



Silver
Prize

Communication Up! Confidence Up! Through 4 Co-teaching Strategies

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Co-teaching when used effectively is such a valuable tool in education. It requires a great deal of understanding, communication and trust between both teachers. It not only gives teachers a chance to develop and learn from each other but it greatly improves the standard of teaching and more importantly is of great benefit to the students.

Both An Young and I are experienced teachers, we respect each others ideas and are constantly endeavoring to improve the quality of education we provide for our students. The same goes for classroom management, we share responsibility for maintaining discipline and motivating students. All routines, reward systems and expectations of the students were decided upon and implemented from the first lesson of the semester, this consistency throughout the year helps us to deliver and maintain a high standard of education for all our students.



1. Warmup - Making It Relevant

For every lesson we try to make the target language relevant to our students daily lives. It helps students to understand why we are learning this topic and gives them an example of how they would use it in their day to day life.

The lesson was entitled "Whose Button is it?" so we decided to link it to the lost and found box we have in school. Students were given a homework to think about items they had lost at school and it was these reponses that were used to form a mind map at the beginning of the class. Students copy the mind-map into their notebook and this helps to act as a vocabulary bank for the lesson.



2. Effective Modeling - Giving Instructions

Throughout the lesson both myself and the co-teacher model the target dialog between ourselves as an example to the students. By role-playing it allows our students to see examples of real life conversations.

For activities students always receive instructions in English. However we always ask students to explain these instructions back to us in Korean. We do this for a number of reasons, one is so that students listen more carefully and try to understand what they must do, It also stops students from waiting for the Korean instructions from the co-teacher. The second is that it challenges our higher level learners whilst the lower level learners still receive that reinforcement they need to carry out the task.



3. Peer learning - Team Teachers

One of the issues we face as teachers is the widening ability gaps between students. As students get older they are more likely to get left behind and give up on learning English. In reality these students require a lot more attention from the teacher which isn't always possible with large class sizes.

Our approach to tackle this was to introduce a peer learning system within our classrooms. Students sit in mixed ability groups with the advanced learner selected as a 'Team Teacher'. The activity shown during the lesson is an example of how this works. 'Team Teachers' will utilize their knowledge by teaching the target language to their team mates. They will teach vocabulary, practice making sentences and then play a number of games.

We have found that our slower learners benefit a lot from this system, as it takes away the pressure of needing to speak in front of the whole class and makes it a much more comfortable learning environment. Using this method all students get the opportunity to speak and take full part in the lesson, and it also gives teachers the opportunity to spend time with individual groups who need the most attention.



4. Classroom Management and Reward Systems



Each class is divided into eight teams and students receive points for various activities during each lesson. Good attitude, listening carefully to others, volunteering to answer questions or through games. These points are totalled up and recorded at the end of the lesson. Each semester the top three classes who have collected the most points receive a special lesson as a reward. This year we had a cooking class where students made pancakes.

We chose this method as we want to promote team work, good behavior and collaborative learning. Students compete between classes rather than amongst themselves and it helps to motivate them to encourage each other.

Overall we were very pleased with this lesson and believe that the lesson objectives were successfully met. We also feel that others can easily adapt some of the ideas into their own classrooms. The students were interested in the lesson, given a lot of necessary production time and showed confidence when using the target language.

4가지 Co-teaching 전략으로 의사소통능력 UP! 자신감 UP!

조 안 영 (광주광역시 신창초등학교)

본교 원어민 교사인 Mr. Haddow와 저는 긍정적 상호작용을 통해 효과적인 팀티칭을 진행해오고 있다. 상호간 협력을 통해 학생들의 활동을 독려하고 언어활동을 촉진시키는 수업을 추구하며 수업의 효과를 극대화할 수 있는 다양한 방법을 연구한다. 학기초 영어 수업에서 느끼는 문제점 및 보완할 점을 토대로 4가지 전략을 세워 실천해 오고 있으며 많은 수의 학생들이 자신에게 유익하고 기억에 남았으며, 자신의 영어 실력과 자신감 향상에 도움이 됐다는 긍정적 답변을 보여 주었다.

1. 상황학습을 통한 의사소통능력의 신장

매 수업마다 학생들이 교실 수업을 통해 얻은 지식이나 능력을 일상생활에서 부딪치게 될 비슷한 상황에서 적용할 수 있도록 도와줌으로써 학습자가 영어를 상황에 알맞게 사용할 수 있는 능력(영어 교육에서 의사소통능력)을 향상시키도록 한다.

본 수업과 관련하여 소유와 관련된 영어를 배울 때 학교에서 잊어버린 물건을 보관하는 분실함 사진을 보여주어 실제 경험과 연결시킨다. 또한 본인들이 잊어버렸던 물건을 마인드맵(Mind map)을 통해 알아본 후 그 단어를 중심으로 소유 Whose () is it?를 지도하며 학생들이 교실에서 사용하고 있는 물건을 활용하여 주요 문장을 자연스럽게 연습하도록 유도한다. 이러한 유의미한 맥락을 통해 학습의 전이 효과를 높인다.

2. 효과적인 팀티칭 구축

매 활동에서 원어민 교사와 한국인 교사의 역할극 및 대화를 통해 자연스러운 듣기활동을 유도하고 실제 생활에 사용되는 맥락에서 역할극을 보여줌으로써, 실제적이고 현실적인 영어 표현을 이해하도록 한다. 또한 교과서 내용이 어색하거나 실제적이지 못한 부분은 원어민의

도움을 받아 재구성하여 효율적인 지도 방안을 검토한다.

학생들이 교사가 한 말을 이해하지 못했을 때, 한국인 교사가 한국말로 직접 번역해주기 보다는 What does it mean? or What's () in Korean? What story is it in Korean?이라고 되물어 학생들이 한국말로 답하도록 한다. 이런 활동을 통해 내용을 이해하지 못했던 학생들은 친구들의 설명을 듣고 이해하게 되고, 또 이미 내용을 파악했던 학생들은 한국말로 다시 설명해주면서 더욱 깊고 정확하게 이해하게 된다.

3. 협력학습(Peer learning)을 통해 수준차를 극복하고 동기부여하기

한 학급에 학생들의 수준이 다양하여 수준이 너무 앞서거나 낮은 학생들은 수업에 흥미를 잃을 수 있다. 따라서 수준이 너무 앞서 흥미를 잃을 수 있는 상위권을 적절히 활용하여 Team Teacher로 활용함으로써 수업에 동기를 부여하고 하위권 학생들은 도움을 받음으로써 흥미를 유발하도록 한다. 협력학습을 통해 학습자 간의 상호작용을 극대화함으로써 학습자의 인지적 효과를 극대화하고, 서로 돕는 협동심, 배려심 등의 정의적 효과까지 얻도록 한다. 선생님과 친구들은 하위권 학생들을 도와 포기하고 열등감보다 할 수 있다는 자신감과 용기를 얻도록 도와준다.

본 수업과 관련하여 Let's practice 단계에서 전체가 오늘 배울 표현을 학습한 후 그룹별로 Team Teacher를 중심으로 일정한 패턴에 의해 새로운 표현을 연습하고 게임을 통해 응용한다. Team Teacher를 중심으로 일정한 패턴에 의해 새로운 표현을 연습하고 게임을 통해 응용한다. Team Teacher는 선생님이 안내한 Guide line에 따라 팀 활동을 전개한다.

- 1단계 단어 연습: (카드를 활용하여) 단어의 정확한 의미 파악 notebook, pencil...
- 2단계 문장 연습: 카드를 활용하여 주요 문장을 연습 Whose cap is this?...
- 3단계 게임 연습: Guessing game, Show and tell game (본 수업에 활용한 게임)

4. 학급 보상을 활용한 학급 관리 시스템

경쟁과 협동, 보상의 방법을 통해 학급을 관리한다. 현재 5학년 7개 반을 원어민 선생님과 함께 협력수업을 하고 있다. 각 학급은 8개의 모둠으로 이루어져 있으며 수업시간 발표, 게임, 태도 등을 통해 점수를 얻게 된다. 모둠별 점수와 학급별 점수는 매주 엑셀파일에 기록하여

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누적한다. 각 학급의 모둠별 점수의 합은 그 학급의 점수를 나타내며, 각 반의 모둠별 점수 총합의 비교를 통해 각 학급의 위치를 파악함으로써 학급 내 협동심과 학습의욕을 고취시키고자 한다. 모둠별 보상은 특별한 보상을 약속하지 않아도 학급점수를 누적시키는 자체로 학생들이 열심히 참여하며 동료들끼리 서로 도와주어야만이 모둠점수가 올라가고 학급 점수가 올라가기 때문에 학생들 사이에 서로 긍정적으로 돕는 관계가 형성된다. 학기 말에 우수 학급 4반을 선발하여 보상(요리수업)을 하도록 계획하고 실시한 결과, 학생들의 동기부여에 긍정적인 효과가 있음을 발견하였다.

Lesson Plan

Cho anyoung & Patrick Haddow

● **Unit Title:** Whose button is it? (2/5 period)

● **School level/Grade:** Elementary School / Grade 5

● **Lesson Focus:** Speaking

● **Objective**

- Students will be able to ask and find who is the owner.

● **Key Expressions & Vocabulary**

- Whose ____ is ____? Is this ____? It's (not) mine. It's ____'s.
- Thanks a lot. No problem.

● **Materials**

- Mystery box, Lesson structure Cards, Flash cards, Hand out worksheet (for lower level students), Student's items, CD-ROM, PPT1 (student's items), PPT2 (lost items box), PPT3 (Missing words), PPT4 (new expressions).

Procedure (Time)	Teaching-Learning Activities	Materials/Notes
Introduction (Time: 5 min)	<p>● Greeting</p> <ul style="list-style-type: none"> KT & GET: Good afternoon, everyone. How are you? S_n: Wonderful / Good. KT: Look outside. How's the weather today? S_n: It's sunny / cloudy. <p>● Warm-up-Guessing</p> <ul style="list-style-type: none"> KT: (Showing a object out of the mystery box) Match the object with the owner from the PPT. S: Students look at a picture on a PPT for a short time GET: Whose pencil is this? S: It's ()s. 	<p>☞ Students stand up for greeting</p> <p>■ Mystery Box, PPT1 (Students Items)</p> <p>☞ Students pictures are used for motivation.</p>

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Procedure (Time)	Teaching-Learning Activities	Materials/Notes
Introduction (5 min)	<ul style="list-style-type: none"> ● Set up the Objectives <ul style="list-style-type: none"> • KT: We are going to learn about asking and finding who is the owner. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">_____ <학습 문제> _____ 물건이 (누구)의 것인지 묻고 답해보자.</p> </div> <ul style="list-style-type: none"> • KT: We're going to do these activities today. <ul style="list-style-type: none"> - Activity1 Mind Map - Activity2 Look and Listen - Activity3 Let's Practice - Activity4 Group Activity 	<ul style="list-style-type: none"> ■ Lesson structure Cards
Practice & Production (30 min)	<ul style="list-style-type: none"> ● Mind map : Lost items at the school <ul style="list-style-type: none"> • KT & GET: (Showing the 'lost items box') This is the 'lost items box in Shinchang. What item did you lose at school? • S: I lost my pencil. • S: I lost my notebook. • S: I lost shoes. • S: I lost my money. • S: I lost book. • KT & GET: Demonstrate some sample dialog using the mind map. After that, Let's check the sentences. • S: Students check the expressions in the mind map. • GET: Everyone, copy the mind map into your notebook. If you finish early, You can make two example sentences. • S: Students try to write. ● Look and Listen: Let's find missing words <ul style="list-style-type: none"> • KT: Watch the video clip and listen carefully. • S_n: (Students listen to the dialogs) • GET: What did you hear? What can you remember? • KT: (Showing PPT about the fill in the blanks) Let's find missing words. • S_n: Students fill in the blanks. • KT: (After filling the blanks) What does () mean in Korean? • S_n: Dialog 1, individual students will answer. Dialog 2, as a whole class. 	<ul style="list-style-type: none"> ■ PPT2-lost items box ☞ Mind-map: Related to real life. ☞ Mind-map: Students can respond in both English and Korean to allow all students to participate. ■ Differentiation: hand out worksheet to lower level students. ■ CD-Rom PPT3 (missing words) ☞ Students listen to the dialog and fill in the blanks.

Procedure (Time)	Teaching-Learning Activities	Materials/Notes
Practice & Production (30 min)	<ul style="list-style-type: none"> ● Let's Practice <ul style="list-style-type: none"> • GET: (Using the PPT) Let's practice some new expressions. • S_n: Listen and repeat. • KT & GET: (While walking around the classroom and pick up a students item.) Is this yours? • S: It's mine, thanks a lot. • S: It's not mine. ● Group Activity <ul style="list-style-type: none"> • KT & GET: It's time for a group activity. I will explain how to play this activity. Please listen carefully. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ol style="list-style-type: none"> 1. Checking the new words 2. Making sentences in checking understanding. <ul style="list-style-type: none"> - Whose () is this?/Is this yours? - It's mine./It's not mine. - Thank you./No problem. 3. Doing games in the group (Choosing one or two activity) <ul style="list-style-type: none"> - Guessing game - Pick a Card - Speed reading </div> 	<ul style="list-style-type: none"> ■ Students Items ■ PPT4-key sentences ☞ Teachers move around the classroom and interact with students using the target language. ■ Flash cards ☞ Give instructions on how to complete the activity. ☞ Teachers and students give a demonstration.
Closing (5 min)	<ul style="list-style-type: none"> ● Closing & Previewing the next class <ul style="list-style-type: none"> • KT & GET: Let's review today's key expressions. Whose () is it? • S: It's ()'s. • KT: That's all for today. Your homework is to review today's lesson with your CD-ROM. Good-bye. • S_n: Good-bye. 	<ul style="list-style-type: none"> ■ student's items

● Anticipated Problems & Solutions

Students work at a different pace. So we anticipate that some students would struggle to copy this down during writing the mind map. For those students, we prepare a handout with all the target language. Students will let others who will finish the solution more quickly write down two example sentences using the words.

<부록>

Team teacher(tutor) guide line-

1. Student Team Teacher English:

- How do you say _____ in Korean?
- What's _____ in English / Korean?
- Repeat after me.
- What does this mean?
- Look at the cards. / Use full sentences.
- Ok, I'm ready. / Are you ready?
- It's your turn. / It's my turn.
- That's correct.
- (Praise) Well done, that's great, good job, excellent.
- Do rock, paper, scissors.
- Pick up the cards.
- Where going to play the _____ game.

2. Team tutor - Teaching Instructions

- 1) Teach the new words.
- 2) Practice using full sentences.
- 3) Check understanding in Korean.
- 4) Learning Games

During all games students are expected to use and respond with appropriate target language.

3. Example Activity

- Speed Reading

Students choose a flash card and show it to their team members. The first student to read the matching sentence / word receives a point.

- Guessing Game

The tutor will choose a card and hide it from their team members. Taking it in turns they will ask each student to guess what the card is. The students will ask "Whose () is it? Is this yours?" If it matches the tutors card they respond "Yes, it's mine. Thanks a lot." If it doesn't match they respond "It's not mine".

Pencil Case
필통



Glasses
안경



Money
돈



Cell Phone
핸드폰



Umbrella
우산



Cap
캡모자



Eraser
지우개



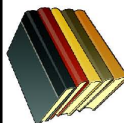
Gloves
장갑



Recorder
리코더



Books
책



Notebook
공책



<Key Sentences>

Q: Whose umbrella is it? 누구 우산이니?

Q: Is this your eraser? 네 지우개이니?

A: It's mine. 그것은 내 거야.

A: It's not mine. 그것은 내 거 아니야.

A: It's Yuna's. 유나거야.

Jacket
자켓



Toys
장난감



Shoes
신발



Keys
열쇠



Lost items
at school
(학교에서
잃어버린 물건)