



Gold  
Prize

# Co-teaching Model

## – “Inclusive Co-teaching”

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### 1. Background and Methods

I have been teaching in Korean high schools now for over two years, and one of the weaknesses I have identified in the Practical English Conversation lesson is that some students - inevitably - don't take part in the lesson activities. In large classes it's hard to include every student, and give every student a chance to make a response or practice the key language, but this year my co-teacher and I have made it a target to make our lessons as inclusive as possible.

To achieve this goal, we have three main methods:

- Every student has a chance to participate. Students will be presented with open-ended Engage-phase material that they will give an immediate response. Using 'Voting Cards' and a 'Golden Bell' style of countdown-to-response encourages this.
- Student-created material will be at the center of the lesson. To ensure students' continued active participation in the lesson, all our lessons include some student-created material, whether that be PBL group work, or simply adding words to a sentence chain. In this way, students can see that their contribution, no matter how small, adds value to the class.
- Each teacher will have a defined role. The NET (Native English Teacher; me) will be primarily introducing material and engaging the students in the activities. The KET (Korean English Teacher) will lead the comprehension and elicitation parts of the lesson, and encourage the students to use the target language.



### 2. Activities and Materials

In our lesson, we focus on teaching and reinforcing practical English. Comparatives is something that these students have already studied in middle school, but making comparative sentences can be a problem for them. For this reason, we decided to create this lesson which leads into Chapter 7 of our textbook: a unit on shopping and the key sentence 'Which do you prefer?' Most of this lesson uses tactile student-centered activities:

- During the Warm Up part of the lesson, the students could use red and green 'voting cards' to choose between two pictures (dog or cat, apples or ramyeon etc.). Once the students had made this contribution (voting) they are more likely to back up their decision with a reason. I like to involve students' opinions and input in the class as much as possible.
- We decided to prepare a 'word bank' for the students to complete in their groups. They must put the comparative words into the correct category (~er / ~ier etc.) together. The process of physically sticking the adjectives into their correct comparative categories has helped the students recognise the patterns and constructions of the correct comparatives. The function of this activity is to provide students with a foundation of comparative words that will be used later in the lesson. Providing key words that will be used later in the lesson puts all the students on a level playing field.
- Thirdly, our students love Golden Bell (a Korean TV show quiz game), so once they are given a whiteboard activity, their motivation level increases dramatically! The whiteboard writing activity encourages students to play with the comparative words from their 'word bank' while learning valuable comparative sentence structures.



### 3. Desired Learner Outcomes

- By using images of everyday things in the 'warm-up' section (animals the students interact with daily, food they eat), I hope the students will be more motivated to respond and give their opinion ('which do you prefer?') without feeling they are in alien territory.
- I hope that both by hearing examples by the KET and NET and listening to the responses of their peers, students will be able to remember the proper structure of making comparative sentences, so as to be able to use them in later lessons.
- I hope the students will enjoy the class while feeling they have learned something useful for their future English usage.

# Explanation Of Co-Teaching (Lesson Plan: Which Do You Prefer?)

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## 1. Act out Lesson Topic

‘prefer’와 관련된 사물에 대한 선호도와 그에 따른 형용사의 comparatives를 활용하는 수업을 주제로 하였으며 학생들에게 일상생활과 친근한 자료들을 제시하고, 원어민과 한국인 교사가 대화로 demonstration하여 학습주제를 명확하게 인식하도록 하였다. 주어진 정보를 바탕으로 비교급을 활용하여 모범적인 완전한 문장으로 speaking과 writing 활동을 하도록 수업을 이끌었고, 학생들에게 친근하고 재미있는 소재를 제시하여 자신 있게 수업에 임할 수 있는 수업여건을 마련하였다.

## 2. Explaining Grammatical Points

학생들이 형용사의 comparatives의 활용에 대한 기본적인 지식이 있지만 실제 즉각적인 활용에서 야기되는 혼란을 막기 위해 grammatical points를 한국인 교사가 체계적으로 간단하게 설명함으로써 학생들의 입장에서 명확하게 정리하는데 효과적이었다. 또한 writing을 할 경우 학생들이 가장 빈번하게 겪는 관사의 사용으로 인하여 유발되는 문장에 대한 두려움이 그 수업의 learning objectives를 방해하지 않도록 한국인 교사가 간단하게 instructions하여 문장생성에 어려움이 없게 함으로써 co-teaching의 역할이 효율적이었다고 생각한다.



### 3. Encouraging & Monitoring

학생활동중심 수업의 경우 한국인 co-teacher는 학생들이 적극 활동에 참여하는 분위기를 조성하기 위해 원어민 교사의 수업진행에 어려움이 없도록 세심하게 배려하며 함께 호흡을 잘 맞추어야 한다. 따라서 학생활동에 대한 monitoring과 encouraging을 보여 주어 학생들의 학습 의욕을 높여주는 역할을 하였고 특히 학생이 표현하고자 하는 단어가 떠오르지 않아 망설이는 경우를 잘 파악하고 도와주어 수업이 쉽고 자연스럽게 이루어지도록 하였다.



### 4. Feedback for Continuous Improvement

수업과 학생에 대한 애정은 협력 수업에 임하는 두 교사의 공통된 관심사이다. 잘 구성된 영어 수업이 되기 위해 허물없이 의사소통을 통해 지속적인 feedback으로 서로의 역할에 대하여 조언하고 수업을 개선하여 하나의 훌륭한 작품으로 만들어가는 노력을 한다.

## Lesson Plan

Lesson Name	Which Do You Prefer?
Lesson Objective	<ol style="list-style-type: none"><li>1. Students will be able to use comparatives and superlatives while talking about activities, products and people.</li><li>2. Students will practice using comparative structures while writing.</li><li>3. Students will be able to speak about likes and dislikes using an extended vocabulary.</li><li>4. All students will participate in the activities. No student will feel left out.</li></ol>
Lesson Duration	50 mins.

Date	Age	Level
6 <sup>th</sup> November 2013	High School	Intermediate

Resources	<ol style="list-style-type: none"><li>1. PPT + Overhead projector</li><li>2. Green &amp; Red 'Voting Cards'</li><li>3. A3 Size 'Group comparatives worksheet' + flashcards to attach</li><li>4. Whiteboards, Markers and Erasers</li></ol>
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KET: Korean English Teacher

NET: Native English Teacher

Stage	Leader	Time (Mins)	Steps
Warm-up (Listening & Speaking)	NET	10	Give out the Red and Green voting cards to students. Explain the voting activity, and have students choose which they prefer (dog or cat / apples or ramyeon). After each vote, ask KET and then students for adjectives describing each noun and elicit comparative sentences from them.



Stage	Leader	Time (Mins)	Steps
Matching Activity	KET	7	NET hands out 'group comparatives worksheet' while KET explains the activity. Students must attach the adjective flashcards to the worksheet in the correct columns. KET checks answers after activity.
Comparative Sentences (Speaking)	NET and KET	10	Students are guided to form the sentences using comparative words from their matching activity. First, the NET gives an example ('Math is simpler than English'), then the KET gives an example ('Apples are tastier than lemons'), then the students have a go.
Comparative Categories	NET		With all the comparatives displayed on the screen, the NET groups them into categories. For example, 'expensive' and 'cheap' are put into the 'Price' category. This helps students link words in their memory.
Controlled Practice (Speaking)	NET		The NET shows two images on the board, and the students must make one comparative sentence to describe the difference. This is the precursor to the writing activity.
Writing	KET and NET	15	Students collect whiteboards while the KET explains the activity. NET will show the students two pictures, and the students must write one or two comparative sentences on the whiteboards in response to the pictures. After each slide, the KET will check the answers on the board.
Wrap up	KET	3	KET reviews the key points from the lesson as we finish the class.