Instructions in bilingual co-teaching: collaborative constructions of knowledge and curricular goals

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Conversation Analysis studies on classroom discourse have uncovered intricate ways in which classroom talk is organized, demonstrating recurrently observed patterns and features of instructional activities (e.g., Lee, 2007; Seedhouse, 2004). The scope of these studies include bilingual, multilingual, and foreign language learning contexts, but it has mostly focused on typical classroom formations where only one teacher is present in the classroom. In this paper, I will examine a particular type of bilingual teaching in Korea: co-teaching practices wherein two teachers – an American and Korean teacher – concurrently use both English and Korean to carry out a content-based lesson.

The videorecorded data consist of co-taught kindergarten and second-grade lessons collected over one school semester. Comparing different teacher pairs, this study investigates the interactional organization of co-taught bilingual classrooms to explicate how each teacher pair coordinates their linguistic, nonverbal, and embodied resources in service of implementing an integrated lesson. The combination of a sequential, categorial, and multimodal analysis illustrates how teachers organize the instruction, tasks, and activities as a coherent and orderly set of social actions, how the coexistence of two languages contribute to the interactive construction of linguistic and content knowledge, and the types of participation that result from such collaborative and bilingual instructions. These findings reveal the curricular goals and policies of the bilingual program as oriented to by the teachers and students in classroom interaction, illuminating the locally-constructed nature of bilingual co-teaching practices in the context of South Korea.

References


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