TeachingEnglish

Materials: Developing collaborative practice between LETs and NESTs

Fiona Copland, Monika Davis, Sue Garton and Steve Mann

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British Council statement

This publication is a collection of materials for classroom use. While all reasonable efforts have been made by the writers to ensure that the information contained herein is accurate, the British Council accepts no liability for such information.

Introduction to *Materials: Developing collaborative practice between LETs and NESTs*

These materials have been designed with the aim of developing cooperation and understanding between local English teachers (LETs) and native English speaker teachers (NESTs). As far as we are aware, these are the only materials published which are designed to be used in a range of different contexts by both LETs and NESTs. We are grateful to the British Council for making them available as a free resource.

The materials were produced as part of a British Council ELTRA funded project titled: *Investigating NEST schemes around the world: supporting NEST/ LET collaborative practices*, which also produced a report and an audit of different government funded NEST schemes. As part of this project, we interviewed both LETs and NESTs about their experiences of working together: what they had enjoyed and what they had found difficult. We also visited a number of classrooms around the world and saw the challenges and affordances that working together can bring to English language teaching. The materials in this collection have been very much informed by these experiences.

On NEST schemes there are different teaching modes. At one end of the scale, NESTs will be required to teach their own classes independently. At the other, NESTs and LETs will be expected to teach together in what is usually called 'co-teaching' or 'team-teaching'. This can cause difficulties for both teachers, especially if they do not know each other well. The activities in this collection are particularly aimed at supporting the team teaching relationship and trying to get teachers thinking about potential challenges, difficulties and constraints and ways to overcome them. Although the primary target of these materials is LETs and NESTs who are going to co-teach, a number of the materials are also suitable for NESTs preparing to teach independently and for LETs preparing to host these teachers in their schools.

Altogether there are 12 different activities. They have been designed by the research team and by partners around the world who have had extensive experience of co-teaching. We would like to extend our thanks to these partners who have contributed both ideas and expertise so willingly. They are: Sarah Demola, Chris Devinson, Michael Free, Michael Griffin, Mihn Khanh Tran Thi, Emily Quade, George Skuse. We would also like to particularly thank the British Council, CfBT and Fulbright Taiwan for their support.

Using the Materials

The materials are designed for ease of use. Each activity provides information on focus, learning outcomes, mode of delivery and materials, as well as a step-by-step guide on how to use them.

Some of the materials are designed primarily for face-to-face use with a trainer/facilitator, while others are designed for self-study. They are suitable for teachers working on formal NEST schemes and also for teachers who are not. Each activity includes a set of 'alternatives', suggestions on how to use the materials in slightly different ways. You may, of course, come up with your own alternatives and adaptations to suit your own learning and teaching context. We would very much like to hear about your experiences of using the materials. You might also have materials of your own that you would like to share. Please do get in touch with us in either case. We would like to add your ideas and materials to those in this collection.

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Materials

1

Classroom management

Eli Yonetsugi

Type of activity	Questionnaire and discussion activity
Main focus	Comparing different cultural perspectives on classroom management
Learning outcomes	Reach a consensus on how the logistics of classroom management are handled by both NESTs and LETs.
Length of activity	50–60 minutes
Mode of delivery	Face to face
Intended audience	LETs and NESTs
Summary	Teachers individually fill out a questionnaire on how they handle various aspects of classroom management. Answers are compared and a discussion is held to come to a consensus about which style to use.

Procedures	Timing
1. Teachers individually fill out the questionnaire on how they handle classroom management. (See 'Activity 1 – Comparing different cultural perspectives on classroom management'.)	20 minutes
2. A LET and a NEST pair up and compare answers. Any answers that differ widely are highlighted.	10 minutes
3. The pairs discuss the reasons why things are done in a certain way in their cultures, and then they reach a compromise on how things will be handled in their classes.	15 minutes
4. Each pair reports back to the group on the compromise reached on one or two aspects of classroom management.	10 minutes

Notes
This activity could be undertaken by pairs of co-teachers working together in their own school. It would be particularly effective if it were done before actual co-teaching started.
Stage 3 could be done in an email exchange. In addition, the school could make a list of recommended best practices to keep the English lessons in line with other classes in the school.
Extension activities can involve watching videos related to classroom teaching and reflecting on classroom management (see Materials). For extension activity 2, it would be useful if each teacher selected a different website.

Materials

Activity 1 – Comparing different cultural perspectives on classroom management

Q1. Please indicate the number of years of teaching experience you have.									
Years		0–1		1–2		3–4		4–6		More than 7	

Q2. What do you think is the best way to seat the children in your class? (e.g. boy/girl, girl/girl, boy/boy, strong/weak, quiet/noisy, random order)
Comment:

Q3. What do you think is the best way to evaluate class work, like a printed worksheet? (e.g. a check for a correct answer, a cross for a wrong answer, a numerical value 3/10, an alphabetical value A+, a smiley face)
Comment:

Q4. What do you think is the best way to evaluate students at the end of a term? (e.g. set a test, grade them on ability only, grade them on a combination of ability, participation and behaviour)
Comment:

Q5. Are there any kinds of games you think are best to avoid in class? (e.g. games with only one winner, games that involve running, games that involve raised voices)
Comment:

Q6. What would be your first method of dealing with a small issue of classroom management, such as a child talking over the teacher? (e.g. ignore the bad behaviour, call out the student by name, write the student's name on the board, have a system of good and bad marks)
Comment:

Q7. How would you deal with a more serious issue of classroom management, such as a student running around the room despite repeated attempts to get them back in their seat? (e.g. send them to stand outside the room, send them to the principal's office, give them detention)
Comment:

2

Co-teaching communication strategy development

Sarah DeMola and Emily Quade

Type of activity	Team building for NESTs and LETs
Main focus	Developing effective communication strategies between co-teachers
Learning outcomes	1. Promote teamwork skills between LETs and NESTs.
	2. Identify communication challenges.
	3. Develop and use effective communication strategies.
	4. Identify and reflect on transferable communication strategies for future co-teaching.
Length of activity	55 minutes
Mode of delivery	Face to face
Intended audience	LETs and NESTs
Summary	Teachers participate in an activity to strengthen their communication skills and awareness of how to deliver and receive instruction. Teachers reflect on and engage in discussion about successful communication between co-teachers.

Procedures	Timing
1. The facilitator introduces the module objectives in general terms (as some of these may emerge).	3 minutes
2. The facilitator explains the activity (instructions, group roles, materials, purpose and expected outcome) and then models the activity with a volunteer.	7 minutes
3. **Round One:** ■ Form teams of two, including one NEST and one LET. Preferably, everyone should be working with his or her co-teacher. ■ Each team moves to a space in the room that has the poster paper and materials set up. ■ Members choose roles for the first round. There will be one describer and one artist. ■ The artist will be blindfolded and draw the picture according to the describer's instructions. ■ The describer holds the 'secret picture' (see below) and describes it to the artist. The describer should adjust his or her instructional strategy in order to help the artist to complete the picture. ■ The describer is not allowed to physically guide the artist while he or she is drawing. ■ The facilitator keeps track of time and announces when two minutes are remaining in the activity. ■ The picture that looks the closest to the original (within the time limit) is the winner. **Round Two:** ■ Team members switch roles. ■ Flip poster paper around to the clean side. ■ Perform activity a second time.	10 minutes 10 minutes

4.	Teachers share pictures and discuss if their artwork is accurate or not.	5 minutes
5.	This activity can be done face to face with a mixed group of LETs and NESTs, or single groups of LETs and NESTs, in the following way:	20 minutes
	a. What was the purpose of this activity?	
	b. What did you learn about communication?	
	c. How is this activity related to co-teaching?	
	d. What strategies did you use when there was a breakdown in communication?	
	e. Why is communication so important in co-teaching?	
	f. Can the communication strategies used in this activity be applied to your future teaching? Why or why not?	
	g. What role were you the best at? Why?	
	h. How can you use your and your co-teacher's strengths in your future teaching?	
	i. How is language utilised in the activity?	
	j. What did you learn about giving instructions? What's its application to your future teaching?	
	k. How can this activity be adapted to be used in your classroom with your students?	

Notes

The timing of the activity can vary according to the size and needs of the group. The facilitator needs to prepare the materials and room in advance. There should be one workstation for every two (or three, see Alternatives below) teachers. Each workstation should have pens and large sheets of poster paper, or a flipchart or whiteboard. There needs to be enough space for each team to draw and move comfortably.

A 'Think-Pair-Share' activity is one where participants have individual time to think on a given topic or question. This enables them to formulate individual ideas. They can then and share these ideas with a peer. This strategy promotes classroom participation as it encourages engagement.

Materials

You will need:

- Chart/poster paper or white board space
- Tape (if poster paper is being used)
- Markers
- Secret picture copies
- Timer
- Blindfolds (one for each team)
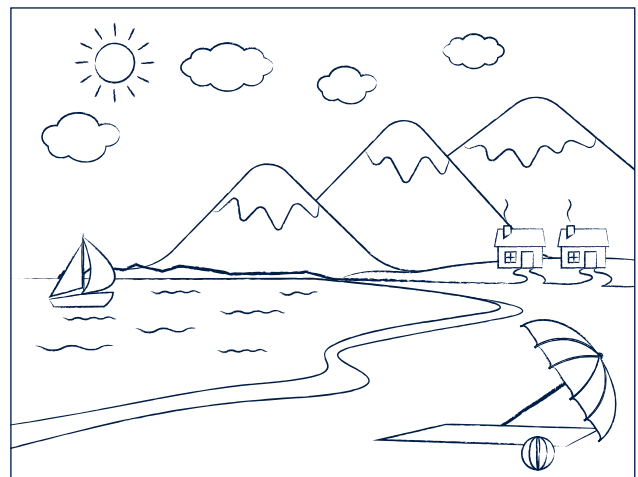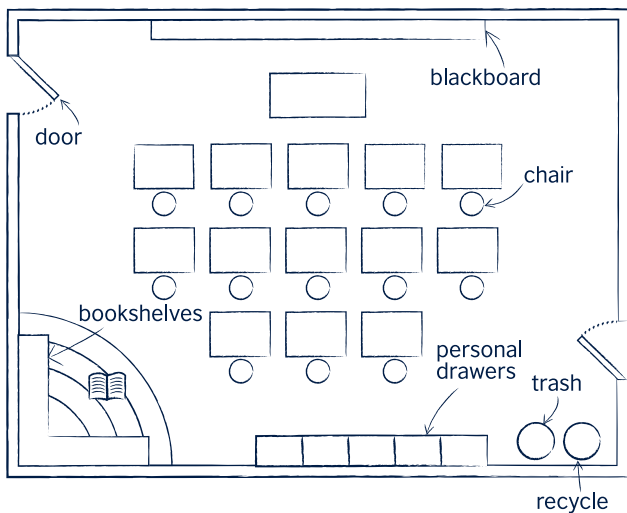
Alternatives

1. This activity could also be used with groups of three using the following roles and procedure:

   Person 1: Describer

   Person 2: Communicator

   Person 3: Blind artist

The describer (the only member who can see the picture) tells the communicator what is in the picture. The communicator then takes the information from the describer and tells the blind artist what to draw. The artist tries to draw the same picture as the describer is holding. The picture that looks the closest to the original is the winner. Switch roles.

2. This activity can also be done with groups of only LETs and NESTs. The key points about communication are the same.

3

Communicative language teaching (CLT)

Fiona Copland, Sue Garton and Steve Mann

Type of activity	Introductory session on CLT/TBL (Communicative Language Teaching and Task-Based Learning)
Main focus	Considering the nature of communication and the role of grammar
Learning outcomes	Build an awareness of key choices for the language teacher.
Length of activity	50 minutes
Mode of delivery	Face to face
Intended audience	NESTs (but may be used with a mixed group of NESTs/LETs)
Summary	Teachers complete various tasks related to the basic concepts for language teaching. The tasks deliberately include discussion (matching, ranking) and reading tasks, as part of the aim is to highlight how skills can be integrated through tasks. This can be pointed out at the end of the session.

Procedures		Timing
1.	Teachers complete a matching exercise and discuss a number of key concepts in language teaching. (See Activity 1 – 'Methods in language teaching'.)	15 minutes
2.	Teachers read and discuss a series of quotations on balancing grammar and communication. (See Activity 2 – 'Balancing grammar and communication'.)	15 minutes
3.	Teachers discuss different approaches to language teaching and what role they play in the classroom. They then look back at and discuss the key concepts introduced in the session.	20 minutes

Notes
Activity 1 – Methods in language teaching It would be best to cut up the methods and explanations into cards so that the teachers can match them up and talk about them as they match them up. This may take longer if the teachers' basic knowledge of language teaching concepts is very limited. In the materials below, the terms and explanations are mixed up. The answers are provided in the key.

Activity 1 – Methods in language teaching

This matching exercise allows you to talk about and clarify some basic methods in language teaching. Match one of the terms with one of the explanations.

Grammar Translation Method	Facilitator, adviser and sometimes co-communicator.	**Audio-Lingual Method**	Students are actively engaged in negotiating meaning and trying to make themselves understood/understand others.
CLT (Communicative Language Teaching)	Teacher talking time. This shows how teachers totally dominate classroom talk and that there is often little opportunity for learners to use the target language.	**TBL (Task-Based Learning)**	Materials that were not originally designed as teaching materials. Examples would be menus, bus timetables, travel brochures.
Role of teacher in CLT/TBL	At the heart of the 'method' is the belief that learners learn best if they are engaged in meaningful communication.	**Role of learners in CLT/TBL**	This 'method' is related closely to CLT. Students learn by being engaged in tasks. Often pre-task, during-task and post-task progression.
CLT/TBL classroom interaction	Presentation, Practice and Production moves from focus on language to focus on communication.	**Authentic materials**	Shifts the balance away from teacher talk to more opportunities for student-student talk.
PPP	Listening to and repeating dialogues.	**TTT**	Reading and translating texts Primarily reading and writing. Lots of exercises and tests.

Activity 2 – Balancing grammar and communication

One of the difficult balances for a teacher is creating opportunities for communication and teaching form and grammar. Look at these three views contained in an article called 'What's the best way to teach languages?' (Williams, 2013). What do you think of them?

Huw Javis (Professor of Linguistics) talking about task-based learning (an approach to learning that typically involves an information gap: students may have to share knowledge to communicate effectively, or look for language rules themselves before re-applying them) says: 'We know that people learn better when they struggle to communicate – so that needs to be at the core of the kind of delivery and the methodology.'

Richard Hudson (Professor of Linguistics): 'There was a strong reaction against grammar-translation … But what happened is that they got rid of the grammar and the translation. It was a classic case of throwing out the baby with the bath water. It's not fair on children to leave them to work out the rules of language themselves.'

Christelle Bernard, a language teacher, says: 'You need a little bit of grammar, but my approach is much more topic based with as little grammar as possible … I hardly ever use a textbook – I use Twitter much more. ICT allows them to collaborate with others. So they can work together, but it gives them a choice of medium. And because they know how to use computers, it creates a comfort zone where they can focus on the language.'

Activity 3 – Different approaches to teaching language

The terms below are different approaches to language presentation. Do you know what they mean?
If not, guess what they mean. The discuss how each approach relates to the methods in Activity 1.

Approaches to language teaching	
Freer, authentic use	
Monitor	
Correction	
Clarify MFP (Meaning, Form and Pronunciation)	
Rehearsal	
Activate schemata	
Controlled practice	
Concept checking	
Context for language	

KEY Activity 1 – Methods in language teaching

Here are the matching pairs for basic methods in language learning.

Grammar Translation Method	Reading and translating texts. Primarily reading and writing. Lots of exercises and tests.	Audio-Lingual Method	Listening to and repeating dialogues.
CLT (Communicative Language Teaching)	At the heart of the 'method' is the belief that learners learn best if they are engaged in meaningful communication.	TBL (Task-Based Learning)	This 'method' is related closely to CLT. Students learn by being engaged in tasks. Often pre-task, during-task and post-task progression.
Role of teacher in CLT/TBL	Facilitator, adviser and sometimes co-communicator.	Role of learners in CLT/TBL	Students are actively engaged in negotiating meaning and trying to make themselves understood/understand others.
CLT/TBL classroom interaction	Shifts the balance away from teacher talk to more opportunities for student-student talk.	Authentic materials	Materials that were not originally designed as teaching materials. Examples would be menus, bus timetables, travel brochures.
PPP	Presentation, Practice and Production moves from focus on language to focus on communication.	TTT	Teacher talking time. This shows how teachers totally dominate classroom talk and that there is often little opportunity for learners to use the target language.

4

Comparing classroom cultures

Fiona Copland, Sue Garton and Steve Mann

Type of activity	Reflective task
Main focus	Comparing classroom cultures
Learning outcomes	1. Develop sensitivity to different educational norms.
	2. Consider the challenges and opportunities of working in different environments.
Length of activity	60 minutes
Mode of delivery	Self-access
Intended audience	LETs and NESTs
Summary	Teachers read the classroom descriptions and consider the educational norms that are similar or different to those in classes they are familiar with. They identify the opportunities and challenges of working in different environments.

Procedures	Timing
1. In Column B in the table 'Classroom Features' below, make brief notes on the features of a classroom you know well.	10 minutes
2. Choose two of the three classrooms described below (see 'Three Classrooms'). Make notes of the classroom features in columns C and D in the table.	20 minutes
3. For the two classrooms in columns C and D, write down two things that you would find difficult about working in the class and two things that you would like about teaching the class.	10 minutes
4. Go back to the notes you have written in Column B (a class you know well). Imagine a teacher from one of the other classrooms was coming to teach there. At the bottom of column B, write down two things they might find difficult and two things they might like about teaching the class (at the bottom of the table).	5 minutes
5. Write an email/letter to a teacher from another country who is going to teach in the class you know well. Describe the class and point out the difficult and attractive things.	15 minutes

Notes
Although classrooms are immediately recognisable, what happens in them may seem very 'foreign' indeed. This activity is designed to develop understanding of working in different educational cultures and to consider what others might find strange about our own. The classroom descriptions below are drawn in part from observational field notes taken during research for this project.

Materials

Classroom features			
A	**B**	**C**	**D**
Classroom features	A classroom you know well	Classroom	Classroom
Where does the teacher sit/stand? (e.g. moves around the class)			
How are students arranged? (e.g. in groups)			
What kind of activities happen in class? (e.g. dictation)			
How does the teacher behave? (e.g. amusing, talks a lot)			
How do students behave? (e.g. sit quietly)			
How are students disciplined? (e.g. sent out of class)			
How does the class start and finish? (e.g. students stand and greet the teacher)			
What do students wear? (e.g. own clothes)			
Two difficult things			
Two attractive things			

Three classrooms

Classroom one

There are about 35 students in the class, sitting at tables in groups. They are wearing uniforms, although little has been bought at the school shop. Instead, students prefer to buy clothing in the appropriate colours in chain stores. The classroom is decorated with work produced by students at the school and with posters giving information about different language points. There is a whiteboard, computer and projector. When the teacher comes in, the students continue chatting to each other and using their mobile phones. The teacher calls for attention and asks the students to put their phones away. Some do, but some hide them on their laps so they can be used during class.

The teacher begins by distributing marked homework and commenting on the quality in the learners' first language. Two students have not produced the homework and she gives them a warning, marking their names on the register to report to their form tutor later in the day. She then gives a short lecture about the general strengths and weaknesses in the work.

The teacher then announces the focus of the lesson and writes the lesson objectives on the whiteboard, this time in the target language. She then asks the students to work together in groups to identify different kinds of verbs in a text. As the students work, she moves from group to group, offering help and encouragement. Some students are engaged in the task; others text surreptitiously on their phones, chat quietly or call out comments designed to make the other students laugh. These students are threatened with detention. At the end of the class, a bell sound is heard through the tannoy and the students pack away their things as the teacher tries to set some more homework.

Classroom two

There are about 65 students in the class, sitting in rows on benches. They are wearing a basic school uniform, which is included in their school fees. At the front of the class is a long blackboard, but no technology and there is nothing on the walls except a small noticeboard. When the teacher comes in, the students stand and greet him. The teacher tells the students in the target language that today they are going to learn a song. The children cheer and look happy. One child who gets too excited is told to kneel in the corner of the classroom with his hands on his head, which he does for about ten minutes.

The teacher sings each line of the song and asks the students to sing after him. Each line is accompanied by a gesture or other movement. When the teacher has completed the song, he asks the children to stand up to sing the song through with all the movements. The children sing the song three times.

The students sit down and the teacher begins to explain what the song means using the target language. Every now and again, he asks the students a question and they answer all together. Some of the key vocabulary is written on the board and then the students repeat the pronunciation after the teacher. Some join in; others look down or seem confused. Then the teacher asks students to copy the new vocabulary into their notebooks. Some students don't have notebooks so they don't do the activity. At the end of the class, signalled by a hand-rung bell, the students stand and thank the teacher.

Classroom three

There are about 35 students in the class. They are sitting in rows, wearing regulation school uniforms, although some students have customised it; for example, shortening the skirts or undoing collars. At the front of the class is a green board and there is a projector and screen. At the back is a noticeboard, which displays school information and some bright posters. When the teacher enters, the class captain calls for the class to stand and bow, which they do. The teacher greets the class in the target language.

The topic of the class is announced and students get out their coursebooks and turn to the correct page. The teacher then begins to go through the dialogue in the book, translating from the target language into the learners' first language. Some students pay attention; some sleep. One student gets out of his seat and slaps a sleeping student around the head to wake him up. The teacher quietly asks him to sit down, which he does eventually. Another student asks to go to the toilet. The teacher then plays a CD of the dialogue and stops it so that the students can repeat line by line. Most students join in. The teacher praises the efforts of the students. He then asks some comprehension questions, first in the target language and then in the learners' L1.

The teacher then asks a student to give out a worksheet. The teacher explains what to do using the students' first language. Some students begin work. The teacher walks around the class and speaks to some students who are not completing the worksheet. He spends some time encouraging them to do the work. The students joke in a friendly way with the teacher. They agree to do the worksheet but spend the time joking with each other.

When the signal for the end of class comes through the tannoy, the class captain again asks the students to stand and bow, which they do. The teacher leaves.

Alternatives

1.   This activity can be done face to face with a mixed group of LETs and NESTs, or single groups of LETs and NESTs, in the following way:

   a.   The teachers are shown some pictures of classrooms in different countries, e.g. Columbia, Tanzania, South Korea, and invited to guess where the classes. (Please search online to find appropriate images for the activity.)

   b.   The facilitator elicits from the teachers what features are common to all classrooms (chairs, teacher, students, board and so on).

   c.   The table is distributed. Individually, teachers write in column B the features of a class they know well. They then share their notes with a partner. In a mixed group, a LET should be partnered with a NEST.

   d.   The class is divided into three groups. Group one receives descriptions of classroom one, group two descriptions of classroom two, and group three descriptions of classroom three.

   e.   Teachers make notes about the classroom in the appropriate column of the table.

   f.   The teachers are regrouped. Each new group has one member from groups one, two and three. Teachers share their notes so that the other members can complete the table.

   g.   Teachers then discuss in their groups what they would find easy and difficult about working in these different educational contexts. They also discuss what a teacher coming to their classroom might find difficult and easy.

2.   It is also possible to watch YouTube video clips of different classrooms around the world rather than reading descriptions of them. (Please search online to find appropriate videos for the activity.)

5

Cross-cultural proverb exchange

Chris Devinson

Type of activity	Group activity for LETs and NESTs working together
Main focus	Creating a greater cultural understanding among LETs and NESTs
Learning outcomes	1. Promote communication between LETs and NESTs. 2. Develop intercultural understanding through discussing local proverbs.
Length of activity	45 minutes
Mode of delivery	Face to face
Intended audience	LETs and NESTs
Summary	The teachers communicate with each other to discuss proverbs from their respective cultures. They try to find a matching proverb or similar expression from the other's culture. Finally, as a team, they explain the proverb and its possible origins to the rest of the group.

Procedures	Timing
1. The facilitator introduces the topic by providing examples of proverbs from each culture. He/She then elicits further examples from the group.	5 minutes
2. Using a proverb from the local culture, the facilitator asks the NESTs to try to guess the meaning of the proverb, and then does the same using a proverb from the NESTs' culture and eliciting a response from the LETs. (Proverbs of varying difficulty and obscurity should be used.)	5 minutes
3. The facilitator asks the teachers if they know of any proverbs that both cultures share and provides an example if they do not. A common example from Korea is: 'The other man's rice cake always looks bigger.' From the USA: 'The grass is always greener on the other side of the fence.' The example is focused on showing how proverbs from the two cultures can sometimes be similar or even share the same meaning.	5 minutes
4. The facilitator provides each teacher with a proverb. LETs should get a proverb from their culture and NESTs should get a proverb or expression with a similar meaning from their culture. If the numbers are too large, more than one member of each group can have the same proverb. Teachers then move around and find a partner with the corresponding proverb. The facilitator should warn teachers that some proverbs won't exactly match and are open for interpretation, and can intervene when clarification is needed.	10 minutes
5. When teachers find their partner with the matching proverb, they can sit down together to discuss the meaning and possible origins of their proverbs in further detail.	10 minutes
6. A few pairs can share their proverbs and ideas about them with the whole group. The facilitator should have background information on each proverb so he/she can share some cultural information about them with the group.	5 minutes
7. The facilitator elicits responses from the teachers about some of the similarities and differences between the two cultures and whether they can think of any other proverbs that reflect these.	5 minutes

Notes
Timing may vary according to the size of the group. The facilitator needs to prepare proverbs in advance. Idioms and common expressions sometimes will substitute for proverbs.
As an extension activity (see 'Ten Proverbs'), teachers match proverbs with the country of origin, discuss the meaning of the proverbs and decide if there is a similar proverb in their own language. The teachers' answers here are likely to be purely guesswork, but the activity further underlines cultural similarities and differences.

Materials

For this activity, the materials required are proverbs from the local culture and NEST cultures. The examples below are from a training session with Korean and North American teachers.

Example proverbs and explanations
a. In South Korea, 'power distance' is quite high when compared to Western countries. A proverb reflecting this is: 'There is order even when drinking water,' which emphasises the importance of hierarchy, even in everyday life (Choe, 2002:068). An English equivalent might be: 'Don't get ideas above your station.'
b. South Korea is generally considered to have a highly collectivist culture. The proverb: 'You'll be happy to see even a crow if it comes from your hometown,' emphasises the importance of regional ties in Korea (Choe, 2002:210). A corresponding proverb in English could be: 'Blood is thicker than water,' or: 'Birds of a feather flock together.'
c. Other Korean proverbs may be related to Buddhist or Confucian beliefs, which remain prominent influences on the culture of Korea. A Confucian example could be: 'A woman who harbours *han* can make it frost in May and June,' (Choe, 2002:64) where *han* connotes a feeling of resentment against injustice. An English language idiom with a similar meaning is, to have 'a chip on one's shoulder.'
d. Other Korean proverbs may be about food, stemming from a time when Korea was a much poorer nation than it is today and suffered a lot of hardship. This is evident in the casual greeting of: 'Have you eaten today?.' This greeting is a common way to ask: 'How are you?' (Choe, 2002:11).
e. Western proverbs may be related to the establishment of a newer nation and emphasise desirable traits, such as working hard. An example of this can be seen in: 'When the going gets tough, the tough get going.' Others may include references to animals, such as: 'You can lead a horse to water, but can't make him drink.'

Extension activity – Ten Proverbs

Below are ten proverbs from around the world (Wiseoldsayings.w3facility.com, 2016). Can you match them with the country they come from?

Proverbs			Country	
1.	Hold a true friend with both your hands. (friendship)		**a**	China
2.	At the gate of patience, there is no crowding. (patience)		**b**	Nigeria
3.	When eating fruit, remember the one who planted the tree. (gratitude)		**c**	Jamaica
4.	A stumble is not a fall. (adversity)		**d**	Guatemala
5.	A beautiful thing is never perfect. (beauty)		**e**	Haiti
6.	A little axe can cut down a big tree. (permanence and change)		**f**	Egypt
7.	Be the first in the field and the last to the couch. (work)		**g**	Germany
8.	Fire in the heart sends smoke into the head. (anger)		**h**	Morocco
9.	You can't sew buttons on your neighbour's mouth. (gossip)		**i**	Vietnam
10.	Everyone is the age of their heart. (youth and age)		**j**	Russia

Alternatives
1. Use proverbs from only one culture. The proverbs can be split in half with one half being given to the NESTs and the other half to the LETs. Teachers mingle to find their partner and then discuss the meaning of the proverb and try to identify a similar proverb or expression in the other language. An example is: 'His bark is ... / ... louder (worse) than his bite.'
2. Use proverbs from only one culture, where there is no corresponding proverb or saying. One teacher is given the proverb and another teacher is given an explanation. Teachers mingle to find their partners. Steps 5, 6 and 7 can then be followed.
3. Find proverbs from a completely different culture. A NEST and LET work in pairs (or groups) to try to work out the meaning. Checking meanings can then be done in a number of lively ways (for example, running dictations, post-its stuck around the room, matching cards, and so on). Once the meaning has been established, teachers work together to identify similar proverbs in their own languages.

References

Answers to extension activity	
1.	b
2.	h
3.	i
4.	e
5.	f
6.	c
7.	a
8.	g
9.	j
10.	d

6

Exploring similarities and differences

Mihn Khanh Tran Thi

Type of activity	Task-based discussion and use of vignettes
Main focus	Raising teachers' awareness of cultural and interpersonal issues, as well as developing problem-solving skills in preparation for team teaching
Learning outcomes	1. Raise awareness of possible issues in co-teaching from the perspectives of both LETs and NESTs. 2. Develop problem-solving skills to deal with issues in co-teaching.
Length of activity	90 minutes
Mode of delivery	Face to face
Intended audience	LETs and NESTs
Summary	LETs and NESTs work together on a variety of interactive tasks and a discussion of six case studies. The aim is for teachers to share their experiences of co-teaching and become more aware of cultural and interpersonal issues, as well as to develop problem-solving skills in their team-teaching. The ideas and suggestions from the teachers can be documented for the purpose of creating guidelines or developing strategies for other teachers, so that they can work more efficiently together and improve their team-teaching practices.

Procedures	Timing
1. Teachers work in pairs, discuss and choose the top five areas where they believe NESTs and LETs differ most significantly. (See 'Areas for discussion of the most significant differences between NESTs and local teachers' below'.)	10 minutes
2. Each pair joins another pair to make a group of four and discusses the reasons for their answers. Each group should agree on a final list of areas of difference (this may include more than five areas).	10 minutes
3. One member from each group reports their choices to the whole group. The facilitator writes the answers on the board to compare them and identify similarities.	10 minutes
4. Each group of four then discusses ways to overcome the differences. Each group has a large sheet of paper on which to write their answers. All the sheets of paper with suggestions are then put up on the wall for everyone to have a look at.	15 minutes
5. Teachers form new groups of four NESTs or four LETs. The facilitator hands out copies of the three vignettes relevant to the group to each group. (See 'Stage 5 – Vignettes for discussion'.) The groups work through the vignettes, identify the issues raised, share their feelings and discuss possible solutions. Each group prepares a short presentation with their solutions (5 minutes per group maximum).	15 minutes
6. Other groups listen to presentations and comment on the solutions suggested.	20 minutes
7. The facilitator leads a whole-group discussion to review the issues identified in each vignette and to see how they are related to the issues discussed in stages 1–3. The discussion should also focus on which issues are related to cultural or 'other' factors. The outcome of the workshop is a collection of the participants' ideas and suggestions for handling particular issues, as well as developing necessary strategies in order to solve potential problems that might occur before, during and after team teaching.	10 minutes

Notes
In large groups, each group can present on just one or two vignettes.

Materials

For Stage 1 – Areas for discussion of the most significant differences between NESTs and local teachers' below

Aspects	Examples
Pedagogic	Teaching methods/styles
	Evaluation and assessment
	Classroom management
	Lesson preparation
	Use of teaching materials
	Classroom roles
Personal/Interpersonal	Competency (insight of subject matter/English proficiency)
	Personal characteristics
	Working styles/ethics
	Ways of communicating/expressing ideas
	Ability to co-operate or deal with emerging differences
	Relationship outside class
Logistical	School culture
	Scheduling
	Time for lesson planning
	Workload share/division of teaching responsibilities

For Stage 5 – Vignettes for discussion

Vignette 1 for LETs: Disagreement over the change of class content

You are having a lesson planning meeting with an American teacher in order to discuss in detail who would do what, based on textbook activities that you and your partner had already agreed upon previously. However, you find that some of the content has been modified and a lot of new material has been added without your knowledge. The class is scheduled in the next two days and you don't have enough time to follow up on all of the changes, so how would you handle this situation?

Vignette 2 for LETs: Lack of support in using games

You have taught English with an Australian colleague for two months. Although you want to use some games in the class in order to motivate the students, your partner does not seem to be supportive and just sits at the table and does nothing to help you during your teaching. How would you feel in this situation and what would you do to solve this problem?

Vignette 3 for LETs: Dissatisfaction over the role played in class teaching

You have been teaching an English course with a British teacher for several weeks. One day, the head teacher tells you that your teaching partner has complained about his/her role in team teaching with you. In particular, he/she feels like your assistant because he/she was not given enough time to teach students and says sometimes you used him/her as a tape recorder or a helper during your instruction. How would you respond to this situation?

Vignette 1 for NESTs: Dissatisfaction over the role played in class teaching

You have been teaching an English course with a local teacher for several weeks. Although you have a teaching qualification and are supposed to teach the class, you feel that your local teacher treats you like an assistant. In particular, you feel like you are not given enough time to teach students and sometimes you are used as a tape recorder or a helper during your classes. How would you handle this situation?

Vignette 2 for NESTs: Lack of planning and co-operation

You have been teaching with a LET for two weeks. You try to use only English in the classroom and, as your learners are quite high level, you're convinced they can follow what you say. However, your co-teacher insists on translating nearly everything you say into the learners' L1, as he/she is concerned that they don't understand you. How would you feel in this situation and what would you do to solve this problem?

Vignette 3 for NESTs: Disagreement of levels of control

You've been teaching with a LET for over a month. Initially you agreed on a 50/50 split in the lesson, but increasingly your co-teacher wants to do more of the lesson him/herself. Moreover, he/she insists on seeing your ideas and materials beforehand and often overrides you, saying your plan isn't good, sometimes in a way you perceive as rude. What would you do to solve this situation?

Alternatives	
1.	Although developed for use with both LETs and NESTs, the workshop described here would work equally well with groups of just NESTs or just LETs.
2.	If the group is a mix of NESTs and LETs, stage 1 can be done in similar pairs (i.e. NEST with NEST) and in stage 2 the pairs can be mixed (LET pair with NEST pair).
3.	In stage 1, the teachers can be asked to rank all the areas in order of significance. This can also be done by having each area on a separate strip of paper and asking the teachers to sort them into an agreed order.
4.	In stage 2, groups of four can be asked to reach an agreement on the five most important areas. The whole group can then also be asked to agree on the five most important areas during stage 3.
5.	While walking around and reading the posters in stage 4, teachers can vote for the three best solutions overall, or for the best solution to each issue.
6.	Role plays can be used instead of presentations in stages 5 and 6. Groups can act out the scene in which the issue is tackled.

7

Good language teaching

Fiona Copland, Sue Garton and Steve Mann

Type of activity	Introductory session on good teaching
Main focus	Considering the nature of the 'good language teacher'
Learning outcomes	Build an awareness of key attributes of a successful language teacher.
Length of activity	60 minutes
Mode of delivery	Face to face
Intended audience	NESTs (but may be used with a mixed group of NESTs/LETs). For this session it is anticipated that the teachers have little or no training in language teaching. However, some of the activities could still be adapted to facilitate discussion for more experienced teachers.
Summary	Teachers complete various tasks related to the 'good teacher'. The tasks are deliberately introductory in nature in order to elicit participants' views on teaching.

Procedures	**Timing**
1. As a warm-up, teachers work in pairs, look at images of teachers and think of adjectives to describe them. Ideas are elicited from the group.	5 minutes
2. Teachers brainstorm ideas about what makes a good teacher.	10 minutes
3. Teachers recall a good teacher from their past experience and share ideas with a partner, and then briefly with the whole group.	15 minutes
4. Teachers work in small groups to suggest adjectives to describe the qualities of a good teacher – one for every letter of the alphabet. Ideas are fed back to the group as a whole.	10 minutes
5. Teachers read and discuss a short text on what it takes to be an ideal language teacher.	10 minutes
6. The facilitator shows a quotation about what makes teaching complex and invites teachers to comment.	10 minutes

Activity 1 – Images of teachers

Think of three adjectives for each of the teachers in these photographs.

Activity 2 – What makes a good teacher?

Work in group and brainstorm ideas about what makes a good teacher. Make a list. Now look at the list from a student's perspective. Do you think students would agree with your list? Why?

Activity 3 – Remembering a good teacher

1. Spend a few minutes thinking of a teacher from your past schooling. Get a picture of them in your mind. What did they do in the classroom? What sorts of things did they say?

2. In pairs, interview each other for five minutes. Find out as much as you can about your partner's 'good teacher'.

3. Share some of the good features of these teachers as a whole group. Perhaps build a list together.

Activity 4 – Good teacher alphabet

What are the most important qualities of a good teacher? There are probably hundreds of different qualities that a good teacher possesses. See if you can think of one adjective for the following letters of the alphabet. The first few are done for you.

A	adaptable	B	brave	C	caring
D	determined	E		F	
G		H		I	
J		K		L	
M		N		O	
P		R		S	
T		U		W	

Activity 5 – Qualities of an ideal teacher

Read this short text and talk about whether it misses anything important.

What does it take to be the ideal language teacher?

The ideal language teacher is encouraging but also demanding. He/She has a wide range of language knowledge and has a clear idea of learning aims for the class, but is also flexible and encourages learners to contribute and ask questions. He/She has a good sense of humour, is capable of entertaining and informing but doesn't talk too much. While being able to maintain control and discipline, he/she is also adaptable and innovative. The ideal teacher knows the students' names and above all treats them with respect.

Activity 6 – The 'language' in language teaching

Look at this quotation about teaching. Do you think language teaching makes things even more difficult?

If a doctor, lawyer or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job. (Donald D. Quinn)

Extension activity – predicting who will be good teachers

Research claims there are characteristics that can predict whether a teacher will be a great teacher before they even get into the classroom. What do you think these characteristics are? Share your ideas with the class.

8

Language use in the classroom

Fiona Copland, Sue Garton and Steve Mann

Type of activity	Discussion-based using data extracts
Main focus	Highlighting the different uses of L1 and L2 in the classroom and the languages used by LETs and NESTs
Learning outcomes	1. Reflect on attitudes towards L1 use in the classroom. 2. Explore reasons for using L1. 3. Understand the functions of L1.
Length of activity	60 minutes
Mode of delivery	Self-access
Intended audience	NESTs and LETs
Summary	Teachers explore their own attitudes to language use in the classroom. They then look at data extracts from interviews with both NESTs and LETs, and reflect on the different attitudes towards and reasons for L1 and L2 use in the English classroom.

Procedures	**Timing**
1. Complete Activity 1 individually.	5 minutes
2. Go back and look at your answers again. Think about the reasons for each of your answers.	10 minutes
3. Look at the interview extracts in Activity 2. Identify whether the focus of the extract is on: Local Teacher language use NEST language use Learner language use	10 minutes
4. Now look at the extracts in Activity 3. Can you sort them according to whether they are for L1 use in the classroom, against it, or neutral?	10 minutes
5. Look again at the extracts that are favourable to L1 use and identify the functions that L1 can have in the classroom. Add any other functions of/justifications for L1 use you can think of. Do you agree with the positions expressed?	15 minutes
6. Now go back to the initial questionnaire to see if any of your views have changed.	10 minutes

Notes
All of the activities above could be used in a face-to-face situation with a facilitator to organise the pairs/groups and lead the discussions.

Materials

Activity 1 – Your opinions

For each of the statements below about English classes, say whether you entirely agree/agree/somewhat agree/somewhat disagree/disagree/entirely disagree.

1. NESTS should only use English in the classroom.

2. Classes should be conducted entirely in English.

3. Only the local teacher should use L1 in class.

4. The local teacher should translate into the L1 everything the NEST says in English.

5. Classes should be about 40 per cent in the L1 and 60 per cent English.

6. NESTs and local teachers can use both L1 and English during classes.

7. It's not important which language is used; it's important that learners understand what's said.

8. The choice of L1 or English depends on the level of the learners.

9. Limited use of the L1 is always justified for specific reasons.

10. The local teacher should always translate difficult words for learners.

Activity 2 – L1 and L2 use in the classoom

Who uses which language in the classroom is a key part of co-teaching and concerns NESTs, LETs and learners too. Below are some extracts from interviews with teachers who are co-teaching, in which they talk about the use of L1 and English in the classroom. Whose language use is the focus of each extract? Who uses L1 and who uses L2?

a. LET language use

b. NEST language use

c. Learner language use

NB: There may be more than one answer for some extracts.

Extract 1

It really was teacher dependent because some teachers were a lot more engaging of the students and would really engage and try to ask questions and really try to use their English and have an only English classroom, whereas some teachers would just stand in the corner and just be silent for 50 minutes, so it really was teacher dependent.

Extract 2

I mainly use English but I also use Chinese. In my opinion, I know some people can do entirely in English but … I don't know how to bridge the gap without using Chinese. So I also use Chinese. But what I try to do instead of me speaking Chinese is having my high-level students help me translate, and then I'll give them points on the board, I'll give them points based on whether or not they're helping their teammates.

Extract 3

In the beginning of my class, like the beginning of semester, I told them I don't expect them to speak 100 per cent English. It's just like, throw me in a Korean classroom, ask me to speak 100 per cent Korean, it's impossible. So I don't really like the idea of saying, 'No Korean' because I feel that it's not practical … And just for them it just takes the stress off of them. So it's OK if Korean comes out once in a while, but at least they try, that's one of my expectations – try.

Extract 4

I think in our lessons the Japanese teachers try to use as much English as possible. Usually they tend to say it in English and then say it in Japanese after, for no reason whatsoever, even though the students completely understand.

Extract 5

To get them to even speak in the L2 when everyone speaks the same L1 is a challenge in itself, because Japanese … it's all about confidence, so in Japanese mindset if they don't do it perfectly, they're not going to really try, and they're going to practise and practise and practise until they do it perfectly, but if they can't do it perfectly, even in class, they get really nervous and shut down.

Activity 3 – Attitudes towards using L1

Here are some more interview extracts. Read them and decide which show a positive attitude to L1 use in the classroom, which are negative and which are neutral. When you've done that, look at the possible reasons for using L1 and match the extracts with the reasons given. Can you add any more reasons for L1 use?

Reasons:

a.   To create a positive atmosphere in class

b.   To act as a model language learner for the students

c.   For classroom management when students are misbehaving

d.   When the learners don't understand something in English

e.   When the LET doesn't know a word/phrase in English

Extract 1

Miss K always tries to speak English as much as she can. Sometimes she code-switches into Japanese if she doesn't have that word, which is perfectly OK, perfectly great actually, great model for the students, and I can understand what she's saying so I just throw in English.

Extract 2

One of the male teachers, he doesn't have English but it doesn't matter because he's very positive and enthusiastic and he always does some funny things in the classroom, so students laugh and then really nice atmosphere, building great rapport with me and then the students as well, so he's like a bridge between me and the students. So that helps.
That's fine.

Extract 3

Some teachers try to use only English, not many of them, but some of them do. I never use Japanese in a classroom, except for comedy purposes, but I'll often respond in English to something they've said in Japanese … Although, to be honest, if there's some kind of disciplinary action where the Japanese teacher does nothing and there's a student that's causing trouble, if they're just doing nothing, that doesn't matter, but if they're causing trouble to such an extent, then I'll go and speak to them, just quietly, so the other students can't hear, in Japanese, and just say: 'Come on!' Yes, but the strange thing is I'll do it quietly, I don't know why.

Extract 4

I think part of the reason I've wanted to use Chinese in the classroom is because I want to give them a role model of a language learner, so that they see that it's OK to make mistakes because I always make mistakes in my Chinese. But they'll correct me and they'll laugh at me, so I think that's a good way to make them a little bit more comfortable and show them that it is OK to make mistakes.

Extract 5

I would always teach in English. My first year I think I had some teachers that would translate automatically. I would say a task in English and they would translate to Japanese, and that drove me nuts! So after class I had a word with them: 'Would you please not explain immediately in Japanese, because what's the point?' So most of the time most of them were pretty good about using English, and unless there was something absolutely important to announce, then they would say it in Japanese and that was fine, but most of the time they were pretty good at using English.

Extract 6

I taught oral communications class, so in theory this is how it was explained to me, oral communication should not be anything new to them, it should be a review of what they had learned previously, so I was not really teaching any new information. New information, the tough stuff, was left to the JTEs and other classes. So on paper it wasn't necessary to speak Japanese. But I also felt that the moment I spoke Japanese or gave them a clue that I understood, then they would just depend on it.

Extract 7

I think it's really important to encourage them to use more English, so that's why. I was thinking: 'Should I use some Korean?' No! If they know I use Korean language, they would, so I'll say the first rule is use English. One of the rules. It's an English class!

Extract 8

I use no Korean. I tell my students from the beginning: 'I do not speak Korean.' I know a little tiny bit 'cause of having been here, but if they have a question or they don't understand, especially third grade, we have a sign, they can signal 'I don't understand' and then Jo will come and help them individually and help translate some things. Sometimes in fourth grade when we were going over some tricky vocabulary or they ask a question that … like for kitchen things, there was a picture of what was in the kitchen and they asked: 'Teacher, what is that above the stove?' 'Well, that's a range hood.' How do you explain range hood? So then: 'Oh, teacher, what is that in Korean?' And so she'll say and they'll go: 'Ohh! That's what that is.' So it's very rare that we use Korean in class but it's usually just for particular clarification.

Alternatives	
1.	A teacher could work with a colleague and discuss the answers together.
2.	This activity could also be used in a face-to-face situation, with stages 2 onwards being done as a discussion in pairs or groups and then reported back to the class.
3.	For stages 3 onwards, the extracts could be cut up into separate strips of paper so that the groups can physically sort them.
4.	A possible extension activity is for a teacher to record one of their classes and then listen to it, identifying all the uses of L1 and the reasons for them.

9

Lesson planning

Sarah DeMola and Emily Quade

Type of activity	Discussion and planning tasks
Main focus	Using collaborative lesson planning
Learning outcomes	1. Analyse and identify key components of effective lesson plans. 2. Gather new resource ideas and lesson plan templates. 3. Identify a lesson plan format that can be used in future teaching. 4. Practise developing a lesson plan template and lesson plan.
Length of activity	90 minutes
Mode of delivery	Face to face
Intended audience	LETs and NESTs
Summary	Teachers are exposed to and analyse a variety of lesson plan templates. Teachers identify key components of effective language teaching lesson plans and create a lesson plan template that fits their specific needs. Finally, they use their lesson plan template to develop a lesson to be used in their future teaching.

Procedures	**Timing**
1. The facilitator introduces the module objectives in general terms (as some of these may emerge).	3 minutes
2. The facilitator hands out planning quotes or puts them on a PowerPoint. In pairs, the teachers choose one of the quotes and discuss why the message is important. Pairs then report back to the group.	7 minutes
3. In a think-pair-share ('tell a partner'), teachers discuss the questions in Activity 2 and then report their discussions back to the group: ■ Why is lesson planning important? ■ What are important components of a lesson plan? ■ What resources do you use when lesson planning? ■ Who (i.e. NESTs or LETs) should plan which parts of a lesson?	10 minutes
4. The facilitator organises teachers into groups of three or four (preferably with co-teachers). Each group is given a packet of different lesson plan templates (see Activity 3 below). Teams are instructed to analyse the templates and answer the questions.	15 minutes
5. When teams are finished, the facilitator leads a whole-group discussion based on the same questions.	10 minutes
6. Groups are asked to create their perfect hybrid lesson plan template that is suitable for their specific context. Teams are asked to create a large version on chart paper and share their template with the group.	20 minutes
7. Groups are asked to create a detailed lesson plan using the newly created template. Lesson plan topics may be based on upcoming lessons in the textbook or common thematic lessons such as holidays. If there is time, the facilitator may ask for some or all of the groups to share their newly created lesson plans. Participants are encouraged to provide feedback and ideas on the lesson plan and its execution.	20 minutes
8. The facilitator asks participants to reflect and record their thoughts in the following format: ■ Three big ideas that I learned from this session (write these down) ■ Two ideas that I will use in my future teaching (think-pair-share) ■ One big 'A-ha' moment (share with the group)	5 minutes

Notes

Groupings for these activities could either be NESTs working together and LETs working together and then comparing answers, or in mixed groups.

Activities 3–7 can also be used without a facilitator by co-teachers working on their own or in groups in school.

The facilitator may choose to ask participants to bring a textbook to the workshop in order to help with lesson planning.

Materials

Activity 1 – Thought-provoking quotes

Food for thought

'A goal without a plan is just a wish.' Antoine De Saint-Exupery

'Give me six hours to chop down a tree and I will spend the first four sharpening the axe.' Abraham Lincoln

'By failing to prepare, you are preparing to fail.' Benjamin Franklin

'To achieve great things, two things are needed: a plan and not quite enough time.' Leonard Bernstein

Activity 2 – Your views on lesson planning

Discuss the following questions with a partner.

- Why is lesson planning important?
- What are important components of a lesson plan?
- What resources do you use when lesson planning?
- Who (i.e. NESTs or LETs) should plan which parts of a lesson?

Activity 3 – Lesson plan templates

In groups, look at the different lesson plan templates and answer the following questions.

- What is your favourite template and why?
- What is your least favourite template and why?
- What are the components/aspects that were present in every lesson plan template?
- Are there any components that you don't think are necessary and why?
- Are there any components/aspects missing? If so, what and why is it important to include?

Lesson plan examples

Lesson plan 1

Lesson Plan					
Topic		Date		Time	
Book		Grade		Teacher/s	
Classroom setting		Special situation			

Teaching Materials

Objectives

Basic Vocabulary and Sentence Patterns

Procedures	Minutes	Materials/Tools
I. Warm up: II. Activities: III. Assessment/Closure:		

Reflection

(Fulbright.org.tw, 2016)

Lesson plan 2

Lesson Plan	
Course Title	
Aims	
Student Level	
Skills	
Materials and Resources	
Class Periods	
Objectives	

Teaching Procedure			
Activity	**NEST**	**NNEST**	**Time Spent (Minutes)**
1. Greeting			
2. Warm-up			
3. Review the vocabulary			
4. Introduce new words			
5. Vocabulary Review Game			
6. Introduce the sentence pattern			
7. Simulation			
8. Video			
9. Review vocabulary			

(Fulbright.org.tw, 2016)

Lesson plan 3

Level, Book:	Minutes:
Lesson:	Materials:

Objectives:

Motivate:

Present:

Practice (Controlled):

Practice (Independent):

Closing:

Homework:

10

Preparing to co-teach in a LET-NEST partnership with the experiential learning cycle

Michael Free and Michael Griffin

Type of activity	Task-based exploration of the Experiential Learning Cycle to facilitate problem solving in co-teaching contexts
Main focus	Co-teacher pre-service professional development
Learning outcomes	1. Become familiar with the Experiential Learning Cycle (ELC).
	2. Experience using the ELC to reflect on co-teaching experiences.
	3. Develop strategies to increase awareness of points of view between co-teachers.
Length of activity	60 minutes
Mode of delivery	Self-access
Intended audience	LETs and NESTs
Summary	Following a short pre-activity task, the ELC is briefly described. Teachers are walked through the cycle step by step and then work through the cycle independently. Optional post-activity tasks are provided.

Procedures	Timing
1. Make notes about the situation described in the pre-activity task.	5 minutes
2. Read the short text about co-teaching and the ELC.	5 minutes
3. Complete the gap-fill activity introducing the ELC.	10 minutes
4. Read each section of the walk-through and write responses, with reference to the situation you thought about in the pre-activity task.	15 minutes
5. Work through the cycle from the alternative point of view.	15 minutes
6. Use the situations described or your own ideas for further practice with the ELC (optional).	10 minutes

Notes
This activity sequence is an ideal way to talk with a co-teacher about problems in co-teaching in a non-threatening, non-accusatory and constructive way. The ELC does not ask teachers to apportion blame or make judgments. Instead, the ELC provides a framework for finding positive solutions.

Materials

Activity 1 – A challenging situation

Consider the following situation:

You're co-teaching a class one day. Your new co-teacher has written something on the board, but there's an error. Wanting to help without disturbing the flow of the lesson, you move to the board and correct the error. However, in so doing, you startle your partner and cause a moment's confusion. You're not entirely certain, but you think your co-teacher may be upset.

What would you do about this?

Activity 2 – The co-teaching relationship

Read the following text. Do you agree that co-teaching is like a marriage? What other metaphors describe the relationship?

| Co-teaching – a marriage? |
|---|
| Experienced co-teachers will tell you that success is dependent on the relationship between the two partner teachers. This relationship is so crucial that it is often likened to a marriage. First, these marriages are often arranged. That is to say, the two people who will have to work closely together did not choose each other and, occasionally, did not ask (or even want) to be involved. Second, these marriages are cross-cultural. Communication, difficult enough in any marriage, is even more difficult when the marriage partners come from different cultures. And yet, communication is key to a successful marriage. And it is key to a successful teaching partnership. |

The Experiential Learning Cycle
One tool that co-teachers can use to help when preparing to work in a new situation is the Experiential Learning Cycle (ELC). This cycle is often used as a way to reflect on lessons. It can also be used to structure conversations with co-teachers. In this activity, you will use it to prepare you for communication with your new co-teacher. The ELC requires you to articulate your own thoughts and also to consider an alternative point of view.

Activity 3 – Introducing the ELC cycle

Below is a graphic showing the complete ELC cycle. Read the text and fill the gaps with the missing words. A key is given below.

Here is a diagram of the ELC:
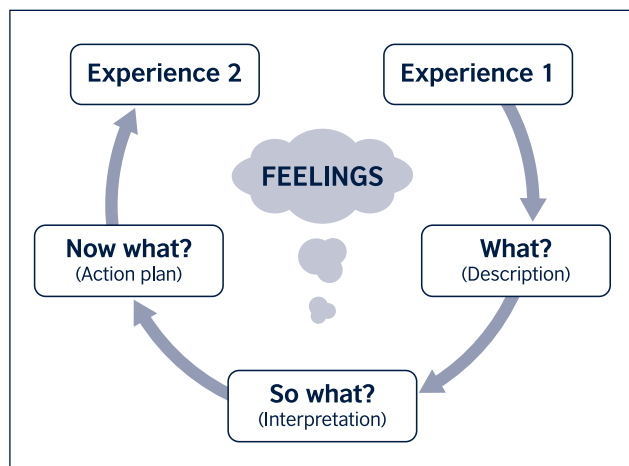
The Experiential Learning Cycle (adapted from Kolb, 1984)

On the upper-right side is the section for a. _____. This is where we 'unload,' openly acknowledging and expressing them. It is important to state what our feelings are because they can affect the other stages if they are not considered or addressed.

What? You now have to be as objective as possible. In this b. _____ stage, we should say what we thought happened in the class. Teachers can say what they saw and heard. The 'What' stage provides a chance for teachers to refresh their memories and be sure they are talking about the same point in the lesson. It is the time for sharing objective data on what happened in the class with a primary focus on what might have helped or hindered student learning. It is not the time for judgments about best practice or sharing beliefs about teaching. It is the time to prepare a rich description of things that happened in class.

So what? This is the c. _____ stage, where we analyse what happened and consider why it might have happened the way it did. Teachers look back to the descriptions written for the 'what' stage and create possible explanations for what happened. In the 'So what' stage, you can make generalisations about teaching and learning. Another way to think of these generalisations is as beliefs about teaching.

Now what? The final stage is the writing of our d. _____, when we state what we will do next time. Teachers' plans should be based on the findings from the previous stages. They should address how a similar situation might be treated in the future. Action plans should be relevant and use specific language about what we will do.

Activity 4 – A walk through the cycle

You will now use your notes from the Pre-activity task to practise the ELC. After reading each section, you should write your responses in the boxes provided.

Feelings. Expressing our emotions is not always easy, but it is important. While the purpose is to state how we feel, we should not assign blame (either to ourselves or someone else). Using 'I-statements' is a good idea: 'I felt a bit embarrassed today,' and 'I was surprised when the words were changed during class,' are fine. 'You-statements', such as 'You made me cry when you changed the words,' should be avoided.

Box 1: Feelings
I was
I felt
I
I

What? For the description, it can be useful to start sentences with 'I heard' and 'I noticed.' Specific statements about student actions and reactions are also helpful. For the example in the Pre-activity task, we might detail the manner and timing of the correction, e.g. 'I noticed when the correction was made, the students wrote the correct version into their books.' Avoid writing phrases such as: 'You made a mistake,' or 'You shouldn't have done that,' or 'Co-teachers shouldn't correct each other in front of students,' or even 'I didn't appreciate that.' These are not objective statements.

Box 2: What?
I heard
I noticed
I
I

So What? The first step in interpretation is when we create a variety of hypotheses about what happened. So here we might say: 'Perhaps I thought the error was a major one,' or 'Maybe I didn't want students to learn the wrong thing,' or 'Maybe my co-teacher thought students couldn't perform the activity without knowing the word.' These are all possibilities from which we can explore our co-teaching.

Box 3: So what?
I was
I felt
I
I

So What? (continued) The second step of the interpretation section is for sharing beliefs or generalisations about teaching. Here we might say: 'I think it is important to have all materials students see be 100 per cent correct,' or 'I think there are times when co-teachers can correct each other,' or 'Co-teachers should never cause each other to lose face in front of students.' This is not an opportunity to attack your co-worker or to offer suggestions for the future but rather to clarify your thinking on key issues of teaching and learning.

Box 4: So what? (cont.)
I think it is important
I think
I
I

Now what? The final stage is when action plans are made. An example might be: 'Next time I see an error in class materials I will find a free moment to check with my co-teacher before making a correction.' Saying 'I will never correct something a co-teacher does,' is not quite specific enough. Also, 'I will try harder' or 'Do better' next time are not clear or measurable enough to have much of an impact.

Box 5: Now what?
Next time I will
In the future I will try to

Activity 5 – Through the cycle on your own

Now you will work through the ELC on your own, asking the same questions and writing down the answers in the same style. However, you will do it from the other teacher's point of view. The objective is not to guess any particular answer, but to explore other possible perspectives while working more with the ELC.

Re-consider the situation:

You're co-teaching a class one day. You've written something on the board, but there's an error. Your new co-teacher quietly moves to the board to make the necessary correction. However, your partner's sudden appearance startles you and causes a moment's confusion. Though you were initially surprised, you weren't particularly upset once you understood what was happening.

Use the ELC to articulate your feelings, describe and interpret what happened, and propose a plan of action.

Activity 6 – Further work on the ELC (optional)

Choose one or more of the following tasks and work through the ELC in the same manner you did above. It is preferable that you do so from both your own perspective and explore other points of view. If you opt for number three, try to keep your hypothetical situation short, simple and specific. In other words, don't try to tackle any big issues in one of your first attempts through the ELC.

Situations for NESTs	Situations for LETs
1. A student comes into the office you share with your co-teacher. She wants to ask a question about the last test. When you offer to help, she requests to speak to 'the real teacher.'	**1.** When in class, a student asks a question about an idiomatic expression or grammar point. Your co-teacher provides an explanation which you know to be wrong.
2. You've been instructed to use 'only English' in your co-taught classes by your director. However, when working with one class, your co-teacher consistently translates instructions into L1.	**3.** Your co-teacher sets up a competitive group activity that requires students to move quickly around the class. This leads to a great deal of noise and confusion.
4. Your choice.	**5.** Your choice.

Alternatives

1. This activity is also suitable for face-to-face work in the following contexts:

    a. Groups of NESTs on pre-service induction programmes or in in-service development programmes.

    b. Groups of LETs preparing to work with NESTs.

    c. LETs and NESTs preparing to work together.

In all cases, after working through the reading passages, teachers complete the boxes independently and then share their answers with a partner. In the case of a mixed group, pairs should comprise a NEST and a LET.

2. NESTs and LETs can use the ELC on a regular basis collaboratively to ensure that misunderstandings do not escalate into serious problems. In this case, they will start at step 5.

Activity 3 answers	
a.	Feelings
b.	Description
c.	Interpretation
d.	Action plan

11

The culture iceberg

George Skuse

Type of activity	Reflective task
Main focus	Considering different aspects of culture and how visible these aspects are. The notion of cultural stereotypes is also explored.
Learning outcomes	1. Develop a better understanding of culture in terms of visibility and invisibility. 2. Consider cultural beliefs in relation to cultural stereotypes.
Length of activity	75 minutes
Mode of delivery	Face to face
Intended audience	LETs and NESTs
Summary	Teachers work through a series of activities designed to develop understandings of culture. Teachers are encouraged to move beyond stereotypical understandings of culture towards understanding individuals as complex cultural beings.

Procedures	Timing
1. Teachers read a short text about surface and deep aspects of culture (independent work).	10 minutes
2. Based on their reading, teachers list aspects of surface and deep culture on an iceberg image (pair work/group work).	15 minutes
3. Teachers then compare their lists to those on the 'answer sheet' (pair work/group work).	5 minutes
4. Teachers make notes on their attitudes to hidden cultural beliefs and think of others from their country that may think differently (independent work). Teachers share their notes in a mingle activity (whole group).	20 minutes
5. Teachers then grade their beliefs according to how stereotypical they are (group work). This activity is designed to promote discussion of whether it is possible to identify stereotypical views or not. In practice, it is very difficult to complete this task but in the attempt a number of important issues may be raised.	15 minutes
6. Finally, teachers complete stem sentences, which should help them to reflect on the cultural activities in this unit.	10 minutes

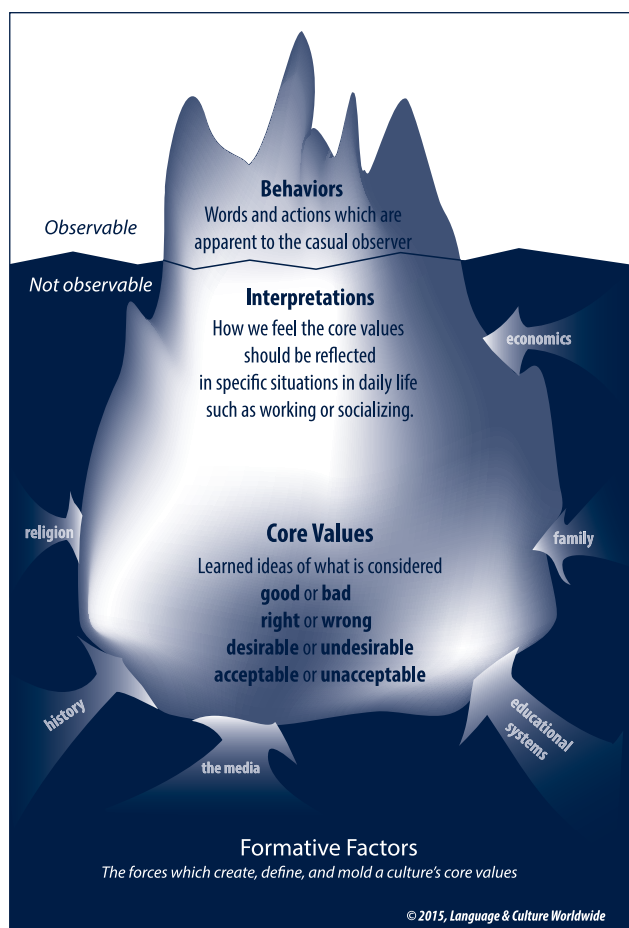| Notes |
|---|
| The activities presented here are designed to help participants to develop a broad understanding of culture and to challenge the notion of stereotype. This should help teachers to look beyond stereotypes when working with people from different cultures. |

Materials

Activity 1 – Why is culture like an iceberg?

Look at the diagram and read the text. As you read, try to think of your own examples of observable and hidden cultural values.

The culture iceberg

When we see an iceberg, the portion which is visible above water is, in reality, only a small piece of a much larger whole. Similarly, people often think of culture as the numerous observable characteristics of a group that we can 'see' with our eyes, be it their food, dances, music, arts, or greeting rituals. The reality, however, is that these are merely an external manifestation of the deeper and broader components of culture – the complex ideas and deeply-held preferences and priorities known as attitudes and values.

Observable

Not observable

Behaviors
Words and actions which are apparent to the casual observer

Interpretations
How we feel the core values should be reflected in specific situations in daily life such as working or socializing.

economics

religion

family

Core Values
Learned ideas of what is considered
good or **bad**
right or **wrong**
desirable or **undesirable**
acceptable or **unacceptable**

history

the media

educational systems

Formative Factors
The forces which create, define, and mold a culture's core values

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Deep below the 'water line' are a culture's **Core values**. These are primarily learned ideas of what is good, right, desirable, and acceptable – as well as what is bad, wrong, undesirable, and unacceptable. In many cases, different cultural groups share similar core values (such as 'honesty', or 'respect', or 'family'), but these are often interpreted differently in different situations and incorporated in unique ways into our daily lives. Ultimately, our **Interpretations** of our core values become visible to the casual observer in the form of **Observable Behaviours**, such as the words we use, the way we act, the laws we enact, and the ways we communicate with each other.

It is also important to note that the core values of a culture do not change quickly or easily. They are passed on from generation to generation by numerous factors which surround us and influence us. These Formative Factors are powerful forces which guide us and teach us. The things our educators and parents teach us, the opinions and ideas we see and hear in the media, the way our laws and social norms structure our world – all of these things (and many more) mould us and our cultural values. Cultural change is never quick and forces, ideas, and beliefs – both new and old – continually impact our way of seeing the world and deciding what matters to us (our **Core Values**), what that means in our personal and professional lives (our **Interpretations**), and how we ultimately act (our **Observable Behaviors**).

So, like an iceberg, there are things that we can see and describe easily … but there are also many deeply rooted ideas that we can only understand by analysing values, studying formative factors, and in many cases, reflecting on our own core values.

(https://www.languageandculture.com/cultural-iceberg, 2016)
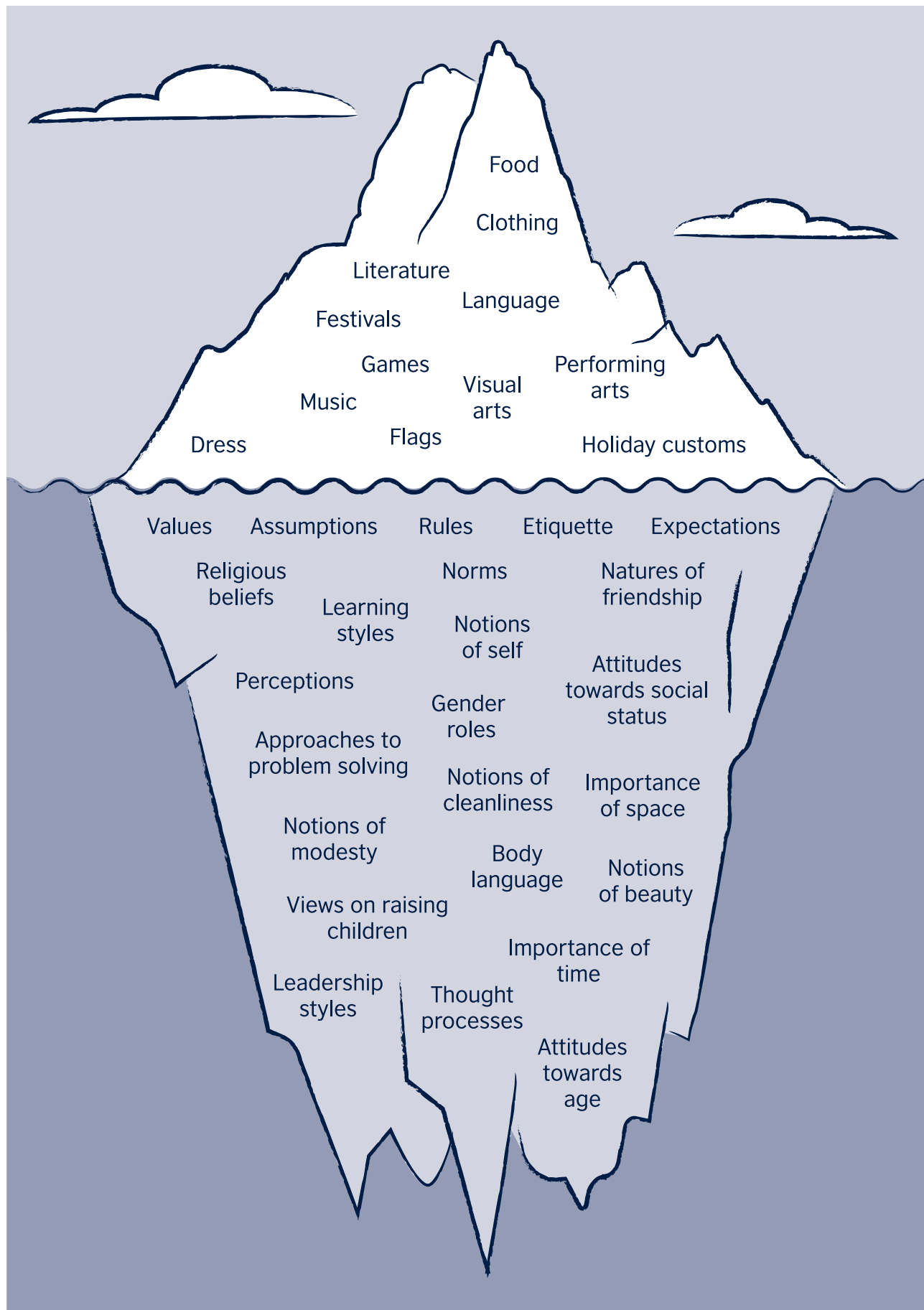
Activity 2 – Cultural iceberg

As the text explains, culture is like an iceberg. Some elements of culture we can readily see, some are more ingrained and not readily visible.

In the figure below, write your own examples of visible and hidden cultural elements. Above the line add visible or 'overt' elements of culture, below the line add hidden or 'covert' elements of culture. Some ideas have been added to get you started. You can do this activity in pairs or in groups.

Clothing

Festivals

Religious beliefs

Notions of beauty
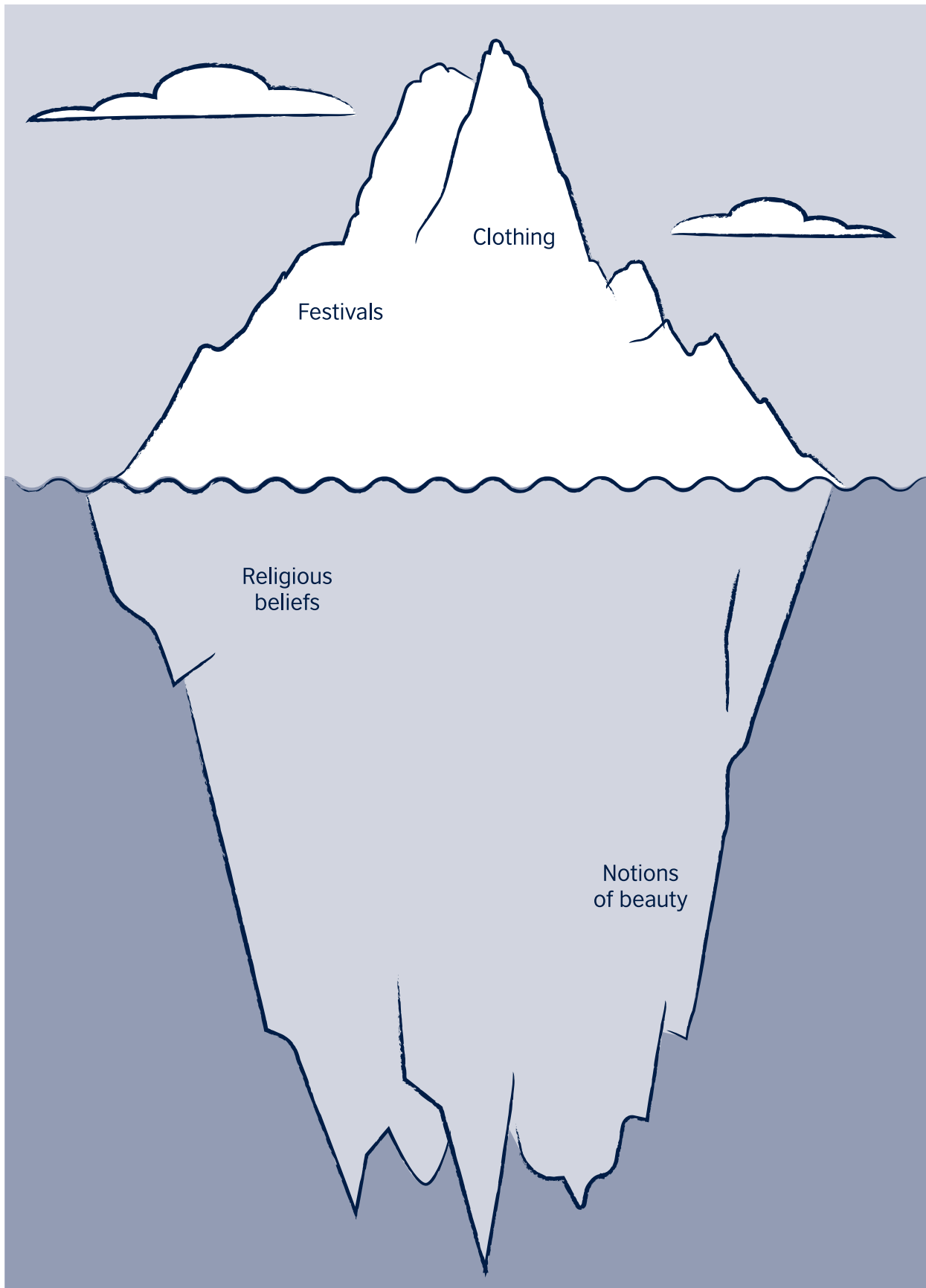
Activity 3 – Elements of the cultural iceberg

Now compare your cultural iceberg to the one below. Did you think of the same ideas?

Food

Clothing

Literature

Language

Festivals

Games

Performing arts

Music

Visual arts

Dress

Flags

Holiday customs

Values   Assumptions   Rules   Etiquette   Expectations

Religious beliefs

Norms

Natures of friendship

Learning styles

Notions of self

Perceptions

Attitudes towards social status

Gender roles

Approaches to problem solving

Notions of cleanliness

Importance of space

Notions of modesty

Body language

Notions of beauty

Views on raising children

Leadership styles

Importance of time

Thought processes

Attitudes towards age

Activity 4 – Identifying your individual cultural beliefs

In the table below, make notes of your views on some elements of hidden culture. In the third column, write the name of a family member, friend or acquaintance from your country who holds different views. Then share your ideas with others in the group.

Hidden culture	What I believe	Name of someone who thinks differently
Views on raising children		
Religious beliefs		
Notions of modesty		
Importance of space		
The notion of friendship		
Add your own here:		

Activity 5 – Stereotypes

A stereotype is defined by the Oxford English Dictionary as: 'A widely held but fixed and oversimplified image or idea of a particular type of person or thing.' (Oxforddictionaries.com, 2016)

To what extent do you think your beliefs conform to the stereotype of people from your country?
In pairs, mark each line with a cross to show where you stand.

1. My views on raising children:

Conform to stereotype   Do not conform to stereotype

2. My religious beliefs:

Conform to stereotype   Do not conform to stereotype

3. My views on modesty:

Conform to stereotype   Do not conform to stereotype

4. My views on the notion of friendship:

Conform to stereotype   Do not conform to stereotype

5. My views on the notion of space:

Conform to stereotype   Do not conform to stereotype

Activity 6 – Thinking about culture

Complete the following stem sentences:

When working with a teacher from another country, problems might arise when
Teachers from another country may or may not share
Celebrating festivals from other countries might
Understanding culture is

Alternatives	
1.	The activities can be done independently in a self-study context. Activity 5 can be omitted, as it is designed to promote discussion.
2.	Teachers who are going to work together could complete the activities and then exchange their answers by email.

12

Who said what?

Fiona Copland, Sue Garton and Steve Mann

Type of activity	Sorting and reflecting
Main focus	Considering a viewpoint from the other side
Learning outcomes	1. Find out about recent research into NEST schemes.
	2. Consider how NESTs and LETs view each other.
Length of activity	40 minutes
Mode of delivery	Self-access
Intended audience	NESTs and LETs
Summary	In this activity quotations from interviews with LETs and NESTs are sorted according to whether they were said by a LET or a NEST.

Procedures	Timing
1. Read the short text about recent research into NEST schemes.	5 minutes
2. Complete Activity 2 on who said what.	15 minutes
3. Check answers with the key.	5 minutes
4. Write a brief policy document on key elements of school life for your school.	15 minutes

Notes
Working in a new environment or with a new colleague will always provide challenges and opportunities. Often these challenges and opportunities are recognised by the people you work with as the activities presented here show. In order to make the most of the opportunities and to overcome the challenges, LETs and NESTs consistently suggest that teachers must communicate with each other.

Materials
Activity 1 – Research into NEST schemes

Read the text and find three issues that researchers have identified in NEST schemes.

Recent research into NEST schemes
A great deal has been written about NEST schemes. Some writers criticise them and some believe they are a good idea. The majority of researchers, however, are interested in the challenges and benefits to teachers and learners of NEST schemes. For example, Luo (2007) found that in Taiwan NESTs found it hard to work with local home-room teachers while the local teachers found it difficult to work with inexperienced NEST teachers. Luo (2014) also found that NEST teachers were able to motivate learners and provide a helpful language model and they also helped local teachers to improve their English skills. However, NESTs were also considered unreliable as they often left their posts with no notice. Ma (2012) provides evidence from Hong Kong that NEST teachers have strong linguistic strengths but are weak in teaching skills, while local teachers are strong in teaching skills but weak in language skills. Our research suggests that local teachers and NESTs are often very perceptive about the strengths of the other group, and about their own weaknesses, and vice versa. For example, a number of local teachers in our study highlighted the energy and motivation of NEST teachers. For their part, NEST teachers were keen to point out that local teachers had very many duties apart from teaching that took up a lot of their time and made it difficult to find planning time. The worksheet provides quotations from local and NEST teachers we interviewed for our research. We think these comments show local teachers and NESTs are sensitive to each other and to the challenges they have to face.

Activity 2 – Who said what?

Read the following extracts taken from interviews with NESTs and local teachers. Decide if you think the comment was made by a NEST or a local teacher, and give a reason why.

Interview quote	NEST/LET teacher? Why?
a. On the first day we were really worried. We couldn't sleep.	
b. I think the teaching roles aren't set in stone. It depends on the context.	
c. If the students know I use L1, they would too, so I say the first rule is to use English. One of the rules. It's an English class!	
d. Be open minded. You can communicate with each other. Communication is really important!	
e. Sometimes the co-teacher walks around and just observes and helps the students. Sometimes they sit at the back and tell everyone to be quiet every couple of minutes. Sometimes they are more involved and mirror what I say in L1.	
f. If you don't communicate with each other because you've had a small misunderstanding, then it will grow and grow over time and eventually there will be a big gap between you and your co-teacher and you'll get to the point where you hate each other! And then the students become the victims.	
g. The person who rules is the principal, the principal rules at every school and if he or she likes English, English gets more money, English gets more time spent on it.	
h. NESTs can be quite vocal and it is hard for local teachers to accept this. Local teachers need to become more globalised to try to understand other cultures as well as their own.	
i. I wish they would make it voluntary for the Korean teachers. For Korean teachers sometimes, not all the time, they get the duty, they get told: 'You have to go and take care of the foreign teacher.'	
j. After I explain the activity, I will go around and if students are having a hard time I'll explain it in the students' L1, one on one.	
k. I think the programme should have a more systematic way of fostering intercultural understanding. For example, understanding the differences in expectation in the workplace. Local teachers are sometimes too indirect and the work/life balance is very important for NESTs.	
l. NESTs need to be flexible and adaptable and they have to … how do I put it … they have to learn to understand their place, not in the sense that you will do what you are told, but they can't come in and change things straight away. They should really spend a lot of time listening and observing and watching and learning about the context that they are working in.	
m. And then during class I'm teaching the lesson but the co-teacher helps with translation and classroom management. So I make a lesson plan and lead the class but it's definitely a collaborative process.	

Now check your answers against the key at the end of this document. Were you surprised by any of the quotations or by who said them?

Activity 3 – Writing a policy document

Imagine you have been asked to write a short policy document for English language teaching for the school where you work or where you are going to work. Write guidance for teachers under the headings:

Policy Document for English Language Teaching
1.   Collaboration between teachers
2.   Understanding the school culture
3.   Using English and the first language in the classroom
4.   Intercultural understanding

Alternatives
1.   This activity can easily be adapted for a training session of either LETs, NESTs or a mixed group, in the following way: Activity 1: Individual work Activity 2: Pair work Activity 3: Pair work Activity 4: Group work
2.   A LET and NEST could also work on these activities independently before they meet each other. Before teaching starts, they could compare their ideas and discuss the similarities and differences with a view to developing greater intercultural understanding.

Activity 2 Answers	
a.	LET
b.	LET
c.	LET
d.	LET
e.	NEST
f.	LET
g.	NEST
h.	LET
i.	NEST
j.	NEST
k.	LET
l.	NEST
m.	NEST

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Acknowledgements

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