

Lesson Planning ‘How To’

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I Introduction

Within the EPIK program, no two jobs are the same, so what works in one scenario might not work in another scenario. Having to operate between different schools with different co-teachers and under different administration personnel are all quite possible. Or, conversely, an EPIK teacher could be working in one school throughout.

As the conditions of work might not be constant, a stable, yet adaptable approach to lesson planning is an integral part of a teacher’s tools in the classroom. Regardless of your setting, a strong and steady base of how to *critically* plan a lesson and, then, *improve* upon that lesson will serve a teacher well. This lecture, through lesson critique and group discussion, will aim to provide the teacher with such a base.

The division of the lecture between the NT (Native (Speaking) Teacher) and the KT (Korean (English) Teacher) will serve to address the specific issues that come about in co-teaching, i.e. how do we include a co-teacher in our lesson plan and how do we accommodate the different styles of different co-teachers.

II How to Make a Lesson Plan

In the spirit of the above, the lesson/lecture *Lesson Planning ‘How To’* is designed to give participants an experience of being constructively critical, while at the same time attempting to take into account the myriad of situations within which the participants might find themselves once they take up their post.

Regardless of what or where that post may be, it is hoped that the lesson is specific enough to provide exacting tools, but broad enough that those tools are useful for any teaching situation. *Lesson Planning ‘How To’* was specifically designed for presentation to new EPIK teachers, however you are invited to utilize this plan regardless of the teacher level you wish to approach.

The lesson was originally delivered to EPIK initiates by Lee Hyun Ju and Chad Hollett on August 29, 2007 and is contained below with minor adaptations to suit its replication by any others that may wish to do so.

Of particular note, and what might not be readily apparent from the lesson, is that the video segment to be used for this lesson is of the **Native Teacher** teaching alone. This was the case in the original lecture as it was (1) the **Korean Teacher** that had to operate the camera and (2) it is more part of the Western teaching tradition to accept and work from a point of constructive criticism, so having the video center on the **NT** allowed for all of the criticism to be directed in a culturally manageable manner. Moreover, as the **KT** portion of the lecture concerns the possible entry points for a **KT** in to the lesson, it suits the lesson to have an **NT** solo-teaching situation in the video segment. You will also need the original lesson plan of the videoed lesson to complete your material requirements for this lecture; however a lesson plan template and the **KT** lesson plan exercise template are included in the body of this plan. Ideally, different segments of video from the same lesson should be employed by the **NT** and **KT**.

Also, please locate the suggested article from the Asian EFL Journal article, *English Only (EO) In The Classroom: Time For A Reality Check?* for your own reference prior to instructing the lesson as it is available at: http://www.asian-efl-journal.com/december_02_pd.php. It will greatly inform your discussion as the **NT** or the **KT** over the course of this lecture. Considering that an EO classroom is the (yet to be realized) policy of the Korean education system, it makes for interesting reading.

Any changes you wish to make to the lesson to facilitate its instruction are welcome as that's what the lesson is all about: adapting something to (1) make it your own and (2) make it work for your specific situation.

III Presentation of Lesson Planning 'How To'

Time: Two 1.5 hr lectures where the participants switch between the **NT** and the **KT** (**Korean Teacher**) after their first 1.5 hrs.

Materials: Video of **NT** teaching lesson
Lesson Plan template
Original Lesson Plan from *video segment* for **KT**

Goals: **KT** and **NT** aim to provide participants with workable and adaptable knowledge of co-teaching lesson planning to equip them as **NT's** in the EPIK program.

- **NT**

- (1) Give **NT** perspective
- (2) Provide rudiments/template of lesson plan
 - *Timing; Materials; Goal; Spacing; Intro/Body/Conclusion*
- (3) Provide ideas of teaching methodology
 - *Group Work; Discussion; Mill Drill; etc*
- (4) Discuss possible teaching materials/methodologies
 - *Video; Worksheets; Free Talking; Lecture; Group Work; etc*

- **KT**

- (1) Give **KT** perspective
- (2) Discuss areas where **KTs** can fit into a lesson plan
 - *Conversation Demonstration; Classroom Policing/Discipline; etc*
- (3) Discuss translation by **KT**
 - *Is there a place for translation in the English Conversation classroom?*
- (4) Actively role-play the use of a **KT** in the classroom
 - **NOTE:** *The extra level to the use of role-play: As **NTs** will be using role-play in their own classrooms, this is an extension of **NTs**' goals (see "teaching methodology") and, as such, should be noted to the lecture participants.*

INTRODUCTION:

- **NT 1st lecture**

- Intro/Overview of lecture goals/Note which participants are experienced teachers (5 mins)
- Briefly accept any questions (2 mins)

- **NT 2nd lecture**

- Intro/Overview of lecture goals **AND** brief mention of how **KT's** lecture will fit into the scope of this lecture, i.e. it should be kept in mind by participants as there will not be specific address of those issues. (5 mins)
- Briefly accept any questions (2 mins)

- **KT 1st lecture**

- Intro/Overview of lecture goals/Note which participants are experienced teachers (5 mins)
- Briefly accept any questions (2 mins)

- **KT 2nd lecture**

- Intro/Overview of lecture goals **AND** brief mention of how **NT's** lecture will fit into the scope of this lecture, i.e. it should be kept in mind by participants as there will not be specific address of those issues. (5 mins)
- Briefly accept any questions (2 mins)

BODY:

- **NT**

- Goal (1) (5 mins): Mention some of the issues that might be faced as an NT. First, ask what issues participants believe they might have to face as an NT and work from there. Discuss **YOUR** specific situation and elucidate how that will affect the focus of this lecture making it an 'absorb-what's-useful' situation. Note for the participants that everything is open for discussion and how **YOU** teach is, in and of itself, part of this lecture and that they are free to **comment on** or **criticize** any aspect of it.
- Goal (2) (20 mins): Distribute **Lesson Plan Template** and accept any questions or suggestions for additions to the template. Make a plan: *How to Kill the NT* and fill out the necessities on the sheet.
- Goal (3) AND Goal (4) (45-60 mins): Watch the **video segment** chosen for the lecture and set the participants the following tasks: (1) Form groups with experienced (if possible) and non-experienced teachers together. (2) Discuss/criticize what they've seen in the video. (3) Make a suggestion as to how it could be improved for each of the criticisms leveled. (4) Quickly, list off their criticisms and associated improvements for the benefit of the other groups.
- Goal (4) (cont): (5) Focus on/elicit further, methods that could have been employed in the lesson's instruction. (6) Using the **Lesson Plan Template** re-write the lesson and utilize at least one different form of media.
- **NOTE:** *After (6), the groups can discuss their plans and, if the facilities are available, utilize an OHT and photocopies of their resulting lesson plan to make their points.*
- Goal (5) (cont): (7) Provide further commentary on the points mentioned by other groups.
- **NOTE:** Make particular note of how this is the most powerful tool: feedback from other NTs.

- **KT**

- Goal (1) (5 mins): Discuss what it is to be a KT working in the Korean education system, e.g. the pressures/duties faced by a KT to give NTs an idea of what their co-teachers are experiencing on a daily basis. Accept any comments/questions regarding this from the lecture participants.

- Goal (2) (45-60 mins): (1) Discuss the ‘usual’ areas where KT’s are utilized in a lesson plan: conversations demonstration, discipline, etc
- Goal (2) (cont): (2) Watch the **video segment** chosen for this lecture and distribute the **original** lesson plan for the lesson. (3) Accept questions/comments/criticisms of the plan. (4) Have the participants arrange themselves into groups with experienced (if possible) and non-experienced teachers together. (5) Discuss **where** and **how** a KT could have been utilized in the lesson. (6) The groups can discuss their plans and, if the facilities are available, utilize an OHT and photocopies of their resulting lesson plan to make their points.
- Goal 2 (cont) **AND** Goal 4 (15 mins): (7) Assign each of the groups one part of the lesson plan (**Introduction, Body, or Conclusion**) and have them re-write the plan to include the KT in that portion of the lesson. (8) Choose one person from the group to play the NT and have **KT** play the KT to role-play their addition.
- **NOTE:** *KT should change their ability level, interest level, etc to mimic the range of KT’s that the participants might experience over their tenure, i.e. something should be done that will make the participants have to alter their mini-lesson plan during its presentation as this is **reality**. Participants can be made aware of this facet of the role-play prior to presenting.*
- Goal (3) (10-15 mins): Put it to the group for discussion whether or not we should use translation in the classroom. Note that it is policy in Korea to use only English, but that this is sometimes an impossibility, or simply disregarded. Note that the ability level of the co-teacher may require translation and that they often feel overwhelmed/nervous if they are to speak solely in English; this is not how they, themselves, were taught. Note the method that **NT** and **KT** have adopted whatever that may be as an example. Advise lecture participants to seek out the Asian EFL Journal article, *English Only (EO) In The Classroom: Time For A Reality Check?* for future reference regarding this topic. It’s accessible at http://www.asian-efl-journal.com/december_02_pd.php. Note that there is still an open debate on the issue.

CONCLUSION(S):

- **NT** and **KT** (remaining time)
 - What more can we do to help you?
 - *Did we meet the goals of our lesson?*
 - *Do you feel better equipped to face your duties as an NT?*
 - Ask any questions, make any comments, level any criticisms that you would like.
 - Free questions from the participants about any aspect of the presentation/program that they’d like to ask.

Lesson Plan Template

Time/Date:

Target group:

Topic:

Materials:

Lesson Duration:

Introduction:

Time: _____

Body:

Time: _____

Conclusion:

Time: _____

**Extension Activity
/ Homework:**

Lesson Plan Re-Write

Your assigned section: Introduction Body Conclusion

Brainstorming notes:

Official Re-Write for Role-Play:

Models of Lesson Plan

Models of Co-teaching Lesson Plan

by Gangwon Provincial Office of Education

1. Lesson Plan (Writing)

Teachers	NT: _____ KT: _____
Student Level/Grade	Middle School (2nd Grade)
Lesson Title	Story Sequence
Class Aims/Goals	Narrative Development/ Picture Association
Length of Lesson	Single 45 minutes
Steps & Activities	
Pre-Activity/ Preparation/ Materials	Prepare some storyboards. Either, make your own, or I'm sure some can be found on the Internet. Each story should be four or five frames long. The pictures can be simple or complex; this depends on the ability of your students. Examples: a birthday party, sports event, holiday etc.
Activity/ Lesson	Firstly, show the students exactly what is required of them by performing an example story. Show them the four or five different relevant pictures, whilst reading out your story. You can also make an example handout. Then, divide the class into groups of four or five and distribute your prepared storyboards. They must put them in sequence and write a story for each part of the story. Write pointers on the board, Such as: location, names, age, etc.
Post-Activity/ Review	If, you have more time and you think it will encourage your students, you can get them to draw their own storyboards.

2. Lesson Plan (Conversation)

Teachers	NT: _____ KT: _____
Student Level/Grade	Primary School (6th Grade)
Lesson Title	What Was the Thief Wearing?
Class Aims/Goals	Learning to describe clothing
Length of Lesson	Single/Multi 40 minutes
Steps & Activities	
Pre-Activity/ Preparation/ Materials	<p>Ask the students: "What am I wearing?"</p> <p>Show PowerPoint for clothing (Thief. ppt on http://epikforum.org). "Hand up if you know what this is."</p> <p>Then go back to what I am wearing : brown pants; white t-shirt; brown and black slippers; blue, white and black sweater.</p> <p>Show PowerPoint for colors (Powerpoint01a.ppt on http://epikforum.org). Have students repeat the colors.</p>
Activity/ Lesson	<p>Have students describe a partner, like they are on a clothing infomercial (demonstrate at the front with one student - demonstrate being the model and being the speaker) -pointing when they say what their partner is wearing. Walk around and observe.</p>
Post-Activity/ Review	<p>Show the students my ring. Say we need one detective. The detective will try to find who has the ring. The detective leaves the room. Then one student is given the ring. The detective comes back in the room. The detective asks ten yes/no questions about what the person with the ring is wearing. Everyone must answer the questions. I am the detective first.</p> <p>After I go. I have everyone repeat: "He wears" and "She wears. " Then I have them repeat "He wears blue?" with questioning and "She wears a blue jacket?" with questioning intonation.</p> <p>Then I pick a strong student to be the detective first. They leave the room with the co-teaching covering his/her ears. I hand the ring to one student. I have that student stand at the front whisper what they are wearing. I tell the class: "do not look at him/her." Then the detective enters the class.</p> <p>Paper/rock/scissors amongst the students who want to be detective next determines who will play detective in the next game.</p>

3. Lesson Plan (Listening)

Teachers	NT: _____ KT: _____
Student Level/Grade	Middle School
Lesson Title	Tell Me About It
Class Aims/Goals	1) Focus on improving students' listening and speaking ability 2) Introduce new vocabulary to the students
Length of Lesson	Single 45 minutes
Steps & Activities	
Pre-Activity/ Preparation/ Materials	Start class with some basic questions to students about their lives. Try to keep the questions simple and basic. ▪ One sheet of paper with a handful of square boxes on it
Activity/ Lesson	<ol style="list-style-type: none"> 1) Give the students the handout. 2) Explain to the students that they will do three things for this lesson. They will listen to a story. Then they will draw the story they hear. Finally, they will tell the story they heard. 3) Tell the students a story. I keep the stories fairly simple, and I try to make them humorous. They should contain new vocabulary words for the students. The more advanced students can have more difficult stories. Example stories: <ol style="list-style-type: none"> a) You go to an Internet cafe. You are surfing the Internet. You are sitting next to a friend. Your friend spills hot noodles on your head. b) You are in a park with your new pet dog. Your dog finds a sword. Then your dog picks up the sword. Finally he attacks a cat with the sword. 4) Have the students draw the story that they hear. This can be done either one sentence at a time, or only after the entire story is finished. 5) Pair the students up with a partner and have the students look at the picture they drew and tell each other the story. For more advanced students, ask the students to continue the story and provide original answers. 6) Choose a handful of students to tell the story to the entire class. After, move on to the next story.
Post-Activity/ Review	Start the next class asking the students about the stories. Have them retell the stories once again. Ask the students questions about the stories, such as, their favorite story, funniest story, etc. Possibly have a very short quiz for the vocabulary words.

4. Lesson Plan (Vocabulary)

Teachers	NT: _____ KT: _____
Student Level/Grade	Middle School (1st, 2nd and 3rd Grades)
Lesson Title	Comparing Countries
Class Aims/Goals	Teach about the differences between Canada and Korea, as well as new vocabulary and creativity.
Length of Lesson	Single 45 minutes
Steps & Activities	
Pre-Activity/ Preparation/ Materials	<p>Choose two countries to compare</p> <p>Research about the two countries so that you can provide accurate information about them when giving examples</p> <p>Distribute handout(*refer to the Handout section)</p>
Activity/ Lesson	<p>Have students make two columns on the back of the handout so they can record the information given as examples.</p> <p>Ask students if they know the meaning of the vocabulary words on the top of the handout, provide examples and ask specific questions about the two countries(eg. What is the population of Korea?)</p> <p>This activity may require some translation of the vocabulary words.</p>
Post-Activity/ Review	<p>On the front of the handout, have the students create their own island.</p> <p>They must decide about the different characteristics of their island related to the vocabulary word exemplified at the beginning of the lesson. Have the students design a flag for their island as well as a picture that illustrates the characteristics they have chosen for their island.</p> <p>For review the students should present about their island to the class.</p>

5. Lesson Plan (Grammar)

Teachers	NT: _____ KT: _____
Student Level/Grade	Middle School (1st-3rd Grades)
Lesson Title	Weekend Plans
Class Aims/Goals	Introduce common verb and object collocations. Introduce functional exponents e. g. I have to……
Length of Lesson	Single 45 minutes
Materials	Lesson Handout (1 per student) (*refer to Handout section) Flashcards: http://www.mesenglish.com/flashcards.php
Steps & Activities	
Vocabulary: (5')	<ul style="list-style-type: none"> • Introduce the vocabulary and practice classroom language • Use listen and repeat for 5 items. • Use substitution drills for the remaining items. • Check for vocabulary understanding. • Encourage students to use the classroom language. • Explain new vocabulary. Ask the Korean teacher to translate.
Fun or Boring: (5')	<ul style="list-style-type: none"> • Ask students to work in pairs. • Pairs try to classify the various activities as fun or boring. • Students may use Korean. • Review the results e.g. Teacher: How about watching TV?
Main Language Introduction (10')	<ul style="list-style-type: none"> • Listen and repeat the main language. • Identify that: Have to = boring, Going to = Fun, Might = Not Sure • Divide class in two. • Teacher holds up a flashcard. One side asks a question. One side answers.
Native Speaker Pronunciation (5')	<ul style="list-style-type: none"> • Teacher reads the sentences quickly e. g. I'm gonna. • Students listen and try to write down exactly what the teacher says. • Check the student's findings. • Explain that going to is difficult to say so we often contract it to gonna. IMPORTANT: Students need not use "gonna" but they need to be aware of it.
Odd Man Out (10')	<ul style="list-style-type: none"> • Explain the concept of odd man out. • Students work in pairs to identify which word out of 4 is unusual. • Students may use Korean to discuss. • Review the answers. Students must use English to explain to the teacher.
Application : Conduct a Survey (10' – 15')	<ul style="list-style-type: none"> • Students mingle to find out what 5 of their classmates are doing. • Students then go back into groups of 4. • Students discuss who will have the best and worst weekend. • Review results and then provide feedback.

Issues Involved in Team-Teaching

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I Introduction

“Team-teaching, or co-teaching, is not always easy”

At this point, you’ve all heard, seen, breathed in all the lectures about the grand wonders and benefits of team-teaching. Even some how-to tips and demonstrations. Today we will discuss the issues and problems that have been present during team-teaching. But don’t worry; we’ll also talk about how to avoid these situations and how to prepare for them in advance.

To start off, team-teaching is about two teachers (one fluent English speaker from an English-speaking country, the Native Teacher, and one Korean English teacher) teaching a class together. This style of teaching is rather new in Korea. It’s only been around for about 10+ years.

As beneficial as team-teaching is, over the years, several problems have been noted in the team-teaching process. Some of these problems could not be helped, others are avoidable.

II The Biggest Issue

The biggest issue that has risen from teachers trying to co-teach with another teacher is the working relationship between the N.T. and the K.T. The problem is not that there should not be a relationship, but more of lack of cooperation and planning. Before further explaining this situation.

Most K.T.s are full-time teachers. Meaning, they are either constantly teaching students (i.e. one class after the other) or they have incredibly busy schedules. A good percentage of K.T.s have a strong desire to have the best English class possible but are unable to. They may wish to prepare or work on a lesson plan with you but they might not have the time. Then there is the problem of the availability of elementary teachers and middle school teachers. We’ll be discussing this further later on.

Also to note, some K.T.s have never worked with an N.T. before. For these K.T.s, to all of a sudden find themselves having to teach their classes with a stranger can be slightly threatening. Sometimes they just feel anxious or nervous or even scared. Not scared of you, but scared of the fact that you speak better English than they do. All of a sudden, their power and authority

of the English language is being usurped by an expert. They fear that their position of “leader”, to the students, is being compromised. This can have rather negative effects, not only to the teachers’ relationship but to the students as well.

III Do’s and Dont’s

There are many do’s and don’ts that will ensure a good relationship with your co-teacher, here is an important one: correcting your K.T. This can either be a very sensitive matter or dust in the wind. If the relationship is good, as in your confident that your K.T. won’t get angry or react negatively, correcting the K.T. in front of students should not be too much of a problem.

Some of these K.T.s appreciate the correction and would encourage it more often. They might see them as opportunities to show students that it is okay to make a mistake and that this is how one learns. However, there are teachers who are sensitive or just old-fashioned. These K.T.s would not like being corrected in front of his/her students, mostly because it will undermine his/her authority of the students. Some students will see a correction with a similar opinion; their “leader” is being corrected by someone else in a field that they are supposed to be experts in.

The best way to handle this is to talk privately with the K.T. after class, preferably in the office, about the needed correction. Then, if possible, ask the K.T. to please explain the correction to the students at another time. Which they will, when you are not present, during their separate English class. Remember, it could become embarrassing to them; trust your co-teacher to handle the situation.

IV The Non-Cooperative Relationship

I’ve have been teaching in Korea for about 2 years now and I have come across many different styles of co-teaching with a K.T. As I’m sure you’ve learned by now, there are **4 types of K.T.s**.

1. The Non-Existent K.T.

I can’t even call this one a co-teacher because most of the time you’re asking “Where did he/she go?” This type of K.T. pretty much leaves everything to you and disappears.

2. The Basic Assistant

These K.T.s are mainly support. They translate when needed and discipline the students. Aside from this, they are mute throughout the whole lesson.

3. The Captain Teacher

This K.T. might not be comfortable with you leading the class or knows that the students might not be at the right level for you to lead them. They pretty much lead the whole lesson and you stand there as a recorder. Try to count how many times you've said "Listen and repeat" in a month, if you've got these types of K.T.s

4. The Active Teacher

This K.T. is perfect. Not only does he/she help you in translating and disciplining, this teacher also participates during the class by actually teaching too.

So here we'll discuss the issues. Some K.T.s, like the Non-Existent K.T., do not accompany the N.T. during class. They believe that you'll be doing all the work and they are not needed. Obviously this causes many inconveniences not just for the teachers but for the students as well. First off, such a non-cooperative relationship pretty much equals a non-existent relationship. If you're not going to at least have a working relationship, what chance is there for progress? A part of this non-cooperative relationship extends to outside the classroom, where K.T.s and N.T.s are not in contact with each other regarding lessons. Such lack of contact between teachers would indicate that they are not on the same page with each other. Not only will the K.T. /N.T. be unable to follow the study path of the students but he/she would be unable to prepare the students for the N.T.'s lesson. Insufficient planning can confuse both the students and the teachers.

For those N.T.s that do not have much teaching experience, or at all, this can definitely make the relationship sour from the beginning. To say that N.T.s will be uncomfortable in such a situation is an understatement. Resentment is possible and a belief that the K.T. is an unreliable source. There will also be communication problems between the N.T. and the students. There is so much one can do with gestures and simple sentences before students and the N.T. become frustrated. Such frustration can cause students to lose interest and motivation. Discipline problems can arise from such situations, in which case, again, the K.T. might be needed.

Another major point to the non-cooperative relationship can be seen through the role of the N.T. We were hired mostly for our English-speaking skills. The best way for students to im-

prove their English listening and speaking skills is to hear an English conversation, and what better opportunity for students to hear a natural conversation in English than through their two English teachers? By seeing the interactions/conversations between their K.T. and their N.T. will ensure that students have at least one model of conversation to follow. So in both teachers must be present in class for full effect of the lesson. If the K.T. is not present in class, the progress of the students cannot be properly evaluated and encouraged.

So, how to solve this problem? Simply ask the K.T. during your first class or first meeting if he/she will always be present in class. Insist that they join you if they seem unable. Make sure they understand that they are needed in the classroom *always*. There are a couple of exceptions to the “disappearing” K.T., of course. As mentioned before, some teachers are rather busy. Ask them if it’s possible to change a schedule or routine or anything, if it isn’t an inconvenience to the K.T. If being unable to teach together is caused by an unavoidable situation, please be understanding and simply go over the lesson plan with the K.T. before school/class.

V Too Much Translation/Not Enough Translation

Next we come to the Basic Assistant K.T. Some K.T.s will put the N.T.s in charge of the lesson/class and stand off to the side. These teachers are more of an observer than a participant. Still, most of these teachers do translate when students do not understand what you are saying, and discipline the students if they get out of control. Some will even get students to pay attention if their focus starts to wander off. But most of the time, these K.T.s are like statues. Just a minor side note here: Being in the same classroom together is NOT team-teaching.

In discussing the Basic Assistant K.T. brings us to point out another problem in team-teaching. As the title states, translations are becoming an obstacles in some team-teaching situations. When you are in the middle of a lesson and you start to see some of the eyes of your students’ glazing over, you know you’ve lost them. At this point, you can turn your desperate gaze upon your co-teacher and mentally cry for help. I, as much as any N.T. in Korea, appreciate all co-teachers that attempt to bridge the language gap by translating. But some problems have risen: “Too much translation” and “Not enough translation”.

“Too much translation” would mean that your K.T. just translates every single word you’re saying into Korean. That’s sweet and all, but not very conducive to improving one’s listening skills and let onemake an attempt at understanding. If there is too much translation, the students are not listening to you; they are listening to their K.T. You’ll know when there is too much translation going on when, after hearing you say a few sentences in English, the students will turn their heads, as one, to their K.T. and wait expectantly. If this happens to you, kindly ask your K.T. to keep the translating to a minimum. It is more conducive to students’listening

and understanding to listen to what the N.T. says and try to understand on their own. Gradually, students will come to understand what you are saying, without the aid of translating. Discuss with your N.T. options to either use simpler vocabulary words, shorter sentences and/or even gestures. Have them translate only when necessary. A perfect way to handle this situation is to come up with a signal to the K.T. that indicates you need a translation for the students.

The other extreme is “not enough translation”. I’ve been in a few situations where I’ve looked, signaled, glared, even subtly hinted (“Could you translate what I said into Korean?”) to my K.T. that I needed a translation. This is more annoying than anything, not to mention frustrating and it also hinders the progress of the lesson. To avoid such a situation, the K.T. should be mindful of the students’ reactions/responses to the N.T. when/if the message is not clear. Upon such an occurrence the K.T. should point this out to the N.T. and ask the N.T. to use simpler terms and/or gestures. Translate if necessary. Do not worry that this will lessen the K.T.s role; remember, K.T.s are not meant to be only translators.

VI 1 Leader, 1 Assistant = Not team-teaching

The third K.T., the Captain K.T., is slightly difficult to change. As mentioned previously, some K.T.s worry about their own roles in their students’ lives or worry about students not being able to be at the right level to have you lead them. In some cases of one teacher being in charge and the other teacher as an assistant, the assisting teacher might have feelings of being upstaged; their roles being diminished. Aside from my repetitive sentence of “hindrance to students’ progress of their English skills”, if the N.T. is not playing a more active role in class, the opportunity to improve their listening and speaking skills with an actual fluent English speaker is being forsaken. In such a situation, (if you really mind the situation that is) the only solution is to simply talk to the K.T. in private. Kindly mention to the K.T. that you would like a more active role in class and ask the K.T. if there are other things that you can do (i.e. play games with the students). Remember, Team-Teaching = Team-Work. Corny, I know.

VII Problems Even With the Perfect Teacher

Some things cannot be helped. Whether resulted from one teacher or the lesson, especially if they occur when you are not there. Here’s one that makes you want to pull your hair out: Pronunciation.

The N.T.s main role in teaching English in Korea is to teach proper speaking and listening

skills. Obviously pronunciation falls into both categories. However, as perfect as your co-teacher can be, if their accents are thick (and some are REALLY thick) all that hard work of *finally* getting your students to say “Warm” properly can be destroyed in a second from your co-teacher saying it like “Worm”, especially during classes when you are not there. This unfortunately unavoidable instance can “unlearn” your students’ proper pronunciation skills. But while you can’t change your co-teacher’s pronunciation, you can think of alternatives. Try voice recording certain words that are difficult to pronounce without an N.T. It’s a little extra work but it’s worth the effort. If that’s out of the question, obtain a C.D. (most English classes have C.D.s for students and teachers to use that follow their textbook lessons) that has follows the lesson guidelines.

Another problem that can occur outside the N.T.’s sphere of influence is non-repetition of previously learned lesson. Most schools in Korea follow their curriculum quite strictly. In other words, though you may wish to make sure that your students understand their lesson and their pronunciation of the lesson’s vocabulary words are good enough, chances are, if the K.T.s believe that the students are too far behind in the curriculum, they will not be reviewing your previously taught lesson. Sometimes, this can’t be helped. Remember, K.T.s are full-time teachers; they need to finish their curriculum. The perfect solution to this is to have the K.T., or even you could do this, use certain phrases or vocabulary words from previous lesson plans, ones that could be used in daily life, and use it when they teach their separate English class. Constant repetition is the key to remembering.

VIII To Follow the Curriculum or To Not Follow the Curriculum

Speaking of curriculum, this can also be a problem. Not with the actual team-teaching but it can sometimes be annoying to making a lesson plan together. As everyone will be having different experiences teaching in this country, you will also have different teaching styles. Some K.T.s will want you to follow the curriculum (their English textbooks) and some K.T.s will want entirely different lesson plans. Deviations from the curriculum can be like a double-edged sword, as such deviations would become not only a hindrance (don’t you hate this word by now?) to students’ learning levels but problematic for K.T.s.

The educational teaching style of K.T.s is exam-based; in other words, their lessons are to prepare them for their mid-terms, finals, etc. This is understandable, as other countries teach lessons in preparation for exams as well. Though it is possible that lessons that deviate from the curriculum could improve English in other ways, interrupting the flow of curriculum-based lesson plans could prevent certain students from being on the same learning level as other students. (i.e. 5th graders at one school already know how to say “What did you do this summ-

er?” while other 5th grade students at another school are still at “I like swimming” –the difference here would be noted in the learning of verbs in past tense form). In other words, schools like their students to be, at least, on the same page and same levels, as other students of other schools. If students taking a provincial exam are having trouble finishing part of their exam because they hadn’t been taught it yet, it will reflect back on the K.T. This in and of itself, would be reason enough to cause the K.T.s to not follow up your previous lessons; they must follow the curriculum.

But merely following the curriculum and teaching by the textbook every day of your classes is rather boring. It can become monotonous to your students and their motivation for learning will drop considerably. Also some of the lesson materials in the books are not really realistic and students would be incapable of using these lessons in real life. The best solution to this is to not deviate too far from the curriculum if you want to teach your own lesson plans. In other words, if the students are learning about the four seasons and their weathers in their textbooks, make a lesson plan that has students discussing weather or activities students can do during each season. It’s not a complete deviation but it will reinforce what they are learning in their own books.

IX Step-by-step Tips for Team Teaching

1. Planning

Clear communication on the part of both members of the teaching team is essential to the success of the relationship and the realization of teaching objectives. Team teachers need to work together to analyze individual strengths and abilities and determine how these can be used within the team context. Teachers need to work out how the class should be implemented and what goals the students have to achieve. Ideally, both partners will take an active part, to a greater or lesser extent, through planning together. It also helps ensure that team teaching is focused on students’ dynamic participation.

2. Eye Contact and Signaling

Maintaining eye contact with each other is critical in team teaching classroom. We also need to signal each other for transitions to new activities, communicate when to bring activities to a close or modify an activity. We need to keep an eye on each other at least every few minutes. In language classrooms where some translation is performed, maintaining eye contact with the partner is a good way to ensure smooth transitions between L1 and L2 teachers.

3. Circulating in the Classroom

One of the benefits of having two teachers in the classroom is that you can increase the teacher's physical proximity to a greater number of students and thus, hopefully, keep a greater number of students more actively engaged in the lesson more of the time. It may be necessary for teachers both to stand at the front to address the class for various activities, but this limits the benefits of team teaching's increased teacher-student proximity. It should not be the main classroom position you adopt in teaching.

4. Individual Roles

In some team teaching pairs, roles in the class can be quite unbalanced. Some Korean teachers provide only L1 translation, while the native teacher is largely responsible for most of the target language 'talking' in the class. In other situations, these native teachers perform as 'live tape-recorders', undermining student perception of their usefulness in the class (Horwich par. 15). Both teachers should interchange the roles of 'leader/supporter' throughout the lesson to ensure equality and responsibility.

5. Echoing

There are two ways to employ 'echoing': L1 to L2, or L2 repetition. Echoing is useful during choral pronunciation to provide students with an alternative form of pronunciation, in addition to making it easier for students in another part of the class to hear more easily (as the supporting teacher is located at another part of the classroom). Echoing is also useful where some translation from L1 to L2 is required for student comprehension. Echoing can be done at varying speeds (natural speed or slow speed). The 'supporting' teacher is often in a good position to determine what speed/amount of echoing students may require.

6. Transitions, Timing and Pacing

To keep the pace of the class going smoothly, teachers should always keep an eye on each other, and the clock. Having two teachers in the class can be a real advantage with time keeping. While one teacher leads an activity or gives instructions, the other watches the clock and makes sure that the lesson proceeds in a timely fashion. Ideally, both teachers will share in giving directions, taking the initiative to move on to the next activity, and in adapting or cur-tailing an activity that is not working.

7. Classroom Management

Each teacher has a different threshold of tolerance for student misbehavior. Before students become disruptive, teachers need to establish a set of guidelines and agree on what type of behavior is not acceptable in the class, and consequences for students who disrupt the class. Teachers can make a list of what constitutes unacceptable classroom behavior (a list of class rules) and what consequences we can implement when these rules are broken.

8. Lesson and Student Evaluation

The first consideration when it comes to evaluation is that it should be meaningful and fair. We need to match the test to material covered in class or make a test or assignment simply to check what they learned). Here are some key points about evaluation to keep in mind:

- 1) Work together to make tests and assignments based on what and how you have been teaching to ensure consistency and fairness to students.
- 2) Evaluate students based on a mutually agreed up system.
- 3) Keep up your communication with frequent checks of how you are progressing, always keeping in mind the objectives you set out together.
- 4) Work together to change things that are not working as you go along.

X Conclusions

Team teaching can be an extremely beneficial and professionally rewarding experience if all goes well. In order to accomplish this however, both teachers need to maintain respect for each other both inside and outside the classroom. By following the few simple tips provided above, we hope that your team teaching experience will be a true success and not simply a tolerable compromise.

Throughout the literature on team teaching, including the reflections by teachers who have teamed during their career, certain key elements appear to be necessary for a successful team teaching program as follow:

- 1) compatibility of team members
- 2) shared commitment to team teaching and ongoing communication,
- 3) a keen interest in connecting the content or curriculum to real life,
- 4) a strong desire to ignite students' thirst for learning
- 5) commitment to the program goals and philosophies
- 6) roles of the teachers and administration need to be well-defined.

Although team teaching will inherently require more time and compromises than teaching by oneself, but the advantages to both the teachers and the students appear to make team teaching enormously worthwhile. The extra time taken up by staff development and daily or weekly meetings provide a richer learning environment for the students and the teachers. Team teaching can make learning a cooperative and growing process for both students and teachers.

As a Korean English teacher in a middle school classroom, I have recently experimented with various forms of team teaching with my partner teacher. Although we were placed together by subject area rather than philosophical ideals, but our partnership is akin to that of a leading and supportive actor rather than equal partner teachers. Since team teaching in English has been a positive experience, I've gained a great deal of confidence in using and teaching English.



Analysis of Co-teaching Issues

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I Introduction

“Two heads are better than one”

These words represent exactly what co-teaching should be. It’s been already three years since Korea introduced co-teaching into its educational system. At first, Korean teachers, foreign teachers, students and their parents were all excited about this new system. Then we struggled to root it down in this country. However, because nothing was provided as a sample or good model, we encountered difficulties. So we worked hard to create a model of effective co-teaching and to learn from each other, school to school and teacher to teacher.

However, during this time, we have been up against several issues that we are still working to solve.

This paper is about the current issues in the English classroom and based on discussion and workshops.

II General things about Co-teaching

1. What is Co-teaching?

Co-teaching is a philosophy in which teachers see the benefits of working with their colleagues in many ways (Lawton, 1999) and a way of teaching in which two teachers take a role at each step of lesson for the most effective class.

As for types of co-teaching, Bauwens noted three ways. In the complementary instruction approach, the classroom teacher is primarily responsible for teaching content, while a special needs teacher focuses on providing the students with “how-to” skills or strategies. In the team teaching model, one teacher delivers the curriculum content while the other clarifies, paraphrases, adds information, or uses visual aids to try to enhance understanding of a new concept. A third variation, the supportive learning activities approach, has one teacher overseeing activities such as partner or group learning, while another delivers the curriculum. (Bauwens, 1999)

2. The Benefits of Co-teaching

Students and teachers have the benefit of two teachers in the classroom. One teacher can teach while the other teacher “drifts” and then teachers can switch roles. The teacher who “drifts” can answer questions, and prompt or cue expected behavior, which both increase student time on task and productivity.

Teachers can break the class into smaller groups from time to time to more closely ensure comprehension, pre-teach or re-teach a certain skill (Wheelahan, 2007). Having a co-teacher in the classroom may also help identify a student’s learning problems early. Students in co-taught classrooms gain the attention of another teacher, which can be especially helpful for those who may not have been formally identified as having special needs, but who may need additional help. Students can receive a more enriched curriculum than they would receive from a foreign teacher in an English only class, or a Korean teacher teaching the class primarily in Korean. The other students can benefit from a variety of teaching and learning styles. Two teachers from different cultures and countries have different views of teaching and learning. We expect co-teaching in the English classroom can be a better approach to students and will bring fruitful results.

3. How to Make the Co-teaching Work

To implement co-teaching in a English classroom successfully, four elements should be made.

3.1. Regular meetings

If a school has a co-teaching problem, usually the teachers at the school don’t have regular meetings about classes and lesson plans. At the meeting, co-teachers set up a lesson plan, such as explaining lesson objectives (by Korean teachers), exchanging and contributing their ideas, making teaching materials and evaluation plan. Another important thing is the co-teachers have a chance to get together and get used to each other. That is to say, they develop friendship and teamwork through regular meeting as well.

3.2. Discussion

It is necessary for co-teachers to have a discussion on lessons and discipline of students at the meeting. Without discussion, they cannot know what contents, steps, each teacher’s role, materials and how to work together. Effective co-teaching is like a well written script where the teachers are both the directors and the actors in the movie. Their goal is to touch their movie watchers (students) and lead them to a productive learning process. They should thoroughly understand about their lesson and what they do in each step. Discussion time provides the chances for both teachers to become thoroughly familiar with the lesson plan.

3.3. Cooperation

Let's suppose, one teacher knows the English curriculum in Korea more and has a better understanding of students than another. On the other hand, the partner teacher adapts internet into class very well. In this case, the two teachers can complement each other's weaknesses and accomplish a great class. Cooperation makes the lesson easier. One teacher can model note taking on the board while the other teacher is teaching. One teacher models an activity at the front while the other teacher takes attendance, checks homework, or passes out papers. When cooperating, they can multi-task and make the class more effective.

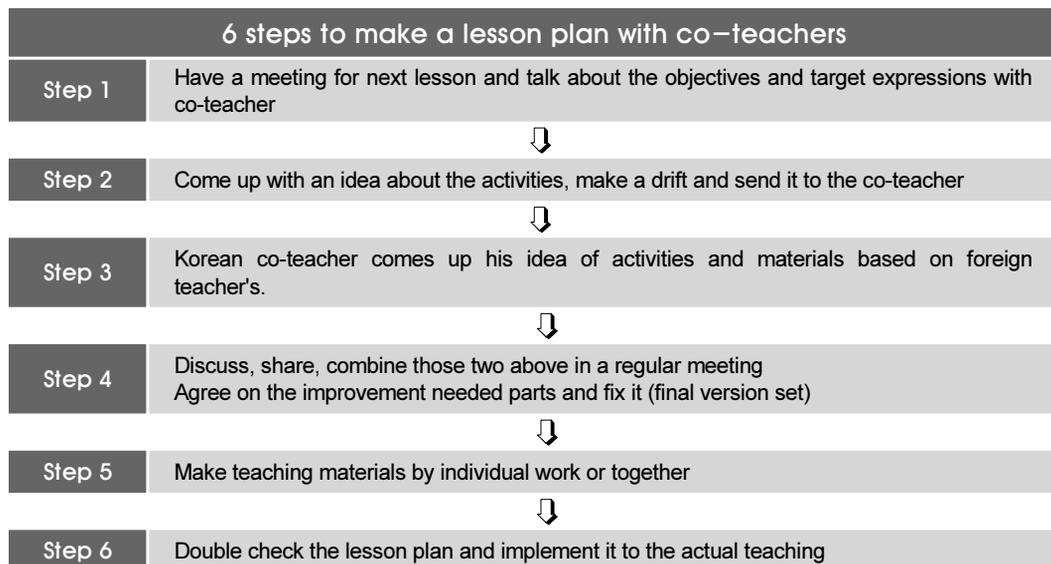
3.4. Open mind

The co-teachers might have differences in teaching style, personality and view of good lessons. When there are two boatmen in a ship, sometimes they may try to row in opposite directions. The common troubles are foreign teachers' high expectations for students, difficult learning tasks and Korean co-teacher's restraint on his partner's class activities (when they think it's not Korean class style or it's too deviant from curriculum).

However, they don't have to be frustrated. The co-teachers can work out their difference with open mind to each other, trying to understand the other side. The key is to discuss and share their thought often. Even when beneficial, drastic changes for the school system can not be implemented immediately. Patience and an open mind are of utmost importance.

4. The Procedure to Make a Co-teaching Lesson Plan

Talent and experience aside, the more time you spend for a lesson plan, the better class you will get. According to Yu (2006), there are 6 steps to complete the co-teaching lesson plan.



III Co-teaching Issues

From three years of co-teaching in Korea, several issues have arisen. These issues are mainly classroom related, ones and though another significant issue is Korean co-teacher's English skill.

This survey was done to gain a better understanding of co-teaching issues and to find a solution for both side by Younhee Yu and Chandra Kasper who were the teachers at Sanggye Elementary School in 2006 winter, as a part of Coteaching workshop hosted by Bukbu district office under SMOE. The topics covered in the survey directly related to teaching in the classroom and did not encompass issues outside of the classroom (i.e. communication about school events, help with daily living, etc.).

- Numbers of sample (N1= 16Foreign teachers, N2= 16Korean teachers)
- Legend: SD-Strongly disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree
- KT: Korean teacher, FT: Foreign teacher
- Numbers represent percentage.

1. Lesson Plan

Foreign teacher(%)					Survey	Korean teacher(%)				
SD	D	N	A	SA		SD	D	N	A	SA
13	0	19	56	13	I have responsible for thinking of activities for the lesson.	0	19	63	13	6
0	0	6	69	25	I do/should organize or type the completed lesson plan before the lesson.	13	50	25	6	6
13	37	25	25	0	I do/should prepare most of the lesson materials	25	63	13	0	0
0	6	56	32	6	I am/should be the person mainly responsible for decisions for the English class before actual teaching.	0	0	19	56	25

In general, a foreign teacher needs to bring an idea for the class activities first. However the korean teacher thinks about it before the discussion. At the discussion they combine the two ideas and make a new one. Foreign teacher will make more materials but Korean teacher helps the foreign teacher. Korean teacher has a more significant role in deciding the final lesson, even though both teachers work together before the class.

2. Professional Duty

Foreign teacher(%)					Survey	Korean teacher(%)				
SD	D	N	A	SA		SD	D	N	A	SA
0	0	0	19	81	I am/should be prepared and on time for all classes.	0	0	0	25	75
0	0	0	13	88	I should be fully engaged and participate in the lesson.	0	0	19	69	13

Both teachers should be fully engaged and participate in the lesson, yet some Korean teachers do other things during class. This situation is being dealt with.

3. Translation

Foreign teacher(%)					Survey	Korean teacher(%)				
SD	D	N	A	SA		SD	D	N	A	SA
75	13	13	0	0	KT does/should translate everything FT say into Korean.	0	81	13	6	0
56	37	6	0	0	KT does not/should not translate what FT say into Korean.	6	43	25	25	0
0	0	0	43	56	KT does/should translate what FT say into Korean when necessary.	0	0	31	37	31

Korean teacher should not translate everything into Korean. If there are some who do this, they think it helps the foreign teacher teach the class. Foreign teachers rather prefer interrupting to translate only when students are very confused. The teachers believe that students require more English input and less dependence on Korean teachers.

Foreign teacher(%)					Survey	Korean teacher(%)				
SD	D	N	A	SA		SD	D	N	A	SA
6	75	13	6	0	I am/should be in charge of classroom management and discipline.	0	0	0	13	88
37	43	13	6	0	We do/should discipline the students only when requested by the other teacher.	0	88	13	0	0

4. Classroom Management

Both teachers think Korean teachers should be in charge of classroom management and discipline. Because students easily understand what the teachers want and are accustomed to his style of discipline.

5. Team Work

Foreign teacher(%)					Survey	Korean teacher(%)				
SD	D	N	A	SA		SD	D	N	A	SA
13	37	25	25	0	We do/should divide the work and complete our share of the tasks independently.	0	13	31	37	19
6	0	13	50	31	We do/ should regularly talk freely about classroom issues (i.e. openly and honestly offer suggestions and constructive criticism to each other.)	0	6	31	43	19
0	0	6	25	69	FT am/should be the main teacher and his co-teacher should be my assistant during the class.	0	0	25	63	13
0	0	13	43	43	We do/should allow each other to try new activities, even though we may feel uneasy about them.	0	25	50	25	0

Even though final decision of the lesson can be made by Korean teacher in the classroom, foreign teacher has the main role and his co-teacher assists. Because that is the English class which is a lot of input there and also foreign teachers don't want to be a tape-recorder. Yet Korean teacher get concerned if the class strays too far from the curriculum. Sometimes, the teacher feels uneasy about too much experimentation by a foreign teacher. However, through discussion, they can find a middle ground and resolve conflicts.

6. Co-teaching Situation

Foreign teacher(%)					Survey	Korean teacher(%)				
SD	D	N	A	SA		SD	D	N	A	SA
0	13	37	31	19	FT does/should work and teach with only one co-teacher.	6	25	43	25	0
0	0	6	25	69	FT does/should work and teach with <5 co-teachers.	0	0	37	43	19
0	6	6	50	37	Korean co-teacher is/ should be an experienced teacher so that he/she can help NT in every way.	0	25	50	25	0

Mostly, the foreign teacher work with 1 or 2 English subject teachers. It's easy to get used to each other and teach classes effectively. When it comes to the quality of Korean co-teacher, having teaching experience is important in addition to his English skill.

7. View of Teaching Style

Foreign teacher(%)					Survey	Korean teacher(%)				
SD	D	N	A	SA		SD	D	N	A	SA
0	0	0	43	56	Deviations from the set curriculum are/should be allowed in learning activities and content.	6	56	31	6	0
0	0	25	63	13	We did/should discuss important views on teaching methods and styles.	0	6	25	69	0

Usually foreign teachers prefer flexible teaching style and deviations, yet Korean teachers tend to stick to the curriculum and textbooks. The discordance also can be settled down through discussion.

IV Common Challenges to Foreign Teachers

1. Students' Discipline

Korean classes tend to be large in number (about 30 students, sometimes more than that) and it's common to hear some quiet talking (lending a pencil, explaining something, etc during classes) Foreign teachers are apt to be less tolerant of Korean students' chatting and misbehavior in class than their Korean partners. So the foreign teachers consider it as one of the biggest matters in class. However many experienced teachers are dealing well with various group/class reward systems.

2. Korean Co-teacher's English Skill

Even if most Korean teachers' English skills are pretty good, a foreign teacher may face communication problem and delayed information. In that case, teachers are encouraged to keep trying to talk to get details from his co-teacher and also be in contact with other neighbouring schools' teachers to add more information to what you know.

V Conclusion

Korean government introduced the co-teaching system in classroom to prepare its future generation's for globalization. To set it down, we all work hard and try to find the most effective methods and harvest fruitful results. From all these efforts, we learned something important. That is "If two heads look toward opposite direction and insist each one's own way, it doesn't help anyone and things get worse." Only an open mind, positive thinking and continual communication are the answers for this new national project. If we start and keep up the hard work, we are sure to reap the benefits.

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