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

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THANK YOU!

Molte Grazie!