A CASE STUDY ON CO-TEACHING IN EFL CLASSROOMS:
TEACHERS' AND DIRECTORS' PERCEPTIONS OF BENEFITS,
CHALLENGES AND SUGGESTIONS IN WORKPLACE RELATIONSHIPS

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Approval of the Graduate School of Social Sciences

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ABSTRACT

A CASE STUDY ON CO-TEACHING IN EFL CLASSROOMS: TEACHERS' AND DIRECTORS' PERCEPTIONS OF BENEFITS, CHALLENGES AND SUGGESTIONS IN WORKPLACE RELATIONSHIPS

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This case investigated the perceptions of English language teachers and directors on establishing and maintaining workplace relationships between co-teaching partners in English as a Foreign Language (EFL) classrooms considering the perceived benefits and challenges and the strategies to prevent and deal with the challenges. This study was conducted with eight participants including six EFL teachers and two directors in the English Preparatory Program at a private university in Turkey in the spring semester of the 2015-2016 academic year.

The data for this study were collected at three different times throughout the eight-week module through the initial interviews, the progress interviews and the reflection interviews.

The results of the study indicates that establishing mutual workplace relationships between co-teachers provide many benefits to the teachers for developing professionally in English Language Teaching (ELT), working and solving the problems in collaboration, sharing the workload and responsibilities, establishing friendships, and getting more motivated in teaching. However, it is

also indicated that the relationships between co-teachers also provide certain challenges to the teachers including working with irresponsible teachers, having conflicting teaching styles, having difficulties in establishing communication, and losing motivation in teaching. As for the strategies for preventing and dealing with the challenges, the following are suggested: communicating frequently, being open and respectful towards each other, setting routines, working in collaboration, spending time for planning and discussing the personal and classroom-related issues beforehand, sharing the responsibilities equally, discussing the problems and finding mutual solutions, getting help from the administration, and ignoring the minor problems.

ÖZ

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİLEN SINIFLARDA PARTNER ÖĞRETMENLİK SİSTEMİ ÜZERİNE BİR DURUM ÇALIŞMASI: İŞ İLİŞKİLERİNDE FAYDALAR, SORUNLAR VE ÖNERİLER ÜZERİNE ÖĞRETMENLERİN VE YÖNETİCİLERİN GÖRÜŞLERİ

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Bu durum çalışmasında, İngilizce öğretmenlerinin ve yöneticilerin yabancı dil olarak İngilizce öğretilen sınıflarda partner öğretmenler arasındaki iş ilişkilerinde fark edilen faydalar, sorunlar ve sorunları ve önleme ve çözüm yollarını üzerine tutumları incelenmiştir. Bu çalışma, 2015–1016 akademik yılı bahar döneminde Türkiye'de özel bir üniversitenin İngilizce Hazırlık Programı'nda altı İngilizce öğretmeni ve iki yönetici dahil sekiz katılımcıyla gerçekleştirilmiştir.

Bu çalışmada kullanılan veriler, sekiz haftalık kur boyunca üç farklı zamanda uygulanan ön görüşmeler, ilerleme görüşmeleri ve yansıma görüşmeleri aracılığıyla toplanmıştır.

Çalışmada elde edilen bulgular, partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın İngilizce öğretmenliği alanında profesyonel olarak gelişmeleri, birlik içinde çalışmaları ve problem çözmeleri, iş yükünü ve sorumlulukları

paylaşmaları, arkadaşlık kurmaları ve öğretim süreçlerinde motivasyon edinmeleri açısından öğretmenlere bir çok fayda sağladığını göstermektedir. Partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın öğretmenlere sorumsuz öğretmenlerle çalışma, birbiriyle zıt düşen öğretme şekilleri uygulama, iletişim kurmakta zorluk çekme ve öğretim sürecinde motivasyonunu kaybetme gibi belli zorluklar getirdiği de gösterilmektedir. Sorunları önleme ve sorunlarla başa çıkma yöntemleri ile ilgili olarak ise şu stratejiler önerilmektedir: sık iletişim kurmak, birbirine karşı açık ve saygılı olmak, birlik ve uyum içinde çalışmak, kişisel ve ortak sınıfları hakkındaki konuları tartışmak ve önceden planlamak için zaman ayırmak, sorumlulukları eşit paylaşmak, problemleri tartışıp ortak çözümler bulmak, yöneticilerden yardım almak ve küçük problemleri göz ardı etmek.

Anahtar kelimeler: Yabancı dil olarak İngilizce öğretimi, ortak öğretim, partner öğretmen, işbirliği, iş ilişkileri kurma

To my beloved husband, devoted parents and supportive colleagues

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EFL   English as a Foreign Language

ELT   English Language Teaching

ESL   English as a Second Language

CHAPTER 1

INTRODUCTION

1.0   Presentation

The first chapter offers an introduction to this study. Firstly, relevant background information is provided. Then, the problem is stated by describing the aim and purpose of the study, and the research questions to be addressed are presented. Lastly, the key terms used in this study presented.

1.1   Background to the Study

In the past, instruction to a class was delivered either by only one content or general teacher with full responsibility or by many teachers independent of each other in different fields of traditional education. However, co-teaching, which is currently becoming a popular instruction delivery model, has been experienced by teachers in many different fields of education on demand. Implementation of co-teaching system for language teachers and learners in English as a Foreign Language (EFL) settings started to gain popularity as well in the recent times (Pardini, 2006). This pedagogical model is still not very common, but it is being implemented and adopted in EFL teaching with growing frequency because of its positive outcomes for both teachers and learners (Jang, Nguyen & Yang, 2010).

A general definition of co-teaching is that "two or more professionals jointly deliver substantive instruction to a diverse, blended group of students in a single physical space" (Friend & Cook, 2013, p. 113). As for another explanation of co-teaching suggested by Conderman, Bresnahan and Pederson (2009), co-teaching requires the meaningful involvement of at least two competent teachers rather than the implementation of instructional practices individually in the process of delivering instruction to a group of students in the same classroom. Crow and Smith (2005) also define co-teaching as a method of instruction in

which two teachers of equal status work collectively by sharing the processes of planning, instruction and assessment to create a learning environment. Unlike the definition suggested by Crow and Smith (2005), Roth (2002) defines co-teaching as a form of situated learning in which a more experienced teacher works with a beginning teacher to train him or her how to teach.

In order to understand its meaning and connotations better, it will be useful to review the co-teaching concept addressed, referred and defined in many different ways in the literature such as collaborative teaching and team-teaching.

First of all, co-teaching is referred to as collaborative teaching by many researchers. Collaboration can be perceived as the "work and activity of a number of persons who individually contribute toward the efficiency of the whole" (Honigsfeld & Dove, 2010, p. 6). As for the field of language education specifically, the concept of collaboration can be regarded as the mutual working practice of teachers in order to meet the needs of EFL learners while not necessarily teaching together in the same classroom at the same time (Jacobson, 2012). According to Bouck (2007), when two teachers of equal status work together to create a learning environment by sharing the planning, instruction and assessment processes, this practice can be called as collaborative teaching or co-teaching. As is emphasized in this definition, it is usually expected that the teachers working collaboratively have similar instructional skills and they are of similar or equal status to be more effective in collaborative teaching process. In this instruction delivery process, while collaborating with each other, the main aim of teachers is to create a classroom atmosphere in which they value all students and make them participate in classroom activities. (Friend & Bursuck, 2012; Salend, 2011). Although the concepts of collaborative teaching and co-teaching have almost the same meaning, the concept of co-teaching is the most commonly referred one both in studies and in practice.

The terms mentioned in these definitions like co-teaching and collaborative teaching are usually used interchangeably as actually they have the same conceptual meaning about types of collaborative instruction although the

application of this experience can differ in many ways in practice as there are various models of co-teaching which will be presented in the following chapter. According to Cook and Friend (1995), co-teaching has four basic components including two teachers working in collaboration, delivery of instruction by these two teachers, a heterogeneous group of learners and a single specific classroom. These co-teaching components are incorporated into many co-teaching strategies in education, and team-teaching is one of these co-teaching strategies which is commonly implemented (Hang & Rabren, 2009).

As team-teaching is one of the several models of co-teaching, co-teaching is also referred as to team-teaching, and these two concepts are also used interchangeably in the literature regarding co-teaching as a more general connotation of team-teaching. According to Jang (2006), team-teaching can be defined as two or more teachers working together, being concerned with the sharing of classroom experiences, taking collective responsibility for teaching and establishing productive dialogues with each other. Similarly, ''any time two or more teachers work together to guide an individual learner or a group of learners toward a set of aims or objectives, that type of teaching can be called team-teaching'' (Japanese Ministry of Education, Science, Sports and Culture, 1994, p. 14). Goetz (2000) differentiates team-teaching into two main categories including the one where two or more teachers teach the same learners at the same time in the same classroom and the one where teachers work together but not necessarily teach the same group of students or at the same time. Although the main goals of teaching partners are almost the same in both settings, according to Shimaoka and Yashiro (1990), "team-teaching in English classrooms, being a relatively new experience, has no established method nor principles which teachers need to follow." (p.23). Thus, it can be claimed that although co-teachers work collaboratively to serve the same purpose while sharing the same classroom, they are not necessarily expected to follow exactly the same routines in their individual teaching practices in turns.

To conclude, these three concepts and their connotations suggest two or more teachers working in collaboration through intended interactions so as to reach a specific pedagogical goal based on mutual agreement (Jeon, 2010). In consideration of all these facts, the concept of co-teaching in this study refers to the collaborative and complementary team-teaching of English, not necessarily at the same time but alternately, in an EFL classroom setting where two English language teachers work together mandatorily, share the responsibilities of that specific EFL classroom in the planning, instruction and assessment process on an equal basis as much as possible, and have constant mutual workplace relationships with their co-teaching partners.

Considering co-teaching experiences in EFL settings in Turkey, the aim of this study is to investigate English language teachers' and directors' perceptions of the benefits, challenges and solutions in workplace relationships during their co-teaching practices in EFL classrooms, and to suggest possible solutions to the problems that are shared during the interviews. Thus, it was also aimed to give suggestions that can guide and provide valuable insights to prospective and novice EFL teachers to manage their relationships in the co-teaching system efficiently to foster mutually beneficial relationships at work by making use of the opportunities successfully and resolving the conflicts practically.

1.2 Statement of the Problem

The idea of teaching and sharing responsibilities with a partner has been preferred in English language education in many countries for delivering positive results for both teachers and students and developing a pivotal aspect of global education (Jang, Nguyen & Yang, 2010). However, "team-teaching began without any form of pedagogic research to validate it as an effective educational innovation." (Wada, 1994, p.15).

In the literature, several benefits of co-teaching which come along with potential challenges have been frequently addressed by researchers, but as is remarked by Wada (1994), there are not many studies specifically focusing on the

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perceptions of teachers who teach with a partner collaboratively and directors who organize and administer co-teaching practices towards the effectiveness of establishing mutual relationships between co-teachers.

In the recent days, the preference for co-teaching practice is also increasing among language teachers especially in EFL classrooms in Turkey, and it has been preferred in foreign language departments of some universities in Turkey for some time now. Still there are a number of English language departments in Turkey which prefer traditional language instruction offered by only one teacher with full responsibility or separate skills teachers who teach independently and non-collaboratively. The reasons for directors and teachers for continuing this traditional language instruction method rather than starting to implement co-teaching can be as follows: They may find this practice quite new and unfamiliar; they may not have many ideas about how to implement it in EFL settings or they may be unaware of positive and negative outcomes of the process for teachers. Furthermore, they may not be sure of how to deal with the problems, challenges and conflicts that can be encountered during the process. For these reasons, language teachers and directors need to be provided insights through co-teachers' shared experiences and suggestions related to these issues. Hence, prospective teachers, novice teachers, experienced teachers and directors need to be provided insights on the potential benefits, challenges and ways to deal with challenges in co-teaching experiences gained through co-teachers' suggestions and experiences gained during their workplace relationships.

In spite of its popularity and widespread literature dealing with co-teaching experiences of teachers in different countries, perspectives of language teachers and directors in Turkey on mutual workplace relationships between co-teachers have not been investigated so far and it is difficult to find relevant studies in the literature in EFL settings in Turkey. Thus, this study aims at investigating the perceptions of English language teachers and directors working in the English Preparatory Program of a university in Turkey on establishing and maintaining workplace relationships between co-teaching partners in EFL classrooms

considering the perceived benefits and challenges and the ways to resolve interpersonal conflicts between co-teachers.

1.3   Research Questions

The three central research questions and their sub-questions which are addressed in this study are as follows:

i.   What are the perceptions of six EFL teachers on their mutual workplace relationships with their co-teaching partners in EFL classrooms?

  a. What are the benefits of establishing mutual workplace relationships between co-teachers based on the perception of the EFL teachers?

  b. What are the challenges in maintaining mutual workplace relationships between co-teachers based on the perception of the EFL teachers?

  c. In what ways interpersonal conflicts in mutual workplace relationships between co-teachers are resolved according to the EFL teachers?

ii.   What are the perceptions of two EFL directors on mutual workplace relationships between co-teaching partners in EFL classrooms?

  a. What are the benefits of establishing mutual workplace relationships between co-teachers based on the perception of the EFL directors?

  b. What are the challenges in maintaining mutual workplace relationships between co-teachers based on the perception of the EFL directors?

  c. In what ways interpersonal conflicts in mutual workplace relationships between co-teachers are resolved according to the EFL directors?

iii. To what extent are the ideas of the EFL teachers in parallel with the ideas of EFL directors on mutual workplace relationships between co-teachers?

## 1.4	Significance of the Study

Preferring co-teaching as a way of delivery of instruction brings along a number of benefits and positive outcomes as can be seen in the literature. However, as was mentioned earlier, although there are plenty of studies on co-teaching worldwide in general, it is difficult to find studies specifically focusing on the perceptions of partner teachers and directors towards advantages and disadvantages of establishing mutual relationships between co-teachers in Turkish EFL settings.

Therefore, this investigation may contribute to English Language Teaching (ELT) field by filling in this the gap in the literature by finding out English language teachers' and directors' perceptions of the benefits, challenges and solutions in workplace relationships during their co-teaching practices in shared EFL classrooms. This study may also provide possible solutions to the problems through the analysis of the ideas and experiences shared by co-teachers, and in this way it may give suggestions that can guide and provide useful information to prospective and novice language teachers and directors to establish, manage and foster mutually beneficial relationships at work in co-teaching system. Therefore, EFL teachers and directors can gain valuable insights and make necessary adaptations and modifications during the implementation of co-teaching to benefit from the opportunities in the process for co-teachers. The study can also provide useful suggestions for teacher trainers in terms of guiding EFL teachers to prevent potential challenges they can encounter during their mutual workplace co-teaching relationships.

## 1.5	Key Terms

The frequently used concepts in this study are as follows:

English as a Foreign Language: English as a Foreign Language is intended to mean the delivery of instruction process of English language in a setting where English is not spoken as the native language as in Turkey.

Co-teaching: Co-teaching is referred to as teaching of English in a shared EFL classroom by two teachers alternately, collaboratively and complementarily, and sharing the responsibilities of the same group of students' learning of English in that classroom.

Teaching partner: Teaching partner is intended to mean the one of the two teachers who co-teach in a shared EFL classroom.

Collaboration: Collaboration is referred to as the process of teaching partners working together by using their personal teaching skills and providing constructive feedback reciprocally to achieve mutual EFL teaching goals.

Team work: Team work is aimed to mean the cooperative, coordinated and positive-outcome oriented efforts of teaching partners to work efficiently as a team to achieve mutual EFL teaching goals.

*Workplace relationship*s: Workplace relationships are referred to as interpersonal relationships established between two teaching partners to communicate about mutual EFL teaching process, responsibilities, suggestions, goals and outcomes in a shared EFL setting.

CHAPTER 2

REVIEW OF LITERATURE

2.0   Presentation

The review of literature chapter addresses five areas related to co-teaching to be able to clarify the concepts and relevant factors and the literature. First of all, the nature of co-teaching as an instruction delivery model is discussed by focusing on different points. Secondly, possible benefits and challenges in co-teaching relationships are stated. Then, certain suggestion strategies to prevent and deal with the challenges are explained by taking specific planning processes, logistics and needs into consideration. Lastly, previous studies on co-teaching are presented considering the general implementations of co-teaching and the implementation of co-teaching specifically in EFL settings.

2.1   Co-teaching as a Teaching Model

As was emphasized earlier, co-teaching is an instruction delivery model which has been practiced by teachers of different educational fields for a while. In general, it is usually defined as the collaboration and responsibility share between two teachers to offer lessons to all learners assigned to a classroom (Gately & Gately, 2001). However, in order to have a deeper and better understanding of the nature of the model, its origins with initial and emerging definitions, its principles, its stages and its various models and strategies will be discussed in the light of the professional literature.

2.1.1   Origins of Co-teaching

When professional literature is considered, the first implementation of co-teaching practice dates back to 1970s in the United States with the aim of providing support for increasing the implication of learners with disabilities (Mastropieri, McDuffie, & Scruggs, 2007; Murray, 2004). At the time, it was first

claimed by Warwick (1971) that with co-teaching model, it was possible to reach almost each and every learner who had learning disabilities. It went on being referred to as a way for educating students with disabilities in the setting of general education in the middle of 1980s (Bauwens, Hourcade, & Friend, 1989). It was the time when learners with learning disabilities were started to be taken from regular education classes and exposed to one-on-one education system to solve the problem (Loeser, 2015). However, in time, considering the claims that co-teaching could be a good practice for such learners, it was started to be understood that it was possible to decrease the learner-teacher ratio and help such learners who are in need of extra support and individualized education with the help of unique qualities brought by co-teachers to the classroom (Friend, 2007). Friend (2007) emphasized the importance of being aware of the challenges such as needs of co-teachers for comprehensive professional development to be able to perceive the philosophy behind this collaborative teaching model, anticipations for outcomes, strategies to maintain positive working relationships and ways to increase the effectiveness of teaching and learning, but the idea of two or more teachers working collaboratively could be still helpful for disabled learners. In this practice, education was usually provided by one special education teacher who focused on the learning process itself with demonstrations and one general, or regular, education teacher who focused on the curriculum and content (Loeser, 2015).

In addition to general education teachers, paraprofessionals, speech-language therapists, counselors, school psychologists, physical therapists and occupational therapists also contributed to co-teaching system by helping special education teachers to be more beneficial for disabled learners (Lerner, 1971; Lombardo, 1980). In the following decades, an increasing number of schools went on implementing this practice in an unplanned way to integrate disabled students into normal classrooms again to help them improve both socially and academically.

In that period of time, the concept of co-teaching was perceived as the partnering of a general education teacher and a special education teacher or another specialist for educating a group of students with disabilities or other special needs and deliberately meeting their learning needs (Friend, 2008). However, in the process of time, it gained more popularity through changing federal education legislation to meet emerging needs in education (Friend & Cook, 2013). As the positive outcomes of the co-teaching system were observed in special education, the system was started to be implemented in general education settings with increasing popularity. Thus, the actual co-teaching concept emerged upon offering related services and establishing partnerships crossing the traditional boundaries between professionals (Bauwens, Hourcade, & Friend, 1989). Such related co-teaching services through partnerships of professionals first included the ones for talented or gifted children (Hughes & Murawski, 2001).

The practices of co-teaching have evolved informally over the period of time. Following the decades in which the co-teaching system was preferred to educate disabled or gifted learners, the emerging forms of co-teaching using new technologies such as computers in secondary schools were tried decades ago. At the time being, universities were also ready to try this new practice in different fields of education as the demand to specialize was increasing because they realized the narrowness of their expertise (Rabb, 2009).

Following the increasing demand and preference for this relatively new system in different fields of education, towards the present time, the implementation of the co-teaching system for English language learners started to appear on the stage (Bahamonde & Friend, 1999; Pardini, 2006).

2.1.2 Principles and Stages of Co-teaching

Considering the fact that popularity for implementing co-teaching has been increasing in practice and it has been discussed and highly recommended in the literature, certain principles and aspects of this collaborative teaching system

should be taken into consideration in order to be able to understand the process of co-teaching in the research setting of this study in a more meaningful way. Conderman, Bresnahan, and Pederson (2009) draw attention to the following critical principles of co-teaching:

- at least two professionally specialized teachers work together,
- instruction is implemented by each teacher in cooperation meaningfully rather than individually,
- instruction is delivered to all learners in a class by both teachers rather than a group of learner or individuals,
- and instruction is delivered in the same classroom to the same learners.

In addition to these four basic principles, this professional and collaborative work also requires three certain aspects including *planning, instruction*, and *assessment*, which should be handled as a whole (Murawski & Lochner, 2011). Firstly, *planning,* or *co-planning* in this sense, requires co-teachers to use time effectively to share their experiences and expertise with each other and review certain curricular goals at the very beginning to conduct lessons in which they teach in collaboration and all learners learn the subject matter when it is taught for the first time (Murawski, 2010). Secondly, *instruction,* or *co-instruction* in this regard, requires co-teachers to teach the subject matter with their own expertise and multiple instructional approaches while complementing each other by teaching in the same space, sharing responsibilities for materials, differentiating their instructional strategies and helping and managing learners (Murawski & Lochner, 2011; Vostal et al.,2014). Lastly, *assessment,* or *co-assessment* within this context, requires co-teachers share responsibilities while deciding on learners' progress and making formative assessment rather than only summative assessment (Konrad et al.,2014; Vostal et al.,2014).

In addition to the critical principles and the aspects of the co-teaching system, taking the fact that it is also a developmental process, it consists of certain developmental stages as well, and these developmental stages were also observed

in the process of co-teaching in the research setting of this study. According to Gately and Gately (2001), it requires three stages which are *the beginning stage, the compromise stage,* and *the collaborative stage*, and in these stages, it is possible to observe various degrees of interaction and collaboration between co-teachers. In *the beginning stage* of co-teaching, it is usually observed that co-teachers have superficial, polite, guarded and infrequent communication at the very beginning, and they make an attempt on developing professional working relationships with a colleague, sometimes with dissatisfaction, by moving from social relationships. In *the compromising stage*, co-teachers start to communicate more openly and interactively, have a sense of "give and take", come to terms more easily, establish a level of trust and thus move to a more collaborative mutual working relationship. Lastly, in *the collaborative stage*, co-teachers finally communicate much more collaboratively, openly and comfortably with humor, which is usually observable by other teachers and learner (Gately & Gately, 2001).

2.1.3 Co-teaching Models

It is possible to make generalizations for the assumptions related to the co-teaching system considering its basic procedures, aspects and developmental stages mentioned above and observed in the co-teaching systems in various practices and settings. However, there are also different models and instructional deliveries of co-teaching adopted and implemented by administrators and teachers with different instructional aims following the basic procedures, aspects and stages in all cases.

While deciding on the appropriate co-teaching models to be implemented, factors such as the lesson plans and objectives, the lesson activities, lesson plan format, physical elements in the classroom environment, learners' academic and personal needs and the content knowledge of co-teaching teams are usually taken into consideration in the first place (Brown, Howerter & Morgan, 2013). In this process, certain responsibilities in co-planning, co-instruction and co-assessment

are also shared by co-teachers to provide evidence-based and value-added instructional practices and to differentiate instruction (Conderman & Hedin, 2012; Friend & Cook, 2013). In this differentiation process of their instructional practices, co-teachers and administrators in co-teaching settings pick out one or more of the efficacious co-teaching models among the common ones. Table 1 on the next page shows the eight common co-teaching models by presenting the varying names of the model having the same meaning in the left column, the summative descriptions in the middle column, and the names of researchers suggesting the models in the literature in the right column:

Table 1. *Common co-teaching models*

Model	Short description	Resource
One teach-one drift/assist / Supportive teaching / Apprentice teaching	– Teacher 1 instructs the whole class, circulates among the learners, monitor progress, provides feedback and assumes teaching responsibilities – Teacher 2 supports instruction, provides personal attention to the learners as needed and assists the lead teacher – Teacher 1 helps the apprentice teacher develop skills	Bos & Vaughn, 2006; Friend & Bursuck, 2012; Friend & Cook, 2013; Friend, Embury & Clarke, 2015; Honigsfeld & Dove, 2010; Jeon, 2010; Murawski, 2010; Pugach et al., 2012; Salend, 2011; Simons, 2008
One teach-one observe	– Teacher 1 leads the whole class and delivers content – Teacher 2 observes behaviors in the classroom, assesses specific students, keeps a record of the observations	Friend & Bursuck, 2012; Honigsfeld & Dove, 2010
Parallel teaching	– The class is split into two equal heterogeneous groups based on the needs and objectives – Teacher 1 focuses on language objectives – Teacher 2 focuses on content objectives	Friend & Bursuck, 2012; Friend & Cook, 2013; Jeon, 2010; Murawski, 2010; Pugach et al., 2012; Salend, 2011; Simons, 2008; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000
Station teaching / Centers / Mixed ability groups	– Various learning stations are created – Both Teacher 1 and Teacher 2 plan several activities to which small groups of students rotate – Teachers provide individual support with different materials at the different stations	Friend & Bursuck, 2012; Friend & Cook, 2013; Jeon, 2010; Murawski, 2010; Pugach et al., 2012; Salend, 2011; Simons, 2008; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000

Table 1. *Common co-teaching models (continued)*

Alternative teaching	− Teacher 1 delivers instruction to the majority of learners in a large group − Teacher 2 delivers instruction by re-teaching, enriching or pre-teaching to a small group	Friend & Bursuck, 2012; Friend & Cook, 2013; Jeon, 2010; Honigsfeld & Dove, 2010; Simons, 2008; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000
Team-teaching / Interactive teaching	− Both Teacher 1 and Teacher 2 delivers instruction to the same whole group − Teachers deliver the instruction equally, present the main content of the lesson and provides examples and explanations alternately − Teachers share teaching responsibilities equally	Friend & Bursuck, 2012; Friend & Cook, 2013; Honigsfeld & Dove, 2010; Jeon, 2010; Murawski, 2010; Pugach et al., 2012; Salend, 2011; Simons, 2008; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000
Inter-disciplinary	− Teacher 1 and Teacher 2 have different expertise − Teachers collaborate on planning, content integration, teaching and evaluation to develop courses − Teachers integrate curriculum and different fields of study	Davis (1995); Loeser (2015); Murata (2002)
NES and NNES	− Teacher 1, native English speaking (NES), and Teacher 2, non-native English speaking (NNES), complement each other − Teacher 1 facilitates communication in English, serves as a language and culture resource, and focuses on fluency − Teacher 2 teaches grammar and learning strategies, understands students' needs, answer the questions, knows curriculum, tests, and course books, focuses on accuracy	Barratt & Kontra, 2000; Carless, 2006b; Carless & Walker, 2006; Medgyes, 1994; Ozturk & Atay, 2010; Park, 2014; Tang, 1997;

As is suggested as the most effective co-teaching model by Cook and Friend (1995), the observed model in this study is *team-teaching,* or *interactive teaching,* which is claimed to provide certain advantages like equal share of instruction and other responsibilities, extensive modeling, immediate reinforcement, peer feedback for teachers and authentic modeling of strategies as well as some disadvantages like teachers' need for increased planning time and need for developing "smooth back and forth" (Friend & Bursuck, 2012; Friend & Cook, 2013; Honigsfeld & Dove, 2010; Jeon, 2010; Murawski, 2010; Pugach et al., 2012; Salend, 2011; Simons, 2008; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000). Although *team-teaching* is the recommended and prominent model throughout the academic year in the institution in which this study takes place, according to the changing needs of the teachers and learners to combine any of the models, *hybrid* model, which is suggested by Flanagan (2001), can also be observed from time to time.

2.2   Benefits and Challenges in Co-teaching

Although the popularity of the co-teaching system is gradually increasing as was mentioned earlier, considering the present literature, research on the effectiveness of the system in different fields of education is limited. However, there are still a certain number of preliminary findings that show that co-teaching could be regarded as an effective and meaningful system which provides benefits for teachers, learners and institutions (Cohen & DeLois, 2001; Gillespie & Israetel, 2008). Crow and Smith (2005) also suggest that when a teacher shares experiences and responsibilities of a class with a colleague, their personal values and assumptions about both teaching and learning are enlightened without being aware with the help of this shared co-teaching practice.

On the other hand, Chanmugam and Gerlach (2013) claim that also there are potential challenges to co-teaching experiences. For instance, according to Ginther, Phillips and Grinseki (2007), it is inevitable that some differences in opinions and power imbalances appear between co-teachers. Harris & Harvey

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(2000) assert that "an implicit value is being lived out in front of them: that differences in perspective are beneficial to learning, acceptable, and encouraged" (p.29). Taking all these into consideration, potential benefits and challenges in co-teaching practices for teachers will be discussed in view of different researchers considering the possibility that they will also be experienced by the participants of this study. Some potential positive and negative outcomes of co-teaching implementations in terms of learners will also be referred as to teachers' and learners' shared experiences in the co-teaching system can overlap from time to time.

2.2.1   Benefits and Challenges for Teachers

Co-teaching is a process in which teachers work collaboratively and undergo various experiences with their teaching partners including good and bad ones. That's why teachers are subjected to both benefits and drawbacks of this process in many ways. In the literature, there are many documented claims regarding both benefits and challenges in co-teaching for teachers.

Benefits of co-teaching for teachers can be seen in many different areas. Firstly, when teachers maintain co-teaching and mutual working relationships successfully, it results in mutual support for personal and professional development and growth because they can share ideas and develop curriculum together as they do not have to work in isolation, which usually results in increased motivation and improved instructional practices (Fullan, 1991). Such mutual relationships help teachers learn from each other and share instructional methodologies, ideas for curriculum development and new teaching practices, which all contribute to their professional development (Murata, 2002; Sandholtz, 2000).

Chanmugam and Gerlach (2013) claim that the co-teaching system also help personal development by encouraging teachers for peer observation which provides a meaningful setting to observe and learn about the partner's natural teaching style as well as peer feedback to navigate productive relationships in the

shared reflective process of co-teaching. In this way, teachers develop their own sense of how to be authentic in the classroom and learn to be responsible for teaching course content in the co-teaching system. Austin (2001) interviewed 12 co-teachers in K-12 in New Jersey for his qualitative study and he found that "general education teachers generally considered co-teaching to have contributed positively to their professional development: Special education co-teachers cited an increase in content knowledge, and general education co-teachers noted the benefits to their skill in classroom management and curriculum adaptation." (p. 250).

In addition to the benefits to personal development, co-teaching practice also fosters the development of teacher effectiveness as a result of conceptualizing and structuring a course collaboratively; brainstorming ideas for student learning activities, assignments and projects; developing competence with assessing and providing effective feedback to students, and having accountability and intentionality in planning, instruction, and assessment (Chanmugam & Gerlach, 2013). Furthermore, when successful co-teaching practices are managed, it is possible to observe benefits in the assessment process as well. For example, according to Brenan & Witte (2003), when two teachers rather than one document observations, observe the evidence of learning and thus collect more meaningful assessment data with their different perspectives, it results in much more effective and reliable assessment of students' learning.

Although co-teaching practices provide certain benefits for co-teachers, sometimes the process can be challenging, too. For example, one of the commonly-encountered problems is establishing parity between partner teachers (Leatherman, 2009; Tannock, 2009). This problem is usually confronted especially in *one-teach, one-assist* model because it is not possible to create an environment in which all responsibilities are shared equally when one of the teachers is playing the role of an expert while the other one is just assisting. In other words, required skills in the teaching process are used in an unbalanced way (Vannest & Hagan-Burke, 2010). Interpersonal differences in gender,

personalities, communication styles and teaching styles of co-teachers also result in conflicts from time to time (Carter et al., 2009; Conderman, 2011). For instance, McDuffie et al. (2007) interviewed and observed 32 participants in different countries including Canada, Australia and the United States in their qualitative study and they reported in their findings that co-teachers commonly encounter problems because of incompatibility between them. York-Barr, Ghere, and Sommerness (2007) state that when language teachers have different teaching philosophies, it is a big challenge for teachers who share the instruction process. When teachers have different teaching styles, it can also affect their workload and motivation for teaching because, for example, when one of the teaching partners misses close relationships, direct attention and enough focus on language teaching in a class, and especially when the students are newcomers or new English learners in that class, the other teacher gets obliged to pay more attention while teaching (Platt, Harper, & Mendoza, 2003). Similarly, according to McClure and Cahnmann-Taylor (2010), ideological concerns like differences in status, power struggles and contrasting pedagogies also cause problems for co-teachers. In the presence of ideological concerns, language teachers usually bring differing expectations from the co-teaching system and fail in their conversations and sharing their pedagogical content knowledge, so they should be trained in this issue to be able to solve such problems (Arkoudis, 2006).

In addition to the challenges arising from differences between co-teachers, some problems also occur in the absence of administrative support or while planning the instruction process (Jang, 2006). The reason why they encounter problems in the planning of instruction process is the fact that they have a limited period of time in which they also have to deal with other on-campus course obligations and schedule planning and prepare materials for teaching while co-planning is already time-consuming enough (Eick, Ware & Jones, 2004). According to Roth (2002), when co-planning fails in advance of instruction, problems like gaps in the prior knowledge of the previous lesson occur as the preceding teacher does not know what was taught and what students learned in

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their alternating courses, which usually affects the teacher's delivery skills and the quality of instruction. Actually most of the time teachers confront planning problems in scheduling a planning time when they feel the lack of administrative support to reduce the number of long teaching hours or other demanding tasks (Carter et al., 2009). In other words, administration plays a crucial role in the process. Regarding this issue, Greg and Cahnmann-Taylor (2010) report that unfeasible workload, insufficient teaching materials and inadequate time for communication and goal setting offered by administrators result in undesirable conflicts between co-teachers. McClure and Cahnmann-Taylor (2010) also state that when administrators assign co-teachers without consulting them or in opposition to their desire, it is inevitable for teachers that problems like hostility, indignation, and stress arise during the co-teaching system.

2.2.2 Benefits and Challenges for Learners

While teachers undergo various experiences during their co-teaching practices, learners also usually undergo them in a direct or indirect way. These shared experiences are either observable by learners or they get directly exposed to the outcomes of these experiences, so it is possible to see the positive and negative effects of co-teaching on learners as well.

Certain benefits beyond mere learning are produced through co-teaching and they contribute to learners in many ways. First of all, learners usually benefit from the differences between co-teachers. According to Buckley (2000), when learners are taught by co-teachers with different educational backgrounds and teaching styles, they can have better attention and concentration, participate in class activities and think more independently. Considering EFL settings, co-teachers have different strengths and weaknesses, and so they usually complement each other; as a result, an ideal ELT environment for learners can be built effectively (Medgyes, 1992). According to Jang, Nguyen and Yang (2010), "the students' interests have been increased by being exposed to two different voices, teaching styles and presentations in one class." (p.251).

Secondly, the observation of a successful co-teaching system in which teachers can work in collaboration and communicate well in a holistic context, ignoring the individual differences also affects learners' attitudes and behaviors. When co-teaching is maintained by teachers successfully, learners are also exposed to successful cooperation, collaboration, teamwork, positive interaction, lifelong learning and other outcomes of collaborative efforts between teachers, which they can take as a model (Loeser, 2015; Sandholtz, 2000). Learners are also encouraged to value this cooperation when they observe the collaborative work of co-teachers by getting beyond the borders (Jang, Nguyen & Yang, 2010).

Finally, the learners' success level is also influenced by this teaching system applied in the classroom. For example, York-Barr, Ghere, and Sommerness (2007) investigated the process of implementing co-teaching in the first and second grades in the United States, followed about 150 English language learners each year for three years in eight co-taught classrooms. The findings revealed that they reported that the learners made positive academic gains considerably when they were co-taught while the learners who left co-taught classes had a decreased rate of academic gain, and they concluded that co-teaching system plays an important role in contributing to the positive academic development and success level of learners.

In case of failed relationships between co-teachers or other problems in co-teaching system, learners can also encounter certain problems and challenges. As it was mentioned earlier, if co-teachers cannot manage to co-plan their instruction beforehand, they are usually uninformed of what was taught to learners during the previous class time, and as students have courses taught by co-teachers alternately in consecutive lessons, they confront problems like a lack of continuity in knowledge and difficulty in following the lesson (Roth, 2002).

In addition, learners are also affected because of the differences in co-teachers' teaching styles. For example, if one of the teaching partners does not have close relationships with students, does not show direct attention to them and does not focus on the language enough while teaching, they usually get help from

the other teacher, which usually result in comparing co-teachers and benefitting from only one of them (Platt, Harper, & Mendoza, 2003). Learners are also affected by the differences in personalities of co teachers because even at the very beginning of the co-teaching system, learners tend to identify personal characteristics, abilities, and beliefs that form their future identities and roles (Eick & Reed, 2002).

2.3   Suggestions to Overcome the Challenges in Co-teaching

Although co-teaching provides many benefits to teachers, some problems, conflicts and challenges occur unavoidably in the planning and implementation processes of co-teaching as it was mentioned in the previous section. The reason is usually that co-teaching is a considerably demanding task because certain qualities like mutual trust, mutual respect, equal share of responsibilities, broad-mindedness, the support of administration and enough time for planning are expected (Buckley, 2000; Perry & Stewart, 2005). Although there is also a need for effective personal and professional skills of co-teachers, it is recommended that some other major logistics also be provided (Chanmugam & Gerlach, 2013). Hence, in addition to these sample factors, in order to be able to deal with challenges, get more positive outcomes, and thus, manage the co-teaching system effectively, there are some more suggestions claimed in the literature which are preventive and facilitative which all affect each other. In the contemplation of the negative co-teaching experiences of the co-teachers who participated in this study, basic factors, needs, logistics, supports and requirements for overcoming the challenges in co-teaching, making effective mutual relationships between co-teachers and managing the EFL co-teaching system successfully will be overviewed.

Planning: In the literature, it is commonly claimed by researchers that the number one determining element for successful co-teaching practices is common planning time (Arguelles, Hughes, & Schumm, 2000, Bouck, 2007) as teachers are in need of enough time to discuss their common concerns like teaching goals, learners' work, student problems, classroom management, and topics to be taught

etc. Planning can be on-the spot, day-to-day, week-to-week, or unit-to-unit, and it is recommended that teachers appreciate the needs for change in curriculum and have a sense of responsibility for all students of the shared classroom (Gately & Gately, 2001).

In the planning process, it is important for co-teachers to have a coherent plan which is agreed on mutually; thus, miscommunication can be reduced and the process can be managed successfully (Rea & Connell, 2005). According to Stewart and Perry (2005), making necessary plans with the teaching partner before lessons is a very important detail in the process as teaching objectives need to be expressed, discussed and arranged judiciously (Stewart & Perry, 2005). In addition, high-quality lesson planning is extremely important for co-taught classes in terms of deciding on teaching and learning goals and activities for success (Mastropieri et al., 2005). In the planning process, it is recommended that co-teachers also take time to plan relevant materials and assessment types, and it is also recommended that they plan a schedule to reflect on lesson plans and effectiveness of their applications (Carter et al., 2012). In case of time limitation or lack of enough time, teachers can benefit from technology and use relevant planning tools (Tannock, 2008).

Administrators' support: Administrators' influences are remarkable in terms of providing cooperation to the implementation of co-teaching (Pancsofar & Petroff, 2013). Especially while planning and organizing the co-teaching system, assigning and matching teaching partners and distributing duties, managing the administration of institutions play a crucial role. For example, Murata (2002) draws attention to the point that teachers should be allowed to choose their teaching partners and the curriculum in order to encourage the motivation to collaborate with a colleague; otherwise, it will be challenging for them to participate in team-teaching practices and they will fall through teacher autonomy. Loeser (2015) adds that "if teachers are arbitrarily placed together, more often than not, the relationship fails and sometimes can even create negative learning environments for students." (p.6). When teaching partners are placed carelessly, it

poses the risk that teachers with confronting teaching styles, different personalities, incompatible priorities get obliged to work together, which may result in an ineffective, unsuccessful and unproductive teaching environment (Brenan & Witte, 2003; Kohler-Evans, 2006).

In addition to the proper matching process of partners, planning time given to partners is also an important factor which should be considered by administrators. Murata (2002) emphasizes that "the effectiveness of the team model hinges on school administrators' abilities to create the time necessary for communication." (p.4). Friend (2007) adds that it is the administrators' responsibility to manipulate the schedule for the co-teachers to meet because time limitations will result in discouragement in collaborative work. In brief, administrators should understand co-teaching system by supporting teacher and learner needs, offering appropriate assessment policies, providing teachers with professional development, providing teachers with reasonable planning time, which will end up with the learner and teacher satisfaction and motivation (Price et al., 2001). For this reason, the administrators who are in charge of organizing and carrying out teaching practices like co-teaching are expected to be competent in designing the professionalism development programs for teachers (Ploessl & Rock, 2014).

Motivation: Teacher motivation is an important factor in language teaching process. It is also important while establishing mutual workplace relationships between co-teachers for a more effective teaching and learning environment. According to Shibley (2006), while assigning co-teachers, their enthusiasm and motivation to spend necessary time with their teaching partners for success should be taken into consideration and if teachers are not willing to collaborate, they should not be compelled to work with a partner; otherwise, the possibility for success will decrease and will probably fail. As is emphasized by Loeser (2015), "no matter what educational level, teachers who engage in team-teaching need to be willing, open to change, and motivated by the possibilities for improved instructional practice and student achievement." (p.5). Similarly, Friend

claims that when two teachers are expected to take part in collaborative work, willingness and positive approach are crucial factors (Friend, 2008).

Personality, attitudes and beliefs: According to Weiss and Brigham (2000), the most important variable in co-teaching success is the teacher personality. Teachers' beliefs and attitudes also play an important role in understanding their ideas, classroom practices, teaching methods, professional development preferences and reactions to educational changes (Beijaard, Meijard & Verloop, 2004; Richardson, 1996). Although teachers can have totally different attitudes and beliefs, it is important that both should believe in that students can succeed and both should be agree upon responsibilities for outcomes (Price et al., 2001). Such differences can bring about conflicts between co-teachers from time to time. Students in co-taught classes can also be affected negatively because of the differences in personalities of their teachers since they are inclined to observe and realize their teachers' personal characteristics and beliefs which can shape their future characteristics (Eick & Reed, 2002). However, the important thing is to make the most of different personalities, attitudes and beliefs of teachers in the co-teaching system because co-teachers can contribute to each other a lot with their individual differences. Students can also get benefit from these differences as they are exposed to classroom activities of different role models with their personal reflections in the classroom.

Responsibility: In co-teaching practices teachers do not work individually and they do not have to take on all responsibilities of teaching, so they need to share certain responsibilities with their teaching partners. "In a true team-teaching model, both teachers should assume responsibility for all types of instructional delivery within clearly defined roles mutually agreed upon throughout the experience (Loeser, 2015, p.5). While assuming responsibilities, discussing them at the very beginning is very important. In this process, co-teachers should decide on specific roles and tasks by consulting each other and taking their personal choices and abilities into consideration, and while deciding on roles and responsibilities to assume, certain factors like learners' academic level, lesson

types, lesson duration and school routines should also be considered (Jang, Nguyen & Yang, 2010). However, above all and in any circumstances, co-teachers should be flexible and eager to agree on the fluidity of assigned roles in this team work (Stewart & Perry, 2005). They should also share their positive beliefs and create the perception that teaching partners are equally responsible for the learning of all learners (Villa, Thousand, & Nevin, 2004).Otherwise, teachers will have to have disagreements and conflicts with their teaching partners.

Conflict resolution: During workplace relationships between co-teachers, conflicts resulting from different factors are usually inevitable between co-teachers. In this sense, *conflict* can be defined as difference between people characterized by stress, disagreement, misunderstanding or polarization and usually results in disappointment, frustration and broken relationships (Kohlrieser, 2006). It may not be always easy to totally prevent conflicts beforehand, but the important thing is to reduce their effects as much as possible, so the first thing is to understand their causes.

The common causes of conflicts are usually differences between people's needs, beliefs and motivations, which can be either complementary or trouble,-making (Helpguide, 2006). In order to prevent trouble, it is important to learn how to deal with them. In the literature, there are certain strategies suggested by researchers to overcome conflicts. For example, On Helpguide (2006), the strategies like recognizing individual differences, being open to adapting one's position with shared information and attitudes and attacking the problem rather than the people are suggested to deal with conflicts.

Kohlrieser (2006) also puts forward certain skills to manage conflicts including forming a bond with the other party, establishing a dialogue and negotiating, raising the issue without being hostile, understanding the causes of the conflict, empathizing with the feelings and views of the other party, and building a positive relationship by balancing emotions. With regard to co-teaching, teachers should be precautious by negotiating issues about instruction and their teaching philosophies at the start of the academic year (Conderman,

2011). If they cannot prevent conflicts, they should use effective communication skills, stay calm, use their body language in a positive way and avoid aggressive reactions while resolving conflicts. According to Sinclair (1998), they should also identify the issue properly, develop alternative actions, analyze the risk and benefits of actions, assess the effectiveness of their intervention and assume responsibilities of both positive and negative consequences as a team. Providing that co-teachers are committed to mutually agreed co-teaching goals, it is possible to deal with some of the unavoidable problems (Herbert & Wu, 2009).Otherwise, it will not be possible for co-teachers to work as a team any more or even if they go on working together, the outcomes of this co-teaching system will be mostly negative.

Communication and relationships: In the co-teaching system, it is not possible for co-teachers to work individually anymore as the system requires working in cooperation and collaboration, being in contact all the time and communicating about their teaching goals, learners' work, improvements and problems, classroom organization and management, assessment criteria, subject matter and topics to be taught and so on. It is important for co-teachers to make meaningful plans to communicate about their roles, responsibilities, teaching philosophies, beliefs and attitudes towards academic learner achievement in their shared class (Conderman, 2011).

When communication, interactions and relationships between co-teachers are considered, interpersonal behaviors come into play. In Schutz's (1992) *interpersonal behavior theory*, the addressed issue is how people interact with each other and work together. According to this theory, the three interpersonal dimensions needed in workplace relationships are *openness,* which requires sharing thoughts and feelings, *control,* which requires balancing decision-making, and *inclusion,* which requires understanding how to associate others, establishing identity and making commitment to the team. In this regard, all aspects of communication have important roles in effective co-teaching relationships and there are certain conditions regarding teachers' communication skills which

should be fulfilled for successful implementation of co-teaching (Brenan & Witte, 2003; Carless, 2006b). Regarding these conditions, Arguelles, Hughes, & Schumm (2000) draws attention to the importance of flexibility and compatibility in communications while Kohler-Evans (2006) emphasizes the importance of consistency and frequency of communication between co-teachers. Teachers' communication skills are usually in parallel with their personalities, so differences in personalities and accordingly differences in communication skills are inevitable.

According to Murata (2002), when partners show respect to each other's differences in personalities, philosophies and approaches while communicating, they manage to establish positive relationships and when partners benefit from each other's strengths in these differences, they also help themselves to improve their weaknesses and develop themselves professionally. Strivers (2008) also emphasizes that since communication encourage teachers to develop relationships, it plays an essential role in successful collaborative partnerships. When one of the partners is not very eager to communicate, it affects both the other teacher's motivation and students' learning (Jang, Nguyen & Yang, 2010).

Collaboration: Actually communication and collaboration are two overlapping key factors as they directly affect each other. When co-teachers fail in effective communication, it also hinders their collaboration as the process requires team work. Teaching partners may have totally different values and beliefs although co-teaching requires having similar values during shared experiences, but the important thing is to manage to serve a common purpose by discussing pedagogical philosophies, expectations and individual roles right off the bat, negotiate ideas during planning and after lessons, agree upon necessary preparations for problem solving and decision making, and communicate face to face rather than by email or telephone for successful collaboration (Jang, Nguyen & Yang, 2010, p.254). Similarly, Dieker and Murawski (2004) claim that face-to-face interaction is one of the most important elements while planning co-teaching designs and discussing instructional problems.

According to Chan and Pang (2006), co-teachers should share their experiences with each other, brainstorm about beliefs on teaching and run through their knowledge collaboratively. Thus, effective teaching practices, high learner achievement and the continuation of school success can be considered as expected results of collaboration between co-teachers (DelliCarpini, 2008). In addition, when teachers manage a balance between being autonomous without totally giving up independence and individuality and being collaborative at the same time with mutual support, interdependence and sincerity, it is also an opportunity for them to promote professional development (Clement & Vandenberghe, 2000).

Professional development: Certain professional skills are also required for successful collaboration in the co-teaching system (Nunan, 1992). According to Richards (1998), there are six basic domains of teachers' professional development: subject matter knowledge, that is, English grammar, discourse analysis, phonology, testing, second language acquisition research, methodology, curriculum development; pedagogical expertise to teach different skills to learners at different ages and with different backgrounds; self-awareness of values, strengths and weaknesses; a deep understanding of learners' learning styles, problems and difficulties; an understanding of curriculum and materials; and finally the acquisition the knowledge and expertise necessary for personal advancement and promotion. It is important for co-teachers to be confident in their ability to fulfill students' needs and to be convicted that professional development is a critical aspect of a successful co-teaching system (Freytag, 2003).

For effective professional development, other key features like content focus, coherence, active learning, and collective participation are also suggested by many researchers in the literature (Desimone, 2009; Dove & Honigsfeld, 2010; Servage, 2008; Wayne et al., 2008). Among these key features, collective practice can be said to be the most important one in terms of co-teaching because teachers have an opportunity to learn from each other a lot in this collaborative work (Darling-Hammond & Richardson, 2009). According to Jang, Nguyen and Yang

(2010), teachers may feel that they are experienced and competent enough, but it should be kept in mind that every teacher needs to improve themselves professionally. They add that having a teaching partner in the professional development process is a chance because teachers can learn different teaching skills from each other, improve their collaborative teaching skills and get more confident if they can turn this experience into an opportunity. According to Desimone (2009), co-teaching practice should be seen as a "powerful format of teacher learning" (p.184). Otherwise, teachers who stand out against collaborating and developing themselves professionally tend to seem traditional, dominant, and autocratic in the class and against self-improvement (Macedo, 2002).

Teaching styles and instructional delivery: Although teachers have their own teaching styles and instruction delivery methods, they should have common teaching goals with their teaching partners as it is team work. In this shared practice, co-teachers should be consistent while delivering instruction and choosing new instructional methods, and they should both feel confident in their content knowledge to support teaching and student learning because if one of the partners feels unconfident in content knowledge, the other will get obliged to compensate instruction (Scruggs, Mastropieri & McDuffie, 2007). According to Prince et al. (2001), for successful implementation of co-teaching, teachers should be able to adapt the curriculum to instructional methods and co-teaching strategies using their knowledge, experience and skills and make use of various instructional methods and co-teaching strategies. They should also create a cooperative learning and teaching atmosphere, continuously assess whether the co-teaching strategies they use work or not to fulfill learners' needs. Additionally, they should be open to change their instruction delivery methods if they are observed to be ineffective. In addition, at the end of the lessons, co-teachers should be able to discuss the achievement level of students and the delivery quality of lesson, and they should be able to make necessary changes in their instruction delivery techniques and teaching styles considering the students' success level (Dieker, 2001).

As for EFL classrooms, co-teachers' common concerns and main teaching objectives should be integrating related ESL teaching methods and giving them more opportunity to listen and understand English by making students more exposed to English language (Hoffman & Dahlman, 2007). In EFL classrooms, co-teachers also should make a consensus with their partners to expose learners as many vocabulary, idioms, slang and formal and informal expressions as possible (Stoessel & Miles, N.d.).

In brief, although co-teaching seems to be beneficial and quite easy to manage at first view, it is actually highly challenging as teachers need certain pedagogical qualities (Carless, 2006a). In this sense, the strategies to overcome the potential challenges include effective planning, administrators' support, high motivation, teachers' non-conflicting attitudes, sense of responsibility, conflict resolution skills, successful communication and relationships, collaboration, professional development, and common teaching styles and instruction deliveries.

2.4   Research on Co-teaching in General

There are many studies found in the literature related to co-teaching in a general sense, but most of them focus on co-teaching in different educational fields rather than language teaching. In the great scheme of things, findings of certain studies in the literature on the effectiveness of the co-teaching system in terms of co-teachers will be presented going around the common characteristics in findings.

In the literature, some researchers focused on the positive and negative outcomes of the co-teaching practice in terms of teachers and presented their findings on potential benefits and challenges. For example, Goodnough et al. (2009) conducted a study to unfold the advantages and disadvantages for pre-service teachers and cooperating teachers who participated in team-teaching and to present the co-teaching models emerging during team-teaching. Pre-service teachers and cooperating teachers working collaboratively participated in the study during a 12-week field experience. At the end of the study, it was revealed

that this practice brings about advantages such as learning from each other, professional support, positive outcomes for learners, teacher confidence, comprehensive feedback on teaching and feedback on classroom experiences as well as disadvantages such as being dependent on each other, getting confused with classroom management issues, being in a competition and losing individuality.

Hoa and Anh (2015) also studied the teachers' viewpoints and attitudes towards team-teaching as a tool for professional development through an interpretation of qualitative data derived from classroom observations and post-observation in-depth interviews with five participants in a People's Police University setting. At the end of the study, certain benefits of team-teaching including experience-sharing and knowledge-broadening, improved teaching skills, enhanced communicative skills, developed cooperative-teaching, and language improvement as well as specific challenges including a lack of required time to spend more time before and after lessons and a lack of definite clarification and understanding of roles were reported by the researchers.

Strategies to either prevent or overcome challenges in co-teaching for the effective implementation of co-teaching were also explored by some researchers. In their studies, they presented certain requirements and suggested useful strategies in their conclusions. For example, Hussin and Hamdan (2016) conducted a study that focused the element of challenges in terms of positive relationship among school administrators, teachers and parents during the implementation of co-teaching in the inclusive classrooms in Malaysia. Data were collected from 30 administrators, 150 teachers and 60 parents in 25 different schools using a 5-point Likert scale questionnaire. At the end of the study, it was concluded that administrators, teachers and parents should seat together, and administrators should include teachers and parents while planning the implementation of co-teaching. The requirement for cooperation to generate power in the form of mutual agreement during the implementation of co-teaching was also concluded.

In another study, Arndt and Liles (2012) explored pre-service teachers' perceptions about co-teaching. Qualitative data were collected from pre-service teachers in two classes in special education and social studies. At the end of the study, it was presented that pre-service teachers do not feel very comfortable in the co-teaching system although they are open-minded to implement it. Upon the analysis of the collected data, Arndt and Liles (2012) suggested that teacher preparation programs should take notice of the fact that students need to be socialized into effective co-teaching dispositions and teachers need to be encouraged to practice collaboration with their partners and developed in content competence for more effective co-teaching practices.

2.5   Research on Co-teaching in EFL Settings

As was mentioned earlier, the effectiveness of co-teaching in foreign languages departments in Turkey has not been investigated so far from language teachers' perspectives. Therefore, there is a gap in the literature in terms of language teachers' perspectives on co-teaching in Turkish EFL settings. In the literature, there are still some studies focusing on co-teaching in EFL settings. The overview of certain studies in the literature on the effectiveness of the co-teaching system in EFL settings in terms of co-teachers will be presented going around the common characteristics in findings.

In the literature concerning the implementation of co-teaching in EFL settings, some researchers drew attention to the positive and negative outcomes of the co-teaching practice in terms of teachers and presented their findings around potential benefits and challenges. For example, Wang (2011) investigated the attitude of Taiwanese pre-service English teachers towards the competition and cooperation with native English speaking teachers in ELT profession. 258 surveys, and 35 interviews from five normal universities and universities of education in Taiwan were employed to primary and secondary English teachers in Taiwan to collect data. The findings revealed the benefits such as feeling interested and being willing while co-teaching and bringing new beneficial

teaching models into classroom in addition to the difficulties such as differing authority, credibility and professional roles of co-teachers in the classroom, the need for more time, an increase in work commitments, the feeling of being compared and marginalized by the students, communication conflicts and tensions between co-teachers resulting from different personalities and background.

In another study, Kwon and Kellogg (2005) examined the evaluation of differences between co-teachers in Korea by looking at two primary EFL classrooms co-taught by a general subject teacher and an EFL specialist in a three-year comparative period of time. Through the analysis of the collected data, the difficulties faced by Korean teachers such as cultural conflicts, classroom management and control issues and a lack of communication were deduced by the researchers. In a similar study, Kim (2010a) investigated native English-speaking teachers' overall evaluation of co-teaching and their co-teaching experiences. Data were collected using questionnaires from native English-speaking teachers' working with Korean English teachers as partners in shared classrooms. At the end of the study, it was found that although native English-speaking teachers preferred co-teaching rather than solo-teaching, certain struggles such as unclear separation and assignment of roles and responsibilities, challenges in classroom management, problems in communication, one of the partners' low participation in lesson planning and implementation, and conflicts in educational values were reported to be commonly encountered.

In another study, Kim (2010b) focused on exploring Korean English teacher's co-teaching practices and perspectives through a narrative inquiry of a Korean high school teacher on co-teaching experiences with 12 reflective journals, two face-to-face interviews, and three follow-up email interviews during a six-month semester. At the end of the study, it was reported that the teacher realized her roles in the co-teaching system as helper to learners, class management aide, careful mediator, psychological supporter, instructional partner, and crisis manager. Thus, the findings of the study revealed that co-teaching experiences come along with the self-realization of co-teachers, which further

contributes to the co-teaching experiences of teachers repeatedly. Certain challenges of the process were also reported by the researcher such as co-teachers' confusions about expectations from them, which should be addressed by policy makers and teacher educators.

In the literature, some researchers also investigated the strategies to either prevent or overcome challenges in the implementation process of co-teaching in EFL settings. The findings of their studies revealed certain requirements and suggestions. For example, Pratt (2014) examined how secondary school co-teachers in an urban Eastern Iowa school district resolved challenges to relationships during co-teaching practices in his grounded theory study. Ten English teachers, and accordingly five teaching partners participated in the study, and data were collected through focus group interviews, interpersonal behavior questionnaires, classroom observations, and individual interviews. Achieving Symbiosis Theory, which explains how co-teaching partnerships became effective in their collaboration through using individual differences and strengths to become interdependent, was suggested in the results to provide useful strategies for co-teachers, administrators and teacher trainers. At the end of the study, Pratt (2014) concluded that factors such as professional development, administrative support, teacher training, honest and open communication, respect and trust, common co-planning times, learning from each other, relying on each other's differences and strengths, feeling included in decision making and having similar teaching philosophies are necessary for strengthened and successful co-teaching relationships.

In another study, Jeon (2010) investigated the co-teaching experiences between native and non-native English teachers in the Korean elementary and secondary school context and collected data using classroom observations and teachers' interviews. The findings revealed that there are certain differences between the co-teaching styles and role distributions in the co-teaching system depending on the non-native teachers' English proficiency and their professional relationships. It was also found that the proper implementation of collaborative

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team work was in parallel with the participating teachers' enthusiasm to cooperate and conceptions created by the dynamics of interaction between the co-teachers either in or outside of the classroom. However, Jeon (2010) concluded that teachers' enthusiasm to cooperate with a partner and dynamics of interaction between partners are an important requirements in co-teaching. Similarly, Park (2014) explored how two co-teachers collaborate during teacher-fronted interactions from a micro-interactional perspective in a Korean EFL context through five 40-min video-taped English co-teaching classes co-taught by a native and a local English teacher. He analyzed how teacher collaboration is initiated and managed and how the presence of two co-teachers is made distinct and benefitted in the work of teaching and learning, and his findings revealed that teacher collaboration occurs to meet unforeseen interactional and instructional needs and collaboration between teachers is a reflection of what is regarded as their strengths. It was also suggested that co-teaching cannot be successful if teachers are not willing to collaborate in constructing the immediate interactional teaching and learning environment because collaboration is as important as performing teaching roles. That is to say, Park (2014) drew special attention to the importance of willingness for collaboration in co-teaching practices.

In another study which drew attention to the key factors in professional development of co-teachers, Stewart and Perry (2005) investigated how interdisciplinary contact between language and content specialists might be viewed as a possible model for teacher development considering a call for collaboration between teachers as a way to enhance the quality of teaching. Data were collected from 14 practicing team teachers who were interviewed over a 2-year period at an English-medium liberal arts college in Japan. After analyzing the data, a model for effective partnership in interdisciplinary team-teaching was presented. According to this model, elements of effective partnership in team-teaching include roles and expectations, experience and knowledge, and personality. To make it clear, Stewart and Perry (2005) suggested that team teachers should understand their roles and expectations of their partner from them,

learn from each other's experiences and share their knowledge with each other. Finally, they should get to know potential partners before selecting a teaching partner as personal incompatibility and inadequate communication skills are commonly encountered problems which cause broken partnerships. In a study which focuses on pre-service teachers, Gan (2014) investigated the influence of significant others on non-native ESL student teachers' professional learning process during field experiences in co-teaching with a focus the on exploration how the ESL student teachers developed their understanding of professional learning in the light of their experiences of workplace relationships with their student-teacher partners, supporting teachers, supervisors, other school staff members. Qualitative data were collected during an eight-week-long practicum from 17 pre-service non-native ESL student teachers. Through the analysis of collected data, it was revealed that there are inevitable negative interactions between student teachers and their significant others and other negative outcomes. It was suggested that there is a need to foster student teachers' adaptation to the context of teaching practice and maximize their professional learning opportunities to make the most of partnership process.

In short, the findings of the studies found in the literature concerning the implementation of the co-teaching system both in EFL settings and in other educational fields reveals certain benefits, challenges and strategies to deal with the challenges confronted while implementing the co-teaching system. However, none of the studies focuses specifically on the mutual workplace relationships between co-teachers. For this reason, the aim of this study is to fill in this gap in the literature by investigating the perceptions of English language teachers and directors working in the English Preparatory Program of a university in Turkey on establishing and maintaining workplace relationships between co-teaching partners in EFL classrooms considering the perceived benefits and challenges and the ways to resolve interpersonal conflicts between co-teachers.

CHAPTER 3

METHODOLOGY

3.0   Presentation

The methodology chapter lists the specific aims in the study. In the first place, the research design is presented including the description of the setting, the participants and the role of the researcher. Then, the pilot study, the data collection instruments, data collection procedure and data analysis methods are explained. Finally, the trustworthiness of the study is discussed.

3.1   Research Design

This study aimed at investigating the perceptions of English language teachers and directors working in the English Preparatory Program of a university in Turkey on establishing and maintaining workplace relationships between co-teaching partners in EFL classrooms considering the perceived benefits and challenges and the ways to resolve interpersonal conflicts between co-teachers. Based on the perceptions of both the EFL teachers and the directors, the three research questions of the study were aimed to be answered focusing on the benefits of establishing mutual workplace relationships between co-teachers, the challenges in maintaining mutual workplace relationships between co-teachers, and the suggested strategies to prevent and resolve interpersonal conflicts in mutual workplace relationships between co-teachers.

In order to answer the research questions, the study was designed as a *case study*, which is defined as a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest" (Bromley, 1990, p.302). According to Yin (2003), in a case study, the researcher simply explores individuals or organizations through complex interventions, relationships, communities, or programs and the researcher cannot manipulate the behaviors of the participants. The phenomenon is explored within its context

using different data sources (Baxter & Jack, 2008). In addition, there are not clear boundaries between the phenomenon and the context (Yin, 2003). As in parallel with these explanations, the researcher investigates a specific phenomenon (mutual workplace relationships between co-teachers) within its indistinguishable context (in shared EFL classrooms in a single institution) through the analysis of the stories of participants (beneficial and challenging experiences in mutual workplace relationships between co-teachers) revealed in multiple qualitative data sources (initial interviews, progress interviews and reflection interviews). Hence, the qualitative case study was chosen as the framework of this study.

In addition, among the variations of case study, this study was specified as being a single case study. In a *single case study*, the researcher focuses on only one issue and chooses one bounded case to be able to illustrate the issue (Cresswell, 2013). As the case in this study focuses on only one issue and is bounded only to the definition (co-teaching) and the context (EFL classrooms), it is specified as a *single case study*,

According to Stake (1995), the *descriptive case study* is used to develop a paper which fully illuminates the intricacies of an experience in a real-life context. As the aim in this study is to describe the experiences during workplace relationships between-co-teachers in their real-life context, the type of this case study can be regarded as *descriptive*.

This case study is based on *social constructivist paradigm*, which is also called *interpretivism*, as the interpretive framework. The reason is that the approach is convenient in terms of requiring the interpretation of subjective meaning experiences by relying on the participants' views and establishing close relationships between the researcher and the participants while participants are telling their stories to describe their views of reality, and the approach is built on the premise of a social construction of reality which is actually relative, depends on perspectives and can be related to the whole (Crabtree & Miller, 1999; Cresswell, 2013; Searle, 1995). In line with these explanations of the *constructivist paradigm*, this study specifies the role of the researcher as the

interviewer with close relationships during the participants' story-telling processes and the analysis is based on the interpretation of relatively real experiences of co-teachers shared in stories by depending on their perspectives to create a meaning to be related to the whole for the social constructivism of reality. Since the participants' stories were collected through the interviews administered to the same participants repeatedly for multiple times over a period of time, lasting eight weeks, without interfering with the subjects, the study was aimed to serve as a longitudinal study.

According to Creswell (2013), the analysis process of a qualitative case study requires making a detailed description of the case and its setting. Hence, the following sections of this chapter provide the setting, participants, data collection tools and data analysis process of the study.

3.1.1   Research Setting

A big foundation university in Turkey was chosen as the research setting in the study. It was carried out in the Department of Foreign Languages of the university. The education in The Department of Foreign Languages is given in a six-floor building with four different teachers' offices on different floors. The education in the English Preparatory Program is conducted by 37 English language teachers with two administrative staff including the director and the assistant director, and the coordination team including the testing coordinator, the material coordinator, the program coordinator and the level coordinators. The participants for this study were chosen from the English language teachers in this department.

In the Department of Foreign Languages, students are placed into different levels of English classes according to their exam results at the beginning of the academic year if they cannot become eligible to start in their departments by getting a very high score so there are EFL classrooms of different proficiency levels including elementary level classes, pre-intermediate level classes, intermediate level classes and upper-intermediate level classes. There are four

modules in one academic year, each lasting for eight weeks, and at the end of each module, students are given a level assessment test and they are eligible to attain the next module with a higher proficiency level if they can pass the test. In every module, each class has lessons for 25 hours a week including 20-hour main course lesson and five-hour writing lesson.

In main course lessons, teachers are responsible for following the level-appropriate course book and the workbook specified by the administration. The course book includes grammar, vocabulary, reading, speaking and listening sections in each unit, and the sections to be covered or skipped in the lessons and the weeks to complete certain units are specified in a pacing schedule designed by the level coordinators at the beginning of each module. The main course teachers are expected to strictly follow the pacing schedule while covering the book because level assessment tests are prepared by the testing team and the team considers the pacing schedules while preparing the tests which are administered in kind for all same-level classes. The teachers are also responsible for using the level-appropriate students' pack prepared by the material preparation team to support the coursebook with grammar and vocabulary exercises which are in line with the topics and contents included in the main course book. Writing lessons are given by a single teacher while main course lessons are given by two teaching partners with equal responsibilities and roles, both teaching ten hours a week. Co-teachers are expected to complement each other's teaching using the same book in their shared classroom by resuming what their partners cover last in the book. Co-teaching in the main course lessons is mandatory in the department, and the teaching partners are chosen by the administrators. The partners are changed by the administrators either at the end of every module or every two modules.

3.1.2 Participants

For this study, the data were collected from two groups of participants including six English language teachers and two directors of the English Preparatory Program. Therefore, this study was conducted with eight participants

in total. *Purposeful sampling* was preferred as the sampling strategy of this study because in this way intentionally selected participants for the case could be the most informative group about the research problem under investigation as is suggested by Creswell (2013). With purposeful sampling, it was intended that the participants had at least two years of EFL co-teaching experience and co-taught with at least two different teaching partners in advance of the beginning of the data collection process in order to be able to acquire enough data about the process. The participants were also expected to have a range of differences in age, educational background, area of specialization, and years of teaching experience. The participants took part in the study on a voluntary basis. In this regard, the consent of the participants was obtained at the beginning in the data collection process (See Appendix A for the informed consent form). The participants were given the opportunity to leave participating at any time of the data collection process. As the privacy of the participants was respected, their names were masked using pseudonyms for ethical considerations.

3.1.2.1 English Language Teachers

The first group of participants included six English language teachers from English Preparatory Program, consisting of three pairs as co-teachers to obtain more meaning, complementary and comparable data. The participants had at least two years of EFL co-teaching experience and co-taught with at least two different partners beforehand. In order to have the necessary background information about the participants, they were asked to fill in a demographic information form. Five of the participants were female while one of the participants was male because the majority of the teachers in the Department of Foreign Languages were female. The ages of the participants ranged between 27 and 29, and they were all Turkish citizens. At the time of the data collection, each teacher was co-teaching with another teacher with whom he or she shared the responsibilities of an EFL classroom in the planning, instruction and assessment processes expectedly on an equal basis, and each teacher was responsible for teaching the main course lessons

for ten hours a week to the same class at the time of the data collection. The pseudonyms with the letters *a* and *b* were assigned to co-teaching partners to hide their real identities. For instance, *Participant 1a* and *Participant 1b* are teaching partners with each other. The demographic profiles of the first group of participants are presented in Table 2:

Table 2. *Demographic profiles of the teachers*

Pseudonym	Age	Gender	Academic Degree	Specialization	Years of EFL teaching experience	Years of co-teaching experience	Number of co-teaching partners
Participant 1a	27	F	BA	American Culture and Literature	5	2	7
Participant 1b	29	F	MA	English Linguistics	5	4	8
Participant 2a	27	F	MA	English Language Teaching	4	2	3
Participant 2b	27	F	MA	English-Turkish Translation and Interpreting Studies	5	5	10
Participant 3a	28	M	MA	English Language Teaching	4	4	7
Participant 3b	27	F	MA	English Language Teaching	5	5	20

3.1.2.2 Directors of English Preparatory Program

The second group of participants included two directors, also called administrators throughout the study, of the English Preparatory Program who had at least two years of EFL co-teaching experience and co-taught with at least two different partners in advance of their administrative roles. The participants included the director and the assistant director of the program, one female and one

male, and they were both 27 years old and Turkish citizens. At the time of the data collection, they were responsible for administering and managing all EFL teaching practices in the program including choosing co-teaching partners. In order to have necessary background information about the participants, they were asked to fill in a demographic information form. In the pseudonyms, *Participant 4* refers to the director while *Participant 5* refers to the assistant director.

The demographic profiles of the second group of participants are presented in Table 3:

Table 3. *Demographic profiles of the directors*

Pseudonym	Age	Gender	Academic Degree	Specialization	Years of administration experience	Years of EFL teaching experience	Years of co-teaching experience	Number of co-teaching partners
Participant 4	27	F	MA	English Language Teaching	2	5	3	10
Participant 5	27	M	PhD	English Language Teaching	2	4	2	4

3.1.3 Role of the Researcher

Until the beginning of the data collection process, the researcher was also a colleague of the participants. She had been co-teaching English with a partner in the research setting for three and half years until the change of her workplace, so she was closely familiar with the setting, participants and the teaching procedures in the English Preparatory Program. It was an advantage for the researcher because as it was suggested by Dwyer and Buckle (2009), having an insider role in a study helps to gather thicker data. She had also experienced positive and

negative outcomes of mutual relationships with her partners during her co-teaching practices in shared EFL classrooms. The researcher was a non-participant observer in the study so, while gathering data from the participants, she tried not to interfere with the process of learning about the participants' perceptions. For reliability, she positioned herself to become objective and non-interfering in the data collection process and to become reflective and interpretive in the data analysis process.

3.2   Pilot Study

In terms of reviewing the research design, procedure and data collection plans and finding out potential shortcomings in the research process, conducting a pilot study plays an important role. Hence, a pilot study was designed and carried out in advance of the present study to guide and provide for insights for this study with a similar sample group in the same setting.

The pilot study aimed to investigate the perceptions of English language teachers working in the foreign languages department of a university in central Turkey on the effectiveness of the relationships and interaction during their co-teaching practices. The following research questions were addressed in the pilot study:

Central research question:

What are the perceptions of English language teachers on their professional   relationships and interactions with their partners in co-teaching practice in   EFL classrooms?

Research sub-questions:

(a) What are the perceived benefits of establishing professional relationships   between co-teachers?

(b) What are the perceived challenges in establishing professional relationship   between co-teachers?

(c) In what ways do co-teachers resolve interpersonal conflicts in their professional relationships?

Accordingly, the study focused on the benefits of co-teaching, conflicts between co-teachers and the solutions to conflicts. The participants of this qualitative case study included five English teachers. The data collection tools were written structured pre-surveys and semi-structured individual interviews. The data were analyzed through coding, categorizing the codes, theming and interpreting the themes that arose interim. The study lasted for about two months. At the end of the process, it was revealed that teaching partners make certain professional and personal profits such as personal development, more fruitful collaborative teaching, brainstorming different ideas, overcoming difficulties in the teaching process together, helping each other in case of necessity, and sharing responsibilities in planning, instruction and assessment. It was also revealed that they encounter many problems while establishing professional relationships with their teaching partners such as an unequal share of responsibilities and role distributions, lack of communication, differences in teachers' personality and differences teaching styles. Finally, certain effective ways were suggested to resolve and prevent the problems such as managing to communicate and collaborate with each other, being patient, tolerant and understanding, and ignoring minor conflicts.

Certain shortcomings were realized in the pilot study and the stages of the study were improved accordingly. First of all, the collected data in the pilot study could not give enough information to answer the research questions and the results were not comprehensive enough to be generalizable, so the research questions were modified and improved to best fit with the answers and give generalizable results. Secondly, the participants of the pilot study were not informative enough to be able to generalize the findings for the population, so the total number of the participants was increased by also including the directors and the participants were decided to be selected through purposeful sampling. Lastly, triangulation could not be ensured enough while piloting the instruments, so the number of the data collection instruments were increased, the interview questions

were elaborated, and the tools were applied at different times for enabling data triangulating and strengthening the findings.

3.3 Data Collection

3.3.1 Data Collection Instruments

Triangulation was achieved by collecting data at three different times in the data collection process and comparing the findings of all instruments in order to enhance data credibility, and strength and confidence in findings to promote a deeper investigation of the case. In other words, the data collection instruments were developed for in-depth understanding of the case, so in-depth interviews were preferred as data sources.

As a result, in order to answer the research questions of the study and collect qualitative data, the following the data collection tools were used: an initial written structured interview for the teachers at the beginning of the eight-week module, a an initial written structured interview for the directors at the beginning of the eight-week module, a semi-structured oral progress interview for the teachers in the middle of the eight-week module, a semi-structured oral reflection interview for the teachers at the end of the eight-week module, and a semi-structured oral reflection interview for the directors at the end of the eight-week module to complement each other and provide in-depth understanding by ensuring the data gathered in sequence but at different times.

The initial interviews held at the beginning of the module included structured questions because it was written to be able to learn about the participants' demographic information and just to find out their initial ideas rather than experiences, and the researcher did not have enough background information about the participants' co-teaching experiences to elaborate on the answers. However, the rest of the interviews held in the middle and at the end of the module were all face-to-face, oral and semi-structured. In a semi-structured interview, "the interviewer has a clear picture of the topics that need to be covered but is prepared to allow the interview to develop in unexpected directions where

these open up important new areas." (Heigham & Croker, 2009, p.186). Thus, in order to be able to refer to their answers given in the preceding interviews and ask follow up questions to go deeper in their responses, semi-structured questions asked orally and face-to-face were preferred for the interviews.

The questions in the initial, progress and reflection interviews were all designed by the researcher to be in-depth in order to able to find out the participants' perceptions of the benefits, challenges and solutions in workplace relationships during co-teaching practices in EFL classrooms, and their suggestions for possible solutions to the problems, and also to be able to answer the research questions of the study.

3.3.1.1 Initial Interview with the Teachers

In the first stage of the data collection process, the English teachers were given an initial written structured interview in the first week of the eight-week module (See Appendix B for the initial interview questions for the teachers). The aim of the initial interview was to learn about the teachers' demographic information, educational background, English teaching background, years of co-teaching experience, number of co-teaching partners and to investigate the teachers' general perceptions of their English language teaching and co-teaching experiences, co-teaching procedures in the institution, the role of administration in co-teaching practices, shared responsibilities between co-teachers in planning, instruction and assessment processes, their initial expectations from the co-teaching system, benefits and challenges in their co-teaching practices until then, their strategies to overcome challenges in co-teaching, and their expectations from their next teaching partner. The interview included 11 structured questions, and the time period allocated to answer the questions was about 20 minutes.

3.3.1.2 Initial Interview with the Directors

In the first stage of the data collection process, the director and the assistant director of the English Preparatory program were also given an initial written structured interview at the beginning of the eight-week module (See Appendix C for the initial interview questions for the directors). The aim of the initial interview was as follows: to learn about the directors' demographic information, current position and responsibilities in the institution, educational background, English teaching background, administration background, years of co-teaching experience, number of co-teaching partners, and to investigate the directors' general perceptions of English language teaching and co-teaching experiences in the institution, present and expected co-teaching procedures in the institution, the role of administration in co-teaching practices, and shared responsibilities between co-teachers in planning, instruction and assessment processes. The interview consisted of seven structured questions, and the time period allocated to answer the questions was about 15 minutes.

3.3.1.3 Progress Interview with the Teachers

In the second stage of the data collection process, only the teachers were given an oral semi-structured progress interview in the middle of the 8-week module (See Appendix D for the progress interview questions for the teachers). The aim of this in-depth progress interview was to investigate the communication dimension between the co-teachers to find out their perceptions of the benefits and drawbacks of having mutual workplace relationships with their current teaching partner, the problems they have encountered thus far, their methods and suggestions to solve these problems while sharing an EFL classroom with their current partner, the effects of the conflicts between co-teachers on the planning, instruction and assessment processes of their teaching, and contributions of this practice to their professional development.

The interview included 13 semi-structured questions, the participants' voices were recorded using an audio recorder to be transcribed for analysis, and each interview lasted for about 20 minutes.

3.3.1.4 Reflection Interview with the Teachers

In the third phase, the English teachers were given an oral semi-structured reflection interview at the end of the eight-week module (See Appendix E for the reflection interview questions for the teachers). The main aim of this in-depth reflection interview was to ask the teachers to confirm and reflect on their previous perceptions considering their all co-teaching experiences throughout the module.

The reflection interview also aimed to find out the changes in their ideas, their further experiences and their perceptions of the additional benefits and drawbacks of having mutual workplace relationships with their current teaching partner, the other problems they encountered, the other methods and suggestions they used to solve these problems while sharing an EFL classroom with their partners, the further effects of the conflicts between co-teachers on the planning, instruction and assessment processes of their teaching, the role of the administration in encouraging co-teachers to establish mutually more beneficial workplace relationships and increasingly positive impacts of co-teaching system on their teaching process, the role of the administration in overcoming the challenges and resolving the conflicts between co-teachers, the further contributions of this practice to their professional development and their suggestions to the others who will be sharing an EFL classroom with a colleague for the first time.

The interview included 18 semi-structured questions, the participants' voices were recorded using an audio recorder to be transcribed for analysis, and each interview lasted for about 25 minutes.

3.3.1.5 Reflection Interview with the Directors

The directors of the English Preparatory program were also given an oral semi-structured reflection interview at the end of the eight-week module (See Appendix F for the reflection interview questions for the directors). The main aim of the reflection interview was to ask the directors to confirm and reflect on their previous perceptions and share their further ideas considering all the co-teaching experiences in teaching and administration process throughout the module.

The reflection interview also aimed to find out their further ideas about the co-teaching practices observed until then including the responsibilities assigned to the teachers, the benefits of the process, the conflicts confronted throughout the process, the methods suggested by the directors to resolve the conflicts, the methods suggested by the teachers to resolve the conflicts, the shared ideas between the administrators and co-teachers regarding co-teaching experiences between partners, the role of the administration in encouraging co-teachers to establish mutually more beneficial workplace relationships and increasing positive impacts of co-teaching system on their teaching process, the role of the administration in overcoming the challenges and resolving the conflicts between co-teachers, and their suggestions to the teachers who will be sharing an EFL classroom with a colleague for the first time.

The reflection interview designed for the directors included 19 semi-structured questions. The participants' voices were recorded using an audio recorder to be transcribed for analysis, and each interview lasted for about 30 minutes.

3.3.2 Data Collection Procedure

Prior to the data collection process, the approval of the Middle East Technical University Human Subjects Ethics Committee was obtained to be able to use the designed data collection tools of the study. The researcher also obtained approval from the Department of Foreign Languages of the research site to be able to collect data from the directors and the teachers in the department. After the

ethical approval process and the implementation of the pilot study, the potential participants were provided with a debriefing form to give information about the general purpose of the study and to ensure confidentiality (See Appendix G for the debriefing form). The data collection process started after receiving the consent of the participants.

As it was mentioned before, in order to better understand the phenomenon, make an in-depth analysis of the collected data, answer the research questions and end up with a generalizable explanation of the process in conclusion, after implementing the pilot study in the very first stage, the data were collected at three stages at three different times with in-depth interviews as can be seen in Figure 1 on the next page:

STAGE 1
At the beginning of the eight-week module

**INITIAL INTERVIEW
WITH THE INSTRUCTORS**

- In-depth interview
- Written
- Structured
- 11 questions
- About 20 minutes

**INITIAL INTERVIEW
WITH THE DIRECTORS**

- In-depth interview
- Written
- Structured
- 7 questions
- About 15 minutes

STAGE 2
In the middle of the eight-week module

**PROGRESS INTERVIEW
WITH THE INSTRUCTORS**

- In-depth interview
- Oral
- Semi-structured
- 13 questions
- Face-to-face
- Audio-recorded
- About 20 minutes

STAGE 3
At the end of the eight-week module

**REFLECTION INTERVIEW
WITH THE INSTRUCTORS**

- In-depth interview
- Oral
- Semi-structured
- 18 questions
- Face-to-face
- Audio-recorded
- About 25 minutes

**REFLECTION INTERVIEW
WITH THE DIRECTORS**

- In-depth interview
- Oral
- Semi-structured
- 19 questions
- Face-to-face
- Audio-recorded
- About 30 minutes

Figure 1. Data collection procedure

After the participants were informed about the general schedule of the data collection process, which means the data were supposed to be collected at the beginning, in the middle and at the end of the eight-week module, the specific times for the interviews were scheduled with the participants considering their availability. The interviews were made in the following order and on the following dates as can be seen in Table 4:

Table 4. *Interview schedule*

		Participant	*Date*
STAGE 1: INITIAL INTERVIEWS	**Teachers**	Participant 1a	12.04.2016
		Participant 1b	12.04.2016
		Participant 2a	15.04.2016
		Participant 2b	14.04.2016
		Participant 3a	12.04.2016
		Participant 3b	13.04.2016
	Directors	Participant 4	11.04.2016
		Participant 5	11.04.2016
		Participant	*Date*
STAGE 2: PROGRESS INTERVIEWS	**Teachers**	Participant 1a	09.05.2016
		Participant 1b	09.05.2016
		Participant 2a	11.05.2016
		Participant 2b	09.05.2016
		Participant 3a	10.05.2016
		Participant 3b	11.05.2016
		Participant	*Date*
STAGE 3: REFLECTION INTERVIEWS	**Teachers**	Participant 1a	08.06.2016
		Participant 1b	07.06.2016
		Participant 2a	10.06.2016
		Participant 2b	08.06.2016
		Participant 3a	08.06.2016
		Participant 3b	07.06.2016
	Directors	Participant 4	10.06.2016
		Participant 5	10.06.2016

3.4   Data Analysis

As it is a qualitative case study and the data were collected through open-ended in-depth interview questions, only the qualitative data were collected and analyzed to answer the research questions. As it was claimed by Creswell (2013), the analysis process of a case study requires making a detailed description of the case and its setting. In order to examine the case comprehensively to learn as much as possible about teachers' and directors' perspectives and teachers' experiences with their co-teaching partners, the data were obtained through the initial, progress and reflection interviews from the teachers and directors, and transcribed and presented verbatim as the interviews were given and answered in English. The transcriptions were left intact and were not edited for accuracy not to interfere with the message.

The data were analyzed through the coding process first by memoing and labeling the words and phrases in the data. While generating the codes, the *descriptive coding* method was preferred summarizing the primary topics of the interview excerpts as suggested by Saldana (2009). In order to have a better analysis of the data, the color coding for the transcriptions were made. In color-coding process, different concepts were highlighted with different colors (See Appendix H for color coding samples). After specifying the codes, coding tables were generated including the numbers and frequencies of the codes encountered in the data. To be able to ensure the inter-rater reliability in the coding process, 14% of the data (an initial interview, a progress interview and a reflection interview) were coded by another researcher who also conducts various research studies in the field of English Language Teaching. The coding results were compared and the codes were found to be consistent.

In order to be able to answer the research questions, the codes with similar ideas were grouped to create categories and end up with certain themes to be interpreted in the framework of a case study. In this study, themes played a very important role by describing the case and meaningful patterns associated with the research questions. The analysis process basically followed the process of the

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categorization of the codes and finding out the themes -based on *the constant comparative method*. The method was described by Maykut and Morehouse (1994) as follows:

> A method of analysing qualitative data which combines inductive category coding with a simultaneous comparison of all units of meaning obtained. As each unit of meaning is selected for analysis, it is compared to all other units of meaning and subsequently grouped (categorizing and coded) with similar units of meaning. If there are no similar units of meaning, a new category is formed. In this process, there is room for continuous refinement; initial categories are changed, merged, or omitted; new categories are generated; and new relationships can be discovered (p. 134).

The implementation of coding, categorizing codes and theming processes of the data in this study by following *the constant comparative method* can be seen in Figure 2 on the next page:

CODING
- Descriptive coding
- Color coding
- Inductive category coding
- Inter-rater reliability through comparisons

CATEGORIZING
- Simultaneous comparing of units of similar meaning across categories
- Continuous refinement of the categories
- Change or omission of categories if necessary
- Addition of new categories if necessary
- Discovery of the relationships across categories
- Converged interpretations

THEMING
- Discovery of themes from categories
- Integration of data for understanding of the case
- Member-checking of interpretations with participants
- Final interpretations

Figure 2. Stages of data analysis with constant comparisons

In this process, working back and forth between the emerging categories was given importance to be ensured with the overall meanings. Throughout the process, instead of treating each data source independently, all the data were converged in the interpretation process to be able to fit with the aim of a case study and understand the overall case. Collaborating with the participants in the process was also made in terms of member-checking to be sure about the interpreted meanings depending on their perspectives to create a meaning to be related to the whole for a social constructivism of reality. At the final stage, the categories and themes obtained through the constant comparisons were presented

in the separate sections in the results chapter to be interpreted. While presenting the themes, a rich and thick description was provided by supporting the themes with pieces of evidence like the participants' quotations which represented the themes, and the codes which represented the inferred meanings in the participants' statements. In this process, the themes were analyzed around the research questions.

3.5 Trustworthiness

The trustworthiness of qualitative data is an important factor in terms of the quality of a study, and there are certain strategies for ensuring trustworthiness including the *credibility* of the study to be believable, the *transferability* of results to other contexts, the *dependability* of the study to be replicable or repeatable, and the *confirmability* of results to be confirmed by others (Guba, 1981).

In order to ensure trustworthiness in this study, the strategies mentioned above were taken into consideration throughout the process. First of all, for credibility, it was ensured that the researcher was at the research site for a long period of time and she was familiar with the site and participants enough; a thick description of the case was provided; the previous research was examined to frame findings; the triangulation of data was provided by collecting multiple data at different times; and the researcher applied member checking with the participants while making reflection interviews during the process and while analyzing the whole data at the end of the process by comparing her interpretation of the emerging codes and themes with the participants' actual meanings to minimize her personal biases, judgments and expectations as much as possible. Secondly, for transferability, it was ensured that the thick description of the research design and the data were provided and the participants were chosen through purposeful sampling to have the most informative group about the research problem. Thirdly, for dependability, it was ensured that the researcher provided the accounts of research procedure in a very detailed way, and she self-closed herself while positioning herself in the study. Lastly, for confirmability, as

it was mentioned earlier the triangulation of data was provided by collecting multiple data at different times to reduce the effect of the researcher's bias; the researcher recognized her beliefs and assumptions and the shortcomings in the methodology of the study; and an in-depth description of the methodology was provided.

CHAPTER 4

RESULTS

4.0   Presentation

In this chapter of the study, the results revealed through the analysis of the qualitative data obtained from the initial interviews, progress interviews and reflection interviews which were administered to investigate the perceptions of EFL teachers and directors on establishing and maintaining workplace relationships between co-teaching partners in EFL classrooms are presented.

In the first instance, the general perceptions on the implementation of the co-teaching system in the institution is described in the participants' eyes including the general EFL routines and EFL co-teaching routines. Other than these, all the results are displayed around the central research questions and focused on the perceptions of the EFL teachers' and directors' perceptions of the *benefits*, *challenges* and *solutions* in workplace relationships during their co-teaching practices in shared EFL classrooms through research sub-questions.

4.1   General Perceptions of the Implementation of Co-Teaching in the Institution

In order to be able to interpret all the data better with more background information about the process to answer the research questions and reach a comprehensive conclusion, following the constant-comparative method for the data analysis, the codes and themes revealed in the answers of the teachers and the directors during the initial, progress and reflection interviews were specified. Then, the interrelated codes were tabled to learn about perceptions on the implementation of general EFL teaching and the implementation of EFL co-teaching in the institution. The answers given to the questions especially in the initial interviews were the most informative about the general perceptions of the implementation process of co-teaching in the institution.

Considering the general implementation of EFL teaching and the co-teaching system in the English Preparatory Program at the time of data collection, the headings which were addressed in the interview questions were explained by focusing on the emergent themes that came out of the categorized codes in the analysis process, and the explanations were supported with the excerpts from the participants' answers to the interview questions.

These headings are as follows:

1. EFL teaching routines

2. EFL co-teaching routines

4.1.1   EFL Teaching Routines

Certain questions related to the teachers' and the directors' perceptions of general EFL teaching practices and procedures in the institution were addressed in the initial interviews to have a better understanding of EFL teaching routines which were expected to be closely related to co-teaching routines. When the overlapping, interrelated and similar codes in the data were connected to each other in meaning and categorized accordingly ignoring the low frequency rates as the data for this background information were only from the initial interviews, the themes related to EFL teaching routines were specified as *predetermined teaching routines* and *in-class routines*.

Theme 1: Predetermined teaching routines

This theme is related to the participants' views of the expected EFL teaching in the institution. In other words, the participants explained what teaching English in an EFL classroom in the institution meant to them as they follow the previously-set procedures, use the previously-prepared materials and get with the previously-determined program. The interrelated codes which reveal the theme *predetermined teaching routines* can be seen with their frequencies in the data in Table 5 on the next page:

Table 5. *The codes regarding the theme 'predetermined teaching routines'*

Code	Frequency
teaching main course for 20 hours a week	9
using pre-prepared teaching materials	6
following the syllabus, the lesson plan and the pacing schedule	5
teaching main course lessons with a partner	3
using audio-visual aids in the classroom	1
assigning reading and speaking projects to students	1
giving feedback to students' work	1
teaching at different proficiency levels	1
teaching integrated language skills	1
implementing eight-week modular system	1

To exemplify, one of the directors, Participant 4, explained the predetermined teaching routines they expect from the teachers in EFL teaching process in the institution touching upon the instruction procedures of main course lessons, teaching hours, materials and assignments as follows:

> Teachers teach main course and writing lessons. Main course involves integration of all four skills as well as the sub-skills like vocabulary, grammar and pronunciation. They teach 20 hours a week. They teach from lesson plans prepared by the coordinators and make use of the materials developed by the material preparation team. They make use of projectors, computers, Google classroom, a main course book and a writing book. They assign reading and speaking projects as well as writing assignments and give students feedback on their assignments. (Participant 4, Female, Initial Interview with the Directors, April 11, 2016)

Another example given by one of the teachers, Participant 3a, who also follows the mentioned predetermined EFL teaching routines is as follows:

> Because most of the instructions are given us written, my teaching experience is mostly carrying out what has been prepared. I start with a warm-up and do what has been planned. (Participant 3a, Male, Initial Interview with the Teachers, April 12, 2016)

As it could be understood from the analysis of the categorized codes, the emergent theme and the sample excerpts, the administrators set certain routines to

be followed by the EFL teachers in the institution and the teachers follow these routines while in their teaching process. Hence, it was revealed that a kind of standardized EFL teaching is adopted in the institution.

Theme 2: In-class routines

The second theme was concerned with the participants' classroom routines in their EFL teaching process to create a successful learning environment for the learners in their classes. That is to say, the participants explained what teaching English in an EFL classroom meant to them as they decide on and make use of their own teaching styles and strategies. The interrelated codes which reveal the theme *in-class routines* can be seen with their frequencies in the data in Table 6:

Table 6. *The codes regarding the theme 'in-class routines'*

Code	Frequency
engaging all students in class activities	3
doing different ELT activities in the classroom	2
teaching communicatively	2
running intense teaching	2
monitoring students in the classroom	2
developing rapport with students	2
confronting challenges practically	1
learning conflict resolution strategies	1
creating a positive learning atmosphere	1
providing meaningful learning	1

For example, Participant 2a who is a teacher explained her teaching style and preference for classroom activities in EFL classrooms while teaching main course lessons as the following:

> I use communicative way of teaching in my classes. I always try to include different types of activities to engage the students to the lesson and make their learning meaningful. (Participant 2a, Female, Initial Interview with the Teachers, April 15, 2016)

Participant 5 who is one of the directors also explained his perceptions of the teachers' in-class routines and their personal experiences in EFL teaching process in the English Preparatory Program in the following extract:

> Teachers meet with new students, new challenges and new struggles. In modular programs, teachers experience how to run more condensed, more intense teaching process. Also they learn how to be more professional in problem solving, crisis management and conflict resolution process in the classroom. (Participant 5, Male, Initial Interview with the Directors, April 11, 2016)

The analysis of the categorized codes and the emergent theme found in the initial interviews revealed that teachers also reflect their own teaching styles, strategies and preferences to their EFL teaching process in their classrooms for creating a successful teaching and learning environment rather than just following the routines determined by the administrators.

4.1.2 EFL Co-teaching Routines

Specific questions about the teachers' and the directors' perceptions of co-teaching practices and procedures in the institution were also included in the initial, progress and reflection interviews to have a deeper understanding of EFL co-teaching routines as a whole with general EFL teaching routines mentioned preceding section. Connecting and categorizing the overlapping, interrelated and similar codes in the data, and ignoring the low frequency rates of the codes as the data for this background information were mostly only from the initial interviews, the themes reflecting EFL co-teaching routines in the institution were specified as *initial expectations, forward-looking expectations, idealized co-teaching, common responsibilities, equally-shared responsibilities, one-sided responsibilities ,administrators' responsibilities, communication routines,* and *changing routines.*

Theme 1: Initial expectations

The first theme was related to the participants' expectations, worries and concerns before their first co-teaching experience in the institution as being

inexperienced and novice co-teachers. The interrelated codes which revealed the theme *initial expectations* can be seen with their frequencies in the data in Table 7 below:

Table 7. *The codes regarding the theme 'initial expectations'*

Code	Frequency
having difficulty in getting familiar with the new partner	2
sharing the workload equally	2
discussing about what to teach and how to teach	2
learning new teaching strategies from each other	1
having difficulty in following the pacing schedule	1
having differences in discipline strategies	1

During the initial interview, Participant 3b mentioned her worries and concerns about her first co-teaching experience as follows:

> I thought that it would be very difficult to share a class with someone whom you do not know well, yet it turned out to be the total opposite. (Participant 3b, Female, Initial Interview with the Teachers, April 13, 2016)

Another participant, Participant 1a, expressed her concerns in a similar way:

> At the beginning, I thought it would be difficult because normally I like having control over my class and students, so the idea of sharing all the duties was a bit irritating. (Participant 1a, Female, Initial Interview with the Teachers, April 12, 2016)

As it could be understood from the sample quotations of the participants and the codes which revealed the theme *initial expectations*, the teachers were usually worried about their first co-teaching practices in their novice times at the very beginning.

Theme 2: Forward-looking expectations

Although the teachers felt quite pessimistic prior to their first co-teaching experiences as being novice teachers, they reported having experienced co-teaching for at least two years and with at least two different partners before they were paired with their current partners as it was ensured with the adaptation of purposeful sampling strategy in the participant selection. In this regard, during the initial interviews, the teachers expressed their expectations from the forthcoming co-teaching system with their prospective teaching partners and their expressions revealed the second theme. Table 8 shows the interrelated codes which revealed the theme *forward-looking expectations* with their frequency in the data set:

Table 8. *The codes regarding the theme 'forward-looking expectations'*

Code	Frequency
having a good communication	2
sharing teaching ideas with each other	2
informing each other about pacing of the lesson	2
showing respect to each other	2
working in collaboration	3
being understanding towards each other	2
complementing each other	1
having a hardworking partner	1
listening to each other's ideas	1
being open-minded	1
discussing classroom-related issues with each other	1

For example, Participant 1a mentioned her expectations from her prospective partner like working in harmony and showing respect to each other, who is Participant 1b, as follows:

> I just want to work in harmony. If we listen to each other and respect each other's opinions, I believe there will be no problem. (Participant 1a, Female, Initial Interview with the Teachers, April 12, 2016)

Below is another example for the forward-looking expectations of Participant 2a from her prospective partner such as informing each other about the flow of the lessons, showing respect to each other, being understanding, and being open-minded:

> My expectation from my new partner is always the same: informing each other about where have left on time, being respectful and understanding, and being open to the new ideas. (Participant 2a, Female, Initial Interview with the Teachers, April 15, 2016)

When compared to the their' initial pessimistic expressions about the co-teaching system, the participants seemed to be more optimistic with the forthcoming co-teaching experiences with their new partners as being more experienced co-teachers.

Theme 3: Idealized co-teaching

The third theme was related to the participants' views of the concepts of an ideal co-teaching setting in the institution. In other words, the participants explained how co-teaching in an EFL classroom in the institution should be to get the best consequences in the process. The interrelated codes which revealed the theme *idealized teaching routines* can be seen with their frequencies in the data set in Table 9 on the next page:

Table 9. *The codes regarding the theme 'idealized co-teaching'*

Code	Frequency
teaching in a collaborative way	3
similar attitudes and teaching methodologies	3
having a qualified teaching partner	2
sharing the classroom responsibilities equally	2
cohesion between co-teachers	2
delivering differentiated instruction	1
good rapport between co-teachers	1
establishing a good rapport with students	1
using conflict resolution strategies	1
supporting each other	1
being approachable towards each other	1
having similar teacher knowledge	1

To illustrate, Participant 5 expressed his perceptions of an ideal co-teaching system drawing attention to the points like the importance of being professional, sharing the responsibilities equally and having cohesion as below:

> Co-teaching system requires professional partners in organization, planning and teaching of the courses. All partners are qualified ESL teachers and they all have equal responsibilities at all times. The optimum classroom setting could be both partners in class dividing the responsibility for teaching as students in the same class man need differentiated instruction and teaching materials. However, cohesion between the partners plays an important role. (Participant 5, Male, Initial Interview with the Directors, April 11, 2016)

The sample excerpt and the codes show that the factors such as teachers' similarity to each other in many aspects and their professional, personal and communicational skills play an important role for an idealized successful co-teaching system.

Theme 4: Common responsibilities

The participants' views of the general co-teaching routines, procedures and responsibilities which are not necessarily shared but adopted collaboratively constituted the third theme. The relevant interrelated codes which disclosed the

theme *common responsibilities* can be seen with their frequencies in the data set in Table 10:

Table 10. *The codes regarding the theme 'common responsibilities'*

Code	Frequency
planning the lessons, the days and the weeks	12
keeping in touch on the pacing schedule	8
teaching consecutively	6
sharing the workload of the classroom	6
talking about the shared class and students	6
delivering main course lessons	4
preparing extra materials	4
using pre-prepared teaching materials	4
expecting students' success	2
following the pacing schedule	2
supporting students	2
evaluating the day	2
sharing the teaching hours of main course lessons	1
sharing the language teaching skills	1
creating a positive learning atmosphere in class	1
discussing assessment procedures	1
solving classroom-related problems	1

For example, Participant 5 explained the co-teaching system in the institution focusing on the number of teaching partners, the division of teaching hours, the preparation of the materials and the instruction plans as the following:

> Our co-teaching system does not involve both partners in the class at the same time, but teachers divide teaching hours and the skills taught. They also prepare necessary teaching materials and plan ways of instruction. (Participant 5, Male, Initial Interview with the Directors, April 11, 2016)

In another example, Participant 2b mentioned the lesson planning and evaluation routines with the following statement on the next page:

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We decide which parts to teach beforehand. At the end of the day, we come together and evaluate the pacing and the needs of students. We decide on the parts to focus on that students need more practice. (Participant 2b, Female, Initial Interview with the Teachers, April 14, 2016)

Participant 2a also talked about their teaching, lesson planning and discussion routines:

We share a class, we share the book, what we teach. My partner teaches something in the class. When she finishes, I ask her what she did in the class, then I continue with that page, something like that. We share what we teach. We plan the lesson. We talk about students, their performance. If we have problems, we discuss about that. (Participant 2a, Female, Progress Interview, May 11, 2016)

As the codes shown in Table 10 on the previous page refer to the participants' views related to the general responsibilities held by the co-teachers collaboratively during co-teaching system in the institution, it could be inferred that common responsibilities mostly revolve about the contents of discussions and communications between co-teachers, classroom practices, teaching materials and teaching plans.

Theme 5: Equally-shared responsibilities

In addition to the common responsibilities shared collaboratively in the institution, the participants also mentioned specific responsibilities which were expected to be shared equally between co-teachers so the participants' relevant comments revealed the fifth theme. The interrelated codes which disclosed the theme *equally-shared responsibilities* can be seen in Table 11 on the next page:

Table 11. *The codes regarding the theme 'equally-shared responsibilities'*

Code	Frequency
providing the class with extra materials	9
teaching language skills given in the book	9
covering the parts in the book	7
evaluating students' work	5
skipping the parts in the book	4
giving and checking assignments	4
giving quizzes and exams	1
doing extra practices before exams	1
sharing the workloads in assessment	1
sharing the workloads in instruction	1
sharing the workloads in planning	1

Participant 2a mentioned the responsibilities in planning, instruction, covering the course book, using extra materials and assessment that she shared equally with her partner, who is Participant 2b, as the following:

> When we share responsibilities with my partner in planning, instruction and assessment, we share the parts to be covered and skipped and the skills to be taught in the book and the extra materials equally. We also discuss and share the flow of the lessons. (Participant 2a, Female, Initial Interview with the Teachers, April 15, 2016)

As can be seen from the participants' comments from the above mentioned sample excerpts and the codes in Table 11 above, co-teachers share the responsibilities of their shared EFL classroom related to the instruction process, lesson planning, materials, exams, evaluations on an equal basis.

Theme 6: One-sided responsibilities

While most of the responsibilities are assumed either collaboratively in the institution or equally between co-teachers during the co-teaching practices, the participants' statements in the interviews also revealed that certain responsibilities are incurred by only one of the partners either by the common consent of co-teachers or by administrators' decisions. The interrelated codes revealed through

the participants' relevant comments disclosed the theme *equally-shared responsibilities* as can be seen in Table 12:

Table 12. *The codes regarding the theme 'one-sided responsibilities'*

Code	Frequency
assigning and evaluating reading projects	11
assigning and evaluating speaking projects	11
using workbook in the class	9
marking the quizzes	5
entering the students' grades on the system	2

The following examples show the statements of one of each co-teaching pair, who are Participant 1a, Participant 2b and Participant 3a, about the division of responsibilities between the teaching partners for the workbook use, the assessment of the projects and homework, and the marking of the quizzes:

> I use workbook in the classroom and assess reading projects of the students, but my partner does not use workbook, and she assesses speaking projects. (Participant 1a, Female, Initial Interview with the Teachers, April 12, 2016)

> My partner only deals with the speaking projects, but I assign and check reading projects, use workbook in the class and mark the quizzes. (Participant 2b, Female, Initial Interview with the Teachers, April 14, 2016)

> For the assessment part, I do, for example, the reading projects. I assign the reading homework, assignments and follow them. She does the speaking ones. And also the workbook is my responsibility; we talked about this before. I am giving the answer keys and also I am checking if they did workbooks at home. (Participant 3a, Male, Progress Interview with the Teachers, May 10, 2016)

As it can be seen in the codes and the examples above, co-teachers claim individual responsibility for just a few tasks about reading and speaking projects, workbook, quizzes, and grading on the system. In other words, most of the responsibilities during co-teaching practices are assumed either collaboratively or

equally in the institution. Therefore, collaboration plays an important role in co-responsibilities, and individuality has no many things to do with co-teaching.

Theme 7: Administrators' responsibilities

In addition to the responsibilities assumed by the co-teachers, the participants also mentioned the responsibilities of the administrators' related to co-teaching system in the institution. Table 13 below shows the interrelated codes concerning the theme *administrators' responsibilities* with their frequency in the data set:

Table 13. *The codes regarding the theme 'administrators' responsibilities'*

Code	Frequency
choosing teaching partners	11
setting the pacing schedules and lesson programs	10
choosing teaching materials	3
considering co-teachers' attitudes and personalities	3
administering quizzes and exams	2
arranging peer observation schedules	2
listening to co-teachers' problems	2
solving teachers' problems	2
considering cohesion between co-teachers	2
considering rapport between co-teachers	2
facilitating communication between co-teachers	2
assigning co-teachers at different proficiency levels	1
considering practicality of teachers	1
considering student evaluation grades for teachers	1
equal workload distribution	1
pairing successful and unsuccessful teachers	1
pairing experienced and novice teachers	1
giving feedback to teachers	1
specifying assessment styles	1
ensuring organization and coordination	1

Participant 5, who is the assistant director, and Participant 4, who is the director, explained their responsibilities in co-teaching system during the initial

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interview focusing on the key factors in the pairing process of the teaching partners, the division of labor between the partners, the arrangement of the scheduler and the procedures, and the problem solving strategies as follows:

> While choosing the teaching partners, instructors' levels in previous modules are taken into consideration. Assigned levels on instructors should not be recursively the same. We consider the practicality and cohesion of the colleagues. Cohesion and rapport of the partners are crucial. In this context, manners and attitudes of the partners is regarded. We distribute the tasks, workloads and lessons equally, facilitate clear communication between the instructors, arrange observation schedules for peer observation, define special needs of partners, set the schedules and produce, and find fair and fast solutions to their problems. (Participant 5, Male, Initial Interview with the Directors, April 11, 2016)

> As administration, we just decide on the partners and while doing so, we take into consideration their student evaluation grades and their personalities also. If one of the partners, let me say, is really energetic, the other should have a kind of similar personality so that they can complement each other. (Participant 4, Female, Reflection Interview with the Directors, June 10, 2016)

The directors' statements in the examples and the participants' opinions that can be seen in the codes in Table 13 on the previous page shows that the directors are the decision makers in the process as the majority of the responsibilities such as pairing the partners, considering the factors affecting the pairing process, choosing the materials to be used, setting the schedules and programs, distributing the workloads, and communicating with co-teachers about any issues are determined, assumed and managed by them.

Theme 8: Communication routines

Co-teachers are expected to be in touch all the time as they share the responsibilities of a shared EFL classroom as mentioned earlier in the previous sections. For this reason, the participants talked about their routines while they were communicating with their teaching partners and they draw attention to certain communication channels they used during the interviews. Table 14

demonstrates the interrelated codes which revealed the eighth theme, *communication routines*:

Table 14. *The codes regarding the theme 'communication routines'*

Code	Frequency
face to face communication	9
sending WhatsApp messages	7
sending text messages	5
visiting in offices	4
talking on the phone	4
break time conversations	2
having regular meetings	1
writing notes on the board	1
meeting in the class	1
sending emails	1

For instance, Participant 1a talked their preference for communicating face to face with her partner, Participant 1b, and explained the reason as follows:

> We prefer talking face to face because I believe people can understand each other better. Sometimes we need to know more details about the procedure. But when you send a message you just give the basic information about the lesson. And, yeah, I prefer face to face. (Participant 1a, Female, Progress Interview, May 9, 2016)

During the progress interview, Participant 3a also mentioned a number of communication channels they used to communicate with each other at the beginning and in the middle of the module:

> Well, mostly nowadays we use WhatsApp, we just text each other, where we left, what we are gonna do. At the beginning of the semester, I used to visit her more often. She is just downstairs. Sometimes, especially if there is something I want to discuss, I prefer discussing face to face so I go visit her in her office. And you know if there is a specific student with a problematic case for example, sometimes we have this problem, or you come together just to talk about how the things are going. If there is such a thing, it's face to face. Other than that, like 'where did you leave, what did you do…' we WhatsApp each other. And sometimes we call each other as well. (Participant 3a, Male, Progress Interview, May 10, 2016)

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In the reflection interview, the same participant mentioned the changes in their communication preferences and the increase in their interest in communicate with each other in their offices towards the end of the module as on the next page:

> I think we didn't use WhatsApp towards the end of the module so we called each other, and I used to go to my partner's office more often, but during the last times she came to my office several times. That was a difference because in the previous times I don't remember her visiting my room, but then I think she felt bad, it was always me visiting her. She didn't talk about it but I noticed it. A couple of times she couldn't find me, we talked about it again but she came to look for me in my office several times, which never happened before. (Participant 3a, Male, Reflection Interview with the Teachers, June 8, 2016)

Although the participants stated that they used a variety of communication channels to communicate with each other as can be seen in the sample excerpts and in the codes in Table 14, the top channel was found to be face to face communication which could be established in the offices, classes or anywhere in the building either randomly or deliberately , but sending WhatsApp messages and text messages were also stated to be commonly used because of their practicality in addition to the other channels of little use like emails and phone calls. All in all, it was revealed that the participants chose the channel which best fit their purposes at that moment.

Theme 9: Changing routines

Although co-teachers set certain routines during their co-teaching relationships throughout the module, they talked about the changes in some of their routines as they got to know each other more closely towards the end of the eight-week module. The interrelated codes revealed through the participants' expressions related to the theme *changing routines* as can be seen in Table 15 on the next page:

Table 15. *The codes regarding the theme 'changing routines'*

Code	Frequency
having less communication	3
having less workload	2
having meetings less frequently	2
feeling more flexible on pacing	1

Participant 3a exemplified the changes in their routines by mentioning the decrease in their communication as can be seen on the next page:

> At the end of the module, I think there hasn't been anything else, like we communicated about the same things, but we communicated less I could say. Maybe because we got used to each other's routine so I think we communicated much less than the previous times. (Participant 3a, Male, Reflection Interview with the Teachers, June 8, 2016)

Participant 2b also talked about the decrease in their communication and the reasons for getting more flexible towards the end of the module:

> Not talking face to face or I don't know, less communication because towards the end of the module there were big problems about the schedule so they cut down the number of units, so at the end of the module we didn't need to hurry so much. That's why we were more flexible and relaxed. I could guess more easily how far she could get, how many pages she can cover blah blah. (Participant 2b, Female, Reflection Interview with the Teachers, June 8, 2016)

The codes found in the participants' statements during the interviews and the sample excerpts show that the changes in co-teachers' routines usually observed in the frequency of their communication as they got to better know each other and their workload got decreased at the end of the module.

4.2   What Are The Perceptions of Six EFL Teachers on their Mutual Workplace Relationships with their Co-Teaching Partners in EFL Classrooms?

The first central research question of this study aimed at finding out the perceptions of the first group of participants, who are six EFL teachers, towards the mutual workplace relationships between co-teaching partners while establishing and managing relationships for their shared EFL classroom. While investigating the answer for this central research question, the current workplace relationships of the teachers in the English Preparatory Program and their experiences with their current teaching partner were addressed. In the investigation process of the first research question, its sub-questions were specifically addressed. Thereby, the analysis of the first research question was presented around the perceptions of the EFL teachers on the benefits, challenges and solutions in workplace relationships during their co-teaching practices. The data collected from the initial, progress and reflection interviews from the teachers were analyzed through the constant-comparative method. In the analysis process, as the answers to the initial interview questions were given in written form, all the answers given in the interviews were transcribed verbatim. The codes and the categories found in the interviews were tabulated and interpreted to end up with specific themes. The themes found in the answers given by the teachers in the interviews were categorized under the following headings considering the sub-research questions of the first central research question:

1. The benefits of establishing mutual workplace relationships between co-teachers based on the perceptions of the EFL teachers

2. The challenges in maintaining mutual workplace relationships between co-teachers based on the perceptions of the EFL teachers

3. The EFL teachers' ways to resolve interpersonal conflicts in mutual workplace relationships between co-teachers

These headings emerged around the research sub-questions were explained by focusing on the related themes that came out of the categorized codes in the analysis process, and the explanations were supported with the excerpts from the participants' responses to the interview questions.

4.2.1 The Benefits of Establishing Mutual Workplace Relationships between Co-Teachers Based on the Perceptions of the EFL Teachers

In their answers to the questions in the interviews, the teachers mentioned their perceptions of some specific positive outcomes and advantages while establishing and maintaining mutual workplace relationships between co-teachers. The themes identified through the interrelated codes in the answers given by the teachers with regard to the perceived benefits are *professional development, power of collaboration, lessened burdens, concerted problem solving, evolving friendships,* and *increased motivation,* which are also interrelated. Although the themes were presented and exemplified separately, actually they were handled and interpreted as a whole in meaning in the conclusion considering their interrelation and interaction.

Theme 1: Professional development

While talking about the positive outcomes they obtained during their relationships with their partners, the teachers mostly focused on the contributions of this process to their professional development. As they were supposed to be in touch with their teaching partners regularly for their shared EFL classrooms, they mentioned the things either they learned from their partners or they taught their partners during their interactions. The interrelated codes revealed through the teachers' relevant comments disclosed the theme *professional development* as can be seen in Table 16 on the next page:

Table 16. *The codes regarding the theme 'professional development' in the teachers' answers*

Code	Frequency
learning new teaching ideas from each other	15
observing various teaching styles	4
suggesting new computer applications to each other	3
suggesting new games to each other	2
suggesting new classroom activities to each other	2
benefitting from each other's previous experiences	2
gaining new perspectives	3
helping each other in language skills teaching	3
sharing new materials	1
helping professional development	1
benefitting from each other's different educational backgrounds	1
learning how to collaborate with a colleague	1
giving tips to each other for better teaching	1
suggesting new evaluation strategies to each other	1
making peer observations	1

While sharing their ideas about the contributions of their teaching partners to their professional development, the participants especially pointed out that they learned specific language teaching techniques, games, applications and activities from their partners and they contributed to each other as it can be as the most frequent code in Table 16. Although 'learning' and 'contributing' are very general concepts when considered alone, the participants' further statements accounted for specifically what kind of things they learned from each other and how they contributed to each other in their relationships. An example can be seen below:

> We have different information. And as partners, we contribute to each other. Sometimes I ask my partner how she deals with a specific reading part, how she teaches it, what kind of techniques she makes use of. Of course we share such kind of things, our techniques we use in the class, materials… That's all. (Participant 2a, Female, Progress Interview, May 11, 2016)

In her statements, Participant 2a drew attention to the fact that her partner contributed to her professional development by giving ideas on new teaching techniques, materials and how to teach specific language skills. These specific points were also mentioned by other participants during the interviews.

Likewise, her partner, Participant 2b, also talked about her gains in language teaching thanks to her partner, and she called attention to the new faces on her teaching introduced by her partner and the benefits of having different educational backgrounds with her partner. It is known through the information the participants gave in demographic information table that while Participant 2a specialized in ELT, Participant 2b specialized in English-Turkish Translation and Interpreting Studies. That is to say, Participant 2b benefitted from her partners knowledge in ELT and it contributed to her teaching as can be seen in the excerpt below:

> She has a different background in terms of education, so sometimes I can learn from her. And sometimes we can suggest new games or new things for the classroom, so I think for professional development it helps me. (Participant 2b, Female, Progress Interview, May 9, 2016)

Participant 1a drew attention to another fact that sometimes the teachers are not aware of what they do not know while teaching EFL. However, when they have a partner, it is a chance for them to realize the insufficiencies in their teaching and the new perspectives they gain from their partners help their professional development in language teaching. She explained her gains thanks to her partner as follows:

> Maybe I have been teaching for five years, and I can say that okay we have had a lot of experiences with students, and their personalities, their expectations, but if you just work with students, you can't learn many things. But with a different person, you can widen your perspective, objectives. I think this is an advantage about language teaching. For example you can have teaching methods, teaching styles, and you can think that this is the best method because you see that students understand everything you teach, but then you see that okay there are some other techniques that I can use, and this is also helpful for students. (Participant 1a, Female, Reflection Interview with the Teachers, June 8, 2016)

As can be seen through the codes in Table 16 and the sample excerpts from the interviews, according to the participants, partners' workplace relationships provided them with many benefits like new EFL teaching perspectives, new EFL teaching techniques, new language assessment techniques, new ELT materials, new language activities, new language games, new language applications and many other things that can be used in EFL teaching. Thus, the process helped them to learn a lot of things about language teaching from each other, contribute to each other in many ways, and most importantly, improve themselves professionally while teaching EFL as a team.

Theme 2: Power of collaboration

While communication with one another about their co-taught EFL classroom, it is possible that co-teachers can have just superficial relationships and conversations about the basic needs. However, during the interviews, the participants mentioned the importance of collaboration by sharing experiences and ideas about their co-taught class with each other in a detailed way instead of having superficial relationships. The participants mentioned many points on which they collaborated with their partners, and these points were referred as to the codes that highlighted the theme *power of collaboration* as can be seen in Table 17:

Table 17. *The codes regarding the theme 'power of collaboration' in the teachers' answers*

Code	Frequency
learning about students from each other	11
giving feedback to each other	5
sharing ideas on classroom issues with each other	5
developing strategies together for better teaching	2
sharing concerns with each other	2
discussing what to teach beforehand	1
getting prepared for the lessons together	1

For example, Participant 1a drew attention to how they collaborated on understanding their students' needs better and being more beneficial for them as below:

> We analyzed our students and then we had a meeting about the students. One by one we talked about the students. And we tried to understand their strengths and weaknesses. And then we tried to use a good language for them so we didn't have any problems. (Participant 1a, Female, Reflection Interview with the Teachers, June 8, 2016)

Similarly, her partner, Participant 1b, emphasized the importance of being beneficial for the students in their shared classroom, and she gave the following extract between her and her partner as an example to show their experience-sharing and collaboration on the ways to make problematic students more engaged in learning:

> I think the main benefit is being able to deliver a better structured lesson, and also being able to get some feedback about certain students, and probably get them to be more engaged in the class. 'What can we do to make this student who is always going his head on the table in our class more engaged?' 'Well, I tried this and it worked really well, why don't you try doing this?' So I think it's really nice to kind of just bounce ideas off each other. (Participant 1b, Female, Progress Interview, May 9, 2016)

In another example, Participant 3b talked about similar points by mentioning how she shared ideas and thus collaborated with her partner on their students' profiles, needs and performances as follows:

> We give feedback to each other about students. Sometimes one of us may be more careful. And naturally we have more information about the profile of the students. When we share ideas about the students' profile, their needs, and their, I mean, their performances, so it helps us. (Participant 3b, Female, Progress Interview, May 11, 2016)

The participants' comments during the interviews and accordingly the codes in Table 17 above shows that co-teachers shared their ideas about students and when they managed to communicate about other issues specifically related to their co-taught class, which demonstrates that that they are good at collaborating

with each other. It turns out to be a benefit to help them to create a more successful teaching and learning environment in their co-taught classroom.

Theme 3: Lessened burdens

When teachers assume full responsibility of a class, it means that they are also responsible for both negative and positive outcomes of their EFL teaching process. In this regard, the participants stood out the importance of sharing responsibilities of their co-taught class in their comments during the interviews. Thus, the categorization of the interrelated codes related to the theme *lessened burdens* as can be seen in Table 18:

Table 18. *The codes regarding the theme 'lessened burdens' in the teachers' answers*

Code	Frequency
sharing the teaching workload	6
sharing the responsibilities of the classroom	4
having less pressure and stress	4
sharing the main course teaching hours	2
preparing materials together	1
planning the things together	1
sharing teaching materials	1
setting responsibility routines	1

To illustrate, Participant 1a emphasized the positive effects of sharing responsibilities in teaching and planning and expressed her feeling like feeling less overwhelmed as can be seen on the next page:

For example, I think if you have the right person teaching together, working together, it is really helpful because you feel less pressure of having to do all the things yourself, you can share everything. And maybe sometimes we are very busy and we are lack of time to prepare everything. We don't have enough time it, and if you share the responsibilities, it can be beneficial for you also. Maybe she can have something else for you and she can share them with you. And maybe you can have something else for her. And you don't have to think about everything when you share the class. You have some responsibilities for the classes, for the students and you do it. And the other partner also has some responsibilities and she does it. (Participant 1a, Female, Progress Interview, May 9, 2016)

Similarly, Participant 3b also mentioned the certain advantages of sharing responsibilities in the following quotation:

If you can communicate well with your partner, it lessens your burden. It makes your job easier actually. It lessens your responsibilities, your partner usually helps to you with many things like students, with your interaction with students, with your workload. (Participant 3b, Female, Progress Interview, May 11, 2016)

The same participant, Participant 3b again, gave a specific example about the benefits of having a teaching partner in terms of not being obliged to assume the full responsibility of the class as the following:

During the module for example I had two classes and I focused more actually on one of my classes because they had higher chance of passing the proficiency test. So I can say that I ignored the class a bit that I shared with my partner, so I think that he put more effort for that class than me. So it can be one of the advantages of being partner, having a partner because while I am dealing with the other students, he did his best to help the students that we shared. (Participant 3b, Female, Reflection Interview with the Teachers, June 7, 2016)

It could be inferred from the stressed points shown in Table 18 and in the sample excerpts above that when co-teachers manage to share the workload and the teaching responsibilities of their co-taught EFL class, and when they manage to set responsibility-sharing routines in their mutual workplace relationships, these responsibility shares benefit them by lessening their teaching burden.

Theme 4: Concerted problem solving

It is quite possible for teachers to confront problems in their teaching related to the points such as students, materials and other classroom issues. Mentioning these points, the participants drew attention to the fact that co-teachers can be better problem-solvers together. Table 19 below shows the codes related to the theme *concerted problem solving*:

Table 19. *The codes regarding the theme 'concerted problem solving' in the teachers' answers*

Code	Frequency
solving problems together	7
talking about problems	5
facing problems about students	2
suggesting new problems solving strategies	1
facing problems about teaching styles	1

In one of her comments, Participant 3b emphasized the importance of discussing and solving the problems related to their co-taught class together with her partner:

> When you share ideas, when you talk about problems and find a solution together, it will be good for you, for your students as well. (Participant 3b, Female, Progress Interview, May 11, 2016)

In another example, Participant 1a mentioned what kind of problems they encountered with her partner, and she expressed her satisfaction with her partner's being collaborative in problem solving although she stated that they did not do it in a systematic way but just randomly when necessary as on the next page:

Students generally compare teachers. When they compare the instructors, it means that they wait completely the same things from two different people. And it causes some problems, but we solved it. My partner is really open to criticism, so we talked about every problem, positive and negative things. So we discuss everything openly. After the lessons when we see each other in the corridor we ask questions about the students. Is is not something we plan. Randomly we talk about students and problems. Actually we faced many problems about students. And we solved them together (Participant 1a, Female, Reflection Interview with the Teachers, June 8, 2016)

In a similar manner with Participant 1a, her partner, Participant 1b also emphasized the importance of the communication between co-teachers to solve common problems of their shared class in the following quote:

I think these meetings we had weekly helped us overcome the problems to some extent but you can't eliminate it entirely, but more or less yeah, communication is the key. (Participant 1b, Female, Reflection Interview with the Teachers, June 7, 2016)

The codes in Table 19 found in the participants' answers in the interviews revealed that solving the problems related to the students of a co-taught classroom and other classroom issues in a concerted way as a team and thus being not obliged to deal with the problems alone is an advantage of having mutual relationships between co-teachers.

Theme 5: Evolving friendships

As teachers are usually quite busy with many duties such as getting prepared for lessons, preparing materials, delivering lessons, communicating with students and assessment, it is very probable that they may have not enough time to establish close relationships with their colleagues if it is not necessary. During the interviews, the participants mentioned that they get obliged to communicate with their colleagues regularly when they are paired to be co-teachers of an EFL classroom, and in time they usually end up with having close relationships as friends rather than having just workplace relationships as colleagues. Thus, the codes found in the participants' specific examples in the interviews about the

process of being friends with their current partners revealed the theme *evolving friendships* as can be seen in Table 20:

Table 20. *The codes regarding the theme 'evolving friendships' in the teachers' answers*

Code	Frequency
becoming closer friends	3
getting on better	2
knowing each other better	2
having a good rapport and communication	2
tolerating each other's mistakes	1
having a closer channel	1
understanding each other better	1

For instance, Participant 2b explained how becoming co-teachers made them closer during the process in the following way:

> We have a really busy schedule. So I think I wouldn't see her or talk to her that much if we didn't share the same classroom, so I think it creates a kind of, I don't know, channel between us. I am happy because of this. (Participant 2b, Female, Progress Interview, May 9, 2016)

And her partner, Participant 2a, explained the results of getting on well with her partners and implied their mutual satisfaction in their close relationships:

> I think my current partner is happy with me because you know I can get on well with people. We get on well with my partner. If, for example, before the lesson, sometimes I tell her that I will do a specific page, but in the class something happens and I can't do it. When I tell my partner 'I couldn't do his page', she doesn't make it a problem. She says 'it's okay', so I don't feel stressed to cover the pages that I tell beforehand. (Participant 2a, Female, Progress Interview, May 11, 2016)

Similarly, Participant 1a openly expressed her positive feelings about the process of getting closer with her partner during the progress and reflection interviews in the quotes on the next page:

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I think co-teaching is really good because, for example, when I have a partner, I really share everything with my partner, but I don't need to talk with other teachers. It's not about the lessons, the procedure or the materials but it's about our relationship with people. It is really helpful. For example, you have a reason to talk about it, but you spend some time and you talk something different also. I just tried to share the things about the lesson, but after some time we spent almost two hours with my partner, but we didn't talk about the lessons or the students or the materials. We just talked about ourselves and we understood each other better. So it really helped us because before this conservation, I thought 'Okay, if I tell this to my partner, maybe she can misunderstand me', but after that time, I learnt something new about her personality, so we became closer. (Participant 1a, Female, Progress Interview, May 9, 2016)

Especially during the end of the year, apart from teaching in the same class, we felt like we were really close friends and it affected our relationship personally. So this is the biggest advantage for me. (Participant 1a, Female, Reflection Interview with the Teachers, June 8, 2016)

In short, the codes in Table 20 on the previous page and the participants' sample explanations revealed that establishing workplace relationships as co-teachers usually ended up with becoming friends as a result of regular and frequent communication between co-teachers, and this is an advantage for them as they understood each other better in their co-teaching communications and became personally more satisfied and more motivated to maintain their mutual workplace relationships.

Theme 6: Increased motivation

The participants mentioned many benefits of establishing mutual relationships with their teaching partners, but sometimes they specifically emphasized their positive feelings and satisfaction with the process. Thus the codes found in their positive statements about the process revealed the theme *increased motivation* as shown is Table 21 on the following page:

Table 21. *The codes regarding the theme 'increased motivation' in the teachers' answers*

Code	Frequency
feeling satisfied with the partner	6
spending a less boring teaching process	3
relieving each other	2
sharing concerns with each other	1
abiding by co-decisions	1
benefitting from different personalities	1
feeling less stressed	1

Participant 3a explained how he got motivated as he did not have to teach alone in the following way:

> For the students and for the teacher as well, like teaching the same class for too many hours would be kind of tiring, and you know teacher would be kind of burnt out easily so it becomes interesting for both for the teacher and the students. (Participant 3a, Male, Progress Interview, May 10, 2016)

In another quote, Participant 2b mentioned many factors that increase her motivation in teaching because of having that specific partner:

> We have different kinds of personalities. So sometimes maybe I have a problem, or I don't know I have a kind of negative opinion about a student. But she sees it in a different way and sometimes she explains why the student is doing this, blah blah. So as we have different personalities we have different kinds of dialing with problems. So that's also an advantage, I think. Your partner can make you look from a different perspective and you can relax, maybe you can feel less stressful about that student, I don't know, about that problem. (Participant 2b, Female, Reflection Interview with the Teachers, June 8, 2016)

It was revealed through the codes in Table 21 and exemplified with the excerpt that co-teachers play an important role in terms of increasing their motivation to co-teach, which is very important in terms of maintaining fruitful and mutual relationships and thus creating a successful teaching and learning environment. When considered as a whole with the other advantages in establishing mutual workplace relationships in co-teaching, and actually as a

result of the other points mentioned as advantages, increased motivation was found to be the overall advantage of the process for the co-teachers.

4.2.2 The Challenges in Maintaining Mutual Workplace Relationships between Co-Teachers Based on the Perception of the EFL Teachers

While answering the questions in the interviews, the teachers also talked about their perceptions of some specific challenges and conflicts while establishing and maintaining mutual workplace relationships between co-teachers. The themes identified through the categorization of the interrelated codes in the answers given by the teachers related to the perceived difficulties in the process are *conflicting teaching styles, irresponsibility of teachers, communication breakdowns,* and *depleted motivation,* which are also interrelated.

Theme 1: Conflicting teaching styles

When co-teachers have different teaching styles and strategies, they usually benefit from these differences in many ways unless their styles conflict with each other's and create problems. During the interviews, the participants mentioned certain conflicts they confronted in their relationships with their partners as a result of the distinct differences between their teaching styles. Table 22 on the next page shows the interrelated codes found in the participants' responses in the interviews ending up with the theme *conflicting teaching styles*:

Table 22. *The codes regarding the theme 'conflicting teaching styles' in the teachers' answers*

Code	Frequency
doing different activities in the class	3
the partner's perfectionism in teaching	2
differences in teaching speed	2
differences in assessment styles	2
difficulties in working together	2
the partner's teaching more than necessary	2
the partner's teaching less than expected	1
the partner's confusing teaching style	1
having different teaching philosophies	1
having different teaching methods	1

For example, Participant 2a mentioned her dissatisfaction because of her partner's bossy suggestions resulting from their conflicting activity preferences while teaching English as can be seen below:

> She was like towards the end, sending me messages 'Please finish these two pages in your lessons'. It was like she didn't want me to do other things like playing games maybe because in the last hours, when my students got bored, I was playing games with them like vocabulary game. I think she didn't like that. She wanted me to do only have lessons with them. (Participant 2a, Female, Reflection Interview with the Teachers, June 10, 2016)

In line with the statements of Participant 2a, her partner, Participant 2b also spoke of her dissatisfaction with her partner's slowness in teaching or giving importance to different points while teaching:

> Sometimes your partner wants to spend more time on a certain activity or, I don't know, sometimes you think she should go quicker but she doesn't. That can be a challenge because you think it should be covered in a less time. (Participant 2b, Female, Reflection Interview with the Teachers, June 8, 2016)

Participant 3b also talked about potential problems that can be encountered as a result of conflicting teaching philosophies and methods as on the next page:

If you are not on the same way of length, you might have really big problems. So, if you can't, if you don't have the same teaching philosophy, than you can have problems with the teaching methods. (Participant 3b, Female, Reflection Interview with the Teachers, June 7, 2016)

The codes shown in Table 22 and the participants' statements showed that when there are big differences in co-teachers' teaching styles, methods, strategies, philosophies, speeds and activity choices, it results in conflicts between co-teachers.

Theme 2: Irresponsibility of teachers

In addition to having conflicting teaching styles, co-teachers can also suffer from each others' individual differences. In the interviews, the participants drew attention to the problems causing from their partners' being irresponsible in their shared co-teaching system. Table 23 shows the relevant codes found in the participants' statements revealing the theme *irresponsibility of teachers*:

Table 23. *The codes regarding the theme 'irresponsibility of teachers' in the teachers' answers*

Code	Frequency
feeling uninformed of the flow of the lessons	5
making up for the partner's actions	4
feeling overwhelmed	4
being too generous while grading	3
the partner's incomplete teaching	2
feeling of having more responsibilities	1
the partner's reluctance to communicate	1
being too mean while grading	1
making a stand for changing themselves	1

During the initial interview, Participant 1a expressed her feelings about irresponsibleness of her partner and the reflections of this issue to their shared classroom in the following way as on the next page:

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Sometimes I feel overwhelmed because I feel I do a lot of things and but she just makes the students do some exercises. It is a kind of problem. When I look through the eyes of students, I can say that they see one of their teachers as the real teacher, 'but the other teacher is our teacher's assistant' because you have more control on the students. (Participant 1a, Female, Progress Interview, May 9, 2016)

The same participant, Participant 1a, talked about her further feelings about her partner's nonchalant attitude towards teaching during the reflection interview as can be seen below:

For example, we planned everything before the lesson, but then when I came into the classroom, I asked students whether they had completed that part or not. Normally my partner said 'Yes, I did.' But students said 'No, she didn't. She gave it as homework'. I don't know, of course she thought about something. Maybe she thought the page was easy for students so they can handle it by themselves. Maybe she didn't have enough time to complete that page, or maybe she didn't think it is important for them or for the exam so she skipped it. But when I learned it I felt a bit irritated because in the lesson plans, we were supposed to teach that page, but if we don't teach it I feel that students will have problem in the exam. (Participant 1a, Female, Reflection Interview with the Teachers, June 8, 2016)

Although Participant 1a and Participant 1b stated that they had a good rapport with each other and they did not have personal conflicts as mentioned in the preceding section, the statements of Participant 1a showed that the conflicts they had with each other resulted from one of the partners' behaving irresponsibly. In addition to the sample statements, the codes in Table 23 which were found through the participants negative comments on their partners' behaviors revealed that when one of the partners does not inform the other one about the flow of the lessons in their co-taught class, does not complete the parts in the book which he or she is supposed to complete, and behaves carelessly while grading students' work, the other teacher gets obliged to make up for all these flaws, and so feels tired and loses his or her motivation to continue having relationships with his or her partner. Thus, it can be inferred that irresponsibility

of one of the partners' is among the biggest problems encountered in co-teaching relations.

Theme 3: Communication breakdowns

When teachers are assigned to be partners with each other and share a classroom, it means that they have many common subject to communicate about. However, during the interviews, the participants talked about some specific cases in which they lost communication with their partners from time to time because of various reasons. Table 24 shows the codes referring to these reasons and relevant communication issues ending up with the theme *communication breakdowns*:

Table 24. *The codes regarding the theme 'communication breakdowns' in the teachers' answers*

Code	Frequency
difficulty in coming together	7
being in offices on different floors	4
lack of time to meet	2
missing some parts to be covered in the book	2
having a busy schedule	1
forgetting to inform each other	1
having decreasing communication	1

For example, while Participant 2b mentioned the occasional existence of communication breakdowns between her and her partner, Participant 2a talked about the effects of the breakdown on her as on the next page:

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The only problem might be when we don't see each other or when we cannot communicate between the classes. That's the only challenge. Other than that we have no problem I think. (Participant 2b, Female, Progress Interview, May 9, 2016)

I think my general teaching process is affected in general. I mean I don't talk to her if I have problems. I don't want to, if I have a problem in the class, I don't want to share it with her. I don't want to talk to her about the students. Of course it affects me, my instruction although my teaching is not affected. (Participant 2a, Female, Reflection Interview with the Teachers, June 10, 2016)

Participant 3a gave an example for miscommunication during the progress interview, and he talked about his changing views towards the need for continuous communication at the end of the module:

Communication problem. Like yesterday, I was like 'Hey, where are you, I have been looking for you all day' and things like that, and she kept apologizing. Such small things. (Participant 3a, Male, Progress Interview, May 10, 2016)

At the end of the module, I didn't feel much need to communicate because we had already shared the work. So, like it was already set, therefore I didn't feel the, you know, the necessity to meet like as much as I used to at the beginning, But the same thing, it didn't change much. I am still not very satisfied. (Participant 3a, Male, Reflection Interview with the Teachers, June 8, 2016)

Participant 3b made similar comments with her partner, Participant 3a, by drawing attention to occasional miscommunication between them:

We can't see each other very often as it is supposed to be. It could be better, but for now it's okay. Normally I prefer to interact with my partner very often after each session, but it's not possible in our building. So it sometimes creates conflicts because I can't reach him whenever I want. (Participant 3b, Female, Progress Interview, May 11, 2016)

The participants talked about the cases they could not communicate with each other at their pleasure due to the motives such as being in different offices in the building or being too busy to meet and some results of this situation like flaws in flow of the lessons and losing motivation to communicate. The codes in Table

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24 referring to these cases, results and effects revealed that communication breakdowns are the problems encountered commonly while maintaining mutual relationships between co-teachers.

Theme 4: Depleted motivation

The participants talked about certain challenges in establishing mutual relationships with their teaching partners. They specifically emphasized their negative feelings and dissatisfaction with the process as well. Thus the codes found in their statements reflecting their negative feelings about the process revealed the theme *depleted motivation* as can be seen in Table 25:

Table 25. *The codes regarding the theme 'depleted motivation' in the teachers' answers*

Code	Frequency
being uninformed of the flow of the lesson	15
being unprepared for the next lesson	7
students' comparison of teaching styles	6
need for contingency materials	5
seeming unplanned to students because of the partner	4
students' comparison of assessment styles	4
feeling dissatisfied with the partner	2
getting prepared for the wrong page	2
feeling burnt-out	2
feeling tired of not communicating enough	2
the partner's wanting to work alone	1
having an interfering partner	1
having a bossy partner	1

For example, Participant 2a mentioned losing her motivation to continue communicating with her partner due to the motives such as students' comparisons, her partner's prioritization of her own teaching preferences and communication breakdowns as on the next page:

Well, sometimes students may compare the teachers. That's a problem. Okay, another example, sometimes my partner doesn't want to cover a specific page, but consistently. She tells me she doesn't want to teach reading, for example. Then I have to teach reading all the time. And it gets boring. And if we cannot see each other before the lesson, I cannot get prepared for my lessons well. So it affects my instruction of course. (Participant 2a, Female, Progress Interview, May 11, 2016)

Her partner, Participant 2b, also implied losing motivation because of communication breakdown again especially regarding lesson planning:

For the planning sometimes, okay there are sometimes extra materials in our shared folder. Anyone can use it. Sometimes at home I am planning to cover that material in the class, but when I go to the class, I realize that she has already done it with the students, so, I don't know, like, I don't know how to fill that gap, 5 minutes, 10 minutes, I have nothing to do. So I always try to do have some other extra materials with me in any case. This may be a problem about the planning. Maybe we should talk before. (Participant 2b, Female, Progress Interview, May 9, 2016)

Similarly, Participant 3a complained about the problems such as communication breakdown again and not benefitting from each others' experiences, which resulted in dissatisfaction and demotivation for him:

Well, I think if we communicated more, it would be better. Sometimes, for example, I can't reach her, and I go ask the students "where what did you last do with your teacher?" I think this is creating a bad impression about, you know, we seem to be the unplanned teacher. So I think we could communicate, if we communicated better, it would definitely be more effective in certain ways. Also I would love to benefit more from my partner's experience. With my current partner we don't do this because we are in different offices, and that's a problem. I think so. This semester, I am not satisfied. (Participant 3a, Male, Progress Interview, May 10, 2016)

His partner, Participant 3b, seemed to be like minded with her statements during the progress interview as on the next page:

When I go to class, I have no idea about what to do, and it causes a problem in the eyes of students because when I ask them what we are going to do next. It might cause a bit distress among them. It is one of the biggest challenges not being able to see each other whenever we want. When I can't reach him, I have no idea what's going on in the class, so either I can't get ready for the next upcoming lesson or I have to do some preparation for all the units so it causes more work for me. (Participant 3b, Female, Progress Interview, May 11, 2016)

It was found through the codes in Table 25 on the previous page and exemplified in the quotations that co-teachers play an important role in terms of decreasing and depleting their partners' motivation to continue co-teaching and maintaining relationships with each other because of some factors such as mainly being uninformed of the flow of the preceding lesson to be continued because of miscommunication, being unprepared and unplanned for the next lesson and thus creating an undesirable image for students. When considered as a whole with the other difficulties in establishing mutual workplace relationships in co-teaching, and actually as a result of the other points mentioned as disadvantages, depleted motivation was found to be the overall disadvantage of the process for the co-teachers.

4.2.3 The EFL Teachers' Ways to Resolve Interpersonal Conflicts in Mutual Workplace Relationships between Co-teachers

The teachers also suggested certain strategies to solve the problems and resolve the conflicts that can be encountered while establishing and maintaining mutual workplace relationships between co-teachers. The themes identified through the categorization of the codes in the answers given by the teachers during the interviews in relation to the suggested or tired solutions to the conflicts and challenges are *well-tried solutions, triable solutions, recommended solutions,* and *administrators' potential solutions*.

Theme 1: Well-tried solutions

In their answers to the interview questions, the participants mentioned specific conflicts and challenged they confronted in their workplace relationships with their teaching partners as explained in the previous section. During the interviews, they also touched upon the strategies they tried by that time to solve their problems with their current partners. They also discussed the utility of the solution strategies they tried as a result of a kind of trial-and-error process, and pointed out the effective strategies. Table 26 shows the interrelated codes obtained through the participants' statements about these strategies as a kind of summary of effective ones revealing the first theme *well-tried solutions:*

Table 26. *The codes regarding the theme 'well-tried solutions' in the teachers' answers*

Code	Frequency
discussing the problems	9
coming together and talking face to face	7
talking to each other openly	6
setting communication routines	6
finding mutual solutions	3
having regular meetings	3
informing each other about the classroom-related issues	3
discussing the potential problems beforehand	3
learning each others' ideas and feelings	3
taking lessons from previous mistakes	2
getting planned about the pacing schedule	2
raising awareness of the partner	1
trying to understand each other	1
leaving a message on the board	1
ignoring minor problems	1
establishing empathy with the partner	1
coming up with an explanation	1
staying away for a while	1

Considering their frequencies in the data set, talking face to face and discussing the problems seem to be among the most common strategies preferred by the participants as exemplified by Participant 3b as follows:

> I usually prefer to talk to my partner face to face. When we talk about or discuss about problems in detail, we usually find a solution for it. (Participant 3b, Female, Progress Interview, May 11, 2016)

According to the participants, in addition to talking about the problem after experiencing them, discussing the potential problems beforehand is also a good strategy as mentioned by Participant 2b:

> I think the best way is to talk beforehand, to talk with my partner about the assessing. I sometimes go to my partner and say 'Students say this, this, this, this…And they're comparing us, so are you following the rubric? Am I making a mistake? Blah blah…' So I think discussing is the best way, and to see her point. (Participant 2b, Female, Progress Interview, May 9, 2016)

Participant 1a and Participant 2a talked about the importance of raising awareness of the partners as they may not be aware of the existence of a problem by talking about it again:

> I generally talk with my partner firstly because sometimes she does it willingly, but sometimes it has something unconscious so maybe she doesn't understand me. She cannot see everything through the eyes of ours. So maybe explaining something to her can be helpful. And sometimes it was helpful for me, but sometimes it wasn't enough. (Participant 1a, Female, Progress Interview, May 9, 2016)

> Once she told me that I shouldn't assign students homework before telling her, before informing her. To me it wasn't a problem but to her it was a problem. I started informing her before assigning students homework.(Participant 2a, Female, Reflection Interview with the Teachers, June 10, 2016)

Participant 1a mentioned another strategy she tried with her partner which is quite different from the other communication-based strategies but worked well as can be seen on the next page:

I preferred staying away to give some time to herself and she did the same. She gave some time to me. But then after some time we felt okay, and then we had the same relationship. Actually this is another way of solving the problem. And sometimes we need it I guess. Keeping away, being away, is a good solution I guess.(Participant 1a, Female, Reflection Interview with the Teachers, June 8, 2016)

Almost all of the strategies given in Table 26 on the previous page and exemplified in the quotations of the participants revolve around the importance of communication in cases of problems between co-teachers. In short, based on their true experiences with their current partners, the participants suggested that communications should be either before or after the problems, open, honest, routinized, regular, mutual, informative, didactical, suggestive and empathetic in order to be able to either prevent or solve the problems.

Theme 2: Triable solutions

While talking about the problem solution strategies which they had already tried with their current partners and observed the results, they also mentioned the other strategies which had not been tried yet by some of the participants yet but could work well with their current partners again in case of conflicts. The interrelated codes which revealed the second theme *triable solutions* can be seen with their frequencies in the data set in Table 27 on the next page:

Table 27. *The codes regarding the theme 'triable solutions' in the teachers' answers*

Code	Frequency
developing a rapport and becoming friends	3
talking about the problems more often	3
having back-up solution plans	2
seeking help from the administration	1
talking about feelings	1
giving suggestions to each other	1
self-sacrificing when necessary	1
ignoring recurring problems	1
changing own ways	1

Although it is not preferred by most of the participants, Participant 3b suggested getting help from the administrators:

> When we have a very serious problem and we can't handle, we might seek help from the administration, but I haven't tried. I didn't feel the need to do it. (Participant 3b, Female, Progress Interview, May 11, 2016)

Participant 1b also mentioned potential ways to overcome challenges in their relationships with her partner, who is Participant 1a:

> I would probably speak about it and develop a friendly rapport. Umm, well, if I feel like that is an issue, I would probably voice with her and try to overcome it. Maybe talk about how makes me feel or 'I think we should do this', maybe could have suggestions… I think communication is successful. Given that we are adults in a professional environment, we can definitely overcome any problems. (Participant 1b, Female, Progress Interview, May 9, 2016)

In line with her partner's suggestions, Participant 1a also mentioned similar potential problem solving strategies accepting changing her own ways if the other strategies are useless in the quote on the following page:

Some teachers have a teaching style which they never want to change. They are not ready for differences, new techniques so they think about just their technique and they believe they are the best one so they don't want to change them so sometimes it is difficult to change them. So I can talk with her first, but after I talk, and if I see there is no change, I would try to change my ways. (Participant 1a, Female, Progress Interview, May 9, 2016)

In short, as can be seen in the frequencies of the codes in Table 27, there are not a lot of triable solution strategies as most of the strategies were already tried by the participants throughout the module. According to the participants, it could be a good idea to getting closer with the partners, having more frequent communications, sharing feelings or having back-up solutions like getting help from the administrators, changing their own ways and ignoring the problems if the other ones do not serve the purpose.

Theme 3: Recommended solutions

As the participants tried many different strategies to solve their problems with their partners or they thought about many other potential solution strategies, they specifically recommended certain problem-solving strategies which could be helpful especially for the teachers who will teach with a partner for the first time for expectedly having trouble-free co-teaching relationships. Table 28 on the next page shows the codes revealing the theme *recommended solutions* and representing the participants' recommendations:

Table 28. *The codes regarding the theme 'recommended solutions' in the teachers' answers*

Code	Frequency
having a good communication	9
being understanding towards each other	6
being open to new ideas and criticism	6
working in collaboration, harmony and cooperation	6
sharing ideas with each other	4
informing each other about classroom issues	4
making task, role and responsibility share	3
being open to communication	3
planning everything before teaching	3
talking about expectations from each other	3
informing each other about the flow of the lessons	3
respecting each other's ideas	3
finding solutions together	3
being honest towards each other	2
avoiding revealing each other's mistakes	2
being hardworking	1
complementing each other	1
setting co-teaching routines	1
being ready for problems	1
having the same attitudes towards teaching	1
avoiding blaming each other	1
learning about each others' personal lives	1

For example, in her answer during the reflection interview, Participant 3b gave many problem-solving suggestions which could be considered either before or during co-teaching relationships between partners as can be seen on the next page:

They should have a good schedule before they start teaching, they should share their expectations from each other and they should make a division, make a responsibility share before they start the teaching process, so sharing the responsibilities and talking about expectations might be good for teachers. And if they come up with problems during the teaching process, they should be able to talk with each other easily and they should be ready to find some solutions for those problems. Criticism should be accepted by co-teachers. And they should be informative as much as possible. You should share new stuff with your partner. (Participant 3b, Female, Reflection Interview with the Teachers, June 7, 2016)

Participant 2b also shared her recommendations for a more manageable co-teaching system between partners:

Co-teachers should be open to each other, talk about everything, plan the things beforehand in detail, try to be more open to communication. There are many ways of communicating. And I would say just have a kind of, have the same attitude towards the marking, and maybe when students are complaining in the class about the same thing, they should have a consensus about it. I think it is important. They, like, one teacher shouldn't blame the other, or shouldn't make her or his mistake like reveal or show it in the class. There should be a kind of cooperation.(Participant 2b, Female, Reflection Interview with the Teachers, June 8, 2016)

Participant 2a also mentioned similar points in the following way:

Well, be open to suggestions, get along well with your partner, try to understand her or him, be open to new things, new ideas, follow your partner, be I mean professionally or it doesn't have to be professionally, like in terms of pacing, get in touch, stay in touch, always communicate. (Participant 2a, Female, Reflection Interview with the Teachers, June 10, 2016)

The codes in Table 28 on the previous page and the participants' suggestions in sample quotations show that the most important thing to be considered to deal with problems during workplace relationships between co-teachers is having a good communication especially by being willing to communicate, being understanding while communication, sharing ideas and being open to new ideas and criticisms, clearly expressing expectations and making necessary plans beforehand, and informing each other about the shared classroom. In other words, effective communication was found to be the key factor in

problem solving. In the communication process, it was also emphasized that co-teachers should be able to cooperate in many points like their team work, discussions, problem solving. Actually when considered as a whole with the other solutions given in the preceding themes, these are all important key factors to be considered by the teachers who are supposed to establish mutual workplace relationships with a teaching partner.

Theme 4: Administrators' potential solutions

In the events of encountering problems during workplace relationships between co-teachers, co-teachers usually prefer solving their own problems themselves. However, some of the participants touched on some solutions that can be provided by the administrators. Thus, the relevant codes found in these participants' statements during the interviews revealed the theme *administrators' potential solutions* as shown in Table 29:

Table 29. *The codes regarding the theme 'administrators' potential solutions' in the teachers' answers*

Code	Frequency
talking individually	4
talking altogether	2
changing the partners	2
partnering the teachers getting along well	2
counseling and giving advice	2
talking face to face	1
finding solutions together	1

According to the answers in the interviews, none of the participants had tried to receive help from the administrators up to that time. Even so, they mentioned their assumptions and expectations related to the problem-solving strategies that can be offered by the administrators. Below are the three example assumptions uttered respectively by Participant 3b, Participant 2b and Participant 1a as on the next page:

We didn't seek a help from the administration so far, but if we had, they would probably try to talk with us together and they would try to find a solution altogether again by talking face to face. (Participant 3b, Female, Reflection Interview with the Teachers, June 7, 2016)

I think unless it is a really really big problem they don't interfere. So and also partners don't go to the administration to complain about other partner. So they don't have a big role I think. But if there is a serious problem, of course you can go and talk to them.(Participant 2b, Female, Reflection Interview with the Teachers, June 8, 2016)

Actually I haven't had such a big problem, but if we have a, I could talk to them. Maybe they could change the partners because if you have a co-partner, it means you will share everything about students and you have less responsibilities but we will have a control over the students so it will affect negatively and they feel it generally. Maybe they could talk to us to understand the problem, and if they think it is something that they can't solve, maybe they could change at the end of the module. (Participant 1a, Female, Reflection Interview with the Teachers, June 8, 2016)

Although these potential solutions are all assumptions which were not tried by the participants before, they could also be considered as suggestions for the teachers who are supposed to establish mutual workplace relationships with a teaching partner because actually administrators play an important role in organizing, administering, observing and maintaining co-teaching practices and problem-solving can also be regarded as one of their responsibilities in this process.

4.3   What Are the Perceptions of Two EFL Directors on Mutual Workplace Relationships between Co-Teaching Partners in EFL Classrooms?

The second central research question of this study aimed to explore the perceptions of the second group of participants, who are two directors of the English Preparatory Program, towards the mutual workplace relationships between co-teaching partners while establishing and managing relationships for their shared EFL classroom. The administrative roles in their workplace, their

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experiences with the current teaching partners, and their observation of the mutual relationships between current teaching partners were considered while investigating the answer for this research question. In the investigation process of the second research question, its sub-questions were specifically addressed. Therefore, the analysis of the data concerning the second research question focused on the perceptions of the EFL directors on the benefits, challenges and solutions in workplace relationships during the co-teaching practices in the institution. The data obtained from the initial and reflection interviews from the teachers were analyzed through the constant-comparative method. In the analysis process, as the answers to the initial interview questions were given in written form, only the answers given in the reflection interviews were transcribed verbatim. The codes and the categories found in the interviews were tabled and interpreted to end up with specific themes. Considering the sub-research questions of the second central research question, the themes found in the answers given by the directors during the interviews were categorized under following headings:

1. The benefits of establishing mutual workplace relationships between co-teachers based on the perception of the EFL directors

2. The challenges in maintaining mutual workplace relationships between co-teachers based on the perception of the EFL directors

3. The EFL directors' ways to resolve interpersonal conflicts in mutual workplace relationships between co-teachers

The explanations of these headings that emerged around the research sub-questions were given in the following sections by focusing on the relevant themes which came out of the categorized codes in the analysis process, and the explanations were also supported with the quotations from the participants' answers to the interview questions.

4.3.1 The Benefits of Establishing Mutual Workplace Relationships between Co-Teachers Based on the Perception of the EFL Directors

In the answers to the questions in the initial interviews and reflection interviews, the directors talked about their perceptions of some specific positive outcomes and advantages while establishing and maintaining mutual workplace relationships between co-teachers in the institution. Certain themes were identified through the categorization of the interrelated codes in the answers given by the directors and they were found to be the same with the ones identified through the answers given by the teachers except for one, which is *increased motivation*. These common themes related to the observed and perceived benefits are *professional development, power of collaboration, lessened burdens, concerted problem solving,* and *evolving friendships,* which are also interrelated.

Theme 1: Professional development

In common with the teachers' comments on the perceived benefits in establishing mutual workplace relationships between co-teachers to some extent, the directors also drew attention to the contributions of this process to their professional development while talking about the positive outcomes co-teachers obtain during their relationships with their partners. The relevant codes revealed through the directors' statements disclosed the theme *professional development* as shown in Table 30 on the next page:

Table 30. *The codes regarding the theme 'professional development' in the directors' answers*

Code	Frequency
learning new teaching ideas from each other	9
making peer observations	2
benefitting from each other's experiences	1
gaining new perspectives	1
benefitting from each other's different educational backgrounds	1
observing different behaviors	1
raising awareness of each other	1
improving teaching skills	1
leaning new material development ideas	1

The participants especially drew attention to the importance of co-teachers' learning from each other while maintaining their mutual workplace relationships. Both of the directors, Participant 4 and Participant 5, expressed the importance of learning from each other in their statements during the reflection interview by sharing their own experiences as in the following quotes:

> Learning from each other is an advantage because different teachers have different strengths and weaknesses. And we also have peer observations so they get the chance to learn from each other via peer observation as well. Since I started working as an English instructor, I have learned a lot from my peers. So if I were an individual alone as a language course instructor, it would be quite hard, quite difficult for me to develop yourself, to improve your teaching skills. So this is also a learning process for the instructors as well. We are also learning lots of things, lots of methodologies, lots of you know ideas. Materials, I also learn material development process. That's all. (Participant 4, Female, Reflection Interview with the Directors, June 10, 2016)

> They both teach themselves and they learn from each other, which means they raise awareness. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

It is clearly seen through the codes in Table 30 and the quotations from the participants' answers that co-teachers' workplace relationships and peer

observations during these relationships provides them with many benefits such as learning new EFL teaching techniques, having new teaching perspectives, skills, methodologies and materials, benefitting from each other's previous experiences, different behaviors and different educational backgrounds, and being more aware of all these contributions to their professional development in EFL teaching as a team.

Theme 2: Power of collaboration

Just like the teachers, the directors also touched upon the importance of collaborating while establishing and maintaining mutual workplace relationships between co-teachers. The key points in the collaboration process in co-teaching found in the directors' statements during the interviews were referred as to the codes that revealed the second theme *power of collaboration* as can be seen in Table 31:

Table 31. *The codes regarding the theme 'power of collaboration' in the directors' answers*

Code	Frequency
sharing new teaching ideas	2
working as a team	2
working in collaboration	2
working in parallel	1
abolishing chaos	1

Participant 5 pointed out the importance of collaboration as the following:

Well, different instructors, the co-teachers, it's a team work actually. So they have to work in parallel. They can abolish the chaos in the classroom if they work in a collaborative way. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

It is implied through the participants' answers in the interviews and accordingly the codes shown in Table 31 that it is important for co-teachers to share their new EFL teaching ideas with each other by being aware of the

importance of working in a parallel fashion as a team in collaboration in order to avoid confusion and create a more successful teaching and learning environment in their co-taught EFL classroom.

Theme 3: Lessened burdens

During the interviews, the directors attracted attention to the importance of the share of responsibilities, tasks, duties and all work of the co-taught class of the teaching partners. The categorization of the interrelated codes gained through their relevant statements revealed the theme *lessened burdens* as it is shown in Table 32 below:

Table 32. *The codes regarding the theme 'lessened burdens' in the directors' answers*

Code	Frequency
sharing main course teaching hours	2
sharing teaching responsibilities	2
planning the things together	1
sharing teaching workload	1

For example, Participant 4 illustrated the co-teaching system by drawing attention to the process of workload share:

> It is a system adapted in contexts where there are many hours of teaching involved, and workload is shared by two teachers to prevent boredom and lack of motivation. (Participant 4, Female, Initial Interview with the Directors, April 11, 2016)

The participants' statements which can be seen in Table 31 revealed that working collaboratively by sharing EFL teaching hours, the responsibilities of the shared classroom and the students, sharing the workload in EFL teaching process and co-planning the necessary things can help co-teachers have fewer burdens throughout the process.

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Theme 4: Concerted problem solving

As teaching teachers share all responsibilities of an EFL classroom, they are also responsible for solving any problem related to that co-taught class, which means the problem-solving process is also expected to be shared in a way. During the interviews, the directors mentioned the importance of collaborating in problem solving just like the teachers. Table 33 shows on the next page the codes gained through the directors' relevant statements which revealed the theme *concerted problem solving*:

Table 33. *The codes regarding the theme 'concerted problem solving' in the directors' answers*

Code	Frequency
developing methods for classroom issues	2
solving problems together	2
suggesting different problem solving strategies	2
minimizing conflicts	1
minimizing risks	1

Both Participant 4 and Participant 4 and Participant 5 talked about the importance of discussing and solving the problems related to the co-taught class together:

> Co-teachers keep in touch with each other and discuss issues related to the class they teach together. (Participant 4, Female, Initial Interview with the Directors, April 11, 2016)

> In this team work, they learn solutions from each other in the classroom problems, and they can minimize the risks, they can minimize the conflicts. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

It was revealed through the statements seen in Table 33 that solving the problems and decreasing the conflicts regarding the co-taught class of the teaching partners in a concerted way as a team and thus being not obliged to solve

the problems alone is a benefit in having mutual relationships between co-teachers.

Theme 5: Evolving friendships

During the interviews, the directors mentioned their observations that co-teachers need to be in touch with their colleagues regularly and get closer to each other as friends when they are matched by the directors to be co-teachers of an EFL classroom. In this regard, the codes found in the directors' observations of the relationships between co-teachers that they shared during the interviews revealed the theme *evolving friendships* as can be seen in Table 34 on the next page:

Table 34. *The codes regarding the theme 'evolving friendships' in the directors' answers*

Code	Frequency
having a good rapport	2
knowing each other well	2
getting to know each other	1
establishing a positive relationship	1

Participant 4 and Participant 5 both mentioned the process of getting closer during their mutual workplace relationships while co-teaching:

> As they keep in touch with each other on their pacing, they get to know each other in time. With co-teaching, colleagues have a chance to get to know each other. They usually build a good rapport. I mean if some teachers did not co-teach, they could not have the opportunity to get to know each other. This also gives them to the opportunity to get to know a colleague, not a teacher but a colleague. (Participant 4, Female, Initial Interview with the Directors, April 11, 2016)

> In this team work, in this team, co-teachers, they establish a good rapport, a positive relationship. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

The codes found through the directors' observations and shown in Table 20 revealed that communicating as co-teachers usually resulted in establishing rapport in time and thus becoming friends because they communicated regularly and frequently throughout the teaching process. This can be regarded as a benefit for them because when they manage to establish positive relationships as friends, they can also establish more successful workplace relationships in their co-teaching system.

4.3.2 The Challenges in Maintaining Mutual Workplace Relationships between Co-Teachers Based on the Perception of the EFL Directors

The directors also mentioned their perceptions of some specific negative outcomes, conflicts and challenges while establishing and maintaining mutual workplace relationships between co-teachers while answering the questions in the initial and reflection interviews in which they shared their observations of the co-teachers. Certain themes were identified through the categorization of the interrelated codes in the answers given by the directors and two of the themes were found to be the same with the ones identified through the answers given by the teachers while two of them were not. These two common themes related to the observed and perceived challenges are *irresponsibility of teachers* and *depleted motivation*, which are also interrelated.

Theme 1: Irresponsibility of teachers

During the interviews, the participants touched upon their observations in which they realized that the teachers confronted some problems when one of the partners was behaving irresponsibly during co-teaching relationships. Table 35 on the next page shows the relevant codes found in the directors' statements about their observations revealing the theme irresponsibility of teachers:

Table 35. *The codes regarding the theme 'irresponsibility of teachers' in the directors' answers*

Code	Frequency
showing irresponsible behaviors	4
feeling uninformed of the flow of the lessons	2
the partner's incomplete teaching	3
unequal share of responsibilities and duties	3
the partner's ineffective teaching	2
the partner's ignoring the lesson plan and pacing schedule	2
feeling uncomfortable with the partner	1
the partner's manipulating the courses	1
the partner's not caring about students' success	1
the partner's not using pre-determined materials	1
feeling overwhelmed	1
making up for the partner's actions	1

For example, Participant 5 expressed his perceptions of the results of irresponsibility of teachers while sharing the responsibilities of a classroom in the following way on the next page:

> Some of the instructors may seem irresponsible to other one. Some of them are maybe also irresponsible while informing the other colleague, so it causes a negative impact on the other teacher. So also it causes some problems, it affects their comfort, which also affects the comfort in the classroom, which also affects the learning process of the students. It may not be a professional explanation but sometimes some instructors may be irresponsible. In this context the responsible one of the co-teachers is negatively affected. One instructor may manipulate the course although the other instructor can successfully conduct the course. There may be some conflicts and fights between the instructors, you know, co-teachers. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

During the initial interview, Participant 4 mentioned the relevant complaints they receive as on the next page:

There are times we receive complaints about the pacing, quality and effectiveness of his or her partner's teaching (Participant 4, Female, Initial Interview with the Directors, April 11, 2016)

The same participant gave more specific examples about the irresponsibility of teachers in co-teaching during the reflection interview as follows:

If one of the partners is not responsible enough in terms of communication and pacing, and also the quality of their instruction I would say, then problems occur. O ne of the teachers might be like a very devoted teacher who wants all of the students to get very good grades and to pass the level, but if the other partner does not care that much, then it's sad for the other partner. And if one of the partners again does not teach as effectively as the other, that's a problem for the other partner. And also as we here have lesson plans and materials, sometimes some teachers may not follow those lesson plans and employ the materials in their class whereas the other partner does. (Participant 4, Female, Reflection Interview with the Directors, June 10, 2016)

The sample quotations from the directors' answers to the interview questions and the codes in Table 35 which were found through the directors observations and perceptions of irresponsible behaviors of one of the teaching partners revealed that when one of the partners does not inform the other one about the flow of the lessons in their co-taught class, does not complete the parts in the book which he or she is supposed to complete, teaches ineffectively on purpose by manipulating the lessons, does not use the materials he or she is supposed to use in the shared class, does not care about the lesson plans, pacing schedules and the students' success, and lays most of the burdens on his or her partner, then his or her partner ends up with making up for all these flaws, and thus feels overwhelmed and uncomfortable. In this regard, the irresponsibility of one of the partners' causes problems and usually results in conflicts between co-teachers.

Theme 2: Depleted motivation

In their answers to the interview questions, the participants also talked about their observations and perceptions of the teachers' bad experiences with their co-teaching partners and their negative feelings, dissatisfaction and demotivation in their mutual workplace relationships resulting from these bad experiences. The interrelated codes found in the statements of the directors reflecting their observations of the co-teachers' negative feelings about the process revealed the theme *depleted motivation* as shown in Table 36:

Table 36. *The codes regarding the theme 'depleted motivation' in the directors' answers*

Code	Frequency
being uninformed of the flow of the lessons	5
students' comparison of co-teachers	2
having problems with the pacing schedule	2
lack of positive atmosphere	1

To illustrate, Participant 5 highlighted his observations of the factors causing demotivation for teachers in co-teaching system such as students' comparison of their teachers, lack of positive atmosphere and flaws in following the pacing schedule as can be seen below:

> Some instructors may not possess enough determination and motivation to conduct a course, to administer a course. The instructor who is successfully conducting the course is not enough liked by loved by the students, the comparison, yeah. It may cause conflicts. And in terms of instructors' motivation it is easily broken you know because when there is no positive atmosphere in the building so it is quite important, a very very important thing I suppose. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

> While they are sharing an EFL classroom, you know that we have pacing schedules. Sometimes they complain about their partners that they fall behind the pacing schedules. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

During the reflection interview, Participant 4 also mentioned her observations similar to the ones referred by Participant 5 as follows:

> In cases of communication breakdowns again, one of the partners may not know what to cover in the following lesson or day. That's one of the problems in planning. And what other, sometimes, actually frequently I could say, students complain to one of the partners about the other. So that kind of problems. (Participant 4, Female, Reflection Interview with the Directors, June 10, 2016)

The codes in Table 36 and the sample quotations from the directors' answers to the interview questions show that co-teachers can easily decrease and even deplete each other's motivation for going on maintaining relationships with each other because of the reasons like mainly being uninformed of the flow of the preceding lesson and thus not knowing what to teach, and for this reason being compared by the students. Thus, taking the results of all advantages in establishing mutual workplace relationships in co-teaching into account, the overall disadvantage in the process can said to be the depleted motivation of co-teachers which is not desired in terms of the common good.

4.3.3 The EFL Directors' Ways to Resolve Interpersonal Conflicts in Mutual Workplace Relationships between Co teachers

Certain strategies were also suggested by the directors to either prevent or deal with the problems and resolve the conflicts that can be confronted while establishing and maintaining mutual workplace relationships between co-teachers. The themes identified through the categorization of the codes in the answers given by the directors during the interviews in reference to the solution strategies for the conflicts and challenges are *administrators' remedial actions, administrators' preventive actions, teachers' own solutions*, and *recommended solutions.*

Theme 1: Administrators' remedial actions

As far as it is understood from the comments of the teachers and the directors, co-teachers usually prefer solving their problems among themselves. Even so, there some cases in which co-teachers get help from the administrators and the administrators develop strategies to solve their problems accordingly. Table 37 on the next page shows the interrelated codes obtained through the directors' statements about these strategies the theme *administrators' remedial actions:*

Table 37. *The codes regarding the theme 'administrators' remedial actions' in the directors' answers*

Code	Frequency
changing the partners directly	4
changing the partners after waiting for some time	1
giving advice to the co-teachers	1
going deep into the problems	1
interfering in urgent situations	1

The coding table above shows that the most practical and most preferred strategy by the administrators to solve co-teachers' problems is changing the partners either directly at the end of the module to prevent further problems or changing them after waiting for some time to let them solve their problems by themselves. Participant 4 and Participant 5 illustrate the situation as presented in the quotes in the following way on the next page:

Changing partners, and sometimes you receive complaints from some of the partners. Sometimes they have general problems which are easier to bring up as problems in general meetings. So instead of talking with person one to one, I have to bring it up as a general problem. I mean it's a strategy. You have to have such strategies sometimes; otherwise, you can't solve the problems. (Participant 4, Female, Reflection Interview with the Directors, June 10, 2016)

When there is no harmony, when there is no rapport, when there is no cohesion between the colleagues, we are lucky that we have a chance to shift the instructors, shift the partners in a module. You know we have 4 modules in a year and we don't have to wait until the end of the year or until the end of the term. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

As it can be clearly seen in Table 37 on the previous page and the participants' statements, changing the partners who cannot solve their problems by themselves is the most common strategy preferred by the administrators, but the administrators also try solve their problems by interfering with the process by discussing the problems with them in a detailed way and giving them advice when necessary although they stated that are not very willing to interfere as the teachers are adults.

Theme 2: Administrators' preventive actions

Since the administrators do not want to interfere with the co-teachers' problems, during the interviews they talked about the precautions they tried to take in order to prevent the problems before they occur. Table 38 on the next page shows the relevant codes found in the participants' statements revealing the theme *administrators' preventive actions*:

Table 38. *The codes regarding the theme 'administrators' preventive actions' in the directors' answers*

Code	Frequency
organizing peer observations for co-teachers	4
organizing picnics and parties	3
avoiding putting pressure on teachers	2
enhancing relationships between co-teachers	2
matching new and experienced teachers	1
organizing orientation programs	1

Participant 5 talked about some of the institutional activities organized to weld co-teachers together, make them closer and thus decrease the potential for having conflicts as can be seen bellow:

> Well, we do our best to organize some extracurricular activities such as picnics, parties, garden parties in order to enhance the relationship between the instructors, we organize events. Also you know that we conduct the peer observations. Each instructor observes other instructors, their partners, their peers. It is beneficial in terms of their workplace relationship because it helps them to enhance, to raise their awareness. They see themselves as a third eye. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

The coding table above shows that the administrators organize a number of professional or extracurricular events throughout the year. The professional organizations include the activities like conducting peer observations and orientations while extracurricular activities include fun events like picnics and parties. It was found in the participants' statements that when co-teachers have closer relationships and when they know each other better, it is less probable for them to have conflicts. For this reason, the administrators are in favor of these preventive actions.

Theme 3: Teachers' own solutions

In addition to the solutions strategies they use when necessary, the administrators also talked about the strategies the teachers use as far as they have observed. The interrelated codes found in the statements of the administrators reflecting their observations of the co-teachers' problem solving strategies revealed the theme *teachers' own solutions'* as shown in Table 39 :

Table 39. *The codes regarding the theme 'teachers' own solutions' in the directors' answers*

Code	Frequency
talking to each other	3
get help from the administrators	1
understanding the reasons	1
changing their own ways	1
finding a solution together	1

The coding table shows that the directors could observe only a few problem-solving strategies used by the teachers. For example, Participant 4 exemplifies one of the strategies as the following:

> I assume everyone has their own special way of dealing with such conflicts. Keeping in touch, for example, all the time. But I am sure everyone has their own way here. (Participant 4, Female, Reflection Interview with the Directors, June 10, 2016)

Participant 5 talked about a specific case during the reflection interview in the following quote:

> I remember one problem. Two co-teachers came together. They tried to dive into the reasons of the problems. While they discuss something in a more democratic way, they can easily understand the reason of the problem. So in such situations the main reason is generally the behaviors or the responsibilities of the instructors so the main core of the problem is the human. So this problem is directly solved by your behavior, your manner, your approach to the problem, your approach to this crisis. So they generally talk to each other and discuss, and try to resolve the conflict, try to find a solution for this problem. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

The codes in Table 39 shows that as far as the directors have observed, the teachers usually solve the problems by communication with their teaching partners and solving the problems together with their own ways, but they may also get help from the directors.

Theme 4: Recommended solutions

Since the directors tried or observed a number of strategies to deal with the conflicts between teaching partners or they thought about many other potential solution strategies, they recommended certain problem-solving strategies which could be helpful especially for the teachers who will teach with a partner for the first time for expectedly having trouble-free co-teaching relationships. Table 40 shows the codes revealing the theme *recommended solutions* and representing the participants' recommendations:

Table 40. *The codes regarding the theme 'recommended solutions' in the directors' answers*

Code	Frequency
discussing everything beforehand	8
making responsibility, role and task share	3
informing each other about the flow of the lessons	3
discussing their approaches and methodologies	3
communicating and holding meetings	3
having a good communication	3
talking about expectations from each other	3
working in collaboration, cohesion and harmony	3
being honest towards each other	2
setting routines	2
conforming the pre-set rules	1
conforming the pacing schedule	1
conforming the pre-set regulations	1
brainstorming for new ideas together	1

The following example on the next page shows the problem solving strategies suggested by Participant 5 during the reflection interview as can be seen below:

> First of all, they have to talk frankly. They have to, you know, distribute their responsibilities, their duties initially. And they should be aware of the fact that there is a pacing schedule, there are some rules and regulations that they are expected to conform. And maybe when start co-teaching, at the end of the first week, they may hold a micro meeting and discuss on what point they stay, discuss their policies, discuss their approaches, discuss their methodologies. They may put an effort to create a rapport, a relationship. And they may ask themselves 'How can we enhance the cohesion among us?' between the co-teachers. Setting a routine, especially rules, especially regulations, especially everything they are going to face with in the module. And they have to set them beforehand. (Participant 5, Male, Reflection Interview with the Directors, June 10, 2016)

Participant 4 also suggested some other problem solving strategies as follows:

> Prior to teaching, they should spend a lot of time discussing their ways of instruction and their pacing, and how they will communicate throughout the teaching process. (Participant 4, Female, Reflection Interview with the Directors, June 10, 2016)

The quotations from the directors' answers to the interview questions and the codes in Table 40 on the previous page show that the factor to be taken into consideration to manage problems during workplace relationships between co-teachers is communication. In their communication process, the teachers are advised to be careful about the points such as informing each other about anything related to their co-taught class, discussing and planning the things before their teaching process, learning about each other's expectations and methodologies, being open and honest to each other, and being aware of the importance of collaboration and close relations in addition to the strategies suggested by the directors as can be seen through the preceding themes.

4.4   To What Extent are the Ideas of the EFL Teachers in Parallel with the Ideas of EFL Directors on Mutual Workplace Relationships between Co-teachers?

The third central research question of this study aimed at discovering the similarities and differences between the perceptions of the first group of participants, that is to say six EFL teachers, and the second group of participants, that is two EFL directors, towards the mutual workplace relationships between co-teaching partners while establishing and managing relationships for their shared EFL classroom. This comparison revolved around the perceived benefits, challenges and problem-solution ideas in workplace relationships during the current co-teaching practices in the institution which were revealed in the results through the answers of the first and second research questions of the study.

4.4.1   Similarities and Differences in the EFL Teachers' and Directors'   Perceptions of the Benefits in Establishing Mutual Workplace   Relationships between Co-Teachers

During the in-depth interviews, both the teachers and the directors talked about a wide range of benefits in establishing mutual workplace relationships between co-teachers considering the current relationships in the English Preparatory Program at the time of data collection. Upon the analysis of the perceptions of both the teachers and the directors separately, certain codes referring to the specific benefits were found in their statements, and the categorization of the interrelated codes revealed the themes referring to the overall benefits. The intersection part of the following diagram includes the overlapping themes referring to the teachers' and the directors' common perceptions of benefits while the theme shown in the left exterior part in the circle just refers to the teachers' perceptions of benefits in Figure 3 on the next page:
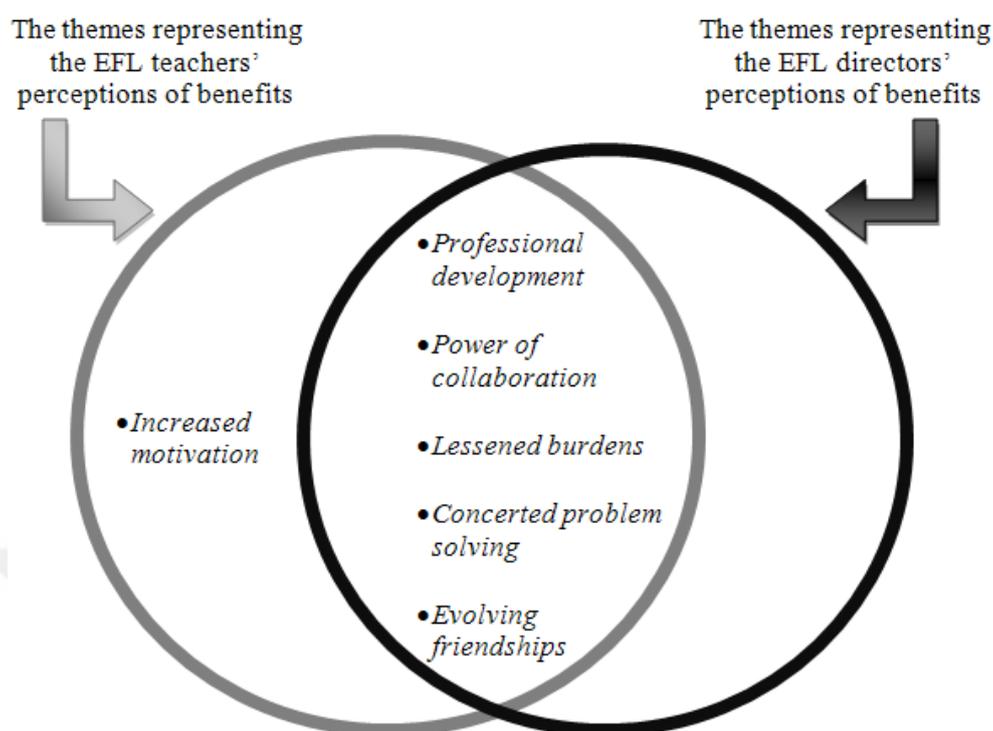
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The themes representing the EFL teachers' perceptions of benefits

The themes representing the EFL directors' perceptions of benefits

- *Professional development*
- *Power of collaboration*
- *Lessened burdens*
- *Concerted problem solving*
- *Evolving friendships*

- *Increased motivation*

Figure 3. Overlapping and differing themes representing the EFL teachers' and directors' perceptions of benefits

While talking about their perceptions on the benefits of establishing mutual workplace relationships between co-teachers, both the teachers and the directors touched upon the contributions of the process to the teachers' *professional development*. Both stated that co-teachers can learn from each other and benefit from each other's different educational backgrounds, EFL teaching techniques, ELT experiences and perspectives in their relationships. Only the directors mentioned the further benefits like raising awareness and benefitting from each other's different behaviors, new ELT methodologies and new ELT materials. Unlike the perceptions of the directors, the teachers mentioned many other benefits like helping each other in language skills teaching, and suggesting new games, new computer applications, new classroom activities, new information, new EFL teaching styles, teaching tips for better teaching and new language evaluation strategies to each other. In spite of these different points, both

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the directors and the teachers drew attention to the importance of co-teaching relationships in terms of *professional development* of EFL teachers.

Both the teachers and the directors also implied *power of collaboration* in their statements. Both stated that sharing new teaching ideas with each other and managing to work as a team are beneficial for co-teachers. The directors also drew attention to the fact that working in collaboration and working in parallel with each other can result in other benefits such as abolishing chaos between co-teachers while the teachers drew attention to many other benefits related to the power of collaboration. According to the teachers, co-teachers have a chance to share many things with each other like students' needs, profiles and performances, their concerns in the process, their reflections on classroom issues, their teaching plans and their ideas about the lessons in addition to giving feedback to each other and developing strategies for EFL teaching in collaboration. All the same, the benefits resulting from *power of collaboration* between co-teachers were mentioned by both the teachers and the directors.

Having *lessened burdens* is the other overall benefit mentioned by both the teachers and the directors. They both emphasized the points such as sharing EFL teaching hours, teaching responsibilities and teaching workload, and planning the things to be taught and the materials to be used together through division of labor. The teachers also pointed out some other points such as setting responsibility routines, sharing stress, and as a result having less pressure. Although the teachers mentioned more points based on their experiences with their current teaching partners, actually the teachers and the directors went along with each other with the fact that having a teaching partner helps teachers to have *lessened burdens* and thus facilitates their work.

During the interviews, both the teachers and the directors also attracted attention to the importance of *concerted problem solving* as an advantage. Both stated that if co-teachers can collaborate in case of problems, they can solve problems together, suggest different problem solving strategies to each other and develop different methods for classroom issues. According to the directors, trying

to solve the problems in collaboration can also minimize the potential risks and conflicts. And the teachers drew attention to the further benefits of collaborative problem solving while solving the problems regarding problematic students and conflicting teaching styles.

During the interviews, the teachers' experiences with their current teaching partners and the directors' observations also revealed that the relationships in co-teaching also results in *evolving friendships* between co-teacher. Both the teachers and the directors stood out the positive outcomes in co-teaching relationships like having a good rapport and positive relationship, getting to know each other and thus knowing each other better day by day. The teachers touched upon further positive outcomes such as having a good communication, getting on well, having a channel, becoming closer friends and thus tolerating each other's mistakes easier. It was emphasized by both the teachers and the directors that *evolving friendships* helps co-teachers to maintain the process in an easier way and usually result in a more successful teaching environment in shared EFL classrooms.

As for the perception of *increased motivation* as an advantage, it was only inferred in the teachers' statements during the interviews. According to the teachers, co-teachers get more motivated because they get more relaxed, feel more satisfied, feel happier, have less stress and get less bored when they work as a team.

4.4.2 Similarities and Differences in the EFL Teachers' and Directors' Perceptions of the Challenges in Establishing Mutual Workplace Relationships between Co-Teachers

Both the teachers and the directors also went through a large number of challenges and conflicts confronted while establishing mutual workplace relationships between co-teachers considering the current relationships in the English Preparatory Program at the time of data collection. After the separate analysis of the perceptions of both the teachers and the directors, certain codes referring to the specific challenges were found in their statements, and the

categorization of the interrelated codes revealed the themes referring to the overall challenges. The intersection part of the following diagram includes the overlapping two themes referring to the teachers' and the directors' common perceptions of challenges while the other two themes shown in the left exterior part in the circle only refer to the teachers' perceptions of challenges in Figure 4:
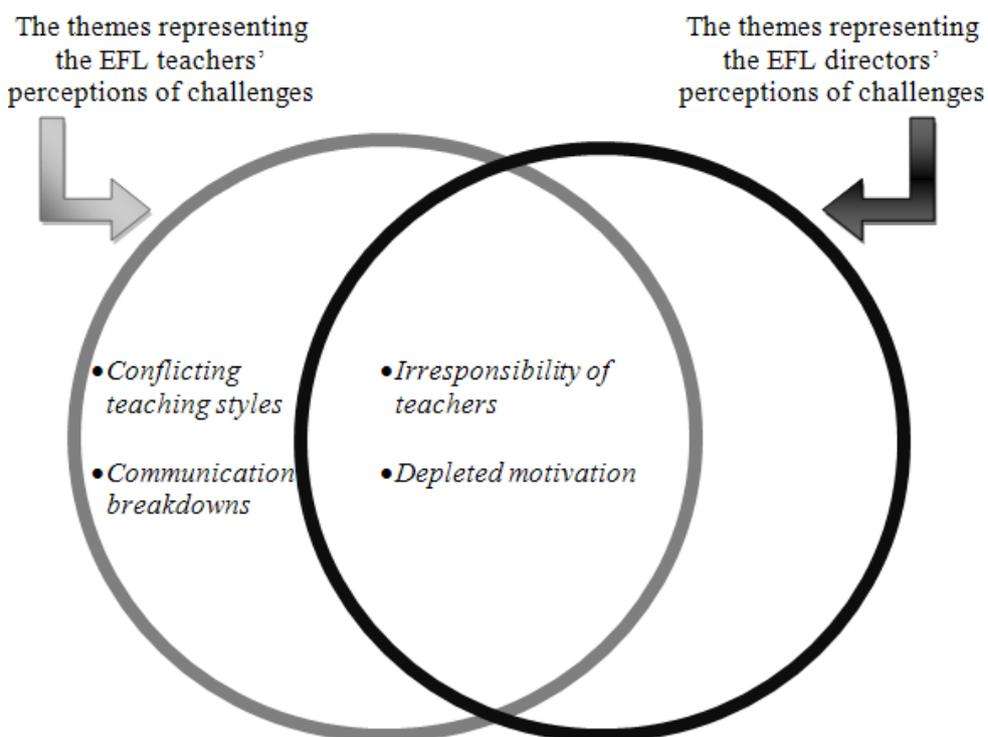

Figure 4. Overlapping and differing themes representing the EFL teachers' and directors' perceptions of challenges

While talking about their perceptions on the challenges and conflicts encountered in establishing mutual workplace relationships between co-teachers during the in-depth interviews, both the teachers and the directors talked about the negative outcomes revealed through *irresponsibility of teachers* in this shared process. Both the directors and the teachers pointed out that the factors such as one of the co-teaching partners' incomplete teaching of the subjects in the shared EFL classroom and nonchalance in informing his or her partner about the flow of

the lessons results in dissatisfaction for the other teacher as he or she need to make up for the other's actions from time to time and thus feel overwhelmed. The directors mentioned some specific irresponsible behaviors of teachers in co-teaching relationships such as sharing the duties and responsibilities unequally, teaching ineffectively on purpose, manipulating the courses as they wish, ignoring pre-specified lesson plans and materials, and not caring about the students' success in language learning. Unlike from the points emphasized by the directors, the teachers mentioned the irresponsible behaviors like being careless in grading process either being too generous or being too mean, and the teachers also mentioned the negative outcomes of their partners' irresponsibility on them like having more responsibilities, feeling mentally and physically tired and thus getting reluctant to further communicate with the partner. Therefore, *irresponsibility of teachers* was inferred to be one of the biggest challenges in co-teaching relationships by both the teachers and the directors as it expected to be an equally shared process.

The perception of *depleted motivation* as a disadvantage was also inferred in both the teachers' and the directors' statements during the interviews. According to the common views of the teachers and the directors, when the teachers are uninformed of flow of the lessons in their co-taught class, and when they do not know what to teach, have problems with following the pacing schedule, get difficulties in lesson planning, and get compared by the students, they feel demotivated in their relationships with their teaching partners. The directors stated that co-teachers also get demotivated in case of lack of positive atmosphere. As for the teachers, they further added that when they have a bossy, introverted, interfering, irresponsible or self-prioritizing teaching partner, and when they cannot get prepared for the lessons because of their teaching partners' carelessness, they feel dissatisfied and even burn-out. So, *depleted motivated* inferred in both the directors' and the teachers' statement is a kind of overall negative outcome in co-teaching relationships embracing all other challenges and conflicts.

The perception of *conflicting teaching styles* as a challenge was only revealed in the teachers' statements. According to the teachers, when their teaching partners prefer doing different activities in their shared EFL classroom, teaching more or less than necessary during the lessons, assess the students with their own styles, try different language teaching philosophies and methods, and being too perfectionist in teaching, and when all these teaching styles are at odds with the other teachers' teaching styles, the process ends up with having difficulties while working as a team and having conflicts in co-teaching relationships because of co-teachers' *conflicting teaching styles*.

Communication breakdowns were also revealed only in the statements of the teachers while sharing their perceptions of the challenges in the process during the interviews. It was found that the teachers face communication problems with their teaching partners in the events of lack of time because of being too busy to see each other, having difficulty in coming together and finding each other mostly because of being in different offices in the building, lack of close relations, and forgetting to inform each other about the issues related to their co-taught class. Therefore, the communication between co-teachers decreases and even gets lost in time resulting in *communication breakdowns* as a challenge.

4.4.3 Similarities and Differences in the EFL Teachers' and Directors' Perceptions of Solutions and Suggestions for Challenges in Establishing Mutual Workplace Relationships between Co-Teachers

While talking about the benefits and challenges in establishing mutual workplace relationships between co-teachers considering the current relationships in the English Preparatory Program at the time of data collection, several strategies either to prevent or to deal with the challenges were also addressed both by the teachers and the directors during the in-depth interviews. Through the separate analysis of the relevant statements of the teachers and the directors, certain codes referring to the specific problem solving and preventing strategies

were found, and the categorization of the interrelated codes revealed the themes referring to the overall strategies. The intersection part of the following diagram includes the overlapping theme referring to the teachers' and the directors' common suggestions for the problem solving and preventing strategies, the three themes shown in the left exterior part in the circle refer to the teachers' suggestions for strategies and the other three themes shown in the right exterior part in the circle refer to the directors' suggestions for strategies in Figure 5:
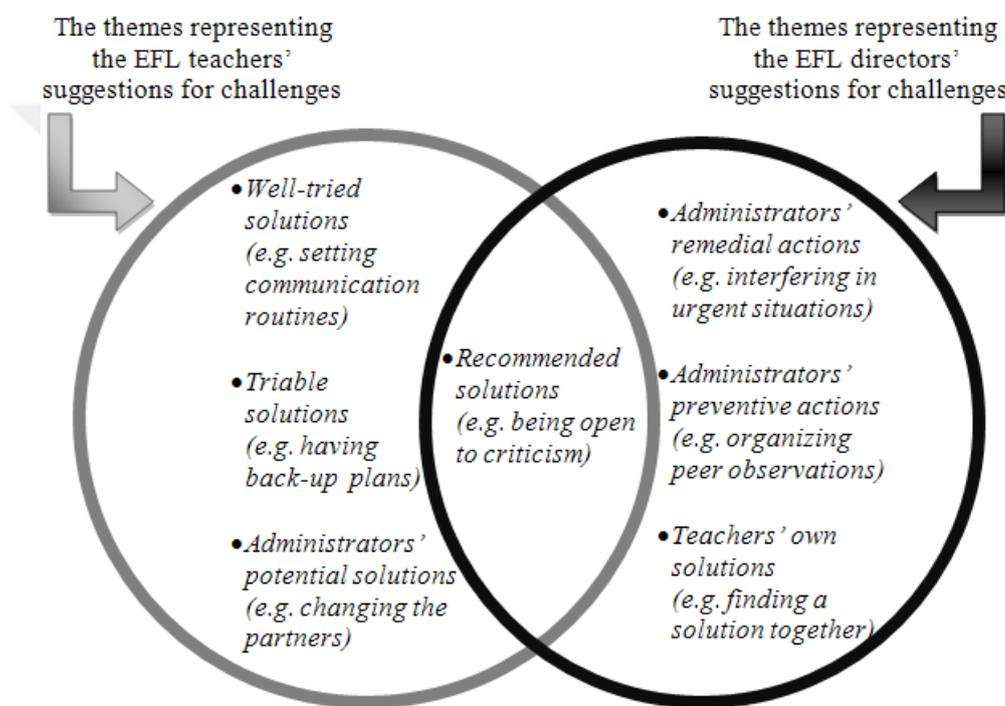

Figure 5. Overlapping and differing themes representing the EFL teachers' and directors' suggestions for solutions to challenges

To start with the problem-solving strategies suggested by the teachers during the in-depth interviews, they first suggested the strategies they already tried and experienced with their current teaching partner at the time of the data collection for this study. Their *well-tried solutions* included discussing the problems together, talking to each other in an open and honest way, having regular meetings and setting routines for planning teaching and deciding on the

shared responsibilities and duties prior to teaching, visiting each other and talking face to face to understand each other better, finding mutual solutions agreed by both sides, informing each other about their feelings, ideas, expectations and any classroom-related issues, taking lessons from previous mistakes, communicating more often, trying to understand each other, ignoring minor problems, establishing empathy, coming up with explanations when necessary, and staying away for a while to give to each other to reflect on the problems.

Different from the suggestions mentioned by the directors, the teachers also talked about the potential *triable solutions* which can work well with their current partners when needed. According to the teachers, developing a rapport and becoming friends, talking about the problems more often, having back-up solution plans, seeking help from the administration in serious cases, giving suggestions to each other, self-sacrificing by changing their own ways if necessary, ignoring recurring or unsolvable problems can be good ideas to solve the problems between co-teachers.

Although the teachers stated during the interviews that they never tried to get help from the administrators as they did not confront very serious problems with their current teaching partners throughout the module at the time of the data collection, they still talked about the *administrators' potential solutions* which they assumed to be offered in urgent or serious cases. According to the teachers, if they sought help from the administrators, the administrators would talk to the partners face to face either individually or collectively, try to find solutions together, counsel and give advice to teachers if needed, or change the partners and match the teachers who get along well with each other as partners.

As for the administrators, they also suggested certain problem solving and preventing strategies during the in-depth interviews. In the first place, the *administrators' remedial actions* were found in the statements of the directors which they applied when the teachers came to talk to them about their problems. As it was also mentioned by the teachers as assumptions, the administrators try to solve the problems by talking to the teachers individually or collaboratively,

talking about the problems together in a detailed way, or changing the partners either right at the end of the module in urgent situations without waiting much or at the end of the following modules after waiting for a while to let them solve their own problems if the problems are not very serious. Thus, although the theme *administrators' potential solutions* found in the teachers' statements and theme *administrators' remedial actions* revealed through the directors' statements seem to be different, actually they are in line with each other differing in the theme *administrators' potential solutions* is referred to the teachers' assumptions while the theme *administrators' remedial actions* refers to the administrators' already tried solutions.

The administrators also talked about the strategies they consider in order to prevent potential problems that co-teachers can encounter during their mutual relationships. In their statements, the *administrators' preventive actions* included organizing extracurricular activities like picnics and parties to enhance relationships, organizing professional activities like peer observations and orientations to provide the teachers with the school support, avoiding putting pressure on the teachers, and matching new and experienced teachers with each other as teaching partners. Among these preventive strategies, the teachers just mentioned the organization of peer observations in their statements.

The administrators' perceptions and observations of the *teachers' own solutions* were also found during the analysis of their answers to the interview questions. Although they were mentioned around different themes, the common problem solution ideas mentioned both by the teachers and the directors included getting help from the administrators in urgent or serious cases, talking to each other and solving problems together, understanding the reasons of the problems, and changing their own ways if necessary apart from the strategies mentioned only by the teachers and presented in the previous sections.

As for the common theme *recommended solutions* found both in the teachers' and the directors' statements during the interviews, they both suggested a wide range of general strategies to deal with the problems between co-teachers.

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The strategies especially suggested for the teachers who will co-teach a shared EFL class and establish mutual workplace relationships for the first time included having a good communication and rapport, being understanding, honest, respectful, and open to each other, being open to criticism and new ideas, talking about the lesson plans, rules, pacing schedule, regulations, routines, responsibility share, teaching roles, communication channels and expectations from each other at the very beginning and conforming these decisions, sharing ideas, informing each other about the flow of the lessons and other classroom issues, working in harmony, cohesion, collaboration and cooperation, finding solutions together, avoiding revealing each other's mistakes and blaming each other, staying in touch all the time, being hardworking, complementing each other when necessary, listening to each other, learning from each other, setting routines, having similar attitudes, having consensus, discussing their language teaching policies, approaches and methodologies, knowing each other well, and holding regular meetings.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.0   Presentation

This qualitative case study was carried out to investigate the perceptions of English language teachers and directors working in the English Preparatory Program of a university in Turkey on establishing and maintaining workplace relationships between co-teaching partners in EFL classrooms considering the perceived benefits and challenges and the strategies to prevent and deal with the challenges in the process. The data for this study were collected from eight participants including six EFL teachers and two directors through the in-depth interviews including an initial interview with the teachers, an initial interview with the directors, a progress interview with the teachers, a reflection interview with the teachers, and a reflection interview with the directors.

In this chapter of the study, the discussion is presented based on the major findings obtained from the five sets of in-depth interviews and the related literature. Then the pedagogical implications, the conclusions, the limitations of the study and the suggestions for further research are presented.

5.1   Discussion

Before presenting the results of the present study around the research questions, the general perceptions on the implementation of the co-teaching system in the institution is described in the participants' eyes including the general EFL routines and EFL co-teaching routines in order to be able to interpret the data in a more meaningful way.

First of all, as it was clearly understood from the statements of the participants, team-teaching model defined and suggested by Cook and Friend (1995) in the literature was implemented in the institution while the data were being collected. During this team-teaching practice, two professionally specialized

teachers worked together as co-teachers to teach EFL in a shared classroom. Each teacher delivered language instruction in cooperation to all learners in the shared classroom as it was suggested by Conderman, Bresnahan and Pederson (2009) in the literature. While following these principles, the participants stated they shared a classroom with a teaching partner mandatorily to teach the basic language skills including reading, listening, speaking, grammar and vocabulary in the main course lesson. In this process, they stated that they were expected the follow the procedures and pacing schedules and use the materials predetermined by the administrators by adding their own routines that they adopt in their EFL teaching process to create a successful learning environment for the learners in their classes. At the very beginning of their co-teaching practices, they stated that they were worried and concerned but they got used to the process easily in a short time as they got experienced. Hence, certain expectations from their next partner for an ideal co-teaching setting took the place of their concerns and worries such as working in collaboration and cohesion, having good rapport and contributing to each other professionally.

The participants also mentioned their responsibilities such as planning the lessons, the days and the weeks with their partner, sharing the duties of their co-taught class and being in touch constantly in this process. Although they shared most of the responsibilities such as teaching hours, planning, assessment and instruction equally, some responsibilities like project assignments and workbook use were assumed by one of the partners by common consent.

The administrators were also stated to have certain responsibilities for organizing co-teaching practices in the institution such as choosing the teaching partners, setting the lesson plans and pacing schedules, and specifying the teaching materials and assessment styles.

Based on the perceptions of both the EFL teachers and the directors as a whole, the major findings of the present study are presented and concluded around the research questions in three sections: the benefits of establishing mutual workplace relationships between co-teachers, the challenges in maintaining

mutual workplace relationships between co-teachers, and the suggested strategies to prevent and resolve interpersonal conflicts in mutual workplace relationships between co-teachers.

5.1.1 The Benefits of Establishing Mutual Workplace Relationships between Co-Teachers

Based on the benefits perceived by both the teachers and the directors as a whole, certain prominent benefits of establishing mutual workplace relationships between co-teachers while sharing an EFL classroom were specified.

First of all, co-teachers' mutual workplace relationships with each other contribute to their professional development in many ways. According to the participants of the study, co-teachers can learn from each other and benefit from each other's different educational backgrounds, EFL teaching techniques, and ELT experiences in their relationships as also mentioned in the literature (Goodnought et al., 2009, Hoa & Anh, 2015, Wang, 2011). As was claimed by Crow and Smith (2005), Fullan (1991) and Harris and Harvey (2000), they can also contribute to each other's professional development when they learn from each other's different perspectives, values and assumptions in teaching. Additionally, it was also found in their statements that in their relationships, their language teaching awareness level can increase, they can benefit from each other's different behaviors, new ELT methodologies and new ELT materials, they can help each other in language skills teaching, suggest new games, new computer applications, new classroom activities, new information, new EFL teaching styles, and teach tips for better teaching to each other. They can also help each other with new language evaluation strategies and assessing as also stated in the literature (Chanmugam & Gerlach, 2013).

Secondly, the benefits of collaboration were also pointed out by the participants and they talked about a variety of positive outcomes gained through collaboration with their partners during their mutual workplace relationships. According to the participants, co-teachers can benefit from their collaboration by

sharing new teaching ideas with each other and managing to work as a team in line with the claims of Fullan (1991). Co-teachers also have a chance to share many things with each other like students' needs, profiles and performances, their concerns in the process, their reflections on classroom issues, their teaching plans and their ideas about the lessons in addition to giving feedback to each other and developing strategies for EFL teaching in collaboration as asserted by Chanmugam and Gerlach (2013) and Goodnought et al. (2009).

Thirdly, because of mutual workplace relationships between co-teachers, they have a chance to share responsibilities and thus their burdens are lessened. The participants' statements revealed that co-teachers can benefit from the process by sharing EFL teaching hours, teaching responsibilities and teaching workload equally, by setting responsibility routines, and by sharing stress planning the things to be taught and the materials to be used together through division of labor. Fourthly, in view of the participants, co-teachers can also take advantage of their mutual relationships by collaborating in case of problems, solving problems together, suggesting different problem solving strategies to each other, and developing different methods for classroom issues in collaboration.

In addition, the participants stated that the increasing rapport between co-teachers usually results in becoming friends, and this also brings about certain advantages such as having a more positive relationship, getting to know each other and thus knowing each other better day by day, having a better communication, getting on better, establishing a closer channel, tolerating each other's mistakes easier, and thus maintaining the co-teaching system in an easier way.

Finally, it was also revealed in the results that an increase in co-teachers' motivation brings along many positive outcomes when considered as an overall advantage of their mutual relationships. When the participants' comments in the interviews and different researchers' claims in the literature are taken into account, the positive outcomes can be illustrated as getting relaxed, feeling more satisfied, feeling happier, having less stress and getting less bored (Fullan, 1991;

Goodnought et al., 2009, Wang, 2011). Many other benefits claimed in the literature such as co-teachers' helping each other in classroom management issues by providing each other with careful mediation psychological supports and crisis management to each other (Kim, 2010b) and the contributions of co-teachers' varying perspectives to assessment process and feedback giving (Chanmugam & Gerlach, 2013) were not revealed in this study probably because assessment procedures are already decided by the administrators and mediation and crisis management skills which require special training are not provided in the research setting.

5.1.2 The Challenges in Maintaining Mutual Workplace Relationships between Co-Teachers

Considering the challenges and conflicts perceived by both the teachers and the directors in the aggregate, specific challenges in establishing mutual workplace relationships between co-teachers while sharing an EFL classroom were also revealed.

To begin with, although co-teaching is expected to be a shared process maintained by two teachers with similar attitudes towards the division of labor and share of responsibilities and duties, it was revealed in the present study and also mentioned in the literature that irresponsible behaviors of one of the partners is one of the prominent challenges co-teachers' mutual relationships (Goodnought et al., 2009; Hoa & Anh, 2015; Kim, 2010a; Leatherman, 2009; Tannock, 2009; Vannest & Hagan-Burke, 2010). It was revealed in the participants' statements in line with the Roth's (2012) claims in the literature that one of the co-teaching partners' incomplete teaching of the subjects in the shared EFL classroom and nonchalance in informing his or her partner about the flow of the lessons can be regarded as one of the challenges in mutual workplace relationships between co-teachers. The revealed irresponsible behaviors include sharing the duties and responsibilities unequally, teaching ineffectively on purpose, manipulating the courses as they wish, ignoring pre-specified lesson plans and materials, not caring

about the students' success in language learning and being careless in the grading process either being too generous or being too mean. As is claimed by Scruggs, Mastropieri and McDuffie (2007), and as it was revealed in the results, when one of the partners is not responsible enough, the other one has to make up for his or her partner's actions, which can be quite challenging.

Secondly, the analysis of the participants' comments showed that when co-teachers have different teaching styles, philosophies, values and methods and when these differences conflict with each other, this is also perceived us a challenge in their mutual relationships as mentioned in the literature (Kim, 2010a; York-Barr, Ghere & Sommerness, 2007, Wang, 2011).

Thirdly, although co-teachers are expected to be in touch with each other all the time as they share a class and co-teach a group of learners, the participants' statements revealed that one of the biggest problems between co-teachers is having communications breakdowns such as being too busy to see each other, having difficulty coming together and finding each other, a lack of close relations, and forgetting to inform each other about the issues related to their co-taught class as also raised in the literature (Eick, Ware & Jones; 2004; Hoa & Anh, 2015; Jang, 2006; Kim, 2010a; Know & Kellogg, 2005, York-Barr, Ghere & Sommerness, 2007; Wang, 2011).

Lastly, it was also found in the results and as it was claimed in the literature that the decrease and even depletion in co-teachers' motivation is in parallel with many negative outcomes when considered as an overall disadvantage in their mutual relationships (Roth, 2002; Wang, 2011; York-Barr, Ghere & Sommerness, 2007). It was found that the factors such as being uninformed of flow of the lessons in a co-taught class and thus not knowing what to teach, having problems with following the pace of the schedule, being compared by students, geting difficulties in lesson planning, having lack of positive atmosphere, having a bossy, introverted, interfering, irresponsible or self-prioritizing teaching partner winds up with demotivation for teachers in their mutual relationships. Apart from the common challenges found both through the

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analysis of the collected data for this study and in the literature, some other challenges are also claimed in the literature such as having problems resulting from interpersonal differences in gender and personalities (Carter et al., 2009; Conderman, 2011), unfeasible workloads and insufficient teaching materials (Greg & Cahnmann-Taylor, 2010), hostility arousing from the mismatching of teaching partners, and ideological concerns such as differences in status and power struggles (McClure & Cahnmann-Taylor, 2010) probably because the teachers with similar personalities and ideologies are matched to work together as co-teachers by the administrators in the research setting.

5.1.3   The Suggested Strategies to Prevent and Resolve Interpersonal Conflicts in Mutual Workplace Relationships between Co-teachers

Based on the problem solving and preventing strategies suggested by both the teachers and the directors as a whole, certain strategies either to prevent or to deal with the problems, challenges and conflicts while establishing mutual workplace relationships between co-teachers were revealed mostly in line with the suggested problem solving strategies in the literature.

Considering the participants' suggestions in this study and the suggestions in the literature, the summary of these problem preventing and solving strategies that can be applied by co-teachers emerged as follows:

- communicating in an open and honest way (Pratt, 2014; Schutz' *interpersonal behavior theory*, 1992),
- having regular meetings,
- setting routines for planning teaching (Arguelles, Hughes & Schumm, 2000; Bouck, 2007; Carter et al., 2012),
- taking enough time for planning (Buckley, 2000; Perry & Stewart, 2005),
- deciding on the roles, shared responsibilities and duties in advance of teaching (Conderman, 2011; Loeser, 2015),

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- sharing and assuming responsibilities equally (Buckley, 2000; Loeser, 2015; Perry & Stewart, 2005; Villa, Thousand & Nevin, 2004),

- talking face to face to understand each other better (Dieker & Murawski, 2004; Jang, Nguyen & Yang, 2010),

- discussing the problems together, having consensus, and having finding mutual solutions agreed by both sides (Rea & Connell, 2005, Sinclair, 1998),

- informing each other about their feelings, ideas and expectations (Jang, Nguyen & Yang, 2010),

- informing each other about any classroom-related issues (Dieker, 2001; Helpguide, 2006; Jang, Nguyen & Yang, 2010),

- taking lessons from previous mistakes,

- communicating frequently (Kohler-Evans, 2006, Strivers, 2008),

- understanding each other (Kohlrieser, 2006),

- understanding the causes of the problem (Kohlrieser, 2006),

- ignoring minor problems,

- establishing empathy (Kohlrieser, 2006),

- coming up with explanations when necessary,

- establishing positive relationships, developing a rapport and becoming friends (Kohlrieser, 2006; Murata, 2002),

- having back-up solution plans (Sinclair, 1998),

- seeking help from the administration in serious cases,

- changing their own ways if necessary,

- being respectful (Buckley, 2000; Murata, 2002; Perry & Stewart, 2005; Pratt, 2014),

- being trustworthy (Pratt, 2014),

- being open to criticism and new ideas,

- talking about the lesson plans, rules, regulations and expectations beforehand (Stewart & Perry, 2005),

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- conforming the pre-set decisions,

- working in harmony and cohesion,

- working in collaboration (Arndt & Liles, 2012, Darling-Hammond & Richardson, 2009; DelliCarpini, 2008; Desimone, 2009; Dove & Honigsfeld, 2010; Friend, 2008; Murata, 2002, Nunan, 1992; Park, 2014; Servage; 2008, Strivers, 2008; Wayne et al, 2008),

- working in cooperation (Jeon, 2010),

- avoiding revealing each other's mistakes and blaming each other,

- complementing each other when necessary,

- listening to each other,

- sharing ideas and experiences with each other and learning from each other (Chan & Pang, 2006; Darling-Hammond & Richardson, 2009; Jang, Nguyen & Yang, 2010; Murata, 2002, Pratt, 2014s),

- having similar attitudes,

- and discussing their language teaching policies, philosophies, approaches and methodologies beforehand (Conderman, 2011; Gately & Gately, 2001; Jang, Nguyen & Yang, 2010; Stewart & Perry, 2005).

Taking the participants' suggestions in this study and the suggestions in the literature into account again, the summary of further problem preventing and solving strategies that can be provided by administrators in co-teaching settings arose as follows:

- organizing peer observation schedules for co-teachers (Chanmugam & Gerlach, 2013),

- matching teachers with similar attitudes and personalities as partners to for closer relationships (McClure & Cahnmann-Taylor, 2010),

- matching experienced and novice teachers as partners to help each other,

- organize extracurricular events for co-teachers for closer relationships,

- talking with co-teachers about the problems individually,

- talking with co-teachers about the problems collectively,

- counseling and giving advice,

- and change partners if the problems cannot be solved.

As it can be revealed through the comments of the participants of the study and the claims of the researchers in the literature, all these strategies seems notable to be able to deal with the potential problems that can be confronted in mutual workplace relationships between co-teachers.

5.1.4 The Pedagogical Implications

Taking the major findings of the study and the related research into consideration, the following pedagogical implications were revealed for present teachers and co-teachers, prospective teachers and co-teachers, novice teachers and co-teachers, directors, teacher trainers and researchers.

Co-teaching is an effective system that can easily be implemented in English language teaching settings. Language teachers can benefit from the mutual workplace relationships they establish with their teaching partners in many ways while teaching EFL. Co-teaching relationships can contribute to their professional development as language teachers to a great extent because co-teachers can broaden their horizons by learning new language teaching ideas, styles, skills, strategies, methodologies, philosophies, materials and applications from each other in this shared process and they can help each other by sharing their language teaching experiences in their shared classroom with each other, dealing with the problems of their shared class together and lessening each other's burdens by sharing language teaching responsibilities in the planning, assessment and instruction processes of their shared class.

Language teachers can also confront certain challenges while establishing and maintaining mutual workplace relationships with their teaching partners. In this process, they can have difficulties in communicating and collaborating with each other, trying to share and assume EFL teaching responsibilities equally, behaving responsibly, adopting and implementing the teaching strategies which

conflict with their partners', giving and implementing mutual decisions, and informing each other about any issues related to their shared class. However, they can either prevent or deal with such problems with the help of certain key factors by using the strategies like being willing to communicate, collaborate with each other, having good relationships, discussing any issues related to either their shared class or their personal feelings and expectations openly, and deciding on every single thing at the very beginning of their shared EFL teaching process. The problems can also be prevented or solved thanks to co-teachers' willingness and awareness of the process and administrators' certain precautions for potential problems, their proper setting of co-teaching procedures and their setting achievable targets for co-teachers.

Through this investigation, prospective and novice language teachers and directors can be guided to establish, manage and foster mutually beneficial relationships at work in co-teaching system. In this way, EFL teachers and directors can gain valuable insights and make necessary adaptations and modifications during the implementation of co-teaching to benefit from the opportunities in the process for co-teachers. The study can also provide useful suggestions for teacher trainers in terms of guiding EFL teachers to prevent potential challenges they can encounter during their mutual workplace co-teaching relationships.

Taking all these benefits and key factors into consideration, co-teaching can be suggested as an effective teaching model with certain advantages in EFL teaching setting.

5.2 Conclusions

The present study investigated English language teachers' and directors' perceptions of the benefits, challenges and solutions in workplace relationships during their co-teaching practices in EFL classrooms, and to suggest possible solutions to the problems that are shared during the interviews, and thus to give suggestions that can guide and provide valuable insights to prospective and novice

EFL teachers to manage their relationships in the co-teaching system efficiently to foster mutually beneficial relationships at work by making use of the opportunities successfully and resolving the conflicts practically. Through the analysis of the data collected five sets of in-depth interviews, certain conclusions were revealed.

First of all, establishing mutual workplace relationships between co-teachers provide many benefits to the teachers for developing professionally in ELT by learning new EFL teaching techniques from each other; working and solving the problems in collaboration; sharing the workload, duties, roles and responsibilities; establishing a rapport and friendship, and getting more motivated in teaching. The relationships between co-teachers also provide certain challenges to the teachers including working with irresponsible teachers and feeling tired while making up for the other teacher's irresponsible behaviors; having conflicting teaching styles and philosophies; having difficulties in establishing communication, and losing motivation in teaching. Certain strategies for preventing and dealing with the challenges were also revealed including communicating frequently and regularly; being open, honest, understanding and respectful towards each other; setting communication routines beforehand; working in collaboration, cooperation and harmony; spending time for planning the teaching process and discussing the personal values and classroom-related issues beforehand; sharing the responsibilities equally; discussing the problems together and finding mutual solutions; getting help from the administration in serious cases, and ignoring the minor problems.

5.3   Limitations to the Study and Suggestions for Further Research

Certain limitations were encountered throughout the study. Firstly, this qualitative case study was administered in the English Preparatory Program of the Foreign Language Department at a private university because of the convenience of the setting, so the study can be replicated in different EFL settings such as state universities, language schools and high schools. Secondly, the study included

eight participants. The number of the participants was limited because the purpose was to select the teachers who have at least two years of co-teaching experience. Therefore, it can be helpful to conduct a similar study with larger sample sizes in terms of generalizing the findings for language teachers working in different EFL teaching settings. Thirdly, the study was conducted as being longitudinal and lasted for only two months because every module was determined to last for eight weeks in the research setting, thus the time period was quite limited. For this reason, a further study can be carried out in a longer period of time and can be better defined as a longitudinal study. Finally, the data for this study were collected through in-depth interviews administered at three different times for data triangulation. A further study can include more data collection tools such as observations of co-teachers during their relationships because observational data can also be helpful for qualitative studies.

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APPENDIX A: INFORMED CONSENT

Dear Participant,
You are kindly invited to take part in this qualitative case study. The following form has been designed to inform you about the study and to receive your approval of your participation in the study. The results will contribute to the study for the MA thesis of the researcher and for further research. Please take the time to read the following information carefully, and please contact the researcher if there is anything that is not clear or if you need more information. I would like to thank you in advance for your participation in this study.

Title of study:
A Case Study on Co-teaching in EFL Classrooms: Teachers' and Directors' Perceptions of Benefits, Challenges and Suggestions in Workplace Relationships

Researcher:
Pelin Çetin-Kırış
MA student in Department of English Language Teaching,
Graduate School of Social Sciences, Middle East Technical University

Person to Contact:
For further information about the study, you can contact the researcher by e-mail:
pelin_cetin@hotmail.com

Purpose of study:
This case study investigates English language teachers' and directors' perceptions of the benefits, challenges and solutions in establishing and managing mutual workplace relationships during their co-teaching practices in EFL classrooms, and it aims at finding out possible solutions to the problems and thus giving suggestions that can guide and provide valuable insights to prospective and novice language teachers to manage their professional relationships in the co-teaching system efficiently by making use of the opportunities and resolving the conflicts practically.

Study procedure:
Your expected time commitment for this case study is one eight-week module. You are kindly asked to participate in one structured written interview (initial interview) at the beginning of the module, one semi-structured oral interview (progress interview) in the middle of the module and one semi-structured oral interview (reflection interview) at the end of the module.

Risks:

The risks expected from this study are minimal, but there might be risks that are not anticipated. However, every effort will be made to minimize any risks. These risks are similar to those you experience when disclosing work-related information to others. You can refuse to answer any or all questions during the interviews and you can quit your participation at any time if you choose.

Benefits:

There will be no direct benefit to you for your participation in this study. However, at the end of this study, it is expected to suggest a theory that can guide and provide valuable insights to prospective and novice language teachers to manage their working relationships in co-teaching system efficiently by making use of the opportunities and resolving the conflicts practically.

Confidentiality:

Every measure will be taken and every effort will be made by the researcher to preserve your confidentiality. You will be assigned a pseudonym and this pseudonym will be used on all researcher notes and documents. All interview transcriptions and any other identifying participant information will be kept in a locked, fire-proof safe in the personal possession of the researcher. When it is no longer necessary for research, all materials will be destroyed. You may ask for a transcribed copy of your interviews. The collected data will be evaluated only by the researcher, and the information from this research will only be used for research purposes.

Institutional Review Board/Administration:

Supposing that you have questions related to your rights as a subject of a case study, or if any problems occur which you do not feel you can share with the researcher, please contact the administration or Institutional Review Board of your institution.

Voluntary Participation:

Participation in the study must be on a voluntary basis. It is up to you to choose whether or not to participate in this study. If you accept to participate in this study, you will be asked to sign this consent form. You are free to quit at any time and without giving any reasons.

Costs to Subject:

There are not any costs to you for your participation in this study.

Consent:

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want. I give my consent for the use of the information I provide through interviews only for research purposes.

    Name Surname   *Date*   *Signature*

_____   ___ / ___ / _____   _____

APPENDIX B: INITIAL INTERVIEW WITH THE TEACHERS

Before answering the questions, please fill in the following table:

What is your gender?	
How old are you?	
What is your nationality?	
What is your native language?	
What is your academic degree (Bachelor's, Master's or Doctoral)?	
What is the area of your specialization (ELT, English Language and Literature, etc.)?	
How long have you been teaching English?	
How long have you been working as a teacher in this institution?	
How long have you been co-teaching with a partner in this institution?	
Did you co-teach with a partner in any other institutions before?	
How many co-teaching partners have you had in this institution so far?	
How many co-teaching partners have you had in total so far?	
What is your contact information? **(mobile or e-mail)**	

*Please answer the following questions in a detailed way **considering the setting in which you are currently working***.
1. Could you describe *your usual experiences of teaching* in an EFL classroom?
_____
_____
_____

2. Could you define the term '*co-teaching in an EFL classroom'* in your own words?
_____
_____
_____

Note. EFL = English as a Foreign Language; ELT = English Language Teaching

APPENDIX B: INITIAL INTERVIEW WITH THE TEACHERS

(continued)

3. Could you describe *your usual experiences of co-teaching* in an EFL classroom?

_____
_____
_____
_____

4. What is the procedure for choosing a teaching partner and starting to co-teach with that partner in your institution?

_____
_____
_____
_____

5. What are the roles of administration in coordinating co-teaching practices?

_____
_____
_____

APPENDIX B: INITIAL INTERVIEW WITH THE TEACHERS

(continued)

6. Considering you usual co-teaching experiences in the institution, could you describe the responsibilities you share with your co-teaching partner in the process of **'planning'** the parts to be covered in Main Course lessons, in the process of **'instruction'** of the language skills and in the process of **'assessment'** of learners' competence in these skills?

Please specify the responsibilities as being *Mine* (my responsibility)*, My partner's* (my partner's responsibility)*, Equal* (shared by teaching partners on an equal basis) or *Administrators'* (responsibility of administrative stuff).

Responsibilities in _planning_ process   **Sharing responsibilities:**
(flow of the lessons, the parts to be covered/
skipped in the book, etc.)

	Mine	My partner's	Equal	Administrators'
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐

Responsibilities in _instruction_ process   **Sharing responsibilities:**
(teaching grammar/reading/writing/speaking/
listening/vocabulary, use of extra materials,
use of workbook in the classroom, etc.)

	Mine	My partner's	Equal	Administrators'
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐

Responsibilities in _assessment_ process   **Sharing responsibilities:**
(homework check, administering/marking
quizzes, giving evaluation notes, assigning/
assessing reading/speaking projects, etc.)

	Mine	My partner's	Equal	Administrators'
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐
✓ _____	☐	☐	☐	☐

7. What were your initial expectations and thought about sharing an EFL classroom with a partner before your very first co-teaching practice?

_____
_____
_____
_____

8. What have been *the outstanding benefits* of sharing an EFL classroom with a partner and establishing mutual workplace relationships in planning, instruction and assessment processes of Main Course lessons so far? Could you give specific examples from your previous co-teaching experiences?

_____
_____
_____
_____

9. What have been *the outstanding challenges* while sharing an EFL classroom with a partner and the conflicts you have experienced with your partners in planning, instruction and assessment processes of Main Course lessons so far? Could you give specific examples from your previous co-teaching experiences?

_____
_____
_____
_____

10. How have you overcome these challenges? Could you explain *the methods* you have used so far to resolve the conflicts and could you give specific examples?

_____
_____
_____
_____

11. What are your expectations from the partner with whom you will be sharing an EFL classroom during the following 8-week term?

_____
_____
_____
_____

APPENDIX C: INITIAL INTERVIEW WITH THE DIRECTORS

Before answering the questions, please fill in the following table:

What is your gender?	
How old are you?	
What is your nationality?	
What is your native language?	
What is your academic degree (Bachelor's, Master's or Doctoral)?	
What is the area of your specialization (ELT, English Language and Literature, etc.)?	
What is your current position in the institution and what are your main responsibilities?	
How long have you been administrating the English Preparatory Program?	
How long have you been coordinating the co-teaching practices of the teachers in the program?	
Have you had any co-teaching experiences with a partner before? If yes, how long?	
How many co-teaching partners have you had in this institution so far?	
How many co-teaching partners have you had in total so far?	
What is your contact information? (mobile or e-mail)	

*Please answer the following questions in a detailed way **considering the setting in which you are currently working.***

1. Could you describe *usual teaching experiences* of the teachers in EFL classrooms in the English Preparatory Program?

_____

_____

_____

Note. EFL = English as a Foreign Language; ELT = English Language Teaching

2. Could you define the term '*co-teaching in an EFL classroom*' in your own words?

_____
_____
_____

3. Could you describe *usual co-teaching experiences* of teaching partners in EFL classrooms in the English Preparatory Program?

_____
_____
_____

4. Could you describe *expected co-teaching experiences* in EFL classrooms in the English Preparatory Program?

_____
_____
_____

5. Could you describe the process of choosing teaching partners and coordinating co-teaching practices in EFL classrooms in the English Preparatory Program?

_____
_____
_____

6. What are the other roles of administration in coordinating co-teaching practices?

_____
_____
_____

APPENDIX C: INITIAL INTERVIEW WITH THE DIRECTORS
(continued)

7. Considering usual co-teaching experiences in the institution, could you describe the responsibilities shared by co-teaching partners in the process of **'planning'** the parts to be covered in Main Course lessons, in the process of **'instruction'** of the language skills and in the process of **'assessment'** of learners' competence in these skills?

Please specify the responsibilities as being *Administrators'* (responsibility of administrative stuff), *One teacher's* (responsibility of only one of the teaching partners) or *Equal* (shared by teaching partners on an equal basis).

Responsibilities in _planning_ process　　　　　**Sharing responsibilities:**
(flow of the lessons, the parts to be covered/
skipped in the book, etc.)

	Administrators'	One teacher's	Equal
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐

Responsibilities in _instruction_ process　　　　**Sharing responsibilities:**
(teaching grammar/reading/writing/speaking/
listening/vocabulary, use of extra materials,
use of workbook in the classroom, etc.)

	Administrators'	One teacher's	Equal
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐

Responsibilities in _assessment_ process   **Sharing responsibilities:**
(homework check, administering/marking
quizzes, giving evaluation notes, assigning/
assessing reading/speaking projects, etc.)

	Administrators'	One teacher's	Equal
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐
✓ _____	☐	☐	☐

APPENDIX D: PROGRESS INTERVIEW WITH THE TEACHERS

1. How would you describe the current workplace relationships between you and your teaching partner considering the shared responsibilities for planning, instruction and assessment of your co-taught EFL classroom for Main Course lessons?

2. Which communication channels do you use to interact with your teaching partner about your co-taught EFL classroom, and why?

3. Do you think you are satisfied with the workplace relationships between you and your teaching partner when you communicate with each other about your co-taught EFL classroom? Why?

4. What are the outstanding benefits of sharing an EFL classroom and establishing mutual workplace relationships with your current teaching partner? Could you give specific examples from your current experiences considering the positive impacts on your EFL teaching process in Main Course lessons?

5. As far as you have observed (if you have), what are the benefits that your teaching partner has had in your mutual workplace relationships considering the positive impacts on his/her EFL teaching process in Main Course lessons?

6. It is very probable that some challenges occur in any workplace relationships in which two people work together and share responsibilities. Could you talk about the conflicts and challenges you have experienced in your co-teaching relationships so far with your current teaching partner considering the negative impacts on your EFL teaching process in Main Course lessons?

7. As far as you have observed (if you have), what are the difficulties that your teaching partner has had in your mutual workplace relationships considering the negative impacts on his/her EFL teaching process in Main Course lessons?

8. In what ways has the process of planning of the flow of Main Course lessons been affected so far because of interactional conflicts between you and your current teaching partner?

9. In what ways has the process of EFL instruction in Main Course lessons been affected so far because of interactional conflicts between you and your current teaching partner?

10. In what ways has the process of assessment of the learners' competence in EFL skills in Main Course lessons been affected so far because of interactional conflicts between you and your current teaching partner?

11. In what ways has your EFL teaching process been affected as a whole so far because of interactional conflicts between you and your current teaching partner?

12. How have you overcome these challenges so far? Could you explain your methods for resolving conflicts in detail and could you give any specific examples?

13. Is there anything else you would like to share about your current co-teaching experiences?

APPENDIX E: REFLECTION INTERVIEW WITH THE TEACHERS

1. Have there been any changes in your general perception of your workplace relationships between you and your current teaching partner considering the shared responsibilities for planning, instruction and assessment of your co-taught EFL classroom for Main Course lessons?

2. Have you changed the communication channels you have used to interact with your teaching partner about your co-taught EFL classroom? If yes, why?

3. Are you still satisfied/dissatisfied with the workplace relationships between you and your current teaching partner when you communicate with each other about your co-taught EFL classroom? Why?

4. In addition to the ones you mentioned during the previous interview, have you gained any other advantages from sharing an EFL classroom and establishing mutual workplace relationships with your current teaching partner? Could you give specific examples from your current experiences considering the further positive impacts on your EFL teaching process in Main Course lessons?

5. In addition to the ones you mentioned during the previous interview, have observed any other benefits that your teaching partner has had in your mutual workplace relationships considering the further positive impacts on his/her EFL teaching process in Main Course lessons?

6. What has been the role of the administration in encouraging co-teachers to establish mutually more beneficial workplace relationships and increasing positive impacts of co-teaching system on teachers' EFL teaching process?

7. In addition to the ones you mentioned during the previous interview, have you had any other conflicts and challenges is sharing an EFL classroom and establishing mutual workplace relationships with your current teaching partner? Could you give specific examples from your current experiences considering the further negative impacts on your EFL teaching process in Main Course lessons?

8. In addition to the ones you mentioned during the previous interview, have you observed any other difficulties that your teaching partner has had in your mutual workplace relationships considering the negative impacts on his/her EFL teaching process in Main Course lessons?

9. What have been the further effects of interactional conflicts between you and your current teaching partner on the process of planning of the flow of Main Course lessons considering your all co-teaching experiences during the 8-week module?

10. What have been the further effects of interactional conflicts between you and your current teaching partner on the process of EFL instruction in Main Course lessons considering your all co-teaching experiences during the 8-week module?

11. What have been the further effects of interactional conflicts between you and your current teaching partner on the process of assessment of the learners' competence in EFL skills in Main Course lessons considering your all co-teaching experiences during the 8-week module?

12. What have been the other overall effects of interactional conflicts between you and your current teaching partner on your EFL teaching process in general considering your all experiences during the 8-week module?

13. How have you overcome all these challenges? Could you mention any other methods for resolving conflicts in detail and could you give specific examples?

14. Have you ever shared your ideas with your teaching partner about your satisfaction and/or dissatisfaction with your mutual workplace relationships in the process of planning, instruction and assessment of your co-taught EFL class during the last module?

15. Has your teaching partner ever shared his/her ideas with you about his/her satisfaction and/or dissatisfaction with your mutual workplace relationships in the process of planning, instruction and assessment of your co-taught EFL class during the last module?

16. What has been the role of the administration in overcoming the challenges and resolving the conflicts between co-teachers? Could you give specific examples?

17. What advice would you give others who will be sharing an EFL classroom with a colleague for the first time in order to establish mutually beneficial workplace relationships?

18. Is there anything else you would like to add?

APPENDIX F: REFLECTION INTERVIEW WITH THE DIRECTORS

1. How would you describe the current workplace relationships between teaching partners considering the shared responsibilities for planning, instruction and assessment of their co-taught EFL classroom for Main Course lessons?

2. What are the reasons for preferring co-teaching system for EFL classrooms in the English Preparatory Program?

3. What are the further roles of administration in coordinating co-teaching practices?

4. In your opinion, what should the ideal setting be for effective co-teaching practices in EFL classrooms?

5. Which communication channels are used by teaching partners most to interact with each other to talk about their shared responsibilities of their co-taught EFL classroom?

6. As far as you have observed so far, what are the benefits of sharing an EFL classroom and establishing mutual workplace relationships between co-teachers? Could you give specific examples considering the positive impacts on their EFL teaching process in Main Course lessons?

7. As far as you have observed so far, what are the conflicts and challenges in sharing an EFL classroom and establishing mutual workplace relationships between co-teachers? Could you give specific examples considering the negative impacts on their EFL teaching process in Main Course lessons?

8. In what ways is the process of planning of the flow of Main Course lessons affected because of interactional conflicts between co-teachers?

9. In what ways is the process of EFL instruction in Main Course lessons affected because of interactional conflicts between co-teachers?

10. In what ways is the process of assessment of the learners' competence in EFL skills in Main Course lessons affected because of interactional conflicts between co-teachers?

11. In what ways is EFL teaching process in Main Course lessons in the institution affected as a whole because of interactional conflicts between co-teachers?

12. As far as you have observed so far, how do teachers overcome the challenges and resolve the conflicts they have with their teaching partners? Could you give specific examples?

13. Has any of teaching partners ever shared their ideas with you about their satisfaction and/or dissatisfaction with their mutual workplace relationships in the process of planning, instruction and assessment of their co-taught EFL class?

14. What is the role of the administration in overcoming the challenges and resolving the conflicts between co-teachers? Could you give specific examples?

15. What is the role of the administration in encouraging co-teachers to establish mutually more beneficial workplace relationships and increasing positive impacts of co-teaching system on teachers' EFL teaching process?

16. What advice would you give others who will be sharing an EFL classroom with a colleague for the first time in order to establish mutually beneficial workplace relationships? What factors should be paid special attention to?

19. Is there anything else you would like to share about co-teaching practices and workplace relationships between co-teachers in the English Preparatory Program?

APPENDIX G: DEBRIEFING FORM

This is a qualitative case study conducted by Pelin Çetin Kırış, MA student in the Department of English Language Teaching, Middle East Technical University. The results will contribute to the study for the MA thesis of the researcher. This case study investigates English language teachers' and directors' perceptions of the benefits, challenges and solutions in workplace relationships during their co-teaching practices in EFL classrooms.

In the recent days, the preference for co-teaching practice in which two or more teachers work together in the same classroom is increasing among language teachers especially in English as a Foreign Language (EFL) classrooms, and it has been preferred in foreign languages departments of many universities in Turkey for some time now. However, in spite of its popularity and widespread literature dealing with co-teaching experiences of teachers, perspectives of language teachers in Turkey on mutual workplace relationships between co-teachers have been ignored so far. Thus, at the end of this study, it is expected to find out the perceptions of English language teachers and directors working in the English Preparatory Program of a university in Central Turkey on workplace relationships and interactions between co-teaching partners in EFL classrooms considering the perceived benefits and challenges in establishing professional relationship between co-teachers and the ways to resolve interpersonal conflicts between co-teachers through the analysis of the data gained from the participants through the interviews. To this end, it is intended to give suggestions that can guide and provide valuable insights to prospective and novice English language teachers to manage their mutual workplace relationships in co-teaching system efficiently by making use of the opportunities and resolving conflicts practically.

It is aimed that the preliminary data from this study will be obtained at the end of June 2016. These data will be utilized only for research purposes. For further information, about the study and its results, you can refer to the following name. I would like to thank you for participating in this study.

Pelin Çetin Kırış
E-mail: pelin_cetin@hotmail.com

As a volunteer contributing to this study, you can refer to METU Human Subjects Ethics Committee to share your questions and comments regarding your participant rights.
E-mail: ueam@metu.edu.tr

APPENDIX H: COLOR CODING SAMPLES

SAMPLE 1

Tool	**:** Initial Interview with the Directors
Date	**:** April 11, 2016
Participant	**:** Participant 4
Question number	**:** 1

Could you describe usual teaching experiences of the teachers in EFL classrooms in the English Preparatory Program?

Teachers teach Main Course. Main Course involves integration of all four skills as well as the sub-skills like vocabulary, grammar and pronunciation. They teach 20 hours a week. They teach from lesson plans prepared by the coordinators and make use of the materials developed by the material preparation team. They make use of projectors, computers, Google classroom, a main course book and a writing book. They assign reading and speaking projects as well as writing assignments and give students feedback on their assignments.

TEACHING MAIN COURSE LESSONS

TEACHING INTEGRATED SKILLS

TEACHING 20 HOURS

TEACHING FOLLOWING THE LESSON PLANS

USING PRE-PREPARED MATERIALS

USING AUDIO-VISUAL AIDS

USING PRE-DETERMINED TEACHING MATERIALS

ASSIGNING PROJECTS

GIVING FEEDBACK

APPENDIX H: COLOR CODING SAMPLES (continued)

SAMPLE 2

Tool   : Progress Interview

Date   : May 9, 2016

Participant   : Participant 1a

Question number : 4

What are the outstanding benefits of sharing an EFL classroom and establishing mutual workplace relationships with your current teaching partner? Could you give specific examples from your current experiences considering the positive impacts on your EFL teaching process in Main Course lessons?

For example, I think if you have the right person teaching together, working together, it is really helpful because you feel less pressure of having to do all the things yourself, you can share everything.

HAVING LESS PRESSURE

And maybe sometimes we are very busy and we are lack of time to prepare everything. We don't have enough time it, and if you share the responsibilities, it can be beneficial for you also.

SHARING RESPONSIBILITIES

Maybe she can have something else for you and she can share them with you. And maybe you can have something else for her.

SHARING TEACHING MATERIALS

And you don't have to think about everything when you share the class.

SHARING STRESS

SAMPLE 3

Tool   : Progress Interview with the Teachers

Date   : June 8, 2016

Participant   : Participant 2b

Question number   : 4

In addition to the ones you mentioned during the previous interview, have you gained any other advantages from sharing an EFL classroom and establishing mutual workplace relationships with your current teaching partner?

We have different kinds of personalities. **HAVING DIFFERENT PERSONALITIES**

So sometimes maybe I have a problem, or I don't know I have a kind of negative opinion about a student. But she sees it in a different way and sometimes she explains why the student is doing this, blah blah. **SUGGESTING DIFFERENT PROBLEMS SOLVING STRATEGIES**

So as we have different personalities **HAVING DIFFERENT PERSONALITIES**

we have different kinds of dialing with problems. So that's also an advantage, I think. **SUGGESTING DIFFERENT PROBLEMS SOLVING STRATEGIES**

Your partner can make you look from a different perspective **GAINING NEW PERSPECTIVES**

and you can relax, **FEELING RELAXED**

maybe you can feel less stressful about that student, I don't know, about that problem. **HAVING LESS STRESS**

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİLEN SINIFLARDA PARTNER ÖĞRETMENLİK SİSTEMİ ÜZERİNE BİR DURUM ÇALIŞMASI: İŞ İLİŞKİLERİNDE FAYDALAR, SORUNLAR VE ÖNERİLER ÜZERİNE ÖĞRETMENLERİN VE YÖNETİCİLERİN GÖRÜŞLERİ

Giriş

Geçmiş yıllarda, farklı eğitim dallarında sınıflarda eğitim yalnızca bir alan öğretmeni ya da birbirimden bağımsız olarak çalışan bir kaç öğretmen tarafından veriliyordu ve sınıfın tüm sorumluluğu genelde yalnızca bir öğretmende oluyordu. Ancak bir süredir ortak öğretim deneyimi eğitimin farklı alanlarında popülerlik kazanmaya başladı. Ortak öğretimin yabancı dil olarak İngilizce öğretilen sınıflarında uygulanmaya başlanması ise son zamanlarda gerçekleşti (Pardini, 2006). İngilizce öğretiminde ortak öğretimin günümüzde tercih ediliyor olmasının sebebi ise hem öğretmenler hem de öğrenciler için beraberinde getirdiği faydalar olmuştur (Jang, Nguyen & Yang, 2010). Ortak öğretim kavramını daha iyi anlayabilmek için alan yazındaki tanımlarına bakmakta fayda vardır. Ortak öğretim kavramı aynı zamanda işbirlikçi öğretim olarak da anılmaktadır ve genelde birbirlerinin yerine kullanılabilirler. İşbirliği kavramı bu bağlamda birden fazla kişinin kişisel iş ve aktiviteleriyle bütüne fayda sağlamak amacıyla bireysel olarak katkıda bulunmasıdır (Honigsfeld and Dove, 2010, s.6). Yabancı dil eğitimi açısından bakıldığında ise ortak öğretim, yabancı dil olarak İngilizce öğrenen öğrencilerin ihtiyaçlarını karşılamak üzere karşılıklı iş ilişkileri ile aynı anda sınıfta olmak şartı olmayarak aynı sınıfa ders vermesidir (Jacobson, 2012). Ortak öğretim sürecinde öğretmenlerin ortak sınıflarına ait sorumlulukları eşit olarak paylaşması ve üstlenmesi beklenir. Ortak öğretimin birden fazla türü vardır ve

takım halinde öğretim bu türlerden biridir. Takım halinde öğretim yaygın kullanılan bir öğretim türü olduğu için olduğu için ortak öğretim kavramıyla birbirlerinin yerine kullanılabilirler. Sonuç olarak ortak öğretim, işbirlikçi öğretim ve takım halinde öğretim kavramlarının tümü, öğretmenlerin ortak kararlarla bilinçli olarak aynı eğitim amacına hizmet etmesini çağrıştırmaktadır (Jeon, 2010). Bu çalışmadaki ortak öğretim kavramı ise, yabancı dil olarak İngilizce öğretilen bir sınıfın öğretim, planlama ve değerlendirme dahil tüm sorumluluklarının eşit olarak iki İngilizce öğretmeni tarafından üstlenilmesi, derslerin bu iki partner öğretmen tarafından birbirini tamamlayacak şekilde art arda verilmesi ve bu süreçte partner öğretmenlerin sürekli olarak birbirleri ile karşılıklı iş ilişkileri içerisinde olmalarını kastetmektedir.

Çalışmanın Amacı

Türkiye'deki İngilizce olarak yabancı dil öğretilen eğitim ortamlarını göz önünde bulundurarak bu nitel durum çalışması ile İngilizce öğretmenlerinin ve yöneticilerin yabancı dil olarak İngilizce öğretilen sınıflarda partner öğretmenler arasındaki iş ilişkilerinde fark edilen faydalar, sorunlar ve sorunları ve önleme ve çözüm yollarını üzerine tutumlarının incelenmesi amaçlanmıştır. İngilizce öğretiminde ortak öğretim türünün incelenmesi ile ilgili olarak Türkiye'de yapılan çalışmaların sayısı neredeyse yok denecek kadar azdır. Bu sebeple bu çalışma ile alan yazındaki bu boşluğu doldurmak da amaçlanmıştır. Ayrıca ortak öğretim sürecinde partner öğretmenler arasındaki iş ilişkilerinin öğretmenlere getirebileceği faydalar ve zorluklar göz önüne alınarak bu çalışma ile geleceğin yabancı dil öğretmenlerine, tecrübesiz yabancı dil öğretmenlerine ve daha önce ortak öğretim deneyimi yaşamamış öğretmenlere ve okul yöneticilerine sürecin faydaları, zorlukları ve zorluklarla başa çıkma yolları gibi konularda fikir verilmesi de hedeflenmiştir.

Araştırma Soruları

Bu çalışma ile aşağıdaki üç temel sorunun ve alt sorularının cevaplanması hedeflenmiştir:

i. Altı İngilizce öğretmeninin Yabancı dil olarak İngilizce öğretilen sınıflarda ortak öğretim partnerleriyle aralarında kurdukları karşılıklı ilişkileri üzerine tutumları nelerdir?

   a. İngilizce öğretmenlerinin görüşlerine dayanarak partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın faydaları nelerdir?

   b. İngilizce öğretmenlerinin görüşlerine dayanarak partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın zorlukları nelerdir?

   c. İngilizce öğretmenlerine göre partner öğretmenler arasında karşılıklı iş ilişkilerindeki kişilerarası çatışmalarla başa çıkma yolları nelerdir?

ii. İki okul yöneticisinin Yabancı dil olarak İngilizce öğretilen sınıflarda ortak öğretim partnerlerinin aralarında kurdukları karşılıklı ilişkileri üzerine tutumları nelerdir?

   a. Yöneticilerin görüşlerine dayanarak partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın faydaları nelerdir?

   b. Yöneticilerin görüşlerine dayanarak partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın zorlukları nelerdir?

   c. Yöneticilere göre partner öğretmenler arasında karşılıklı iş ilişkilerindeki kişilerarası çatışmalarla başa çıkma yolları nelerdir?

iii. İngilizce öğretmenlerinin ve yöneticilerin partner öğretmenler arasındaki karşılıklı iş ilişkili üzerine görüşleri birbiri ile ne derece paraleldir?

Çalışmanın Önemi

Ortak öğretim şeklinin yabancı dil öğretim ortamlarında kullanılmasının birçok olumlu sonucu beraberinde getireceği alan yazında bahsedilmiştir. Ancak daha önce de belirtildiği üzere alan yazında ortak öğretimle ilgili genel olarak bir çok çalışma olmasına rağmen Türkiye'deki yabacı dil olarak İngilizce öğretilen kurumlarda özellikle partner öğretmenlerin ve yöneticilerin, partner öğretmenler

arasındaki iş ilişliklilerinin getirdiği faydalar, zorluklar ve zorluklarla başa çıkma yolları üzerine görüşlerini ele alan çalışmalar bulmak zordur. Bu sebeple bu çalışma alan yazındaki bu boşluğu doldurmak açısından önem taşımaktadır. Ayrıca öğretmenlerin ve yöneticilerin görüşleri ele alınarak elde edilecek bulgular, ilerinde Yabancı dil olarak İngilizce öğretilen ortamlarda ortak öğretim yöntemini deneyecek olan öğretmenle ve yöneticilere yol gösterici olabilecektir.

Yöntem

Bu nitel durum çalışması ile İngilizce öğretmenlerinin ve yöneticilerin yabancı dil olarak İngilizce öğretilen sınıflarda partner öğretmenler arasındaki iş ilişkilerinde fark edilen faydalar, sorunlar ve sorunları ve önleme ve çözüm yollarını üzerine tutumlarının incelenmesi amaçlanmıştır. Bu amacı gerçekleştirmek amacıyla bu çalışmada nitel durum incelemesi yöntemi kullanılmıştır. Durum incelemesi kavramı Yin (2003) tarafından bir durumun derinlemesine ve meydana geldiği bağlam çerçevesinde, özellikle bağlam ve durum arasındaki sınırların açıkça belli dolmadığı durumlarda kullanılan bilimsel bir araştırma türü olarak tanımlanmıştır. Bu açıklamayla paralel olarak bu çalışmada özel bir durum (partner öğretmenler arasındaki iş ilişkileri), meydana geldiği bağlam çerçevesinde (paylaşılan yabancı dil sınıfları) birden fazla nitel veri toplama aracı kullanılarak (ön görüşmeler, ilerleme görüşmeleri, yansıma görüşmeleri) katılımcıların deneyimlerinin analizi ile (partner öğretmenler arasındaki iş ilişkilerindeki iyi ve kötü deneyimler) araştırılmıştır. Ayrıca bu çalışmada partner öğretmenlerin karşılıklı iş ilişkilerinde yaşadıkları deneyimleri tanımlamak hedeflendiği için çalışma tanımlayıcılık özelliği taşımaktadır. Cresswell'e (2013) göre nitel durum çalışmaları durumun ve gerçekleştiği ortamın derinlemesine tanımlanmasını gerektirmektedir. Bu yüzden bu çalışmada odaklanılan durum ve gerçekleştiği ortam detaylı olarak tanımlanmıştır.

Araştırma Ortamı

Bu çalışma için veriler Türkiye'de bulunan büyük bir vakıf üniversitesinde, Yabancı Diller Bölümü'nün İngilizce Hazırlık Programı'nda toplanmıştır. İngilizce Hazırlık Programı'nda İngilizce dersleri altı katlı büyük bir binada verilmektedir ve binanın farklı katlarında toplam dört farklı öğretmenler odası bulunmaktadır. İngilizce dersleri toplam otuz yedi İngilizce öğretmeni tarafından verilmektedir ve İngilizce Hazırlık programı biri yönetici ve diğeri yönetici yardımcısı olmak üzere toplam iki yönetici tarafından yönetilmektedir. Ayrıca İngilizce Hazırlık Programı'ndaki tüm çalışmalar sınav koordinatörü, materyal geliştirme koordinatörü, program koordinatörü ve seviye koordinatörleri tarafından yürütülmektedir. Bu çalışmanın katılımcıları İngilizce Hazırlık Programı'nda çalışan İngilizce öğretmenleri arasından seçilmiştir.

İngilizce Hazırlık Programı akademik yıl boyunca sekizer haftalık dört kur boyunca seviye odaklı verilen genel İngilizce derslerini kapsamaktadır. Öğrenciler akademik sene başında verilen seviye tespit ve İngilizce Hazırlık muafiyet sınavlarına girmekle yükümlüdürler. Sınavda yeterli yüksek puanı alabile öğrenciler direkt olarak kendi bölümlerinde eğitime başlayabilmektedirler. Muafiyet için yeterli yüksek puanı alamayan öğrenciler ise seviye tespit sınavı sonucunda belirlenen seviyelerine göre sınıflarına yerleştirilmektedirler. Öğrenciler başlangıç seviyesi sınıfları, orta altı seviyesi sınıfları, orta seviye sınıfları ve orta üstü seviye sınıfları olmak üzere seviye belirleme sınavındaki puanlarına göre uygun kur seviye sınıfına yerleştirilirler. Öğrenciler kur aralarında yapılan kur değerlendirme sınavlarındaki başarı durumlarına göre her sekiz haftada bir, bir üst kura geçmektedirler.

Her kurda öğrenciler ana ders ve yazma dersi olmak üzere iki ders almaktadırlar. Yazma dersleri beş saat sürmekte ve tek bir öğretmen tarafından verilmekte iken ana dersler yirmi saat sürmekte, İngilizce okuma, dinleme, konuşma, kelime bilgisi ve dil bilgisi becerilerini kapsamaktadır ve iki partner öğretmen tarafından verilmektedir. Ana dersleri birlikte veren partner öğretmenler İngilizce derslerini aynı kitabı ve materyalleri kullanarak art arda ders işleyişleri

şekline ortak olarak verilmektedir. Partner öğretmenler derslerine girdikleri sınıfların seviyelerine göre İngilizce Hazırlık Programı yöneticileri ve koordinatörleri tarafından önceden belirlenen ders kitaplarını ve hazırlanan ek materyalleri kullanmakla yükümlüdürler. Partner öğretmenler ana ders saatlerini onar saat ders anlatımı şeklinde paylaşmaktadır. Partner öğretmenler ayrıca yöneticiler tarafından önceden belirlenmiş ders programlarına uymakla ve haftalık ders işleyiş çizelgesine sadık kalmakla yükümlüdürler. Partner öğretmenler her sekiz haftalık kur sonunda ya da her sekiz haftalık iki kur sonunda yöneticiler tarafından değiştirilmektedirler.

Katılımcılar

Bu çalışma, İngilizce Hazırlık Programı'nda çalışan altı İngilizce öğretmeni ve iki yönetici dahil sekiz katılımcıyla gerçekleştirilmiştir. Katılımcılar amaçlı örnekleme yöntemiyle seçilmiştir çünkü katılımcıların en az iki yıllık ortak öğretim deneyimi yaşamış olması ve en az iki farklı partnerle çalışmış olması amaçlanmıştır. Öğretmen katılımcıların bir tanesi erkek, diğer beş tanesi ise kadındır ve yaşları yirmi yedi ve yirmi dokuz arasındadır. Öğretmen katılımcılardan üç tanesi İngilizce Öğretmenliği Bölümü mezunu, bir tanesi Amerikan Kültürü ve Edebiyatı mezunu, bir tanesi İngilizce Dilbilim Bölümü mezunu ve bir tanesi de İngilizce-Türkçe Çeviri ve Tercümanlık Bölümü mezunudur. Öğretmen katılımcılardan beş tanesi yüksek lisans mezunu iken bir tanesi lisans mezunudur. Öğretmen katılımcılardan dört tanesi toplam beş yıl, diğer iki tanesi ise toplam dört yıl İngilizce öğretmenliği deneyimine sahiptir. Öğretmen katılımcılardan iki tanesi beş yıl, iki tanesi dört yıl, iki tanesi ise iki yıl partner öğretmenlik deneyimine sahiptir. Öğretmen katılımcılardan bir tanesi yirmi farklı partner öğretmen, bir tanesi on farklı partner öğretmen, bir tanesi sekiz farklı partner öğretmen, iki tanesi yedi farklı partner öğretmen, bir tanesi ise üç farklı partner öğretmen ile çalışmıştır. Böylece tüm öğretmen katılımcılar en az iki yıllık ortak öğretim deneyimi yaşamış olması ve en az iki farklı partnerle çalışmış olması şartını karşılamaktadırlar.

Yönetici katılımcıların ise biri erkek diğeri kadındır ve ikisinin de yaşları yirmi yedidir. Yönetici katılımcıların her ikisi de İngilizce Öğretmenliği Bölümü mezunudurlar. Öğretmen katılımcılardan bir tanesi yüksek lisans derecesine sahipken diğeri doktora derecesine sahiptir. Öğretmen katılımcılardan her ikisi de araştırmanın yapıldığı kurumda iki yıldır yöneticilik yapmaktadırlar. Öğretmen katılımcılardan biri toplam beş yıl İngilizce öğretmenliği deneyimine sahiptir, diğeri ise toplam dört yıl İngilizce öğretmenliği deneyimine sahiptir. Öğretmen katılımcılardan biri toplam üç yıl partner öğretmenlik deneyimine sahiptir, diğeri ise toplam iki yıl partner öğretmenlik deneyimine sahiptir. Öğretmen katılımcılardan biri toplam on farklı partner öğretmenle çalışmıştır, diğeri ise toplam dört farklı partner öğretmenle çalışmıştır. Böylece tüm yönetici katılımcılar da en az iki yıllık ortak öğretim deneyimi yaşamış olması ve en az iki farklı partnerle çalışmış olması şartını karşılamaktadırlar.

Tüm katılımcılar Türk vatandaşıdır ve farkı eğitim alanlarında gelmişlerdir. Çalışmanın başında katılımcılar çalışma hakkında bilgilendirilerek onay formu alınmıştır ve böylece katılımcılar çalışmaya gönüllü olarak katılmışlardır. Katılımcıların kimliklerini saklamak amacıyla çalışma boyunca takma isimlerle adlandırılmışlarıdır. Takma isimlerde bulunan *a* ve *b* harfleri de bu katılımcıların birbirleri ile partner olduğunu belirtmek için verilmiştir.

Araştırmacının Rolü

Veri toplama sürecinin başlangıcına kadar araştırmacı da verinin toplandığı kurumda çalışmıştır ve verilerin toplandığı katılımcıların iş arkadaşıdır. Katılımcı iş değişikliği yapmadan önce verinin toplanıldığı kurumda toplam üç buçuk yıl İngilizce öğretmeni olarak çalışmıştır. Bu yüzden katılımcı hem verinin toplanıldığı ortama, hem çalışmanın katılımcılara, hem de İngilizce Hazırlık Programı'ndaki ders işleyiş prosedürlerine aşinadır. Katılımcı ayrıca kurumdaki partner öğretmenlik deneyimleri esnasında beraber çalıştığı partner öğretmenlerle ilişkilerinde faydalar ve zorluklar gözlemlemiştir. Katılımcı bu çalışmada durumlara müdahale etmeyen gözlemci pozisyonundadır ve veri toplarken

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katılımcıların görüşlerine hiçbir müdahalede bulunmamıştır. Çalışmanın güvenilirliği açısından veri toplarken kendini objektif olmaya adamış ve analiz sürecinde yorumlayıcı rolünü benimsemiştir.

Pilot Çalışma

Bir çalışmanın amacını, araştıra sorularını, dizaynını, yöntemlerini, veri toplama araçlarını ve veri analiz yöntemlerini test etmek açısından asıl çalışma öncesi pilot çalışma yapılması büyük önem taşımaktadır. Bu yüzden İngilizce öğretmenlerinin ve yöneticilerin yabancı dil olarak İngilizce öğretilen sınıflarda partner öğretmenler arasındaki iş ilişkilerinde fark edilen faydalar, sorunlar ve sorunları ve önleme ve çözüm yollarını üzerine tutumlarının incelenmesi amaçlayan bu çalışma öncesi bu çalışmanın yapıldığı aynı araştırma ortamında pilot bir çalışma uygulanmıştır.

Pilot çalışma ile Türkiye'de bulunan bir üniversitenin Yabancı Diller Bölümü'nün İngilizce Hazırlık Programı'nda çalışan öğretmenlerin yabancı dil olarak İngilizce öğretilen sınıflarda partner öğretmenler arasındaki iş ilişkilerinde fark edilen faydalar, sorunlar ve sorunları ve önleme ve çözüm yollarını üzerine görüşlerini incelemek amaçlanmıştır. Pilot çalışmaya toplam beş İngilizce öğretmeni katılmıştır. Katılımcılardan önceden yapılandırılmış yazılı ön görüşmeler ve yarı yapılandırılmış yazılı derinlemesine görüşmeler aracılığı ile veri toplanmıştır. Toplanan veriler içinden kodlar çıkarılmış, anlam olarak birbiriyle bağdaşan kodlar bir araya getirilerek kategorize edilmiş ve bu kategoriler ile temalara varılmıştır. Çalışma bulgularını vermek amacıyla en son elde edilen temalardan anlamlar çıkarılmıştır ve bu anlamlar, kodlar ve katılımcıların görüşmelerdeki yanıtlarından yapılan alıntılarla desteklenerek araştırmanın soruları etrafında sunulmuştur. Çalışma sonucunda elde edilen bulgular doğrultusunda yapılan çıkarımlara göre partner öğretmenler, aralarındaki karşılıklı iş ilişkileri sürecinde birbirlerine hem profesyonel hem de kişisel anlamda katkılarda bulunarak fayda sağlamaktadırlar. Elde edilen bulgulara göre partner öğretmenler aralarındaki karşılıklı iş ilişkileri sürecinde eşitsiz iş dağılımı,

iletişimsizlik, öğretim tekniklerindeki farklılıklar gibi bir çok problemle de karşılaşabilmektedirler. Bu yüzden partner öğretmenler tarafından bu tür problemlerle başa çıkma amacıyla iletişim kurma, iş birliği içinde olma, sabırlı olma, hoşgörülü olma, anlayışlı olma ve küçük problemleri göz ardı etme gibi yöntemler önerilmiştir.

Pilot çalışmadaki eksiklikler ve yetersizlikler göz önüne alınarak bu çalışma geliştirtmiştir. Bu amaçla öncelikle çalışmanın araştırma soruları geliştirilmiş ve detaylandırılmıştır. Ardından araştırma sorularına cevap bulmaya yönelik olarak veri toplama yöntemleri geliştirtmiş, görüşmelerin uygulama sayıları artırılmış ve görüşmelerdeki soruları detaylandırılmıştır. Son olarak araştırmaya katılan katılımcı sayısı artırılmış ve katılımcılara yöneticiler de eklenmiştir.

Veri Toplama

Bu çalışmada kullanılan veriler, sekiz haftalık kur boyunca üç farklı zamanda toplam beş derinlemesine görüşme aracılığıyla toplanmıştır. Veri toplamak için sekiz haftalık kurun başında hem öğretmen katılımcılara hem de yönetici katılımcılara ayrı şekilde ön görüşmeler uygulanmıştır. Sekiz haftalık kurun ortasında sadece öğretmen katılımcılara ilerleme görüşmesi uygulanmıştır. Sekiz haftalık kurun sonunda ise yine hem öğretmen katılımcılara hem de yönetici katılımcılara ayrı bir şekilde yansıma görüşmeleri uygulanmıştır.

İlk aşamada, kurun başında öğretmenlere ve yöneticilere ayrı ön görüşmeler uygulanmıştır. Ön güreşmelerdeki sorular önceden yapılandırılmıştır ve görüşmeler yazılı olarak uygulanmıştır. Ön görüşmeler ile katılımcıların demografik bilgilerinin alınması, kaç yıl ve kaç kişi ile partner olarak çalıştıklarının öğrenilmesi, ortak öğretim ile ilgili deneyimlerinden ziyade öncül fikirlerinin alınması, partnerlerin hangi sorumlulukları nasıl paylaştıklarının öğrenilmesi, araştırma ortamındaki ortak öğretim prosedürlerinin öğrenilmesi ve bir sonraki partnerlerden ne gibi beklentilerin olduğuna dair fikir edinilmesi hedeflenmiştir. Öğretmen katılımcılara uygulanan ön görüşme toplam on bir

soydan oluşmaktadır. Öğretmenlere uygulanan ön görüşmeler yaklaşık yirmi dakika sürmüş ve öğretmen katılımcıların sesleri daha sonra bilgisayar ortamında yazıya dökülmek üzere ses kaydına alınmıştır. Yönetici katılımcılara uygulanan ön görüşme ise toplam yedi sorudan oluşmaktadır. Yöneticilere uygulanan ön görüşmeler yaklaşık on beş dakika sürmüş ve yönetici katılımcıların sesleri daha sonra bilgisayar ortamında yazıya dökülmek üzere ses kaydına alınmıştır.

İkinci aşamada, kurun ortasında sadece öğretmenlere ilerleme görüşmesi uygulanmıştır. İlerleme görüşmelerindeki sorular yarı yapılandırılmıştır ve görüşmeler sözlü olarak uygulanıp katılımcıların sesleri kayıt edilmiştir. İlerleme görüşmesi ile katılımcıların o anki partnerleriyle yaşadıkları olumlu ve olumsuz deneyimlerinin, partnerleriyle aralarındaki ilişkilerin katılımcılara sağladığı faydalar ve getirdiği zorlukların, bu zorlukların katılımcıların ders planlama, ders işleme ve değerlendirme süreçlerinin nasıl etkilediğinin ve katılımcıların zorluklarla nasıl başa çıktığının öğrenilmesi amaçlanmıştır. Öğretmen katılımcılara uygulanan ilerleme görüşmesi toplam on üç sorudan oluşmaktadır. Öğretmenlere uygulanan ilerleme görüşmeleri yaklaşık yirmi dakika sürmüş ve öğretmen katılımcıların sesleri daha sonra bilgisayar ortamında yazıya dökülmek üzere ses kaydına alınmıştır.

Üçüncü aşamada ise kurun sonunda öğretmenlere ve yöneticilere ayrı yansıma görüşmeleri uygulanmıştır. Yansıma güreşmelerdeki sorular yarı yapılandırılmıştır ve görüşmeler sözlü olarak uygulanıp katılımcıların sesleri kayıt edilmiştir. Yansıma görüşmeleri ile katılımcıların bir önceki görüşmelerde verdikleri yanıtları onaylamaları hedeflenmiştir ve katılımcıların o anki partnerleriyle yaşadıkları diğer olumlu ve olumsuz deneyimlerinin, partnerleriyle aralarındaki ilişkilerin katılımcılara sağladığı diğer faydalar ve getirdiği diğer zorlukların, bu zorlukların katılımcıların ders planlama, ders işleme ve değerlendirme süreçlerinin daha fazla nasıl etkilediğinin, katılımcıların zorluklarla daha farklı nasıl başa çıktığının ve katılımcıların bu deneyimi ilk defa yaşayacak olan öğretmenlere ne gibi tavsiyeler verdiğinin öğrenilmesi amaçlanmıştır. Öğretmen katılımcılara uygulanan yansıma görüşmesi toplam on sekiz sorudan

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oluşmaktadır. Öğretmenlere uygulanan yansıma görüşmeleri yaklaşık yirmi beş dakika sürmüş ve öğretmen katılımcıların sesleri daha sonra bilgisayar ortamında yazıya dökülmek üzere ses kaydına alınmıştır. Yönetici katılımcılara uygulanan yansıma görüşmesi ise toplam on dokuz sorudan oluşmaktadır. Yöneticilere uygulanan yansıma görüşmeleri yaklaşık otuz dakika sürmüş ve yönetici katılımcıların sesleri daha sonra bilgisayar ortamında yazıya dökülmek üzere ses kaydına alınmıştır.

Veri Analizi

Bu nitel durum çalışmasında nitel veri toplanması hedeflendiği için veriler beş farklı derinlemesine görüşme aracılığıyla elde edilmiştir. Veriler İngilizce olarak toplandığı için tercüme gerekmemiştir. Ses kaydı ile alınan veriler anlamı bozmamak amacıyla hiçbir doğruluk düzeltmesi yapılmadan olduğu gibi bilgisayarda yazıya dökülmüştür. Verilerin analizi için Saldana (2009) tarafından önerilen veri analiz süreci göz önüne alınarak öncelikle veriler içinden kodlar çıkarılmış, anlam olarak birbiriyle bağdaşan kodlar bir araya getirilerek kategorize edilmiş ve bu kategoriler ile temalara varılmıştır. Ayrıca Maykut ve Morehouse (1994) tarafından da önerildiği üzere tüm bu kodlama ve kategorize etme sürecinde elde edilen bulgular sürekli karşılaştırılmıştır. Çalışma bulgularını vermek amacıyla en son elde edilen temalardan anlamlar çıkarılmıştır ve bu anlamlar, kodlar ve katılımcıların görüşmelerdeki yanıtlarından yapılan alıntılarla desteklenerek araştırmanın soruları etrafında sunulmuştur.

Sonuçlar

İngilizce öğretmenlerinin ve yöneticilerin yabancı dil olarak İngilizce öğretilen sınıflarda partner öğretmenler arasındaki iş ilişkilerinde fark edilen faydalar, sorunlar ve sorunları ve önleme ve çözüm yollarını üzerine tutumlarının incelenmesini amaçlayan bu çalışmada üç farklı zamanda uygulanan toplam beş derinlemesine görüşme aracılığı ile toplanan tüm verilerin detaylı analiziyle elde edilen bulgularla öncelikle İngilizce öğretmenlerinin görüşlerine dayanarak

partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın getirdiği faydalar, zorluklar ve zorluklarla başa çıkma yolları açıklanmıştır. Ardından yöneticilerin görüşlerine dayanarak partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın getirdiği faydalar, zorluklar ve zorluklarla başa çıkma yolları açıklanmıştır. Son olarak İngilizce öğretmenlerinin ve yöneticilerin partner öğretmenler arasındaki karşılıklı iş ilişkili üzerine görüşleri birbiri ile karşılaştırılmış ve genel olarak görüşlerde benzerlikler saptanmıştır. Ayrıca saptanan ortak görüşler genel olarak alan yazında bahsedilen faydalar, zorluklar ve zorluklarla başa çıkma yolları ile benzerlik göstermiştir.

Çalışmada elde edilen ortak bulgular, partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın İngilizce öğretmenliği alanında profesyonel olarak gelişmeleri, birlik içinde çalışmaları ve problem çözmeleri, iş yükünü ve sorumlulukları paylaşmaları, arkadaşlık kurmaları ve öğretim süreçlerinde motivasyon edinmeleri açısından öğretmenlere bir çok fayda sağladığını göstermiştir. Partner öğretmenler arasında karşılıklı iş ilişkileri kurmanın öğretmenlere sorumsuz öğretmenlerle çalışma, birbiriyle zıt düşen öğretme şekilleri uygulama, iletişim kurmakta zorluk çekme ve öğretim sürecinde motivasyonunu kaybetme gibi belli zorluklar getirdiği de gösterilmiştir. Sorunları önleme ve sorunlarla başa çıkma yöntemleri ile ilgili olarak ise sık iletişim kurulması; birbirlerine karşı açık, dürüst, anlayışlı ve saygılı olunması; birlik ve uyum içinde çalışılması, kişisel değerleri ve ortak sınıfları hakkındaki konuları tartışmak ve önceden planlamak için zaman ayrılması; sorumlulukların eşit paylaşılması; problemleri tartışıp ortak çözümlerin bulunması; yöneticilerden yardım alınması ve küçük problemlerin göz ardı edilmesi önerilmiştir.

Bu bulgularla ortak öğretim sürecinde partner öğretmenler arasındaki iş ilişkilerinin öğretmenlere getirebileceği faydalar ve zorluklar göz önüne alınarak geleceğin yabancı dil öğretmenlerine, tecrübesiz yabancı dil öğretmenlerine ve daha önce ortak öğretim deneyimi yaşamamış öğretmenlere ve okul yöneticilerine sürecin faydaları, zorlukları ve zorluklarla başa çıkma yolları gibi konularda fikir verilmesi hedefine ulaşılmıştır.

Öneriler

İlk olarak, bu çalışma için kullanılacak veriler Türkiye'de özel bir üniversitenin İngilizce Hazırlık Programı'nda toplanmıştır. İleriki benzer bir çalışma için verilerin devlet ve özel üniversitelerinin yabacı dil bölümleri, dil okulları, liseler gibi farklı yabancı dil öğretim ortamlarında toplanması önerilmektedir. İkinci olarak, bu çalışmaya katılan katılımcı sayısı amaçlı örnekleme gerçekleştirebilmek için kısıtlıdır, bu yüzden ileriki benzer bir çalışma daha fazla katılımcıyla gerçekleştirilebilir. Üçüncü olarak, bu çalışmanın uzun süreli olması hedeflenmiştir ancak araştırma ortamında her kur sekiz hafta sürdüğü için veriler sekiz hafta boyunca toplanabilmiştir. Bu sebeple ileriki benzer bir çalışma için veriler daha uzun sure ile toplanabilir. Son olarak, bu çalışmanın verileri üç farklı zamanda uygulanan beş derinlemesine görüşme aracılığıyla toplanmıştır. Gözlem yapmanın nitel çalışmalarda tercih edilen önemli bir veri toplama aracı olduğu göz önüne alınarak ileriki benzer bir çalışmada veriler görüşmelere ek olarak gözlemlerle desteklenerek toplanabilir.

APPENDIX J: ETİK KURUL ONAYI

22 MART 2016

Gönderilen: Dr. Işıl Günseli KAÇAR

Yabancı Diller

Gönderen: Prof. Dr. Canan SÜMER

İnsan Araştırmaları Komisyonu Başkanı

İlgi: Etik Onayı

Sayın Dr. Işıl Günseli KAÇAR danışmanlığını yaptığı yüksek lisans öğrencisi Pelin Çetin KIRIŞ'ın "A Qualitative Study on EFL Instructors' and Directors' Perceptions of Benefits, Challenges and Solutions in Workplace Relationships between Co-Teachers in EFL Classrooms" başlıklı araştırması İnsan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay **2016-EGT-31** protokol numarası ile **14.03.2016-31.08.2016** tarihleri arasında geçerli olmak üzere verilmiştir.

Prof. Dr. Canan SÜMER

Uygulamalı Etik Araştırma Merkezi

İnsan Araştırmaları Komisyonu Başkanı

This section will be filled in by the HSEC

Project No: 2016-EGT-031

HUMAN SUBJECTS ETHICS COMMITTEE

EVALUATION OUTCOME

Dear Reviewer,

Please indicate the result of your review by first marking one of the following three choices. If you mark option two ("Revision is Needed") or option three ("Reject"), please provide explanations for your decision.

Date of evaluation: 3 March 2016   **Signature:**

1.	**No revision is required. Data collection can be started __X__**

2.	**Revision is needed _____**
	
	    a. The informed consent form has not been provided_____
	
	    b. The informed consent form is incomplete _____
	
	    Comments:
	
	    c. The debriefing form has not been provided _____
	
	    d. The debriefing form is incomplete_____
	
	    Comments:
	
	    e. Questions/items or procedures that can cause discomfort are involved _____
	
	    Comments:
	
	    f. Other _____
	
	    Comments:

3.	**Rejected _____** Comments:

APPENDIX K: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü   ☐

Sosyal Bilimler Enstitüsü   ▣

Uygulamalı Matematik Enstitüsü   ☐

Enformatik Enstitüsü   ☐

Deniz Bilimleri Enstitüsü   ☐

YAZARIN

Soyadı : Çetin Kırış
Adı   : Pelin
Bölümü: İngiliz Dili Eğitimi

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans ▣   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.   ▣

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.   ▣

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.   ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: