



2013 EPIK Co-teaching Video Clip Contest (Silver Prize)

Patrick Mackay (Gangwon Taejang Elementary School)

Recently, my main co-teacher Sue and I held a survey amongst our students to get their current perspective on English class. There were a variety of questions concerning their feelings about English, the classroom environment, and of course, their English teachers—us (should I have been nervous?). One question in particular concerned the students' feelings about this whole team-teaching method. We wanted to know if they felt that being taught by the two of us was actually effective and beneficial. Maybe they felt that having only a KT was more comfortable? Or perhaps learning solely with the NET would be more fun? The results completely stunned and amazed me. The students responded in resounding favour of both the NET and KT teacher - us - teaching together. They couldn't imagine their English class without the two of us standing at the front together. In the students' eyes, we were a unit, a genuine team. Sue and I had accomplished a real goal.

This "team" did not come about easily. Sue and I didn't just decide, "Hey, we're a team ...awesome!" It took a lot of time and effort, patience and understanding. We both had our own style and approach. We were both accustomed to leading classes. However, team-teaching requires a certain harmony and rhythm. We both understood this and it's been the foundation of our team teaching approach. Sue and I decided early on that we wanted to model a form of team teaching that was as fluid as possible, where we interacted with each other and the class as a single unit. This would help portray us as equals to the students and each other. Sue doesn't treat me a foreigner or assistant in the classroom. Backgrounds and cultural differences do not shape our relationship. We treat each other as professionals, as teachers whose primary goal is to educate and encourage our students to achieve their best (and hopefully have fun doing it). We take time discussing our lessons and ideas, and share our workload as evenly as possible. Certainly differences arise (sometimes cultural and sometimes personal) from time to time. However, we handle these not as KT and NET, but as teachers who simply want to find the best

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solution possible. Because of the way my co-teacher and I treat each other, our students also treat us as equals. We are both respected and I feel our team teaching approach has created a genuinely positive and beneficial English classroom.

Co-teaching is not an easy thing to accomplish. Sue and I have tried our best to make a strong team-teaching model. However, I currently have four different co-teachers, each with their own personality, perspective, and goals. This means that I have to change my approach with each of them, and they with me. If any of us try to enforce our own will, the team-teaching model is immediately broken. Flexibility, patience, and understanding are integral in team teaching. With some teachers it may take more of the above than others. However, there will always be something that can be agreed upon with a co-teacher. That agreement is where you start your foundation. From there, you continue to add to it brick by brick until you have a solid team-teaching unit. It may never be perfect, but by diligently trying to work together as a team, the best abilities of both teachers will surface, and everyone (especially the students) will benefit. And really, that is every teacher's goal.

정 영 숙 (강원 태장초등학교)

원어민 선생님과 나는 오늘도 이번 단원 수업 협의를 하기 위하여 대형 화이트보드를 알 수 없는 그림들과 영어들도 가득 채웠다. 누군가 언뜻 보면 대학교에서 교수가 강의한 것이라 생각할지도 모르겠다. 화이트보드를 수업에 대한 아이디어와 준비로 가득 채우고 수업을 진행한지 벌써 세 계절이 지나고 있다. 패트릭과 나, 우리는 그렇게 함께 수업을 진행해왔다.

이번 수업에서 복습 활동인 메롱 게임은 개인별 활동으로 구성되었지만, 정답을 맞춰 티켓을 얻는 것에 대하여 초점을 맞추지 않고 틀리거나 맞았을 경우 모두 즐거움을 가질 수 있도록 초점을 두었다. 본 활동 중 첫 번째 활동은 전체 활동으로 구성되었고, 원어민 선생님의 재미있는 콩트를 통해 학생들의 흥미를 더욱 끌기로 하였다. 세 번째 본 활동인 안대를 쓰고 듣기 말하기에 초점을 맞춘 길 찾기 짝 활동은 원래 미로 활동으로 구상되었었으나 패트릭 선생님과 함께 연습해보니 방향성에 있어서 학생들이 어려움이 예상되어 마을지도로 바꾸어 준비하였다. 배웠던 내용을 복습하는 마지막 지도 읽기 활동은 학급의 도움을 받아 학생이 보물을 찾는 활동인데 그 보상은 학급 전체로 돌아가 모두에게 이익이 되는 활동에 중심을 두었다. 영어도 언어이기에 나 혼자 말을 많이 하는 것이 제일 잘하는 것이 아니라 언어를 주고받는 의사소통의 확장으로 다른 사람에 대한 배려와 나눔을 가지고 감정까지 나누는 수업이 될 수 있도록 중점을 두고 있다.

우리의 수업에는 많은 보상이 있는데, 개인별 티켓 보상, 협동력에 중점을 둔 모둠 보상, 학급 전체를 위한 교실 보상들이 있는데, 이러한 가시적 보상을 통해 학생들을 이끌고 가는 것이 우리의 목표는 아니다. 어린 학생들의 즐거움을 유발하는 것을 위해 이러한 보상을 사용하고 있지만 늘 고민하는 부분은 학생들의 내적인 동기 유발을 어떻게 끌어낼 수 있는 것이냐는 것이다. 그러한 방법으로 칭찬은 우리 수업 안에서 가득 채워져 있다. 본 차시에 서는 두드러지지 않았으나 내적동기를 끌어내기 위한 방법으로서 문화적요소를 수업 내용에 함께 녹여 이끄는 수업을 올해는 패트릭 선생님과 함께 진행해왔다.

홀로 30명 내외의 학생들을 대상으로 수업을 준비하다보면 가끔은 수준이 낮거나 높은 수준이 높은 학생들에 대한 배려를 채 다하지 못하고 진도에 급급하여 전체를 이끌고 나가기 바쁘는데, 원어민 선생님과 함께 수업을 하다보면 나 홀로이던 시선이 확장되어 서로가 놓치고 있던 부분을 보완해 나가고 있다. 본인은 원어민 교사와 함께 하는 수업이 본격적으로 시행된

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2008년부터 원어민 보조교사와 함께하는 팀티칭을 교실 현장에서 실현해왔고 어떻게 하면 효과적으로 수업을 구성할 수 있을까 계속적으로 고민해 왔다. 그러나 그러한 대답은 가장 쉽지만 실천하기 어려운 “서로에 대한 믿음과 지속적인 대화와 협의”에 달려있다. 이곳이 한국이고 내가 한국인 교사이기 때문에 홀로 중심이 되어 외국인을 시디 플레이어처럼 사용하거나 혹은 외국인 교사가 수업을 준비하니까 한국인 교사가 통역기처럼 그 옆에서 수동적으로 움직이는 것은 진정한 팀티칭이 아니라는 것이 기본 생각이다. 우리는 모두가 교사이고 아이들에 대한 애정으로 교단 앞에 서있기에 우리의 인종과 나이를 넘어서서 서로에 대한 믿음을 가져야 하는 것이 가장 기본이 되는 전제이다. 협력교사의 의견을 긍정적으로 받아들이고 그들을 존중하며 또한 한국인 교사로서의 중심을 잃지 않고 이끌어지는 수업, 이것이 지금 우리가 나아가고 있는 협력 수업이며, 그리고 앞으로도 계속 긍정적인 모습으로 발전해나갈 것을 의심치 않는다. 패트릭과 나의 대화는 오늘도 교실의 화이트보드 앞에 아이들을 위해 차곡차곡 차여져 가고 있기 때문에.

Lesson Plan

● **Teachers:** YoungSuk, Jeong (KT) / Patrick Mackay (GET)

● **Title (Unit):** Lesson 13. Where is the Bookstore? (Period: 2 / 6)

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

● **Lesson Focus:** Directions (Speaking and Listening)

● **Objectives**

- Students will be able to ask for, understand, respond to, and provide simple directions to various locations.

● **Key Expressions:** Excuse me, where is the...? (bookstore, library, bank, etc.), go straight, keep going, turn left/right, please stop. It's on your left/right.

● **Materials:** Various ppts, laminated maps for pair work (15), board markers, erasers, giant map for demonstration purposes, laminated location flash cards.

Procedure	Details
Presentation: Introduction of Content and Language (Time: 8 min)	<ul style="list-style-type: none">● Warm-up & greeting (NT and KT)<ul style="list-style-type: none">• Singing a song "Halloween night" that students learnt last lesson.• Greeting : Hello everyone! How are you today?● Review & Motivation : Melong Game (NT)<ul style="list-style-type: none">• Building upon the previous lesson (places and locations), a variety of location flash cards will be placed on the white board (library, school, market, etc.) students will take turns asking the question, "Excuse me. Where is the...?" The teacher will then turn over the selected card to reveal either a reward (ticket) or a "melong."

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Procedure	Details
Objective	<ul style="list-style-type: none"> ● Confirmative of lesson objective (KT) <p>Students will say and respond how to ask for and give simple direction.</p>
Practice 1: Students begin to work with language (Time: 5)	<ul style="list-style-type: none"> ● Activity 1 : Body Directions (KT) & Demonstration role play (NT) <ul style="list-style-type: none"> • Body Directions <p>Students will practice listening and responding to simple directions using their body movement. After a quick review of the target language that will be used for the lesson (go straight, keep going, turn left, turn right, please stop). KT will lead the students to practice key expressions.</p>
Practice 2: Students begin to work with language (Time: 10)	<ul style="list-style-type: none"> • Demonstration role play (NT) <p>Teacher will hand out 4 flash cards amongst students (bank, hospital, Dunkin' Donuts, McDonald's). NT will then act out a story about getting to the desired locations and have the class provide directions using the target language. Students will be able to see and use the target language in a real life application.</p> <ul style="list-style-type: none"> ● Activity 2 : Look & speak (Textbook dialogue, KT, NT) <p>Students will then complete the Look and Speak (pg 162) portion of the book to reinforce what they just practiced.</p>
Production : Students internalize and use language (Time: 12)	<ul style="list-style-type: none"> ● Activity 3 : "Excuse me, where is the..." Blindfold Activity (NT, KT) <ul style="list-style-type: none"> • Students will work in pairs. Each pair will be given a blindfold, laminated map, board marker and eraser. Students will RSP to decide who goes first. 1st player will put on blindfold and pick a location they want to go to using the target language (ie, Excuse me, where is the...?). The 2nd player will provide verbal directions to the location. If the 1st player can arrive at the correct place, they will write their name on the place. Players will then switch roles. The person who has visited the most places within the allotted time will be the winner.
Closing (Time: 5)	<ul style="list-style-type: none"> ● Wrap-up & Closing (KT, NT) <ul style="list-style-type: none"> • Teacher will present a map showing cryptographic directions. One student will be selected to be blindfolded and follow the directions given by the other students. The directions will lead to a treasure box containing school dollars (which will be given out to each students and be exchanged for free trade almonds). • Class will then be awarded class points and be excused using the English closing routine. (Good Job, Thank you, Have a good. See you later. Goodbye).

Anticipated Problems & Solutions

- Intro - Body directions: As game can take an indefinite amount of time, allow more than one winner if time becomes an issue. Before game, clearly review the target language and have students listen and repeat, as well as demonstrate physically. Allow a short practice round.
- Blindfold Map activity: Lower level students may have trouble remembering and producing target language. Issue these students the prior made chapter language help cards (cards have both pictures and language on them and greatly aid in the comprehension and production of the language). Teachers will also walk around the classroom to proctor and assist.
- Wrap Up: As a student will be walking through the classroom blindfolded, numerous obstacles and dangers exist. Consequently, NT will help guide the student while directions are given to insure student's safety.