



Bronze
Prize

Explanation Of Co-Teaching

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There really is so much to talk about when it comes to co-teaching and all that it involves. Thus, we would like to focus our attention on how we operate as co-teachers outside of the class, during the planning and preparation stages, separately from when we are actually teaching together.



1. Planning and Preparation

This may be the most important part of our relationship as co-teachers. Being that we are two people, with two different teaching philosophies and teaching styles, it is essential that we take the time to communicate as much as possible outside of the actual teaching time. Before ever teaching a lesson together, we sit down and collaborate our ideas and our resource in the lesson planning process, and then decide who will be responsible for leading each of the activities. Usually, the teacher in charge of leading a particular activity will also be in charge of preparing the necessary resources for that activity as well. We both agree that we are a team and it is important to share the workload evenly. Lastly, we make sure to be open, honest and supportive of each other's ideas and how we can improve our teaching together and individually.



2. During the Lesson

We are lucky in that we teach all the grade 5 and 6 classes together, so we have been able to develop strong routines, procedures, and behavioural reinforcement strategies that we use in all of our classes. You can see a few of these in the video. For example,

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we start and end each class in the exact same way as seen in the video and we always have the lesson's goal and planned activities written on the board for the students to refer to. We are both very strong supporters of positive reinforcement as a way to achieve desired behaviour from our students. One example of this that you can see in the video is that we use team points as a way to keep students motivated to participate during class.

One of the biggest benefits of co-teaching is that the opportunities to reach out to those students who need extra help or more of a challenge is doubled because there is double the teacher power in the room. As co-teachers, we take this responsibility very seriously and there are two ways we work to achieve it. First, when one teacher is leading an activity, the other will often circulate the room to keep students on task and provide encouragement and assistance to those who need it. Second, while the students are doing group activities, both teachers will circulate to provide the maximum amount of assistance possible.

Finally, as you can see in this lesson, we are both firm believers in the power of learning through games, especially at the elementary level. Therefore, many of our learning activities are presented in a game format. We don't only do this as a way to make learning English fun; more importantly, it is a way that we can challenge and push the students, as well as motivate them to help them teach each other, as seen in the Speed Game activity of this lesson.

Overall, we both feel that co-teaching is by far the most effective way to teach a second language, especially at the elementary level.

Explanation Of Co-Teaching

김 지 윤 (충남 홍주초등학교)

코칭과 코치에 연관된 것들에 대해 말하자면 그 내용이 엄청나다. 그렇기 때문에 실제로 함께 가르치는 것과 구별하여 협력교사로서 수업 시간 외의 시간에 어떻게 협력하는지, 수업 계획과 준비는 어떻게 하는지에 대해 초점을 두려고 한다.

1. 계획과 준비

이 과정은 협력교사인 우리에게 가장 중요한 부분일지도 모른다. 우리는 서로 다른 교육 철학과 교수방법을 가지고 있기 때문에 실제 수업 외에 가능한 한 많은 시간 동안 시간을 갖고 의사소통하는 것이 필수적이다.

수업을 하기 전, 우리는 함께 모여 앉아 서로의 생각과 가르칠 수업에 대한 자료들을 공유하고 결정한다. 그리고 누가 활동의 어떤 부분을 맡아서 이끌어갈지 정한다.

대개, 특정한 활동을 주도해서 가르칠 사람이 그 활동의 필요한 자료들을 준비하는 역할을 한다. 협력교사로서 우리는 하나의 팀이며, 준비 과정을 고르게 분배하고 나누는 것은 매우 중요하다고 생각한다.

마지막으로 우리는 계획과 준비과정에서 열린 마음으로 솔직한 자세로 임하며, 서로의 생각을 지지해준다. 그리고 함께 혹은 개인적으로 하는 수업을 어떻게 하면 향상시킬 수 있을 것인가에 대해 이야기한다.

2. 교수학습 과정

우리는 모든 5, 6학년 학생들을 함께 가르치기 때문에 일반적인 수업 체계와 과정, 교실에서 사용되는 행동 강화 전략들을 발전시킬 수 있다는 점에서 운이 좋았다.

이러한 과정들은 동영상에서도 볼 수 있다. 예를 들어 우리는 항상 같은 방법으로 수업을

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시작하고 끝낸다. 그리고 항상 수업 목표와 계획된 활동을 칠판에 제시하여 학생들이 알 수 있도록 한다. 우리는 학생들에게서 바람직한 행동을 얻어내기 위한 긍정적인 강화를 제공하는 부분에 있어 서로가 매우 강력한 지원자이다. 동영상에서 볼 수 있는 이것의 예는 수업 중 학생들의 동기를 지속시키기 위해서 사용하는 팀 포인트이다.

협력 수업의 가장 큰 장점 중의 하나는 교실 안에서 교사의 힘이 두 배가 되기 때문에 하 수준이나 상 수준의 학생에게 수준별 학습을 제공할 수 있는 기회도 더 증가한다는 것이다. 협력 교사로서, 우리는 수준별 학습을 제공하는 것에 굉장한 책임감을 느끼고 있어서 다음과 같은 두 가지 방법을 주로 사용했다. 첫째로, 교사 한 명이 학습 활동을 주도하고 있으면 다른 한 교사는 교실을 순회하면서 학생들이 과제를 수행할 수 있게끔 하고, 동기를 제공하는 동시에 도움이 필요한 학생들을 도와주기도 한다. 둘째로, 학생들이 모둠 활동을 할 때에는 두 교사가 동시에 교실을 돌아다니며 학생들에게 가능한 많은 도움을 제공한다.

마지막으로, 이번 차시의 학습에서 볼 수 있듯이 우리는 초등학교 단계의 학생들에게 게임을 통한 학습의 힘이 크다고 확고히 믿는다. 그래서 우리의 많은 학습활동들이 게임 형식으로 제공된다. 우리는 게임을 단지 영어를 재미있게 배우게 하려고 사용하지는 않는다. 더 중요한 것은 스피드 게임에서 나타나는 것처럼 게임으로 서로를 돕도록 동기를 유발하는 것뿐만 아니라 서로 도전하고 격려할 수 있다.

전반적으로 우리는 특히 초등 단계에서 팀티칭이 제2 언어를 가르치는 가장 효과적인 방법이라고 생각한다.

Lesson Plan

● **Title (Unit):** What Did You Do Last Weekend? (Period: 2/7)

● **School level/Grade:** Grade 5

● **Lesson Focus:** 1) Speaking 2) Listening (secondary focus)

● **Objectives**

- Students will be able to verbally produce past tense sentences in order to express what they did in the past.
- Students will be able to understand the relationship between present tense words and their past tense equivalents.

● **Key Expressions**

- What did you do last weekend?
- I (past tense verb) ... (ex: I did my homework.)

● **Materials:** 천재교육 (Cheonjae) - Frances Sohn textbook and CD Rom; textbook picture cards (page 213); flash cards; stopwatch; chalkboard

Procedure	Details
Presentation: Introduction of Content and Language (Time: 15 min)	<ul style="list-style-type: none">● GET: Greetings and Review (5 min)<ul style="list-style-type: none">▪ How are you today?▪ How's the weather?▪ Review: Mind map of past tense words learned from the previous day<ul style="list-style-type: none">• KT: Check for past tense comprehension● KT: Motivation (Warm-Up) and Goal (5 min)<ul style="list-style-type: none">▪ Motivation: Video clip of interviews done with teachers at Hongju Elementary School.<ul style="list-style-type: none">• What did you hear?• Comprehension check questions.▪ Students read the lessons goal together in Korean.

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Procedure	Details
<p>Presentation: Introduction of Content and Language</p> <p>(Time: 15 min)</p>	<ul style="list-style-type: none"> ● Activity 1: Look & Say (5 min) <ul style="list-style-type: none"> ▪ Whole Class - Listening and Speaking ▪ Materials: Textbook CD Rom ▪ Rationale: This activity is designed to get the students to recognize the past tense words and phrases in English conversation and to start using the past tense words in sentences in a very low-stress scenario - all together <ul style="list-style-type: none"> • 1) Listening: <ul style="list-style-type: none"> ▪ KT: What did you hear? • 2) Listen and Repeat: ▪ GET/KT: Translation of key words and expressions ▪ GET: Correct pronunciation errors
<p>Practice: Students begin to work with language</p> <p>(Time: 10 min)</p>	<ul style="list-style-type: none"> ● Activity 2: Snatch Game (10 min) <ul style="list-style-type: none"> ▪ Small Groups - Speaking ▪ Textbook cards from page 213 and flash cards ▪ Rationale: This activity is designed to get the students to start identifying past tense words with pictures that represent real life scenarios the students would encounter in their daily lives. The goal is to help the students gain confidence and fluency in recognizing and speaking past tense words on their own. <ul style="list-style-type: none"> • 1) KT: Review each target word as a class in association with a picture. • 2) KT/GET: Game demonstration (The students spread the picture cards face up on their desk. One student in the group says a past tense word and the others race to snatch that card for one point. The student with the most points is the winner and gets a stamp). • 3) Play the game: KT and GET roam the room and assist teams/students where necessary.
<p>Production: Students internalize and use language</p> <p>(Time: 10 min)</p>	<ul style="list-style-type: none"> ● Activity 3: Speed Game (10 min) <ul style="list-style-type: none"> ▪ Individual Production - Speaking ▪ Materials: Textbook cards (same as Snatch Game); flashcards (in PPT format in the video); stopwatch ▪ Rationale: This final activity is where the students will reach the lessons' main goal of being able to verbally produce sentences in the past tense. It is designed to have the students help teach each other (in the practice phase) in order to have the confidence to produce the sentences in a high-stress scenario (to simulate real life - high stress - situations).

Procedure	Details
Production: Students internalize and use language (Time: 10 min)	<ul style="list-style-type: none"> • 1) KT/GET: Review: go over each picture again as a class, this time saying only full past sentences. • 2) Small Group Practice: allow the students to have time to practice saying the sentences that go with the pictures. The students have to also think of actions to do as hint for their teammates to guess which picture card it is. KT and GET roam the room and assist teams/students where necessary). • 3) KT/GET: Game demonstration (One students must say a past tense sentence based on the hints given by their team mates, who can see the flashcard held by the KT. Each group gets 1 minute to get through as many flashcards as possible. • 4) Play the game: KT in charge of flashcards, GET in charge of keeping score and time.
Wrap-up Assessments or other work (Time: 5 min)	<ul style="list-style-type: none"> ● Review, Reinforcement, Goodbyes (5 min) <ul style="list-style-type: none"> ▪ GET: Review past tense words ▪ KT/GET: Possible reinforcements: Class stickers (good behavior and participation throughout the class), team stickers and individual stamps (notebook/textbook check) ▪ KT: Goodbyes: Dismiss groups in order of who had the most team points to the least.

● Anticipated Problems & Solutions

- Students getting off task during group games and practice time → Teachers need to roam the classroom, use proximity to discourage misbehavior, and assist students who need extra attention.
- Students freezing up in the Speed Game because of the high-stress nature of the game → have a pass option, have a 'one hint from the teacher' option.