



*Implementing Co-Teaching in
Undergraduate EFL/ESL Classes:
Challenges, Implications, and Practicality*

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This presentation includes:

- ❖ A brief overview of the past**
- ❖ A glimpse of what we have done**
- ❖ Considerations for the future**



An Overview of the Past

- **History of Co-Teaching**
 - * **Equality of educational opportunity for all learners**
 - * **No Child Left Behind (NCLB)**

What is Co-Teaching?

- **Active involvement in :**
 - * Planning
 - * Organization
 - * Instruction
 - * Assessment
- **Shared responsibility**
 - * Classroom management



Co-Teaching Models

- ❖ A plethora of models ,
- Numerous classifications : 4, 5, 6, 7
- Different names,
- Similar practices,
- Similar/different objectives



Model 1: Supportive Co-Teaching

Teachers take turns as instructor and helper:

Easy and highly practical.

Applicability:

When all students must learn the same curriculum



Model 2: Parallel Co-Teaching

Different groups in the same classroom,
Simultaneous delivery of content information,
Ideal for teachers with different teaching styles,
The same lesson can be taught in different ways.



Model 3: Complementary Co-Teaching

- * Rather complicated,
- * Requires a great deal of pre-planning,
- * Calls for extensive coordination,
- * Each instructor must supplement for the instruction provided by the other.



Model 4: Team-Teaching

- Both teachers have a lead role,
- They must know each other's strengths & weaknesses,
- Communication between them is of crucial importance,
- Class size is important;
- More efficient in classes with fewer students,
- Can be extremely rewarding.



Model 5: Station Teaching

- Students rotate through predetermined stations,
- Each teacher works with all the students as they come to the station.



Co-Teaching in EFL/ESL Contexts

- Goes back to 70s and 80s
- An increase in ESL population with limited English proficiency,
- Huge challenge for mainstream teachers.

Co-Teaching in Higher Education

- Recommended in teacher-training programmes

HOWEVER

- They acquired a superficial understanding

WHY?

- Professors lack adequate, practical experience with Co-Teaching



Method

- Participants :

- Male and female students studying English translation

- or literature;

- Age range: 19 to 28



Course Description

- Essay Writing;
- 15 sessions, 90 minutes each;
- Once a week



Process

- Introducing Co-Teaching to class on the first session
- Equal roles – no leading instructor
- Flexible instruction



Data Collection and Analysis

- Abbreviated Version of the Grounded Theory
- A holistic evaluation of Co-Teaching
- Comprehensive participant survey
- Five open-ended questions
- Data analysis, following coding and constant comparative analysis



Results

- A. Participants' perception of Co-Teaching:
 - Highly effective in :
 - Enhancing their learning in general
 - And their writing skill in particular.



Results (cont'd)

- B. Active learning environment
 - Increased class attendance
 - Better performances
 - Higher grades



Challenges

- ❖ Time-consuming planning and design
- ❖ Complexity of the process
- ❖ Lack of administrative support



Suggestions

- Collect info on Co-Teaching
- Define your goals and expectations
- Designate Planning time / once a week at least
- **SUPPORT YOUR CO-TEACHER**

THANK YOU!



Molte Grazie!