

Explanation of Co-Teaching

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Greeting

Both teachers are situated at the front entrance of the classroom and as each student enters the classroom single file, they are individually greeted by the teachers. This is an important process to begin the class with as it allows the teachers to engage with all students from the very start. This gives even the most introverted type of student the chance to interact with the teacher, which can make them feel more at ease.



Review

In this case, we reviewed present and past simple verbs by getting students to identify both forms of the verb. We then use a beat MP3 file to repeat each word. This is done as students can sometimes respond negatively to other chants. Students have been more focused since using this chant, including the lower ability students. This warm-up prime aim is to get the student's energy levels up, which is important for an effective and active lesson.



Guidance of Learning Point

The Korean teacher (KT) introduces the learning point of the class. This is the only part of the class where students read in Korean as we think it's essential that all students, not just the highest ability ones, have a clear understanding and are exactly

sure about what they are set to learn.



Guidance of Learning Sequence

KT summaries each activity so students are aware of each activity, which the students can be aware of what they are about to study and think ahead about the lesson.



Activity 1- Look and Listen

Role-Play

Instead of using the short video from the CD-ROM, we both decided to act out a scenario using the topic's key sentences. Teaching the 6th grade can often be a challenging class to teach, we feel by creating our own scene, not only are the students more entertained, but they are more focused on listening to what we have to say. For the students it feels more like a real life situation, which we believe can be more interesting to watch. At this stage, students can identify key sentences and become familiar with them for the later activities.

Line Bingo

This short activity is popular with the students and encourages them to focus on the questions being asked. During this activity, students must stand and then in turns, both KT and GET will ask questions about the scene. The student which answers correctly would then be chosen with a line of classmates (this can be diagonally, horizontally or even sometimes vertically), and these subsequent students would all repeat the sentence at the same time and then be seated. For the lower ability students, rather than to put any pressure on them to answer a question, they only have to repeat one of the selected sentences after the teacher. These comprehensive questions are asked to check the students understanding and create more opportunity for the higher level ability students to be challenged, as they often sometimes find large periods of the class too easy.



Activity 2- Let's Practice

GET then repeated all sentences twice, to enable all students to be aware of the intonation, pronunciation and word stress for each sentence. At this stage the GET would correct any mispronunciations or areas of difficulty.

● Mystery Tin

GET preceded with reading a series of sentences, which varied from the color of the clothes the student was wearing, his or her family name and those who were wearing glasses. These sentences were chosen from the tin and as we regularly perform this activity in class, the way in which students are selected to stand up is completely random, therefore students are very much focused on what the teacher is saying. Not only does this develop the students understanding of a variety of questions but it's a more interesting way of selecting students to listen and repeat drill sequences.

● Student Role-Play

Finally, the students are normally given approximately 5 minutes to practice the dialogue or key sentences with their partner. It gives both KT and GET a chance to monitor all students in the class and help them on a one-one-one basis, without having the pressure of making mistakes in front of the rest of the class. Once students have practiced for a number of minutes, volunteered were then asked to come to the front and use a card template to practice each role. We felt this was good for building the self-confidence of the students who volunteered to take part and it's also a good chance for them to remember the dialogue.



Activity 3- Let's Play

● The Train Game

This is a quick guide to how we play this game.

1. Students need to write all key sentences in their notebooks.
2. Students choose one sentence and circle.

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3. Memorize the same sentence.
4. Move around the class, asking and answering the dialogue they learned.
5. If they have the same answer, they can form a train.
6. This is repeated again but this time student's links arms instead or holds shoulders and so on.

The game was very useful for keeping the members of the class active and getting their energy levels up. Also, it gave them a good chance to ask and answer the dialogue many times, maximizing student talk time and minimizing teacher talk time, which is very important when teaching a speaking class.



Review and Conclusion of Class

● The Senses Game

To conclude the class, students played the “senses game”. Through this activity the teachers can check their understanding, while having a playful and fun environment. The students had to first stand up and then unscramble sentences from the TV screen, shouting out their answers, while raising their hands. If two students raised their hand at the same time, they would be told to sit down. This was repeated until the last scrambled sentence was revealed.

● Check-Up

The KT finally concluded the class by giving stamps to the best performing team, an effective idea used to motivate each group. Finally after the GET says goodbye to the students, the GET then instructed the front three groups to leave at the front entrance and answer one sentence using a basic diagram and the back three groups to leaving from the back entrance, doing the same check-up with but the KT. This concludes our explanations all methods used to develop all students, which catered for all levels, while having a highly active learning based environment.

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인사

- 면대면 인사를 하며 영어실로 들어오게 함으로써 사실상 수업시간 동안 교사와 교류가 없을 수 있는 소극적인 학생들에게도 친밀감 형성의 기회를 제공하여 보다 활발하고 효과적인 수업을 위한 발판을 마련한다.
- 날씨, 날짜 등을 물어보며 수업을 시작함으로써 일상생활에 사용하는 기본적인 회화에 익숙해 질 수 있는 기회를 제공하고 공부를 시작하기 위한 마음을 다지게 한다.



전 차시 복습

- 오늘 학습을 위해서는 전 차시에 배운 동사의 과거 형태 알기가 매우 중요하므로 주요 동사들의 과거 형태를 다시 한 번 떠올리게 하고 단순 따라하기 보다는 신나는 비트를 활용하여 반복하게 함으로써 지루함을 없애고 학습의 효율을 높인다.



공부할 문제 안내

- 공부할 문제를 영어로 안내하되 한글로 제시된 공부할 문제를 한 번 읽어 보게 함으로써 자신들이 공부해야할 목표를 확실하게 인지시킨다.



학습순서 안내

- 학생들이 공부할 순서를 미리 말해줌으로써 스스로 생각하고 준비할 기회를 제공하여 자기 주도적 학습의 발판을 마련케 한다.



활동1(Look and Listen)

● Role-Play

본 수업에서는 교과서 CD를 활용하는 대신 원어민 교사와 한국인 교사와의 간단한 역할극으로 목표 언어를 제시하였다. 역할극을 보여줌으로써 목표 언어를 더욱 밀도 있게 제시하고 일상생활에서 쉽게 활용할 수 있는 상황을 함께 보여주며, 생생한 대화 장면을 스크린이 아닌 실제로 보여줌으로써 학습의 효과를 높일 수 있다.

● Line-Bingo

역할극 내용의 확인을 위한 묻고 답하기 시간에 단순히 영어를 잘하는 학생이 아닌 모든 학생들의 참여를 유도하기 위하여 라인 빙고를 실시하였다. 모든 학생들이 일어나서 선생님의 질문을 듣고 질문에 답한 학생들은 같은 줄에 앉은 학생과 제자리에 앉을 수 있게 함으로써 문제를 맞춘 학생은 자부심을 느낄 수 있고 영어를 잘 못하는 학생들의 긴장감도 줄여줄 수 있다.



활동2(Let's Practice)

● Mystery Tin

주요 표현을 익힌 후 학생들에게 참여할 수 있는 기회를 제공하기 위하여 미스터리 틴을 활용한다. 틴에 여러 가지 질문을 넣어 두고 하나씩 꺼내어 해당하는 학생들을 일어서게 한 뒤 주요 표현을 말하게 함으로써 발표하기를 꺼려하는 6학년 학생들도 즐겁게 활동에 참여할 수 있다. 실제로 학생들은 미스터리 틴에서 어떤 질문이 나올까 흥미 있게 기다리며 교사의 질문에 집중하고 자신이 해당되면 즐겁게 일어나서 활동에 참여한다.

● Pair Work

짜과의 연습시간을 줌으로써 주요표현을 연습할 수 있는 기회를 제공하고 교사는 쾨간순시를 통하여 학생들에게 개별적으로 지도할 수 있는 시간을 가질 수 있다.

● Student's Role-Play

짜과의 주요표현 연습 후 간단한 역할극을 하게 함으로써 학생들의 흥미를 유발하고 자신감을 키워주는 활동이 된다.



★ 활동3(Let's Play)

● The Train Game

● 방법

- 1) 칠판에 제시되어 있는 주요 표현을 공책에 적고 문장 한 개를 선택, 기억한다.
- 2) 교실을 돌아다니며 지난주에 한 일을 서로 묻고 답하는 활동으로, 같은 대답을 하면 기차를 만들 수 있다.
- 3) 주어진 시간동안 점점 긴 기차를 만들게 된다.
- 4) 새로운 문장을 추가해가며 새로운 형태의 기차를 만들어 보게도 한다.
(어깨동무, 팔짱끼기 등)

● 효과

- 1) 주요 표현을 필기함으로써 배운 내용을 정리할 수 있는 기회 제공
- 2) 자신이 선택한 답을 기억하여 문장 암기의 기회 제공
- 3) 서로 묻고 답하는 활동을 통해 말하기 활동의 기회 제공
- 4) 같은 표현을 반복하여 묻고 답함으로써 주요 문장의 완전한 습득 기회 제공



★ 정리

● 'Senses Game'

섞여 있는 문장을 보여주고 학생들이 순서에 맞춰서 문장을 완성하는 과정에서 다음 단어를 동시에 말하면 아웃되게 함으로써 배운 내용을 효과적으로 정리할 수 있다.

● Check- Up

면대면 확인을 통하여 개인별로 부족한 부분을 보충설명 할 수 있어서 개인별로 학습 마무리가 이루어 질 수 있고, 학생들도 부담 없이 자신의 실수를 교정할 수 있다.

Lesson Plan

● **Unit Title:** I Saw a Mask Dance in Andong. (Period: 2/6)

● **level/Grade:** 6th Grade

● **Lesson Focus:** Speaking

● **Objective**

- Students will be able to ask and answer about what they did last weekend.

● **Key Expressions & Vocabulary**

- "What did you do last weekend?", "I went to the beach", "I ate some pizza", "I played soccer", "I stayed at home", "I cooked some food", "I cleaned the house".

● **Materials:** PowerPoint, face templates, MP3 beat file, stamp cards, magnetic cards, mystery tin

Procedure	Details
Presentation: Introduction of Content and Language (Time: 7min)	<p>GET: Greetings from the entrance of the class. Once students are seated, continue greetings by asking about the weather, the date, and the title of the lesson.</p> <p>KT: Introduces the lesson's main objectives and give a brief description of each activity.</p> <p>GET: Uses present tense verbs on the screen and students identify their past tense form. Teacher reveals these in order and repeats each form with the students.</p> <p>KT&GET: Both teachers use an MP3 beat file to chant these words using three different sequences. First word by word, second by repeated each word twice and third by repeating each word at a faster pace.</p> <p>KT: Introduces the objective of the class in Korean, and then a break-down all the three activities; "Look and Listen", "Let's Practice" and "Let's Play".</p>

Procedure	Details
<p>Practice: Students begin to work with language (Time: 8min)</p>	<ul style="list-style-type: none"> • Activity 1: Look and Listen (Role-play and Line Bingo) <p>KT & GET: Perform a short role-play about what they did last weekend. Each character talks about a few things they did and uses actions to express it.</p> <p>KT & GET: Asks the students a series of basic comprehensive questions about the scene and uses an activity called "Line Bingo". KT ask the first two questions and GET asks the last two questions. Students repeat line by line each answer until the last remaining students repeats one of the selected answers with the GET.</p>
<p>Practice: Students begin to work with language (Time: 10min)</p>	<ul style="list-style-type: none"> • Activity 2: Let's Practice (Drill Sequences and Mystery Tin) <p>GET: Introduces activity.</p> <p>KT & GET: Uses the answers from the above role-play and applies it to the dialogue that is used by each student to ask and answer.</p> <p>GET: Repeats each sentence with the students twice before using a mystery tin. The teacher reads out four different scenario's and the students have to listen carefully to each sentence. If the sentence applies to them, they need to stand up and practice asking and answering the dialogue.</p> <p>KT: Instructs the class to practice with their partners for a few minutes.</p> <p>KT & GET: Monitors the students and helps them with any difficulties. Both teachers then ask for volunteer's to come to the front of the class, where they will practice the dialogue using a face template.</p>
<p>Production: Students internalize and use language (Time: 10min)</p>	<ul style="list-style-type: none"> • Activity 3: Let's Play (The Train Game) <p>KT ask students to write all the key sentences into their English notebooks and circle one sentence to memorize.</p> <p>KT explains how to play the game.</p> <p>Students then go around the class and ask and answering using the sentence they've memorized. If they find someone with the same sentence, they will form a train. The game ends when all students have made trains. The students will then sit on the floor and students will ask and answer the key sentences with each group.</p> <p>GET demonstrates round 2. Students will now link arms instead. Students then link repeat sentences again once everyone has linked arms.</p>

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Procedure	Details
Wrap-up Assessments or other work (Time: 5min)	KT: Summarizes the key expressions learned in the class by playing the "senses game". Students need to unscramble the sentences on the T.V screen and shout out in the correct word in order. This is repeated until all three scrambled sentences have been achieved. KT: Gives stamps to the team with the most points throughout the lesson. GET: Finishes up the lesson by saying bye to the students and instructs half the class to go to the front entrance (with GET) and the other half to go to the back entrance (with KT). KT & GET uses a check- up sheet with four pictures on and randomly selects one picture for each student to answer by leaving the class. Both teachers check their understanding and help with any errors.

● Anticipated Problems & Solutions

Some of the lower level students may have difficulty following the role play and the difference between present and past simple verbs. Many students will have difficulty with pronouncing some of the words. Other students will sometimes feel uncomfortable speaking in front of others or have a lack of self-confidence in their ability.