet the class: 1'</p> <p>-Motivation: 5'</p> <p>-Stating the objective and review : 4'</p>	<p>Greet the class:</p> <ul style="list-style-type: none"> • KT: How is the weather today? Is it cold? • Ss: Yes! • NT: That's right, so we can say it's getting <i>colder</i>. • KT: Aha! Repeat. It's getting colder. <p>Motivation:</p> <p>*Who jumped higher?</p> <ul style="list-style-type: none"> • KT: Alright, let's start today's lesson. Are you ready? • NT: OK class, we're going to have a little fun. I need two volunteers to come up. NT: Let's see who can jump higher! Class, you guys are the judges! • KT: Jump at the same time. Three, two, one. • KT: Who jumped higher? 	<p>*Use comparatives in greeting</p> <p>*Materials Word Cards Inflatable hammers</p> <p>*Motivation Vocabulary "Congratulations" "Happier" "Cheaper"</p>



Procedure	Details	Notes
<p>Practice:</p> <p><u>Time: 10'</u></p>	<p>Activity One: Blink And You'll Miss It!</p> <ul style="list-style-type: none"> • NT: Let's do an activity and practice what we know. This activity is called 'blink and you'll miss it. • KT: This is a group activity for practicing writing. → * • KT: I will show you some words. You should look at them carefully... they are going to blink and move quickly and each word will disappear one by one. • NT: You should make a sentence with your group members. • KT: Write the sentence on the boards and wait until I say "put your boards up" until you show me. • NT: Take turns writing the sentences. Don't forget to put a period and start with a capital letter. → * • KT: I'll give you ten seconds to write the sentence. • NT: OK class, let's say the answer together. • Ss: students say the answer together out loud • KT: Excellent! Well done class! 	<p>Materials: Handheld whiteboards Markers, Erasers</p> <p>*Teachers sort the students into groups of three</p> <p>*Activity commences and students look at the words. The students must read all the words and make them into a sentence.</p> <p>The students must then write the sentence onto the whiteboards provided.</p>
<p>Production:</p> <p><u>Time: 12'</u></p>	<p>Activity Two: Who Has The Highest Card?</p> <ul style="list-style-type: none"> • KT: Now class, let's do a card game activity! • NT: Play in the same groups as before. Everyone has 7 animal cards... Let's look at them and say the animals. • Ss: *students read the animals aloud* • NT: Each animal has four characteristics, and the higher the number the more that animal is. For example a cobra has danger 10, which means it's very dangerous. • When Hannah Teacher tells you to, everyone put a card down on your desk. Any card at all. I will then ask a question, for example "which is the most dangerous?"... The card with the highest danger rating is the winner. • KT: Let's play the game. When I tell you to, choose a card and put it on your desk. • Students play the game with NT • NT: Great everyone! 	<p>Materials Animal cards</p> <p>*Students can compare the cards with partners</p>

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Procedure	Details	Notes
	<ul style="list-style-type: none"> • KT: So which animal is the most dangerous? • Ss: A cobra is the most dangerous animal. • NT: Good job. So which is faster? A rhino or a cheetah? • Ss: A cheetah is faster than a rhino. • KT: Excellent... you understood the activity well. Let's move on to the last activity. 	<p>and speak the sentences about comparatives.</p>
<p>Assessment / Extension Activities / Wrap-up</p> <p>Time: 8'</p> <p>Logic Game: 6'</p> <p>Wrap-up: 2'</p>	<p>Logic Game</p> <ul style="list-style-type: none"> • KT: This is the last activity. It is a logic game. • KT: I will show you some sentences and a question on the screen. • KT: Let's look at number one together. → * • NT + KT: So what is the answer to number one? • Ss: Jinho is the tallest. • KT: Well done! • Play the logic game <p>Wrap Up</p> <ul style="list-style-type: none"> • NT: Ok everyone, that was a really great lesson... well done! So what have we learnt today? • Ss: We have learnt to be able to correctly make comparatives between people and things • KT: Who can give me an expression we have used today? • Ss: *students answer* • NT: Excellent! Thank you very much class, see you next week! 	<p>*Jinho is taller than Nami. Nami is shorter than Joon. Joon is shorter than Jinho. Who is the tallest??</p>