

**THU DUC CITY PEOPLE'S COMMITTEE
TRAN QUOC TOAN SECONDARY SCHOOL
LUONG DINH CUA SECONDARY SCHOOL**



**THEMATIC REPORT
“CO-TEACHING METHOD
IN TEACHING ENGLISH AT SECONDARY SCHOOLS”**

SCHOOL YEAR: 2022 - 2023

Thu Duc City, November 4th 2022

I. HEADING

English is not just a communication tool, it's the International Language. The trend of international integration in many fields, including education, has brought English to a very important position. Together with the development of society and the needs of the community, teaching and learning English in schools has had great changes in content as well as teaching methods.

The new English program for junior high schools has been implemented nationwide. The outstanding innovation of the content of this program is to create opportunities for students to practice listening, speaking, reading and writing skills on topics related to everyday life. This change creates good chances for teaching and learning English in schools to become the teaching of language instead of teaching words.

Therefore, the English teachers of Tran Quoc Toan and Luong Dinh Cua Secondary Schools introduce the topic "Co-teaching method in teaching English in schools" with the aim of implementing innovative teaching methods, approaching teaching tendency of promoting students' positivity, meeting the needs of updating unlimited and multi-dimensional knowledge of students and teachers, creating a favorable environment for students to practice the necessary skills.

II. PURPOSE

It is undeniable that students can benefit a lot from learning a new language with foreign teachers: they will be living in an English environment which helps them form great listening and speaking reflexives; during the learning process, students will listen to how the native teachers pronounce, match sounds and accents to get used to it and try to pronounce each word correctly; they will also have the opportunity to present their views and opinions to the teachers and friends. This is not only a way to practice English skills but also a way to help students gain confidence to speak English naturally.

Students learning English at school with foreign teachers is already an advantage, but it still has language and cultural barriers. Therefore, to help students have a deep awareness of the English language, it is necessary to have the support of Vietnamese teachers to help students understand new grammar points, new words or the idioms.

III. CONTENT

1. The concept of "Co-teaching"

Co-teaching is a method of teaching in groups (2 teachers or more), including a Vietnamese teacher and a foreign teacher combining to teach in the same class. Through purposeful teaching, two teachers integrate content and language development goals with a comprehensive system to ensure that students learn English at all levels can approach the appropriate curriculum.

More specifically, co-teaching is:

- Co-operating between the two teachers with the same ability (knowledge, skills and experience).
- Conducting teaching the same class at the same time.
- Working together to teach equal groups of students.
- Designing lessons together, giving instructions and homework to students or class activities.
- Evaluating the student's learning process and making general comments for the class.

The co-teaching lesson has been applied in many schools in the city and is gradually getting more attention in junior high schools as a potential method to teach English effectively.

2. Benefits of co-teaching lessons

- Helping students form reflexes and use language naturally by communicating with foreign teachers.
- Helping children have wider and deeper knowledge of language and culture with the support of Vietnamese teachers.
- Helping students form skills of practicing, doing tests as well as reviewing to have a solid knowledge base, supporting for perfecting skills of listening, speaking, reading and writing.

3. Co-Teaching Variations

The teachers will use different methods to apply to the co-teaching period based on the students, co-teacher and teaching content. Here are some options for co-teaching lessons:

Variation	Description	Example
One teaching, one observing. (The whole group)	One teacher teaches the lesson and the other observes and guides students to better understand their learning.	A teacher teaches groups of lessons on how to write complete sentences. The other collects data regarding a single student or a small group of students. The data is used for comparisons between students during class time. In future lessons, teachers can reverse roles to observe students.
One teaching, one supporting. (The whole group)	One teacher guides and the other supplies guidance.	One teacher teaches the whole group a lesson. The other will go around the classroom and answer students' questions to support them by answering their questions. In the next lessons, the partners may reverse roles.
Teaching at the Station (Small Group)	Small groups of students rotate to different stations for instruction, assessment,	One teacher works with a group of students on a topic, the other students work with the other teacher.

	or practice.	
Parallel teaching (Small group)	Students are divided into groups of different abilities; each student will exchange a lesson to different groups.	The class is divided into two groups and each teacher works with a group. At the end of the session, each group shares what they have heard.
Group or Interactive Lectures (The whole group)	The teacher alternately plays the role of presentation, assessment and supervisory guidance.	Two teachers give lesson to group. One teacher will introduce and explain how to study the lesson. The other will control the practice and assessment. In future lessons, teachers can reverse the role.
Alternative Teaching (Large group/small group)	A teacher teaches a small group, the other instructs or teaches the rest of the class.	The teacher works with a small group of students, while the other teaches the rest of the students. In future lessons, teachers can reverse roles.

4. Procedure.

Pre-co-teaching:

- a. Based on the syllabus, Vietnamese teachers and foreign teachers will agree on the content of the lesson that will be taught.
 - Clearly defining the basic knowledge and the focus of the lesson.
 - Extending the students' knowledge.
 - Identifying the knowledge that will be applied in the lesson.
- b. Assigning specific tasks during lecture preparation. Who will responsible for:
 - Focusing the lesson.
 - Applying specific method for each lesson.
 - Applying it in real situations.
 - Imparting the author's intentions.
 - Creating activities that attracts students' attention in the teaching process.

While-co-teaching:

Depending on the goals and content of each lesson, the Vietnamese teacher and the foreign teacher will take specific tasks:

- Who will introduce the main lesson.
- Who will be responsible for the key parts to attract the attention of the students.
- Who will observe the class to solve the situations given out by the students.
- Who will be responsible for correcting students' pronunciation.

Post-co-teaching:

- Reviewing what to learn after each lesson.
- Noting the content that needs more explanation.

IV. SOME ACTIVITIES FOR CO-TEACHING MODEL.

In order to make English lessons to be fluent and smooth, there should be support and interaction between the Vietnamese teacher and the foreign teacher according to the ways of organizing activities.

- When the foreign teacher organizes the game in the Game - Brainstorming activity, the Vietnamese teacher will manage the electronic lecture, turning the game pages while the foreign teacher is organizing the game before starting the new lesson. The foreign teacher will divide class into small groups while the Vietnamese teacher will guide students on how to operate the game with their own body language, simple symbols or definitions to help students understand. While the foreign teacher is creating a playground for students to review what they have learned, the Vietnamese teacher will totalize the scores.

- In the activity of teaching new words, the foreign teacher gives students some pictures. The Vietnamese teacher will ask students some guided questions to lead them to the new words. Then, the Vietnamese teacher will ask students to repeat the new words individually and chorally. For onomatopoeic words, the Vietnamese teacher will make sounds or use body language related to that word to help students understand the meaning. For example, the snake's sound is “hizz”, the Vietnamese teacher will use twisting movements combined with the sound of the snake's tongue sticking out to interpret the meaning of the word “hizz”.

- In speaking activity, the Vietnamese and foreign teachers will act as two characters in the dialogue, together guiding students on how to ask questions and give appropriate answers. For example, the Vietnamese teacher plays the role of a local who is showing the way to the foreign teacher - in the role of a first-time visitor to Vietnam. The foreign teacher will ask some questions about the way to famous landmarks in Vietnam. The Vietnamese teacher will give instructions in English to guide the foreign tourist. Students will intuitively receive information and imitate the two teachers, playing role and practicing speaking together.

- In the activity of Reading comprehension, the foreign teacher will ask students to use skimming technique to find the topic. The Vietnamese teacher will guide students with key words to be able to do the exercises below of each passage. After reading, the Vietnamese teacher will summarize and show new knowledge to students in simple words or phrases.

- In the Writing activity, two teachers will transform into two friends from two different countries and they always exchange letters through email or social networks. The Vietnamese teacher will guide students to create a framework so that they can write a description or a letter to their friends. The foreign teacher will give suggestions that are suitable to the written form of English. For example, the Vietnamese teacher will create an outline that includes the introduction, body, and conclusion of a descriptive essay about his or her friend. The foreign teacher will give students some suggestions for

opening the essay such as “My best friend is...” , “He is in class...” and concluding with the sentences like “That's all about my best friend”. The Vietnamese teacher will guide students to discuss in groups. By co-teaching, both Vietnamese and foreign teacher will help students master how to write an essay and use written language to create their own products.

V. CONCLUSION

Through co-teaching in current English classes, Vietnamese and foreign teacher have created a vibrant and positive learning environment, helping students develop their English skills. Students will be very interested in learning English and they can give out their own products at the end of each lesson. This will make them more confident to absorb knowledge better and better.

Nowadays, in most of the co-teaching lessons, both Vietnamese and foreign teacher have proved their roles, their contribution makes the knowledge transmitted to the students in vivid and easy-to-remember forms. The knowledge of languages, cultures, customs and habits of different regions and countries in English has been explained and communicated in an easy-to-understand way by teachers. The combination of interesting learning, playing, and interaction activities are the highlights of this class.

Listening, speaking, reading and writing lessons conveyed to students in different attractive ways has made students more and more enjoy English and then absorb it naturally. Also, game activities scientifically integrated by teachers have helped to promote interaction between two teachers as well as between teachers and students.

The top goal of co-teaching is bringing students to the interest in learning English. Through the teachers' activities in class, students will receive knowledge effectively and then use it skillfully and naturally. Therefore, co-teaching English should be widely applied in secondary schools.

REFERENCE

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