

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**AN INVESTIGATION INTO THE VIEWS OF EFL TEACHERS AND
STUDENTS ON CO-TEACHING AT TERTIARY LEVEL**

Ayşe Ebru AYDIN

MASTER OF ARTS

ADANA / 2021

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Supervisor : Prof. Dr. Rana YILDIRIM
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MASTER OF ARTS

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To Çukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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ÖZET

YÜKSEKÖĞRETİMDE YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİLEN SINIFLARDAKİ ÖĞRETMEN VE ÖĞRENCİLERİN EŞ ÖĞRETİM HAKKINDAKİ GÖRÜŞLERİ ÜZERİNE BİR ARAŞTIRMA

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Bu araştırmada İngilizce öğretmenlerinin ve İngilizceyi yabancı dil olarak öğrenen hazırlık programı öğrencilerinin İngilizce hazırlık sınıflarında uygulanan eş öğretmenlik sistemi hakkındaki görüşleri, karşılaşılan sorunlar ve faydalar, sorunları önleme ve çözüm yolları hakkındaki tutumları ve çözüm önerileri incelenmiştir. Bu çalışma 2017 - 2018 akademik yılı bahar döneminde Fırat Üniversitesi Yabancı Diller Yüksekokulundaki dört hazırlık sınıfını paylaşan sekiz İngilizce öğretmeniyle ve bu sınıflarda öğrenim gören 11 hazırlık öğrencisiyle gerçekleştirilmiştir. Nitel araştırma yöntemleri uygulanarak yapılan bu çalışmada veri toplama aracı olarak yapılandırılmış görüşmeler, sınıf gözlemleri, gözlem sonrası görüşmeler ve öğretmen günlükleri kullanılmış; toplanan nitel veri içerik analizi yöntemiyle incelenmiştir. Çalışmaya katılan öğretmen katılımcılardan ikisi 16 hafta boyunca haftalık bazda eş öğretim hakkındaki görüşlerini, uygularken karşılaştıkları sorunları ya da sağladıkları faydaları içeren öğretmen günlüğü tutmuşlardır. Altı hafta boyunca sınıf paylaşan diğer altı katılımcı öğretmenle ve bu paylaşılan sınıflarda öğrenim gören amaçlı örnekleme metoduyla seçilen 11 öğrenci ile yapılandırılmış görüşmeler ve sınıf gözlemleri ve gözlem sonrası görüşmeler gerçekleştirilmiştir. Bu çalışmanın sonuçları, hem öğretmenlerin hem de öğrencilerin birlikte öğretime ilişkin algılanan birçok faydaya ve güclüğe sahip olduğunu ortaya koymuştur. *Sürekli mesleki gelişim, sorumlulukları paylaşmak ve işyeri ilişkilerini geliştirmek*, katılımcı öğretmenlerin en dikkate değer algılanan faydaları arasındadır. Öte yandan, *dengesiz iş yükü dağılımı, iletişim sorunları ve benzer olmayan öğretim yöntemleri* gibi, *öğretim motivasyonunun azalmasıyla sonuçlanan bazı algılanan zorlukları* da vardır. Benzer bir şekilde katılımcı öğrencilere göre de öğretmenler

tarafından paylaşılan sınıflarda öğrenim görmenin farklı öğretim tekniklerinden faydalanmak, daha fazla öğrenme fırsatına sahip olmak ve eş öğretimin daha fazla öğrenci tipine hitap ediyor olması gibi birkaç algılanan faydası vardır. Öğrencilerin algıladıkları güçlükler arasında ise *eş öğretmenlerin farklı değerlendirme tarzlarına sahip olması, aralarında iletişimsizlik olması, sorumluluk almaktan kaçınmaları ve derslere hazırlıksız gelmeleri* yer almaktadır. Bu bağlamda, hem öğretmenlerin hem de öğrencilerin bu zorlukların üstesinden gelmek veya bunları önlemeye yönelik belirli stratejileri vardır: Eş öğretmenlerin etkili bir iletişime sahip olması, eş öğretmenler tarafından derslerin ve ekstra etkinliklerin beraberce planlanması, sınıf sorunları ve öğrenciler hakkında daha sık konuşulması ve daha esnek bir müfredat tasarlanması katılımcı öğretmenler ve öğrenciler tarafından en çok bahsedilen öneriler arasındadır.


Anahtar Kelimeler: Yabancı dil olarak İngilizce öğretimi, eş öğretim, eş öğretmen, öğretmen işbirliği, birlikte öğretim.

ABSTRACT**AN INVESTIGATION INTO THE VIEWS OF EFL TEACHERS AND STUDENTS ON CO-TEACHING AT TERTIARY LEVEL****Ayşe Ebru AYDIN****Master of Arts, Department of English Language Teaching****Supervisor: Prof. Dr. Rana YILDIRIM****June 2021, 119 pages**

In this study, the views of the EFL instructors and students about co-teaching applied in English preparatory classes, the problems and benefits encountered, the attitudes and solution suggestions about the prevention and solution ways of the problems were investigated. This study, which employed a qualitative research design was carried out with eight English teachers who shared four preparatory classes at Fırat University School of Foreign Languages in the 2017-2018 Academic Year Spring Term, and 11 preparatory students studying in these classes. In this study, the data were gathered through semi-structured interviews, classroom observations, post-observation interviews and teacher logs. The collected qualitative data were analysed by content analysis method. Two of the teachers participating in the study kept a teacher log for 16 weeks on a weekly basis, containing their views on the partner teaching system, the problems they encountered or the benefits they provided. Semi-structured interviews, classroom observations, and post-observation interviews were conducted with the other six participating teachers who shared class for six weeks and 11 students who were selected by purposeful sampling method who were studying in these shared classrooms. The results of this study revealed that both teachers and students have many perceived benefits and perceived challenges regarding teaching together. *Continuous professional development, sharing responsibilities, and fostering workplace relationships* are among the most remarkable perceived benefits mentioned by the participating teachers. On the other hand, they also have some perceived challenges such as *unbalanced workload distribution, communication problems, and dissimilar teaching methods* which result in *decreasing motivation for teaching*. In a similar manner, the participating students also have several perceived benefits of learning in shared classrooms like *making use of*

different teaching styles, having more learning opportunities and its appealing to different learner types. Among the challenges that students perceive are co-teachers' different assessment styles, lack of communication and responsibility, and being unprepared for the courses. Within this context, both teachers and students have certain strategies for overcoming or preventing those challenges: Establishing an effective communication between teaching partners, co-planning the courses and extra activities, talking about classroom issues and students more often, and designing a more flexible curriculum are among the most frequently mentioned recommendations by participant teachers and students.

Keywords: EFL teaching, co-teaching, co-teacher, teacher collaboration, teaching together.



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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ZPD: Zone of Proximal Development

ELT: English Language Teaching

ESL: English as Second Language

ELs: English Learners

KET: Key English Test

ÖSYM: Student Selection and Placement Center

TRA: Tag Rotation Approach

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CHAPTER I

INTRODUCTION

1.1. Introduction

In this chapter, the research topic, the motives behind the present study, the aims and the significance of the study are explained. Operational definition of terms and limitations of the study are presented as well.

1.2. Background to the Study

The term of *co-teaching* is basically described as two or more teachers who are equal in status being present in the classroom together, working together and providing instruction (Dieker & Murawski, 2003). Co-teaching was first implemented in a special education setting and was traditionally defined as the collaboration between general and special education teachers for all the teaching responsibilities of all the students assigned to a classroom (Gately & Gately, 2001). The collaboration between general education teacher and special education teacher serves well to respond to needs of both disabled and non-disabled students. Therefore, the use of co-teaching is well known in the field of special education (Friend & Cook, 2012; Villa, Thousand, & Nevin, 2013). However, it has been described in several ways and implemented in many kinds of education settings so far. Its implementation in classes with English learners (ELs) has emerged over the past decade (Honigsfeld & Dove, 2012). In recent years, it has started to become prevalent in foreign language classrooms; both English as a Second Language (ESL) and English as a Foreign Language (EFL) ones.

The implementation of co-teaching in language classrooms started as collaboration between a native and non-native English speaker or originated from the need of teaching to large classes (Ken-Maduako & Oyatogun, 2015). The initial research studies on co-teaching with ELs began nearly in 2003 in the public schools in St. Paul, in Minnesota. (Pardini, 2006; Zehr, 2006). Since then, there has been a great deal of research studies which examine co-teaching and collaborative practices from a variety of perspectives including co-teaching models and strategies between native and non-native English teachers in Chinese context (Liu, 2008), development of teacher leadership and enhancement of student learning via co-teaching and collaboration (Dove & Honigsfeld,

2010), the improvements of EFL learners' grammatical proficiency by implementing a co-teaching model (Aliakbari & Mansouri Nejad, 2010) and examination of teachers' perspectives on co-teaching in a content classroom with English language support (Thompson, 2016). In the Turkish context, studies by Özsoy (2017), Canaran and Bayram (2020), Canaran and Mirici (2020) focused on the team teaching model, in which instructors are presented in the classroom together for professional development. To the best of the researcher's knowledge, there is only one study on the team teaching approach, in which partners share duties of a course together but teach individually. This study, conducted by Çetin-Kırıř (2016), examines teachers' and directors' perceptions of benefits, challenges and suggestions in workplace relationships regarding co-teaching in EFL context. However, more studies are needed to inquire into efficiency of co-teaching not only by perceptions, but observations of how co-teaching is functioning for teachers and students in classrooms. Therefore, considering the scarcity of the research on co-teaching in EFL classrooms in Turkey, this study aims to fill the gap in the literature by examining EFL teachers' and students' perceptions of co-teaching together with classroom observations qualitatively.

1.3. Purpose of the Study

The purpose of the study is to examine teachers' and students' perceptions of co-teaching in EFL classrooms at Fırat University. More specifically, this study strives to find out the challenges and benefits of co-teaching for both teachers and students as well as the way how they handle or prevent these challenges. The present study also inquiries into how teachers and students behave in co-taught classrooms through classroom observations. Accordingly, four central research questions and a sub-question are proposed as follows:

1. What are the views of EFL teachers about co-teaching?
2. What are the views of EFL teachers, if any, on the benefits of co-teaching?
3. Do the EFL teachers face any challenges while co-teaching?
 - a. If yes, how do they cope with or prevent those challenges?
4. What are the opinions of EFL students in relation to their language learning in co-taught classrooms?

1.4. Significance of the Study

As previously mentioned, scholarly interest in co-teaching has been growing for more than a decade. According to a study which is about the current situation of English language teaching in Turkish higher education (British Council, 2015), there are more than 175 universities with English language teaching programs in Turkey. Based on another report published by ÖSYM (Student Selection and Placement Center, 2016), there are a total of 73 state and private universities in Turkey which have compulsory preparatory education programs for the departments whose medium of instruction is at least 30% English. In those preparatory programs, 24 to 30 class hours per week are spent for English instruction. However, it is nearly impossible for one EFL teacher to teach the same class on his/her own mostly because of the difficulties faced while preparing schedules and programs of the teachers. For this reason, EFL teachers usually have to share classes with their colleagues. In this way, co-teaching has become a common practice in EFL classes at Turkish universities recently.

Contrary to its nation-wide practices, there are only a few studies concerning co-teaching in Turkey. Among these, some focused on the observations and perceptions of instructors who teach the same class simultaneously for professional development (Canaran & Mirici, 2020). A relevant study concentrated on the perceptions of instructors and directors in a co-teaching model which instructors teach alternately (Çetin-Kırış, 2016). Although positive and negative aspects of co-teaching have been explored from the perspectives of teachers, little research has been carried out to investigate the perceptions of students (Baeten & Simons, 2016). The present study attempts to include students in the equation as well. At this point, it is important to note that sole evaluation of instructor and student comments used in the exploration of co-teaching posits some difficulties. Learners, for example, are not usually aware of how teaching partners work before the class on planning and evaluating the course, but they evaluate team-teaching based on teacher charisma and how teachers deliver their lessons (Minett-Smith & Davis, 2019). Thus, this study aims to contribute to the existing literature in exploring the effectiveness of team-teaching not only from the perspectives of instructors and students, but it also makes use of classroom observations of team-teaching practice to further support the findings. Furthermore, the findings of this study attempt to provide more data about the practice of co-teaching in Turkish EFL classroom context by receiving EFL teachers' and students' views, where evidently research is lacking. Besides, this study

aims to fill the research gap in Turkish EFL classroom context by providing useful implications to EFL teachers, learners and researchers by revealing the perceptions of EFL teachers and students about co-teaching.

1.5. Operational Definition of Terms

Team teaching/ Co-teaching: Contrary to the common definition of team teaching and co-teaching, which is teaching in the classroom simultaneously, team teaching in this study refers to the collaborative actions of two instructors such as sharing the course content, following a syllabus in a flow, evaluating papers and student progress, and teach alternately but individually.

Traditional teaching: In this study, traditional teaching refers to one teacher taking responsibility for a course in processes such as planning, teaching and assessing individually.

Team partner: Team partner mentioned in the study refers to one of the instructors, who collaborate with a teacher in a team for teaching a class.

EFL teacher: The EFL teachers in the present study refers to the instructors teaching English to students learning English as a foreign language in the School of Foreign Languages where the research was conducted.

1.6. Limitations

The present study poses some limitations. First of all, in spite of the rich and thick data gathered from eight EFL instructors and 11 students, it cannot be summarized as the perspectives of all population. Therefore, the findings about co-teaching practices cannot be generalizable to all EFL teaching contexts.

Secondly, the perceptions and observations of EFL teachers and students were utilized to investigate the efficiency of co-teaching in this study. However, the administrators could also be included in the sample with the purpose of collecting data from more stakeholders and reach a more in-depth understanding of co-teaching from different angles.

Thirdly, the data triangulation of this study was provided only through qualitative data collection instruments; semi-structured interviews, stimulated recall interviews, non-participant observations and teachers logs. However, it can also be included a quantitative data collection tool, such as a questionnaire, with the purpose of getting broader views.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

In this chapter, the definition of co-teaching is presented and possible benefits and challenges of co-teaching are discussed. In addition, possible suggestion strategies to prevent and cope with the challenges are explained. The models of co-teaching and the way they are implemented in EFL setting are also explained in detail. The chapter concludes with the summary of relevant studies on co-teaching.

2.2. Definition and Models of Co-teaching

Cooperative teaching shortened as “co-teaching” was first coined by Bauwens, Hourcade, and Friend (1989) and has been implemented with growing popularity. Cook and Friend (1995) defined co-teaching as “two or more professionals delivering substantive instruction to a diverse or blended group of students in a single physical space” (p 2). Although “co-teaching” is sometimes used interchangeably with the word “teacher collaboration” by mistake, it actually falls under the general umbrella term of teacher collaboration. Co-teaching is a specific form of collaboration in which educators share the responsibility toward all of the students in a given classroom (as cited in Thompson, 2016) whereas teacher collaboration refers a more general reference toward of sharing knowledge between teachers. Identifying the degree of collaboration, Goetz (2000) divides co-teaching practices into two broad categories; a) planning collaboratively and teaching together, b) planning collaboratively but teaching individually.

A variety of co-teaching / team teaching models have been presented in the literature so far. To illustrate, Cook and Friend (1995) identified five models of co-teaching: *one teaching/one assisting*, *station teaching*, *parallel teaching*, *alternative teaching*, and *team teaching*. In the first model, *one teaching/one assisting*, two teachers are present in the classroom at the same time; however, one of the teachers undertakes most of teaching responsibilities by taking the lead, while the other teacher observes and provides the basic support to students when necessary. In the second model, *station teaching*, co-teachers, who are present in the classroom at the same time, provide individual support at the different stations which can be in various segments. For instance, in a classroom with two

teachers and stations, one of the co-teachers teaches the half of the subject or material and then the students learn the other half at the other station. With the third model, *parallel teaching*, co-teachers provide instructions to the heterogeneous groups which consist the half of the class. Co-teachers may create a number of adaptations for this approach. The reason why co-teachers prefer to use parallel teaching is to teach students different perspectives of a subject. In the fourth co-teaching model, *alternative teaching*, one of the co-teachers instructs the larger group, which is called pre-teaching group, while the other co-teacher takes a smaller group of students, called re-teaching group, to a different location for a limited period of time for specialized instruction. Lastly, in *team teaching*, both teachers share the instruction of students equally, sometimes by taking turns while leading discussions or one of the co-teachers may speak to explain a concept while the other one is demonstrating it. In those co-teaching models, *one teaching/one assisting* and *team teaching* models include whole class instruction whereas the others include small group instruction.

Other commonly cited co-teaching models were proposed by Villa, Thousand and Nevin (2004). They identified four models of co-teaching, which are *supportive teaching*, *parallel teaching*, *complementary teaching* and *team teaching* (pp. 8-9). First of all, *supportive teaching*, which is similar to *one teaching/one assisting* suggested by Cook and Friend (1995), is that co-teachers provide instruction at the same time and at the same physical space, however, one of the co-teachers take the lead instructional role whereas the other rotates among the students to provide support when they need. In *parallel teaching*, there may be two or more co-teachers who teach in different groups of students in the classroom. Co-teachers may walk around the groups to provide instruction or sometimes the groups may work without a teacher for a short period of time. In *complementary teaching*, co-teachers try to enhance each other's instructions. When the co-teachers consider it necessary, they may give examples, paraphrase or model to supply the instruction. Lastly, in *team teaching* model, the co-teachers share planning, teaching, assessing and taking responsibility of all students together. This model is the same as the aforementioned team teaching model by Cook and Friend (1995). Novice co-teachers incline to use the models of supportive teaching and parallel teaching whereas experienced co-teachers prefer complementary teaching and team teaching (Villa et al, 2004).

Honigsfeld and Dove (2010), who are well known in the area of co-teaching in the ESL context, described seven models of co-teaching in their book, which have common

features with the ones mentioned before. They mainly classified the models as “one group”, “two groups” and “multiple groups” accordingly students being divided up in the classroom. First of all, in *one student group: One lead teacher and one teacher “teaching on purpose”* model, the mainstream teacher and the ESL teacher instruct the students by one of the teachers leading while the other assisting students to clarify a concept or a skill. They take turns assuming the lead role. This model is the same as *one teaching/one assisting* model identified by Cook and Friend (1995) and *supportive teaching* model identified by Villa et al. (2004). Secondly, in *one student group: Two teachers teach same content*, mainstream and EFL teachers work together to teach the same content at the same time. Thirdly, in *one student group: One teaches, one assesses* two teachers conduct the same lesson; one of the teachers take the lead role while the other teacher rotates among students to assess them through observations, checklists and anecdotal records. As for the two groups’ models, in *two student groups: Two teachers teach same content* model, the students separated into two groups and the teachers instruct the same content at the same time. This model is the same as the *parallel teaching* stated by Cook and Friend (1995). In the second place, there comes the model of *two student groups: One teacher preteaches, one teacher teaches alternative information*. With this model, teachers divide the students into two groups based on their readiness levels related to a designated topic or skill. The group of students who are lack of prior knowledge are instructed to bridge the gap in their background knowledge. Thirdly, the model of *two student groups: One teacher reteaches, one teacher teaches alternative information* may consist of various groups in the classroom based on the students’ proficiency levels. The students take instructional support according to their needs. Lastly, in the model of *multiple student groups: Two teachers monitor and teach* teachers collaboratively set up a variety of groups in the classroom based on the students’ levels and learning needs which provide the co-teachers to monitor and facilitate students’ works.

Sandholtz (2000) (as cited in Perry & Stewart, 2005) identified three modes of team teaching: two or more teachers loosely sharing responsibilities; team planning, but individual instruction; and joint planning, instruction, and evaluation of learning experiences (as cited in Perry & Stewart, 2005). While the first two give more freedom to instructors, the last one requires more effort in planning and coordination. Similarly, Wardani (2001) divides team teaching in two; team planning and full team teaching. Team planning is used for a situation where the members of the team work together in the planning stage in a collaborative way but teach individually. This is the most popular

form of team teaching. In full team teaching, on the other hand, the members of the team instruct at the same time in exchange, which means that while one of the teachers gives lecture, the other assists and then they take turns. With regard to the collaboration between the team members, Perry and Stewart (2005, p.564) makes low and high collaboration distinction indicating that low collaboration exists when planning regarding the courses are made in collaboration, but the courses are given individually. High-collaboration, at the other end, exists when the courses are planned and co-taught by the members of the team.

Among the models of team teaching, Equal Status Model is the most frequently used (Murawski, 2005). Under the equal status model, three modes of team teaching were introduced by Baeten and Simons (2014): (a) sequential teaching, (b) parallel teaching, and (c) station teaching. As the name suggests with equal status, no hierarchy exists between the members of the team. Among the three modes, sequential teaching, with which instructors in the team share the course content and deliver the course individually, stands out among the ones in which the instructors present in the classroom at the same time. Similar to the team planning model, team members plan the courses and prepare assessments in collaboration although they do not instruct simultaneously (Baeten & Simons, 2014). Specifically addressing it, Money and Coughlan (2016) introduce the Tag Rotation Approach (TRA) to team teaching explaining that it is the mode where the content of the course is divided between the members of the team and the instruction is given sequentially one at a time but not simultaneously.

As is clearly seen from the terms and definitions given above, the literature posits numerous modes and models of co-teaching. Dove and Honigsfeld (2010) states that these models can be applied to any classroom context depending on the needs of students, the content that is aimed to be introduced, activities that are developed and the teaching styles of the instructors. Based on the descriptions of different modes of co-teaching and team teaching, the models of team planning and tag rotation best fit to the model applied in Firat University context where co-teachers make joint plans for the course and follow the same syllabus, but do not teach simultaneously.

2.3. Theoretical Framework

There are two approaches which underlie the present study: *Social Constructivism* and *Cooperative Learning Theory*, which are going to be discussed in relation to co-

teaching.

The main theoretical perspective which guides the researcher's approach to this study and co-teaching is social constructivism. Social constructivism developed by Lev Vygotsky is a sort of cognitive constructivism which is based on the notion that the knowledge is built with regard to social interaction. Furthermore, Vygotsky (1978) as a social interactionist theorist asserted the importance of interaction and dialogue between learners. He states in his book:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (p. 57).

Vygotsky's social constructivist theory regards learning as a social process, in which we construct knowledge through human activity and social interaction. That is, truth and knowledge are created rather than discovered (Schwandt, 1994). His principal of Zone of Proximal Development (ZPD) is mainly about how children can learn from each other through collaborative experiences. The ZPD is "the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Hogan and Tudge (1999) states that the ZPD is not a "clear-cut space that exists independently of the process of joint activity itself. Rather it is created in the course of collaboration" (p. 43). The principle of ZPD can be applicable for teachers as well: teachers can learn from each other while co-teaching (Villa, Thousand & Nevin, 2004). In the light of these, while co-teaching, the teachers may affect each other in some way. They may come up with some new ideas for improving the way they teach in their classrooms both in terms of themselves and the students. In addition, co-teachers may also benefit from each other's different educational backgrounds, and English as a Foreign Language (EFL) teaching techniques by discussing the needs of the shared classrooms collaboratively. Similarly, the students who learn in co-taught classrooms may benefit from the different co-teachers' experiences, EFL teaching techniques and even pronunciations.

Another theory, which remarkably underlies the present study is the Cooperative Learning Theory. Cooperative Learning is defined by Johnson and Johnson (1994), as the

process in which the members of a team work collaboratively to reach a common goal. Although Cooperative Learning Theory is introduced as a student learning theory, co-teaching might be applicable as an instructional model for the theory (Johnson, 2012). As stated by Johnson and Johnson (1994), successful cooperation has five elements in it. As for the first element, *positive interdependence*, which can be explained as the members' awareness of the success of a group, is highly dependent on the success of the individual members (p.2). In the co-teaching context, individual efforts of co-teachers are vital for the success of the classroom. Secondly, *face to face promotive interaction*, which explains the support of each member of the team to facilitate the work of another in order to attain the specified goals (p.3), is quite related to the co-teaching context. In this regard, team members could assist each other with materials, tools and experiences on the way to reach a common goal. The third element of cooperative learning is *individual accountability*, which points out the importance of sharing the responsibilities in the team (pp.3-4). In this sense, co-teachers are held accountable for their share for effective coordination and success. Fourthly, *interpersonal and small-group skills* are also considered as an essential part of cooperative learning (p.4). By communicating effectively, understanding, accepting and supporting each other, and solving problems in a constructive way, co-teachers use interpersonal skills appropriately. And lastly, *group processing* can be described as reflecting on the how the team is doing (pp.4-5). It is important for co-teachers to evaluate themselves and their class, give feedback on the process and take action when necessary.

As can be concluded, the present study is strongly grounded in Cooperative Learning Theory with respect to the elements of cooperation in reaching a common goal. From Co-teaching perspective, the theory explains that team members should interact, depend on each other, share responsibilities, and reflect on the process for the success of collaboration and realizing the objectives.

2.4. Characteristics of Successful Co-teaching

Letterman and Dugan (2004) point out to a common belief that when co-teaching is implemented appropriately, everybody can profit from it, so the success of team teaching seems to be dependent on what is done in the process team-teaching. The features of successful team teaching have been revealed in different studies in the literature. To illustrate, Walther-Thomas, Bryant and Land (1996) listed the characteristics of

successful co-teaching as institutional support, willingness and capability of team partners, professional support, keeping balance while crating classroom lists, and giving team partners co-planning time (pp. 258-259).

Planning is considered as one of the basic building blocks of the co-teaching process. Dove and Honigsfeld (2010) report that co-teachers in the United States cannot allocate time to effectively plan their courses but can only talk through them on the hallways or waiting in line at cafeterias. However, co-planning teaching is not just for teachers to split up duties and make everyone complete their own duties, but it is to plan proactively to provide dynamic input into teaching practice (Murawski & Lochner, 2011). Through planning, instructors divide responsibilities and work such as preparing tasks, modify homework and other assignments (Honigsfeld & Dove, 2008). In the planning stage, issues such as determining the aims of the course, a common evaluation system, discussing the differences and making a decision contribute to the correct functioning of the process (Letterman & Dugan, 2004). In case of differences in teaching approach or style, Letterman and Dugan (2004) suggest collecting knowledge about your team partner's style before teaching by joining his/her individual sessions. Ken-Maduako and Oyatogun (2015) also recommend sharing experiences and methods in order not to confuse learners due to differences in teaching approaches.

Just as meeting and planning is important before the class, for the co-teaching process to be complete, meeting after the class for reflection is also crucial (Ken-Maduako & Oyatogun, 2015). Team partners are expected to get together and reflect on the achievement of objectives, learner outcomes, what went and did not go according to plan, what could be done better, etc. (Ken-Maduako & Oyatogun, 2015). Murawski and Lochner (2011) assert that planning, instruction and assessment are the essential elements of co-teaching, which means that without one of them, co-teaching is incomplete.

Effective communication and mutual trust between team partners are essential for successful co-teaching (Gately & Gately, 2001; Ken-Maduako and Oyatogun, 2015; Richards & Farrell, 2005). Partners who have worked with others before, are respectful of the other, and open to communication can increase the effectiveness of the co-teaching (Walther-Thomas, Bryant and Land (1996). Teachers need to get together to exchange ideas ideally before each class or at least once for a strong relationship. Canaran and Bayram (2020) indicated most teachers' belief in trusting and respecting each other to get the maximum benefit from co-teaching. Trusting and respecting each other is fundamental because when teachers trust each other and openly express themselves, they

can reach a shared vision and feel more comfortable in the process of teaching (Ken-Maduako and Oyatogun, 2015).

Another feature of successful teaching is providing professional support to teachers in planning and conducting the lessons, identifying and preventing problems that may occur to make the process run more effectively (Walther-Thomas, Bryant and Land, 1996). Professional support is particularly important because being aware of learners, teaching environment, curriculum and team partners determine the success of collaboration (York-Barr, Ghere & Sommerness, 2007).

2.5. Benefits of Co-Teaching

Regarding the benefits of co-teaching in special education field, the interviews carried out with a co-teaching team by Friend and Cook (1992), who have lots of studies on co-teaching in the field of special education, indicated that co-teaching was effective in terms of student achievement and self-concept. It was also stated that co-teaching enabled the students to experience a variety of teaching techniques. White and White (1992) reported similar positive aspects in a middle school co-teaching model. Besides, Murawski and Swanson (2001) found that co-teaching has the strongest positive effect on reading and language arts, whereas it has a moderate impact on mathematics. Scruggs et al. (2007) also found in their study that co-teaching practice has some positive implications to improve teaching and learning in classrooms. As for the studies conducted in EFL and ESL settings, Abdallah (2010) asserted that co-teaching enables language teachers to familiarize with a variety of teaching approaches and practices, which contributes to their professional development and builds a powerful team spirit. Likewise, Haynes (2010) stated that co-teaching encourages open exchange of ideas and when teachers share the responsibilities, courses become more creative with two teachers. Students were also reported to have academic and social benefits as they have the chance of getting the support of the second teacher when they need. Gately and Gately (2001) mentioned that “teachers involved in collaborative partnerships often report increased feelings of worth, renewal, partnership, and creativity.” Honigsfeld and Dove (2008) maintained that “co-teaching establishes a vehicle for creative collaboration between ESL and mainstream teachers” (p. 8). In addition, they also suggested in their article that the teachers’ sense of isolation may decrease through co-teaching practices (2010).

Furthermore, co-teaching is usually applied by departments that want to try non-

conventional methods, believing that it will benefit both students and the department (Britt et al., 2013). Although team teaching is usually employed in undergraduate programs with interdisciplinary courses, where the expertise of instructors from different fields contribute to the quality of instruction (Letterman & Dugan, 2004), it may also be beneficial for language classrooms, in which four different skills are introduced and practiced. Teachers with different strengths may equip learners with that skill better and be more beneficial to students. For example, an instructor who feels more confident in teaching speaking and listening may cooperate with a teacher who is more experienced in teaching reading and writing. Such cooperation could be an advantage of both students and instructors. While students find an opportunity to gain from the knowledge and experience of two instructors, teachers share the workload.

Through team teaching, learners receive more support in the learning process and have an opportunity to learn with far more teaching methods than a single teacher can implement (Ken-Maduako & Oyatogun, 2015). Buckley (2000) asserts that learners in co-taught classrooms and with teachers from different styles, focus better, contribute to the class and develop autonomy. Furthermore, students can get a deeper understanding of learning through co-teaching. The fact that teachers sometimes disagree with each other suggests that some problems cannot have a definite and clear answer (Britt et al., 2013). Instead of promoting the belief that there is only one answer to questions and problems.

Co-teaching provides different gains from traditional education methods for teachers as well as students (Britt et al., 2013). Just like students learning from each other, teachers can find the opportunity to improve themselves professionally by taking advantage of their partner's knowledge, experience, and teaching approach (Britt et al., 2013; Buckley, 2000; Sandholtz, 2000). While novice instructors gain experience benefiting from their partners, experienced ones may evaluate their teaching and reflect on their practices.

Another benefit of co-teaching for the teacher is to reduce teacher burnout by sharing responsibility and making the teacher more energetic and active (Minett-Smith & Davis, 2019). It is usually tiresome for teachers to make decisions, set objectives, and try to realize them on their own not just physically but mentally too. In co-taught classrooms, where teachers make these decisions and complete tasks collaboratively, they feel fresher and more motivated.

Along with many skills, team teaching has been found to enhance problem-solving skills (Canaran & Bayram, 2020). On the contrary to traditional teaching, in which problems are usually voiced but no action is taken, with team teaching, partners can get

together and take actions in solving the problems through collaborative dialogue (Canaran & Bayram, 2020).

On the effective side, co-teachers are likely to feel less isolated by being a part of a team and feel appreciated and respected by their colleagues (York-Barr, Ghere & Sommerness, 2007). This helps create a positive rapport between teachers, make them feel more motivated, and perform better with such intrinsic motivation. Goetz (2000) also points out that co-teaching enhances a supportive environment for colleagues and decreases instructor isolation.

Co-teaching experience gives instructors an opportunity to reflect on their pedagogies no matter how experienced they are and negotiate the division of theory and practice between teacher educators and teachers (Williams, MaRhea, & Barrie, 2018). Although partners are not present in the classroom simultaneously, the advantages of the tag-team approach are very similar to other co-teaching methods. For instance, partners can better reflect their professional knowledge and experience in their areas of strength (Wadkins, Wozniak & Miller, 2004). Although not being in the classroom at the same time may lead to duplication of information, Wadkins et al. (2004) argue that this can have positive consequences since students may have a chance to rehearse.

In York-Barr, Ghere and Sommerness (2007), according to the results of classroom assessments and standardized tests, learners in co-thought classrooms demonstrated better academic success compared to the time when they are not taught in collaboration, which suggests that team teaching contributes to academic achievement of learners.

2.6. Challenges of Co-Teaching

Just as research has revealed many benefits of team teaching both for instructors and literature, the challenges and disadvantages of team teaching are also voiced in the literature. Therefore, despite the widely acknowledged benefits, co-teaching can be more difficult in practice than its theoretical form (Davison 2006; DelliCarpini 2009). In other words, there are also some challenges of co-teaching that teachers and students face both in special education and in ESL or EFL contexts. Peterson (1966) stated in his book about effective team teaching that "teachers tended to think of themselves as individual practitioners within the group, rather than as members of a team dedicated to mutually cooperative efforts on behalf of the students" (p. 178). He also expressed that the teachers were not very eager to adopt the new idea of co-teaching as they got used to single

teaching rather than co-teaching. Friend, Reising and Cook (1993) reported two challenges regarding teachers which occurred in co-teaching classrooms of special education. Firstly, in some co-taught classrooms leadership or instructional format do not change much, for the classroom teacher may ignore the presence of the special education teacher. Secondly, in some cases, special education teachers act as if they were student teachers or paraprofessionals when they co-teach with content teachers. Similarly, Walther-Thomas (1997) conducted a three-year qualitative study with 18 elementary and seven middle school teams about their co-teaching experiences. The results of the study revealed that a lack of common scheduled planning time was problematic for the success of the collaboration between teachers. In addition, the main factors which may result in the failure of co-teaching practices are content knowledge, lack of trust, knowledge about co-teaching models and the inability of teachers to build good relationships with each other while sharing classes (Friend, 2008; Scruggs et al., 2007; Weiss & Lloyd, 2002).

In addition to these, differences in teaching styles could turn into a challenge for team partners and learners from time to time despite many reported advantages. For instance, Canaran and Bayram (2020) found that instructors usually prefer collaborating with teachers who have similar teaching approaches, while pointing out that they could also work well with teachers of diverse teaching perspectives as long as they communicate with each other. Although hearing different perspectives has many advantages for students, learners may also become confused when receiving instructions from teachers with different teaching approaches (Minett-Smith & Davis, 2019).

Another notable challenge of team teaching is achieving continuity of courses (Minett-Smith & Davis, 2019). This is especially inherent to tag-team approach risk since the instructors are not present in the classroom at the same time (Wadkins et al, 2004). For teachers who teach the same lesson individually, it takes a great effort for a teacher to continue the lesson in the same way where the other left off.

Another issue that may lead to problems in team-teaching classes may be assessment. One teacher can be more rigorous and detailed about the expectations of the course and evaluate accordingly, while the other can evaluate according to the general performance of learners (Britt et al., 2013). It is certainly difficult to explain these discrepancies between the assessment approaches to students. This could also affect learners' behaviors about who to consult when there is an issue concerning course and assessment. Minett-Smith and Davis (2019) found that learners are conscious of the roles of teachers, in that they go to their module leader for questions about their grading and feedback. This may

create a hierarchy problem when team partners do not communicate and reconcile on their roles and are not clear about them (Letterman & Dugan, 2004). In cases where instructors are not equal in their roles and responsibilities, Minett-Smith and Davis (2019) found that instructors, mostly tend to follow the module leader to ensure consistency in the class.

Power issues may also arise if there is an age, experience, race or ethnicity difference between collaborating teachers. (Letterman & Dugan, 2004) recommends teachers not to confront each other in the classroom or respond to students before talking to the team member when they start carrying lines of the other teacher.

Another drawback of co-teaching is the loss of instructional authority since one instructor is not the only one to teach in the classroom (York-Barr, Ghore & Sommerness, 2007). Although the degree of the loss of autonomy and power is less in the tag-team approach, in which instructors individually teach classrooms, they may still feel overwhelmed by the pressure of keeping up the syllabus since their partner is the one to take over after them.

If the instructors are not supported by their institution, some other problems may occur because teachers invest their time and energy into co-teaching (Letterman & Dugan, 2004). Considering that instructors usually teach more than one class, it is far too challenging for teachers to plan an effective co-teaching program without support or even a departmental program of the institution.

2.7. Summary of Relevant Co-Teaching Studies

There has been a myriad of studies on co-teaching in various educational fields in the existing literature. For example, Money and Coughlan (2016) compared individual and team-taught teaching practices from the perspectives of undergraduate students of Computer Science. 15 undergraduate students were interviewed with regard to their learning experiences of individual and team-taught classes. The results indicated that both practices have certain advantages and disadvantages. Some advantages of team-taught teaching are that the learners gain a deeper insight into the subject. Disadvantages, on the other hand, were reported as overlapping content when the instructors cover the same subjects, which results in a waste of time both for the teachers and the students. The inconsistency in the advice and messages of the team members, not taking responsibilities of the course and the fear of team failure are also disadvantages of team-taught teaching mode. As for the advantages of the individual instruction, continuation of delivery of the course content, consistency in statements of the instructors and teacher familiarity were

listed. The drawback of individual instruction was stated as the probability of losing some information in the event of teachers' lacking knowledge.

There are also some research studies on analysing the effectiveness of co-teaching in inclusive education settings. For instance, Gürgür and Uzuner (2011) conducted an action research on examining implementation of two co-teaching models: *team teaching* and *station teaching*. The researchers aimed to analyze the implementation of two co-teaching models in a classroom in which two students with special needs had been mainstreamed. The data were gathered through a checklist, documents including lesson plans, teaching materials and student products, and the researcher's journal. The findings revealed that planning is crucial for a successful implementation. The study summarized that additional teaching materials should be used to help students learn better.

Another similar study done by Gökbulut et al. (2020) asserted that co-teaching would be beneficial to both children with special needs and non-special needs. Three elementary school students with special needs and their 16 non-special needs classmates and their families participated in the study. They evaluated the perceptions of students and parents with regard to the effectiveness of reading comprehension applications done by the classroom teacher and special education teacher through semi-structured interviews and a structured control chart for obtaining opinions of the students. The findings of the study revealed that the students were pleased to attend a co-taught classroom. In the light of the findings of the study, the parents pointed out that the reading skills of their children and their willingness had improved. The researchers postulate that with the aid of parents co-teaching could be implemented more effectively.

As aforementioned, co-teaching has been implemented in different fields. To illustrate, Yanamandram and Noble (2006) undertook research on scrutinising the perceptions of undergraduate marketing students at a regional university in Australia on two team-teaching models. The researchers gathered the data from 440 students administering a questionnaire. The findings indicated that the students favoured team-teaching over individual teaching as the students have the opportunity to experience variety in instruction and teaching styles.

Wilson and Michales (2006) also carried out extensive research with 346 students 127 of whom were students with special needs. The researchers collected data through a survey developed by themselves including five-point Likert questions and three open-ended questions. It is reported that both group of students (students with special needs and students with non-special needs) stated that they noticed some improvements in their

grades and literacy skills. Those with special needs expressed that co-teaching afforded them improvement in their levels of abstraction and literacy skill development.

In contradistinction to the studies mentioned earlier, Austin (2001) designed a study to find out the perceptions of the stakeholders of the teaching model, the co-teachers. The data were gathered from 139 general education and special education teachers through a survey and a semi-structured interview. The researcher stated that when compared to the efforts and workload general education, co-teachers were perceived as doing more than their special education partners in their inclusive classroom. Both co-teachers agreed on the benefits and effectiveness of co-teaching in inclusive classrooms.

2.8. Studies on Co-Teaching in EFL Settings

Concerning the usage of different co-teaching models in language teaching settings, there have been a myriad of studies on the issue. To begin with, Rao and Yu (2019) carried out a research investigating how collaboration between native and non-native English teachers in an intensive English reading course affect English majors' language proficiency and what the students' attitudes were towards co-teaching in EFL classroom. This mixed method case study adopted three co-teaching models: (1) one teaching/one assisting model, (2) team teaching model, and (3) station teaching model. By comparing the effects of co-teaching with those of traditional teaching, the study revealed that the students who were co-taught by a native and a non-native English teacher were more advantageous in terms of English proficiency than those who were taught by one teacher alone. The findings also indicated that the students held a positive attitude towards co-teaching.

Taşdemir and Yıldırım (2017) also conducted a study with the instructors of a Vocational School in a private university with the aim of investigating EFL teachers' experiences of co-teaching practice. The analysis of the interviews has revealed both the benefits and challenges of co-teaching. The merits of co-teaching were reported as enhancing professional growth and lowering the workload. It was also noted that students benefit from co-teaching as they get the opportunity to be taught by a variety of instructors with different skills and abilities. The study also noted some challenges on the side of the teachers such as being compared by the students, having different teaching perspectives which results in misunderstanding. Lack of flexibility and knowledge are also stated as constraints of co-teaching.

In their study designed as a quasi-experimental research, Yeganehpour and Zarfsaz (2020) investigated the impact of co-teaching on EFL learners' writing ability. Both the experimental and the control group consisted of only one class with 41 EFL learners. Comparing the two groups, the results yielded that there was a noticeable improvement in overall writing ability of the students in experimental group. The researchers postulate that different teaching styles of the teachers and reviewing and assessing the teaching process may lead this improvement. It is concluded that co-teaching had a positive impact on students writing performance.

Similarly, Soudmand and Ahour (2020) conducted a quasi-experimental research to explore how one teach-one assist model of co-teaching influence Iranian EFL learners' reading comprehension. The 35 female participants were randomly assigned into the experimental and control group after they had taken Key English Test (KET). Both groups were administered a pre-test and post-test. The results were reported that those studied in the experimental group with co-teachers in their classroom performed better in reading compared to control group.

Another study was carried out by Zadorozhna et al. (2020) who aimed to investigate pre-service English teachers' attitudes towards co-teaching as professional improvement and skills. English Language Teaching Methodology course was co-taught to 60 students at a university in Ukraine. The data were collected by using various tools including reflective journals, focus groups discussions, and a survey. The results derived from the data indicated that co-teaching would assist pre-service teachers to improve their professional skills, enhance their learning. The researchers also emphasised that co-teaching is a successful technique which could be used in forming and improving teachers' and students' reflective skills and collaborative practices.

In their study, Canaran and Bayram (2020) investigated EFL teachers' perspectives on team teaching as a continuing professional development. The study was conducted at a private university with 39 teacher participants. The analysis of questionnaires and interviews revealed that through team teaching, instructors have a chance to share their expertise, evaluate their teaching and develop their practices, which help their professional development. On the affective side, instructors feel more motivated and get a feeling of accomplishment due to working in collaboration. Although team-teaching has largely been regarded positively, it was also found challenging on some points. These include different teaching approaches, different personalities and insufficient time for co-planning.

A relevant study by Çetin-Kırış (2016) investigated co-teaching practice implemented at a university context from the perspectives of instructors and directors. The study was conducted with six teachers and two directors. The participants were interviewed before, during and after an eight-week module, in which co-teaching was employed. The results indicated that the perceived benefits of team teaching were learning from each other about teaching ideas, activities and materials, enhanced collaboration and problem-solving skills, less workload, better relationships and more motivation. Regarding the challenges, Çetin-Kırış (2016) stated that co-teachers faced challenges such as having different teaching styles, lack of teacher responsibility, insufficient workplace interaction, and loss of motivation.

In the light of existing literature, it is obviously seen that co-teaching is an effective technique and has its own benefits and effectiveness in the teaching process. Regarding the studies have been undertaken up to the present, there is still a gap in this field, hence more research needs to be done. The current study employing a qualitative research design attempts to fill this gap by trying to investigate views of teachers and students on co-teaching in EFL classrooms at Fırat University.

CHAPTER III

METHOD OF THE RESEARCH

3.1. Introduction

This chapter provides detailed information about the methodology of the research. In the first section, the research design of the study which includes the description of the setting, the participants and the role of the researcher are presented. In the second section, the pilot study is explained. The third section highlights the data collection instruments, data collection procedure and data analysis respectively. Finally, the trustworthiness of the study is discussed.

3.2. Research Design

The current study was conducted to discover EFL teachers' and students' perceptions of co-teaching in Turkish EFL classrooms at Fırat University. Four central research questions and one sub-question are aimed to be answered focusing on the perceptions of benefits and challenges that the EFL co-teachers and the students have in co-taught classrooms.

As stated previously, the study is grounded in the interpretive framework of social constructivism which seeks an understanding of the world by exploring the subjective experiences of individuals. As suggested by Creswell (2013), according to social constructivism, individuals develop subjective meanings of their lived experiences through negotiation and interaction with others, and through historical and cultural norms in their lives. Under the guidance of social constructivism, and by acknowledging that there are varied and multiple realities, the researcher intended to develop a pattern of meaning inductively as an interviewer with close relationships during the participants' story-telling processes and as a non-participant observer to explore views, experiences, and perceptions of EFL co-teachers and co-taught students in EFL classrooms related to co-teaching.

In line with the interpretive framework of social constructivism, a descriptive research type with qualitative approach is adopted for the present study. The research type is descriptive because the main purpose of the study is to explore, describe and explain the views, experiences, and perceptions through the eyes of the concerned stakeholders.

In this type of research, researchers can only report what characteristics of variables are in their own natural way without control. In other words, “the major purpose of descriptive research is description of the state affairs as it exists at present.” (Kothari, 2004, p. 2). However, it is difficult to say the term “descriptive” fully captures the scope of the study as qualitative research itself is a descriptive process (Merriam, 2009). Since descriptive research is mainly concerned with characteristics or state affairs through participants’ views or their natural states, it focuses mostly on qualitative descriptions of the researcher who obtains information from various sources like observations, interviews, and documents (Fraenkel, Wallen & Hyun, 2011, p. 431).

Similarly, Denzin and Lincoln (2005) define the qualitative paradigm as the “research which involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (p. 3). In this respect, the participants’ opinions, perceptions, views, and experiences about co-teaching are explored in a detailed way in this study.

To conclude, according to Kothari (2004) since the aim of descriptive studies is to obtain complete and accurate information, the procedure to be used must be carefully planned and the research design needs to have some rigid not flexible criteria: Formulating the objective of the study, designing the methods of data collection, selecting the sample, collecting the data, processing and analyzing the data and reporting the findings (p.37). Hence, the following sections of this chapter provide detailed information about the setting, the participants, the data collection instruments, the role of the researcher and the data analysis process of the study.

3.3. Research Setting

The study was conducted at the School of Foreign Languages at Firat University which is a state university in the city of Elazığ, located in Eastern Turkey, in the Spring Semester of the 2017-2018 Academic Year. The school building has three floors, the English Preparatory Program courses are conducted on the second and third floors by 42 English language teachers and five administrative staff including a director, two assistant directors and two heads of department. One assistant director and one head of department is responsible for the affairs of English Preparatory Program whereas the other two are supposed to deal with the affairs of the courses given in the departments that do not have English Preparatory Program. Besides, for each module or term, some of the teachers are

assigned to be in testing and level coordination team by the administrative staff to prepare exams and schedules for each module. The teachers have their offices to be shared with two colleagues on the third floor of the building while the administrative staff have offices on the second floor.

The aim of the School of Foreign Languages is to develop students' general English skills by preparing them for their future education in their departments in terms of foreign language skills with its English Preparatory Program which lasts for a year. The prep students are prospective students of the Software and Mechanical Engineering departments, in which medium of instruction is 30% English, and the department of English Language and Literature, in which medium of instruction is 100% English. The School of Foreign Languages administers a proficiency exam at the beginning of the school year for the students of departments mentioned above. The students are required to get 60 points or above out of 100 from the proficiency exam to be able to be a freshman in their departments. If they get the required mark, they start studying in their departments. The ones who cannot become eligible to start in their departments are divided into randomly formed classes; however, the classrooms are specified according to their departments, namely, there are two types of prep classes: Software and Mechanical Engineering prep classes and English Language and Literature prep classes. All prep students are obliged to get English classes for 24-26 hours a week which only include main course lessons through one-year preparatory program. The courses are given by two teachers (12-hour-course a week for each) or three teachers (eight-hour-course a week for each) depending on the schedules prepared by the head of department and assistant director. English Preparatory Program consists of four modules, each lasting for eight weeks; two in the fall semester and two in the spring semester. During the first six weeks of the module, students have four pop up quizzes and a mid term exam. At the end of the module, they also have a final exam and an oral exam to be evaluated. If they can get 60 points on average, they are eligible to attain the next module with a higher proficiency level in English.

In English lessons, teachers are responsible for following the main course book and the workbook specified by the majority of the teachers at the annual meeting held at the beginning of each semester. The course book includes grammar, vocabulary, reading, listening, speaking and writing sections in each unit, and the sections to be covered or skipped are specified in the schedule prepared by the level coordinators. As mentioned above, students have to take seven exams in total during each module and this leads to a

very busy exam schedule; thus, it is highly crucial for teachers not to get behind in the schedule because the testing team takes the schedule into account while preparing each exam. For this reason, the teachers are supposed to follow the schedule strictly while covering the book. Besides, two of the pop quizzes' questions are based on the writing sections of the book and as writing is not given separately as a different course, co-teachers are supposed to cover the related sections before the writing pop quizzes take place.

All in all, co-teaching is mandatory in all English lessons in the department and co-teachers, who have equal responsibilities and roles, 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 partners of every class are re-organized by the administrators at the end of each module.

3.4. Participants

The data for this study were collected from two groups of participants including eight English language teachers and 11 students of English preparatory program. Therefore, this study was conducted with 19 participants in total. Purposeful sampling is preferred as the sampling strategy of this study. According to Creswell (2013), through purposeful sampling, intentionally selected participants for the case could be the most informative group about the research problem under investigation. Therefore, in determining the EFL teacher and student participants of the study, the researcher adopted purposeful sampling. In order to select information-rich cases whose study will illuminate the questions under the study (Patton, 2002), five criteria are set to determine the desired qualities of the prospective EFL teacher participants, as suggested by Merriam (2009). For this reason, with the objective of selecting information-rich cases and by taking the research questions into consideration, the selection criteria for the EFL teacher participants are that

- (a) they need to have at least three years of EFL co-teaching experience in to obtain rich amount of data as they are considered to become aware of what co-teaching practice actually entails
- (b) they need to co-teach with at least one partner beforehand
- (c) they need to have range of differences in age, educational background, area of specialization and years of teaching experience

- (d) they do not share any classes with the researcher during the data collection process to prevent researcher bias
- (e) they are equal in number in terms of their genders (four female and four male teachers)

As for the student participants, typical sampling strategy, “which is a form of purposeful sampling in which the researcher studies a person or site that is ‘typical’ to those unfamiliar with the situation” (Creswell, 2013, p.208) was adopted. The student participants represented what is normal or average of their group to understand the issue being examined. However, there is only one selection criterion to choose students participants in order to prevent researcher bias

- (a) they do not ever take any courses from the researcher

All the participants took part in the study on a voluntary basis. In this regard, the consent of participants was obtained at the beginning in the data collection process. The consent form was also used to show the privacy, confidentiality and anonymity of the data in order to indicate research integrity. The participants were reminded that they could refuse to participate at any time during the data collection process if they wish. As the privacy of the participants was respected, their anonymity was protected by using pseudonyms for ethical considerations.

3.4.1. English Language Teachers

The first group of participants included eight English language teachers from English Preparatory Program, consisting of four pairs as co-teachers to obtain complementary and comparable data through interviews, non-participant observations and teacher logs. In order to hide the real identities of the teachers, the pseudonyms with numbers 1, 2, 3 and 4 as well as letters B, C, E, F, G, M, S and U were assigned to co-teaching partners. The numbers were used to mask the names of classrooms whereas the letters were used for the names of teachers. For instance, Teacher 1S and 1B were teaching the same classroom during the data collection process. Table 1 gives an account of demographic profiles of teacher participants.

Table 1.
Demographic Profiles of the Teachers

Pseudonym	Age	Gender	Academic Degree	Area of Specialization	Years of EFL Teaching Experience	Years of Co-teaching Experience	Number of Co-teaching Partners
Teacher 1B	28	M	MA	English Language Teaching	7	5	9
Teacher 1S	39	M	MA	Basic Islamic Studies	6	6	12
Teacher 2E	28	F	MA	English Language Teaching	5	5	10
Teacher 2M	26	F	BA	English Language Teaching	4	4	8
Teacher 3G	29	M	MA	English Language and Literature	6	6	12
Teacher 3F	30	M	MA	English Language and Literature	7	7	14
Teacher 4C	28	F	MA	English Language Teaching	7	5	10
Teacher 4U	32	F	BA	English Language Teaching	6	6	12

All of the teachers were interviewed; however, three pairs of the teachers were observed (Teacher 1B, 1S, 2E, 2M, 3G, 3F), whereas the other one pair (Teacher 4C, 4U) was requested to keep teacher logs in addition to interviews. The teachers had at least three years of co-teaching experience and co-taught with at least one partner beforehand. With the aim of getting the necessary personal information about the participants, they were asked to fill the first part of interview protocol which consists of questions about demographics (See Appendix A for the interview protocol). The ages of the participants ranged between 26 and 38 and they were all Turkish citizens.

In the course of data collection process, each of the participant teacher was co-teaching with another with whom he or she was expected to share the responsibilities of the same EFL classroom in lesson delivery, decision making and evaluation process. Each teacher was responsible for teaching the main course lessons, which involve the skills of reading, writing, listening and speaking in English, for ten hours a week to the shared classrooms at the time of data collection.

3.4.2. Students of English Preparatory Program

The second group of participants included 11 students of English Preparatory Program. All of them were prospective students of English Language and Literature department. At the time of data collection, the researcher was giving English courses only to the prospective students of Software and Mechanical Engineering departments, and in order to prevent researcher bias, the student participants of the study were selected only from English Language and Literature prep classes. With the aim of getting the necessary personal information about the participants, they were asked to fill the first part of interview protocol which consisted of questions about demographics (See Appendix B for the interview protocol). The average age of EFL student participants was 19. They were all Turkish citizens. Six of the student participants were female while five of them were male. In order to mask the real identities of the participants, pseudonyms which included letters were used. Table 2 gives an account of demographic profiles of student participants.

Table 2.

Demographic Profiles of the Students

Pseudonym	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H	Student I	Student J	Student K
Gender	M	F	F	F	F	F	M	M	M	F	M
Age	19	19	20	18	19	19	20	20	19	18	18

3.4.3. Role of the Researcher

In qualitative studies, it is significant to take into account the role and position of the researcher. According to Patton (2015) “in qualitative inquiry, the researcher is the instrument” and skills, competence, even the personal life of the researcher might either affect the trustworthiness or distract the course of the research (p.14). In this study, the researcher was a colleague of the eight EFL teacher participants. She had co-taught with three of the participant teachers in the research setting a few times before the beginning of the data collection process; however, the researcher requested from the assistant directors of the school not to share any classes with any of the participant teachers in

order to be objective while collecting data via teacher logs and interviews along with observations. Therefore, the researcher was intimately familiar with the participants, setting and the teaching procedures in the English Preparatory Program and has an insider role. Kanuha (2000) states that insider research refers to when researchers conduct research with populations of which they are also members (as cited in Dwyer and Buckle, 2009, p.58). Additionally, Dwyer and Buckle (2009) suggest that insider role status often helps the participants to embrace researchers more easily and completely and this provides the researcher to gather thicker data. Patton (2002) supports the researcher's involvement and immersion into the research as the real world changes in time, and hence a qualitative researcher should be present over the course of the changes in order to record the events before and after the changes occur (p. 14). On the other hand, the researcher was a non-participant observer in the study and she tried not to interfere with the process of learning about the perceptions, views and experiences of the participants, while collecting data from the participants. She placed herself to become unbiased and non-interfering in the process of data collection for reliability, and to become reflective and interpretive in the process of data analysis.

3.5. Pilot Study

According to Mackey and Gass (2005),

Pilot testing is carried out to uncover any problems, and to address them before the main study is carried out. A pilot study is an important means of assessing the feasibility and usefulness of the data collection methods and making any necessary revisions before they are used with the research participants (p.43).

Conducting a pilot study plays an important role in reviewing the research design, procedure, data collection instruments and data collection plan. For this reason, a pilot study was designed and carried out in the Spring Semester of the 2016-2017 Academic Year, a year before the actual research study, at the School of Foreign Languages at Fırat University with different participant EFL teachers and EFL students in the English Preparatory Program.

The pilot study targeted to investigate EFL teachers' and students' perceptions of co-teaching regarding effectiveness or ineffectiveness during the implementation of co-teaching. The following research questions, which include two central and eight sub-questions, were addressed in the pilot study:

1. What are the perceptions of EFL teachers relating to their mutual workplace relationships with their co-teaching partners in EFL classrooms?
 - a. What are the advantages of sharing the same EFL classroom at different times based on the perceptions of the EFL teachers in terms of their professional and social relationships?
 - b. What are the disadvantages of sharing the same EFL classroom at different times based on the perceptions of the EFL teachers in terms of their professional and social relationships?
 - c. Are there any suggestions from EFL teachers to create a better co-teaching atmosphere? If so, how?
 - d. In what ways do EFL teachers take the advantages of co-teaching?
 - e. How do EFL teachers cope with the disadvantages of co-teaching?
2. What are the EFL students' attitudes towards learning English in co-teaching classes?
 - a. What are the advantages of having co-teachers based on the perceptions of EFL students?
 - b. What are the disadvantages of having co-teachers based on the perceptions of EFL students?
 - c. Do the students' attitudes towards co-teaching change over time? If so, how?
 - d. Are there any suggestions from EFL students to have a better co-teaching atmosphere in their classrooms? If so, how?

The pilot study thus focused on the benefits and challenges of co-teaching in terms of teachers' mutual relationships and the students' viewpoints. The participants of the pilot study included four EFL teachers and five EFL students. The data collection tools were two semi-structured individual interviews separately written both for teachers and students. The study lasted for four weeks. The data were analyzed through coding, categorizing the codes and theming. During the implementation of the pilot study, the researcher found out that there were a few shortcomings of the study. First, it was realized that some of the research and interview questions related to EFL teachers were leading questions that pushed participants to respond in a specific way and some of them required too much detail and were hard to understand and answer at once. Also, the wording of the questions was not easily comprehensible. It is also understood that the "advantage" and "disadvantage" terms were not appropriate to be used in this EFL context. Therefore, the research and interview questions were revised. Secondly, carrying out the pilot study, the researcher noticed that conducting interviews alone was not efficient enough to obtain the saturated data that yield similar results after a certain point; therefore, the researcher decided to conduct non-participant observations for the main study and the pilot study

helped the researcher start to develop an observation checklist. Also, to ensure triangulation in the actual study, the researcher also decided to ask two of the participant teachers to keep teacher logs which include their reflections about their co-teaching experiences. Third, in order to get broader and more generalizable results with the revised questions, it was determined to increase the total number of the participants.

3.6. Data Collection Method

In the present study, the data was collected in various time periods through non-participant observations, stimulated recall interviews, semi-structured interviews and teacher logs. Table 3 shows the time period allocated for each data collection instrument.

Table 3.

Allocated Time Period for each Data Collection Tool

Data Collection Instrument	Time Period
Observation	Six weeks
Stimulated Recall Interview	Six weeks
Semi-structured Interview	Eight weeks
Teacher Log	16 weeks

How data collection instruments were created and applied were explained in detail in the following sections.

3.7. Data Collection Instruments

As it was a qualitative study, “the researcher is the instrument and the credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing the fieldwork” (Patton, 2002, p.14). In addition to being the “human instrument” of the research to collect and analyse the data, semi-structured interviews, non-participant observations and stimulated recall interviews, and teacher logs were utilized to collect the data of the present study. In this regard, triangulation was achieved by collecting data through four different types of data collection instruments, so that validity and reliability of the information would be enhanced (Mackey & Gass, 2005). However, the participants differed in the use of data collection instruments. Table 4 shows the type of instruments used with each participant.

Table 4.

The Type of Data Collection Tools and the Participants

Data Collection Tool	Teacher Participants	Students Participants
Semi-structured Interview	1S 1B / 2E 2M / 3G 3F / 4U 4C	Student A, B, C, D, E, F, G, H, I, J, K,
Observation	1S 1B / 2E 2M / 3G 3F	Whole class
Stimulated Recall Interviews	1S 1B / 2E 2M / 3G 3F	Depending on the observation session
Teacher Log	4U 4C	-

3.7.1. Semi-structured Interviews

Interviews are regarded as the most frequently used data collection tool in qualitative studies (Dörnyei, 2007). As Ekmekçi (1999) states “An interview is conducted to elicit the personal opinions of the subjects about the issue in concern”. For the present descriptive study, interviews were of crucial importance as they helped the researcher learn about how the participants consider situations from their viewpoints. Semi-structured interviews were used as a kind of data collection instrument in the present study. According to Patton (1990) in semi-structured interviews the interviewer has a frame of the topics to be covered yet is free to vary to some extent the wording and order of the questions. In this regard, the researcher decided the sequence and wording of questions during the course of interviews and was free to change the order or wording of the questions, or ask follow up questions depending on the flow of the conversation to go deeper understanding of what the participants mean thoroughly.

The use of semi-structured interviews was the first step of the data collection while piloting the study. After the researcher had prepared the first draft of the interview questions to be asked, she conducted interviews with participant teachers and students in the pilot study. After the data analysis of the pilot study, the first draft of questions was further revised, that is, re-evaluated, re-ordered and re-worded by the researcher to eliminate leading forms in the actual study. In addition, the researcher conducted non-participant observations before conducting interviews with the teachers and students in the actual study to provide a basis for the interviews, i.e., to supplement and validate the data collected through interviews (Bogdan & Biklen, 2007). While writing the final drafts of the interview questions, the researcher asked her supervisor and one of her colleagues who has an MA degree in English Language Teaching (ELT) to provide feedback on how

the set of questions can be further improved. As a result, the final drafts of the interview questions were composed by the researcher and were crosschecked by her supervisor and the aforementioned colleague of the researcher to provide validity and reliability (See Appendix A and B for interview protocols).

Eight EFL teacher participants English Preparatory Program were asked a set of questions designed to investigate their perceptions about co-teaching orally and face-to-face. The interview protocol for the teachers (See Appendix A) included 11 central questions in total. The first seven questions were about demographic information. The other four central questions with five sub-questions were about teachers' feelings about co-teaching, impact of co-teaching on mutual workplace relationships and benefits of co-teaching (if any), the challenges that the teachers face (if any) and the ways how they overcome or prevent challenges (if they do). Each interview with the teachers lasted about 15 minutes. Table 5 shows the dates and durations of interviews conducted with each teacher.

Table 5.

The Dates and Durations of Teacher Interviews

Participants	Dates of the Interviews	Durations of the Interviews
Teacher 1B	April 24 th , 2018	13 minutes
Teacher 1S	April 25 th , 2018	16 minutes
Teacher 2E	April 24 th , 2018	17 minutes
Teacher 2M	April 25 th , 2018	12 minutes
Teacher 3G	April 19 th , 2018	19 minutes
Teacher 3F	April 18 th , 2018	16 minutes
Teacher 4C	April 26 th , 2018	18 minutes
Teacher 4U	April 27 th , 2018	12 minutes

The interview protocol for the students (See Appendix B) comprised totally six central questions. The first two questions were about demographic information. Four central questions with two sub-questions aimed to investigate the students' thoughts and feelings concerning to co-teaching, the benefits and negative aspects of getting education in a co-taught classroom (if any) and what students recommend to their teachers for the implementation of co-teaching (if they do). 11 EFL student participant in English Preparatory Program were asked this set of questions orally and face-to-face in the same way as the teachers. Each interview with the students lasted four minutes on average. The dates and durations of student interviews can be seen in Table 6.

Table 6.

The Dates and Durations of Student Interviews

Participants	Dates of the Interviews	Durations of the Interviews
Student A	April 27 th , 2018	4 minutes
Student B	April 20 th , 2018	2 minutes
Student C	April 19 th , 2018	4 minutes
Student D	April 18 th , 2018	6 minutes
Student E	April 27 th , 2018	5 minutes
Student F	April 18 th , 2018	3 minutes
Student G	April 19 th , 2018	5 minutes
Student H	April 27 th , 2018	6 minutes
Student I	April 20 th , 2018	4 minutes
Student J	April 20 th , 2018	5 minutes
Student K	April 18 th , 2018	3 minutes

Both interview protocols were originally prepared in English and then translated into Turkish. The translated forms of the questions were revised by the supervisor of the researcher and by a doctoral student of ELT, who are proficient in both languages, in order to crosscheck for providing validity and reliability. The reason why the interview questions were translated into Turkish was to provide the participants the convenience of expressing themselves in a way they feel more comfortable and better. For this reason, each participant chose whichever language they liked during the conduct of interviews.

3.7.2. Observations

Observation is another type of data collection instrument in qualitative studies. They may provide a fuller and richer picture of the issue being investigated. According to Patton (2002), observations are used to gain a deeper understanding of the phenomena because they provide knowledge of the context in which events occur and may enable researchers to see things that participants themselves are not aware of, or that they are unwilling to discuss. Furthermore, observations help researchers explore complex relationships occurring in natural settings (Marshall & Rossman, 2011). Several types of observations exist ranging from non-participant to participant observation depending on the purpose and role of the researcher during the research. In this regard, Creswell (2013) states that the observer is included in the phenomenon that s/he observes for the most part regardless of the degree of participation s/he prefers. In this study, the researcher preferred to assume a non-participant role. In non-participant observation, the researcher acts as “an outsider of the group”, solely observing and “taking field notes from a distance with

no direct involvement” (Creswell, 2013, p.167).

With the aim of collecting data through non-participant observations, the researcher first planned to conduct observations during the eight-week module. After getting the consent of the participant teachers and students (See Appendix C for the informed consent form) and formal permission from the General Directorate of the School of Foreign Languages of Firat University (See Appendix D for the official permission), the researcher got in contact with the assistant director and the head of department before the beginning of the third module in order to plan her schedule by taking into consideration the participant teachers’ schedules. The aim of this meeting was to ensure that the schedule of the researcher would not collide with the participant teachers’ schedules. However, it was not possible to adjust the aforementioned syllabi in the first week of the module because the researcher had a 26-hour-course program on a weekly basis and asked for having free hours in her schedule in accordance with the courses of the participant co-teachers to be able to observe them consecutively. Besides, there was a National Holiday at the last week of the module that came across with the observation schedule. As a consequence of these, the observation schedule of the first week and the last week of the module had to be cancelled. For this reason, the total duration of observation process was limited to six weeks, though it was originally planned to be done for eight weeks. Three pairs of co-teachers, namely six teachers, were observed for two hours each, which equals 12 hours a week, during six weeks. Accordingly, the sum of observation sessions was 72 hours.

The courses were not video-recorded, therefore, the researcher was present during the sessions. During the whole observation process, the researcher entered the class with the co-teacher to be observed together. The researcher took a seat at the back row in the classroom and did not interfere the flow of the course in any way. At the very first time of observation sessions in each class, the researcher introduced herself to the all observees and informed them of the purpose and significance of the study. Then, she obtained informed consent from all observees, including both teachers and students. At the first week of observed courses, the researcher got a sheet of paper including the purpose of the research and the research questions, a notebook, and a few pens to take field notes. The aim of the first-week observations was to grasp all happenings in relation to co-teaching in the classroom by taking into consideration the research questions and the aim of the research. With this purpose, the observer took extensive field notes and recorded anything related to co-teaching including the course activities, the teachers’ and students’

behaviours and utterances from the beginning to the end of each lesson at the first week. Mainly descriptive notes were taken along with behaviours of the participants. At the end of the first week, the researcher designed an observation checklist which was in line with the field notes taken at the first-week observations (See Appendix E for the observation form). During the other five weeks of observation sessions, the researcher used the observation checklist in order to take field notes. In order to provide validity of the data obtained through observation, the researcher kept descriptive and detailed field notes during the whole observation process to be able to compare the happenings in the classroom to what was expressed during the interviews for reliability purposes. Table 7 gives a detailed account of the observation schedule:



Table 7.

Observation Schedule

Week	Participant Teachers	Names of the Observed Classroom	Dates & Hours of Observation Sessions	Duration of Observation Sessions
THE FIRST WEEK	1B	YD 209	March 16 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	1S		March 16 th , 2018 / 01.15 PM	45' + 45' = 90 mins.
	2E	YD 311	March 15 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	2M		March 15 th , 2018 / 08.15 AM	45' + 45' = 90 mins.
	3G	YD 301	March 14 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	3F		March 14 th , 2018 / 01.15 PM	45' + 45' = 90 mins.
THE SECOND WEEK	1B	YD 209	March 23 rd , 2018 / 10.15 AM	45' + 45' = 90 mins.
	1S		March 23 rd , 2018 / 01.15 PM	45' + 45' = 90 mins.
	2E	YD 311	March 22 nd , 2018 / 10.15 AM	45' + 45' = 90 mins.
	2M		March 22 nd , 2018 / 08.15 AM	45' + 45' = 90 mins.
	3G	YD 301	March 21 st , 2018 / 10.15 AM	45' + 45' = 90 mins.
	3F		March 21 st , 2018 / 01.15 PM	45' + 45' = 90 mins.
THE THIRD WEEK	1B	YD 209	March 30 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	1S		March 30 th , 2018 / 01.15 PM	45' + 45' = 90 mins.
	2E	YD 311	March 29 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	2M		March 29 th , 2018 / 08.15 AM	45' + 45' = 90 mins.
	3G	YD 301	March 28 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	3F		March 28 th , 2018 / 01.15 PM	45' + 45' = 90 mins.
THE FOURTH WEEK	1B	YD 209	April 6 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	1S		April 6 th , 2018 / 01.15 PM	45' + 45' = 90 mins.
	2E	YD 311	April 5 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	2M		April 5 th , 2018 / 08.15 AM	45' + 45' = 90 mins.
	3G	YD 301	April 4 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	3F		April 4 th , 2018 / 01.15 PM	45' + 45' = 90 mins.
THE FIFTH WEEK	1B	YD 209	April 13 rd , 2018 / 10.15 AM	45' + 45' = 90 mins.
	1S		April 13 rd , 2018 / 01.15 PM	45' + 45' = 90 mins.
	2E	YD 311	April 12 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	2M		April 12 th , 2018 / 08.15 AM	45' + 45' = 90 mins.
	3G	YD 301	April 11 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	3F		April 11 th , 2018 / 01.15 PM	45' + 45' = 90 mins.
THE SIXTH WEEK	1B	YD 209	April 20 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	1S		April 20 th , 2018 / 01.15 PM	45' + 45' = 90 mins.
	2E	YD 311	April 19 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	2M		April 19 th , 2018 / 08.15 AM	45' + 45' = 90 mins.
	3G	YD 301	April 18 th , 2018 / 10.15 AM	45' + 45' = 90 mins.
	3F		April 18 th , 2018 / 01.15 PM	45' + 45' = 90 mins.

3.7.3. Stimulated Recall Interviews

Stimulated recall is an introspective process which is used to initiate a recollection of someone's thoughts during an activity or experience (Gass & Mackey, 2000, p.17). According to Calderhead (1981) stimulated recall provides a means of collecting teachers' retrospective reports of their thought processes. In so doing it provides a source of data for researchers to organize and interpret. As soon after the observed session as possible, the observed teacher and some of the observed students about whom the researcher had taken field notes met to discuss their opinions on the issues that the researcher considered related to co-teaching. However, it was not always possible to conduct stimulated recall interviews immediately after the courses due to the teachers' heavy workload including teaching, supervising, preparing exam questions, proctoring exams, and so on. For example, Participant 2E was a doctoral student in the capital city of Turkey and she always had to leave the school as soon as the observation session finished to catch the plane on time. Therefore, stimulated recall with Participant 2E was done three days after the observation. These interviews took place in the office of the researcher and were recorded using a digital voice recorder. The sound files were transferred into the researcher's personal computer, named with the initial of the observees together with date of interviews, and then transcribed into Word documents in preparation for analysis.

By elaborating on several aspects of co-teaching practices in the classroom which were taken as field notes by the researcher, the participants were supposed to give explanations and justify their classroom practices, behaviours and expressions in relation to co-teaching. The researcher avoided using a prescribed interview questions protocol in order to "provide teachers [and students] with the opportunity to verbalize their thinking, in a relatively free and open-ended manner" (Borg, 2006, p. 210). The main aim of stimulated recall interviews was to clarify the field notes obtained by the observations through making participants check and confirm the results to reduce the potential researcher bias (Birt et al., 2016). To validate, verify, or assess the trustworthiness of qualitative results, member checking, also known as participant or respondent validation, the method of returning an interview or analyzed data to a participant (Doyle, 2007, as cited in Birt et al., 2016) was adopted in this study.

3.7.4. Teacher Logs

Two of the participant co-teachers were given two notebooks by the researcher and asked to keep teacher logs on a weekly basis. They were given no guidelines to follow, but they were asked to concentrate on co-teaching in terms of its benefits and challenges (if any) by taking into consideration their common classroom and professional relationships. Initially, they were requested to keep teacher logs during a period of eight-week module, however, as they co-taught again during the following module, they were asked to prolong the eight-week period to 16 weeks, the total duration of two modules.

The language used in the teacher logs was up to the participants, they were asked to choose the language that they felt better to express themselves. As their native language was Turkish, both of them stated that using Turkish in writing their experiences, views and reflections regarding co-teaching would be easier and faster for them. However, they also wrote some words (i.e. co-teaching, co-teachers, etc.) in English. The excerpts from teacher logs can be seen in Appendix F.

3.8. Data Collection Procedure

Following the pilot study and the design of the first data collection tool, i.e. the interview protocol of teachers and students, the researcher obtained the consent of the participant teachers and students, then she asked for formal permission from the Directorate of School of Foreign Languages. After getting the formal approval, the data collection process officially started. In order to answer the research questions and reach generalizable explanation of the process in conclusion, the data was collected at three stages.

As a first step, the assistant director and the head of department were contacted before the beginning of eight-week module in order to plan the schedule of the researcher and the participant teachers compatibly to be able to conduct observations. Additionally, Teacher 4C and 4U were requested to keep teacher logs on weekly basis for eight weeks, therefore, they were given two notebooks. In course of six-week period of observation, stimulated recall interviews were carried out as soon after each session as possible.

In the second stage, semi-structured interviews were conducted with all participants, including teachers and students, during the last week of eight-week module.

In the last stage, the time period of teacher logs was prolonged to two-module time, in other words 16 weeks, as Teacher 4C and 4U became co-teachers again in the following

module. After 16-week time was over, the teacher logs were received and the data collection procedure was completed. Figure 1 gives an overall information about the data collection tools and the data collection process on the next page.



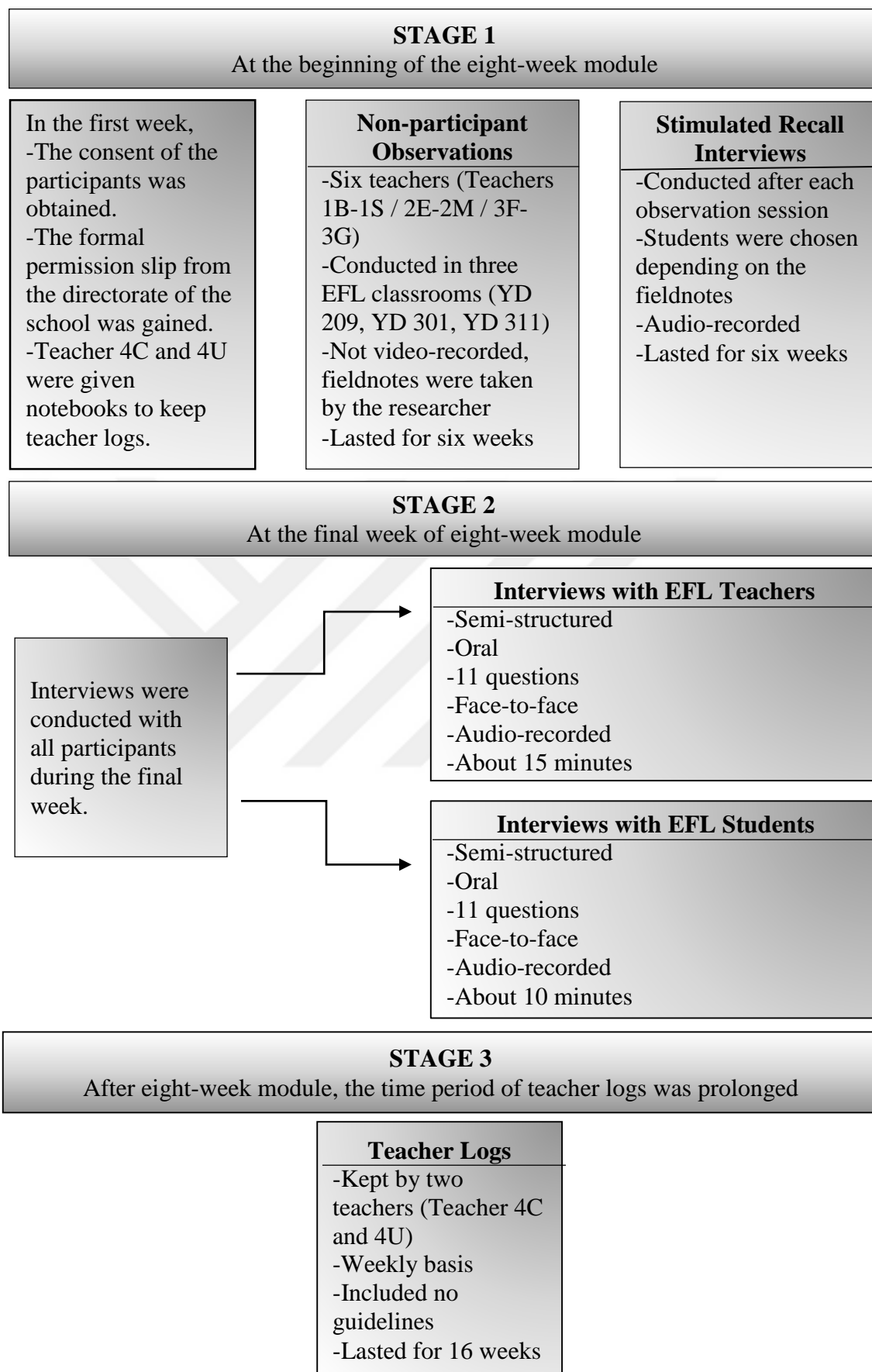


Figure A. Data collection procedure

3.9. Data Analysis

The research type of the present study is descriptive and through the aforementioned data collection tools and procedures, three kinds of data were collected as proposed by Lankshear and Knobel (2004)

- written data (via teacher logs)
- observed data (via non-participant observations)
- spoken data (via semi-structured interviews, stimulated recall interviews) (p.171).

According to the type of collected data, qualitative data analysis process was conducted. In the literature, it is not suggested one specific way or method for qualitative data analysis (Patton, 2015), however, it involves some key elements such as arranging data, doing an initial examination of the database, coding and organizing the themes and “representing the data in figures, tables or in discussion, and forming and interpretation of the data” (Creswell, 2013, p.187). Based on this framework, a cyclical - reiterative analysis process was adopted to analyze the written, observed and spoken data; namely, first reading and memoing, coding and categorizing the emergent codes, combining them into themes, and then interpreting them, and finally reporting the interpretations.

Before the actual data analysis process started, the data preparation was made. As the first step, all of the documents and audio materials were organized, grouped and named on the personal computer of the researcher so that the researcher could easily reach the data when needed. Then, all the files were copied on an external hard drive in order to prevent possible data loss on computer. Next, the spoken data which includes semi-structured interviews and stimulated recall interviews were transcribed by using Microsoft Office Word. The transcriptions were left intact and were not edited for accuracy to avoid interference with the message. Gillham (2000) thinks that transcription of spoken data works better than listening to the audio several times to identify and note down key statements as the latter may lead to disconnected statements stemmed from the exclusion of parts which are considered ‘redundant’ (p. 61). For this reason, the interviews were transcribed verbatim to eliminate the risk of missing any data. The interviews were conducted in Turkish as for the participants’ preferences. The researcher analyzed the transcribed interviews in Turkish, then translated the relevant excerpts that

would be used as direct quotations in English. In order to eliminate the translation errors and meaning loss, the translated quotations were checked by another ELT researcher who is proficient in both languages. As to the observed data preparation, the field notes taken by the researcher during observations by using a checklist (See Appendix E for the observation form) were grouped and put in different files named after each co-teaching partner in order to do content analysis. Then, these notes were read carefully, codes were formulated and the categories were formed. As for the written data preparation, the two notebooks given to Teacher 4C and 4U by the researcher to keep teacher logs were photocopied on A4 size sheets to gain space on the paper in order to take margin notes while analyzing. No other preparation for the written data was necessary.

After the data preparation process had been completed, the data analysis process started. Although the data preparation process differed in terms of the way the data collection instruments grouped and organized, throughout the data analysis process, all the data were converged in the interpretation process to be able to get an overall meaning. As the initial step of data analysis, all the interview transcripts, field notes and teacher logs were read multiple times in order to make sense of it in light of the research questions. After reading the data several times, the researcher began to take some margin notes and memos were taken to create preliminary codes. According to Miles and Huberman (1994) “coding is analysis” (p. 56). Saldana (2009) defines coding in qualitative inquiry as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p.3). As the next step, the researcher formed codes, which means “aggregating the text and visual data into small categories of information” (Creswell, 2013, p. 200). For this purpose, “descriptive codes” which “assigns basic labels to data to provide an inventory of their topics” (Saldana, 2009, p.66) were preferred by assigning summative words or short phrases to the data as the topic shifted. During coding process, the researcher did not refer to any pre-existing codes so as not to limit the emerging codes to the existing ones in the literature. Besides, the researcher preferred to do coding manually instead of using a computer software program for data analysis as is suggested by Creswell (2013) in order to “be close to the data and have a hands-on feel for it without the intrusion of a machine” (p.240). Table 8 on the next page illustrates an excerpt from the initial data coding in order to provide an example of how the qualitative data were analyzed and descriptive codes were assigned.

Table 8.

An Excerpt from the Coding Sheet

Participant	Quotations (Semi-structured Interview)	Codes
	What do you think / feel about co-teaching (which means teachers' sharing same EFL classrooms at different times)?	
Teacher 2E	Bence artıları eksilerinden daha fazla. (I think their pros are more than their cons.)	} Thinking positive about co-teaching
	Öncelikle dinamizm ve hareketlilik getiriyor. Hani 24-26 saat aynı kişiyle olmayı, aynı öğrencilerle olmayı hocalar olarak biz de istemeyiz hepimizin ortalama 20 - 30 saat derse girdiğini düşünürsek. Bence öğrenciler de istemez bunu. Öğrenciler için faydalı da olmaz bence. (Co-teaching primarily brings dynamism and mobility. As teachers, we do not want to be with the same students for 24-26 hours a week by taking into consideration our weekly course schedule of approximately 20-30 hours. I think students do not want to be with the same teachers either. In my opinion, it will not be beneficial for students.)	} Bringing dynamism and mobility to both teachers and students
	Yani iki üç hocayı ve farklı teaching styleları görmek öğrenciler açısından daha iyi oluyor. (That is to say, it is better for students to see two or three teachers and different teaching styles.)	} Students' making use of different teaching styles
	Neticede her hocanın daha iyi olduğu alan farklıdır. (After all, the area in which each teacher is better are different.)	} Different teaching styles
	Bir de bir değişiklik, böyle bir hareketlilik getiriyor. (Besides, it brings a kind of change and mobility.)	} Bringing dynamism and mobility
	O açıdan bence co-teaching genel olarak iyi bir şey yani. (Generally speaking, I think co-teaching is something good.)	} Thinking positive about co-teaching

Teacher 4C	<p>Bence güzel bir sistem. Hani eğer güzel planlanırsa, çok iyi yürütülebileceğini hem öğrencilere, hem öğretmenler açısından da çok faydalı olabileceğini düşünüyorum.</p>	Thinking positive about co-teaching
	<p>(I think it is a nice system. I think that if it is planned well, it can be executed very well and it can be very beneficial for both students and teachers.)</p>	
	<p>Öğretmenlerin iş yükü açısından bakarsak eşit bir şekilde paylaşıldığı zamanlarda co-teaching'in hocaların üzerinden birçok yükü aldığını düşünüyorum.</p>	Sharing workload
	<p>(If we look at from the point of view of teachers' workload, when the workload is shared equally, I think co-teaching takes a lot of burden from teachers.)</p>	
	<p>Öğretmenler olarak girdiğimiz sınıfların bütün olarak hem gelişimini hem eğitimlerini takip ediyoruz hem de zaman içerisinde onlarla psikolojik bir bağ da kuruyoruz. Tüm bunları tek bir öğretmenin tek başına yüklenmesindense, diğer öğretmenler arasında bu yükün paylaşılmasının çok daha olumlu olduğunu düşünüyorum açıkçası.</p>	Thinking positive about sharing workload
	<p>(As teachers, we keep track of students' progress and the education of the classes we entered as a whole, and we forge a psychological bond with the students in time. Frankly, I think that it is much more positive to share this burden among teachers instead of one teacher's undertaking all responsibilities on her/his own.)</p>	
	<p>Örneğin, bazen bazı sınıflarla ilgili olumsuz bir izlenimimiz ya da öğrencilerle problem yaşadığımız zamanlar olabiliyor ve bunu partner hocalarımızla paylaşıp varolan sorunları nasıl çözebileceğimizi konuşuyoruz ve bu anlamda birbirimize destek olmamız çok iyi oluyor.</p>	Sharing problems and trying to solve them together
	<p>(For example, sometimes we may have a negative impression of some classes or when we have problems with students, we may share it with our co-teaching partners and talk about how we can solve existing problems, and in this sense, it is good to support each other.)</p>	

Sonuçta her birimiz farklı karakterlere sahibiz ve doğal olarak olayları algılama şeklimiz de farklı farklı.

Having
different
characters

(All in all, each of us has different personalities, and naturally the way how we perceive the events is different.)

Ama aynı sınıfları paylaşınca karşılaştığımız sorunlar hakkında konuşup farklı çözüm yolları buluyoruz.

Suggesting
different
solutions to the
problems

(However, when we share the same classes, we talk about the problems that we encounter and find different solutions.)

Ayrıca sınıfta yaptığımız aktiviteleri ve öğrencilerde gözlemlediğimiz olumlu gelişmelerle ilgili konuşunca ortak planmamızın sonucu olarak ortaya olumlu şeyler de çıkıyor bu da bir nevi geridönüt oluyor bize kendimizi, yaptıklarımızı göstermek açısından.

Common
planning,
sharing views
about students'
developments,
getting
feedback about
our teaching

(In addition, when we talk about the activities we have done in the classroom and the positive developments that we have observed in the students, positive things emerge as a result of our common planning, which is a kind of feedback, to show us ourselves, what we do.)

Ayrıca planlama yapma açısından da sınıf paylaşmamız çok iyi oluyor. Mesela birimiz grammar konusunda daha iyi olduğumuzu düşünüyoruz ve ünitedeki grammar kısmını daha iyi olanımız yapıyor, diğerimiz mesela speaking bölümleri gibi interaktif aktiviteleri yapmaktan daha çok keyif alıyorsa o kısmı o yapıyor gibi gibi.

Common
planning and
sharing
workload

Sharing classes is also good in terms of planning. For example, one of us thinks that s/he is better at teaching grammar, then s/he finishes grammar part of the unit while the other one covers up interactive activities such as speaking parts of the book, etc.

After specifying the codes, coding tables were created which include the numbers and frequencies of the codes encountered in the data. With the aim of ensuring the inter-rater reliability in the coding process, 10% of the data (two interviews conducted with

teachers, two interviews conducted with students and two observation checklists) were coded by another researcher who has various studies in the field of ELT and also experienced in content analysis. The coding results were compared and it was revealed that the codes were consistent. Later, repeating codes and patterns were sought and were divided into categories “to organize and group similarly coded data” (Saldana, 2009, p.8). Subsequent to division of codes into interrelated categories, themes which are described as “broad units of information that consists of several codes aggregated to form a common idea” by Creswell (2013, p. 202), were constructed. The underlying data analysis process was guided by the model below suggested by Saldana (2009).

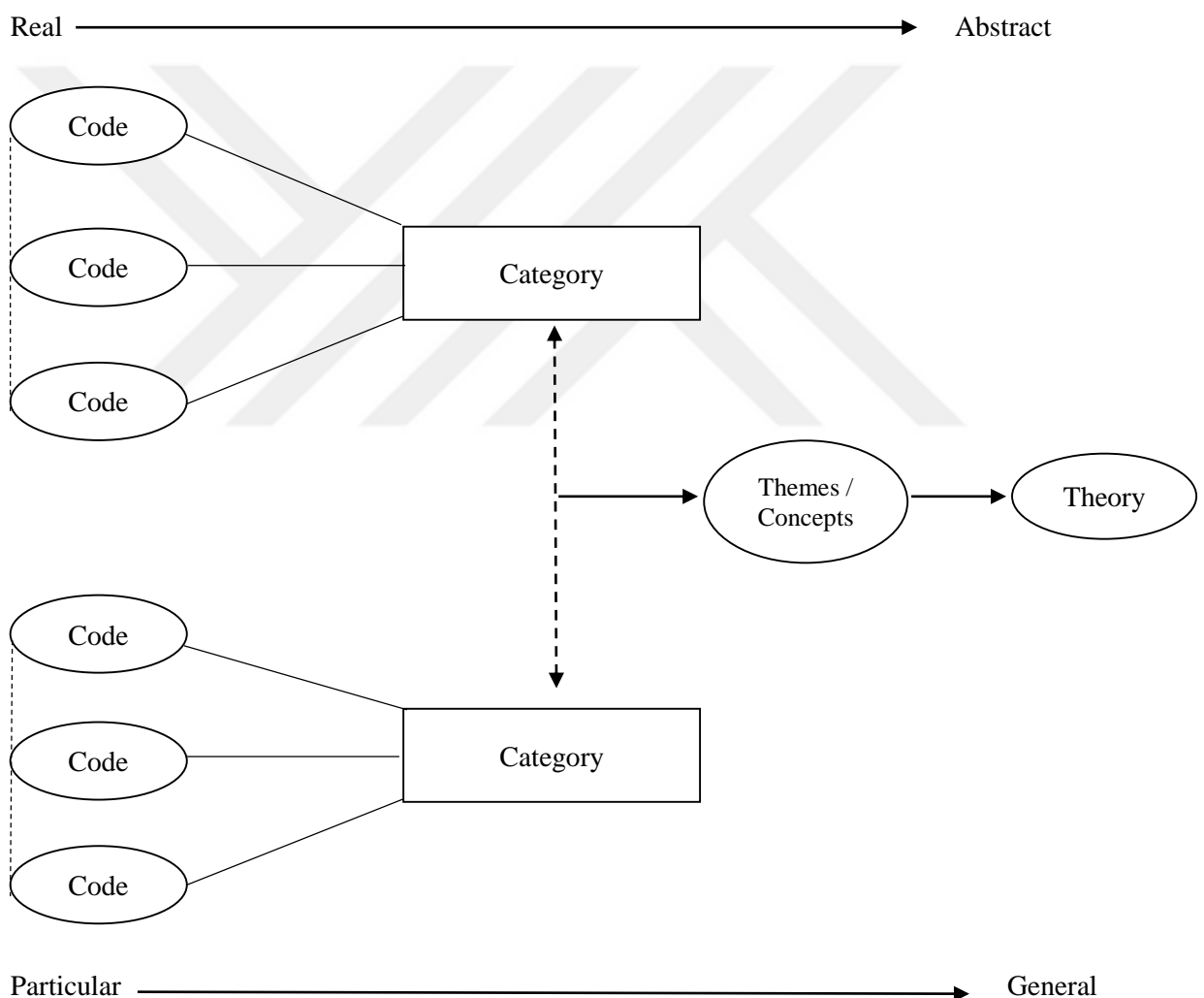


Figure B. A streamlined codes-to-theory model for qualitative inquiry

Source: Saldana, 2009, p.12

After the themes had been identified by the researcher, the participants were contacted via e mail and video call so that they could examine how accurate and credible

the researcher's account was. They were asked to check the transcriptions of the interviews and the emerging codes, categories, and themes, namely the created meanings from their perspectives and whether the researcher's interpretations reflect their actual meanings. They were also requested to check the language and make necessary corrections if needed. Following this process, the categories and themes obtained through cyclical-reiterative analysis were presented in the findings chapter. The themes were analyzed in light of the research questions and were supported with pieces of evidence such as the participants' quotations representing the themes in order to provide a rich and thick description.

The table below illustrates the whole data analysis process employed in the study.

Table 9.

Data Analysis Process

Steps	Phases
Step 1	Data preparation
Step 2	Verbatim transcription of interview data
Step 3	Reading multiple times of written and transcribed data and memoing them
Step 4	Forming preliminary codes
Step 5	Assigning descriptive codes
Step 6	Creating coding tables
Step 7	Assigning repeating codes into categories
Step 8	Discovery of themes from categories
Step 9	Interpreting the results
Step 10	Member checking of interpretations with participants
Step 11	Final interpretations

3.10. Trustworthiness

The trustworthiness of qualitative research is often criticized by quantitative researchers following the positivist tradition, who consider qualitative research lacks validity and reliability as these issues in qualitative studies are not addressed in the same way as in the positivist paradigm. However, the strength of a qualitative research is regarded as "the extensive time spent in the field, the detailed thick description, and the closeness of the researcher to the participants in the study all add to the value or accuracy of a study" (Creswell, 2013, p. 250). Creswell (2013) also recommends that qualitative researchers should engage in at least two of the eight validation strategies in any given studies (p.253): (1) prolonged engagements and persistent observation, (2) triangulation,

(3) peer-review or debriefing, (4) negative case analysis, (5) clarifying researcher bias, (6) member checking, (7) rich and thick description, and (8) external audits. Similarly, Lincoln and Guba (1985) suggest four criteria to establish trustworthiness in qualitative research studies including “credibility”, “transferability”, “dependability” and “confirmability” with reference to internal validity, external validity, reliability, and objectivity.

In this study, to ensure *credibility (i.e. internal validity)* prolonged engagements and persistent observation, triangulation, member checking, peer-review or debriefing; to ensure *transferability (external validity, or generalizability)* rich and thick description; to ensure *dependability (i.e. reliability)* and *confirmability (i.e. objectivity)* triangulation was utilized.

Firstly, triangulation is defined as “the process of corroborating evidence from different individuals, types of data or methods of data collection to ensure that the study will be accurate because the information draws on multiple sources of information, individuals, or processes” (Creswell, 2011, p. 259). In this study, the data collected through several data collection instruments, including semi-structured interviews, non-participant observations, stimulated recall interviews, and teacher logs to ensure triangulation as “using the technique of triangulation can aid in credibility, transferability, confirmability and dependability” (Mackey & Gass, 2005, p.181).

Secondly, member checking, “the most critical technique for establishing credibility” (Lincoln & Guba, 1985, p.314), was applied with the participants to minimize the researcher’s bias. The participants were asked to check the transcriptions and compare the emerging codes and categories to their actual meanings. In this way, it was cross checked whether the researcher accurately interpreted what the participants really meant.

Thirdly, peer checking was ensured to enhance reliability of qualitative data which is conceived as “stability of responses to multiple coders of data sets” (Creswell, 2013, p.204). With the aim of peer reviewing, 10% of the data, two interviews conducted with teachers, two interviews conducted with students and two observation checklists, was coded by another researcher who has various studies in the field of ELT and also experienced in content analysis. The coding results were compared, and it was revealed that the codes were consistent.

Another validation strategy to be ensured in this study is prolonged engagements and persistent observation. During the data collection process, the researcher spent plenty of time in classrooms for observation and in the school setting as an ELT teacher. She also

had informal conversations with the participant teachers and students before and after observations, during breaks and while having lunch. This provides the researcher to get more information and become more familiar with the topic. These kinds of casual data were also noted by the researcher.

As the fifth validation strategy, for clarifying researcher's position, a section named "the role of the researcher" was written to explain the role, position, and assumptions of the researcher. In addition, the researcher provided a huge account of research procedure in a very detailed way, and she determined selection criteria of not being team partners with the participant teachers and not ever teaching to participant students with the aim of reducing the researcher's bias.

Lastly, rich and thick description is one of the other validation strategies which is employed to enhance the transferability of the findings of this study to other settings and contexts. Mackey and Gass (2005) lay emphasis on rich and thick description for qualitative studies that it becomes possible for the audience to be able to compare the research situation to their own setting or context when the findings are reported with enough details for readers to understand the characteristics of research context and participants. In this way, the audience can determine the findings which are applicable or transferable to their context. To ensure rich and thick description in this study, the researcher described the participants and the research setting in detail. She also made in-depth analysis of the data and presented a vast number of quotations to ground her interpretation into the finding section elaborately. Besides, the analyses were presented in the discussion part in relation to the relevant literature in a detailed way.

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, the themes emerged from the analysis of the data obtained from semi-structured interviews, non-participant observations, stimulated recall interviews, and teacher logs are presented. First, to provide an overview and summary of the findings, the emerging themes are illustrated in Figure 3 and Figure 4 separately for teachers and students on the two next pages. Then, the findings are presented based on the research questions. The research questions that guided the study are as follows:

1. What are the views of EFL teachers about co-teaching?
2. What are the views of EFL teachers, if any, on the benefits of co-teaching?
3. Do the EFL teachers face any challenges while co-teaching?
 - a. If yes, how do they cope with or prevent those challenges?
4. What are the opinions of EFL students in relation to their language learning in co-taught classrooms?

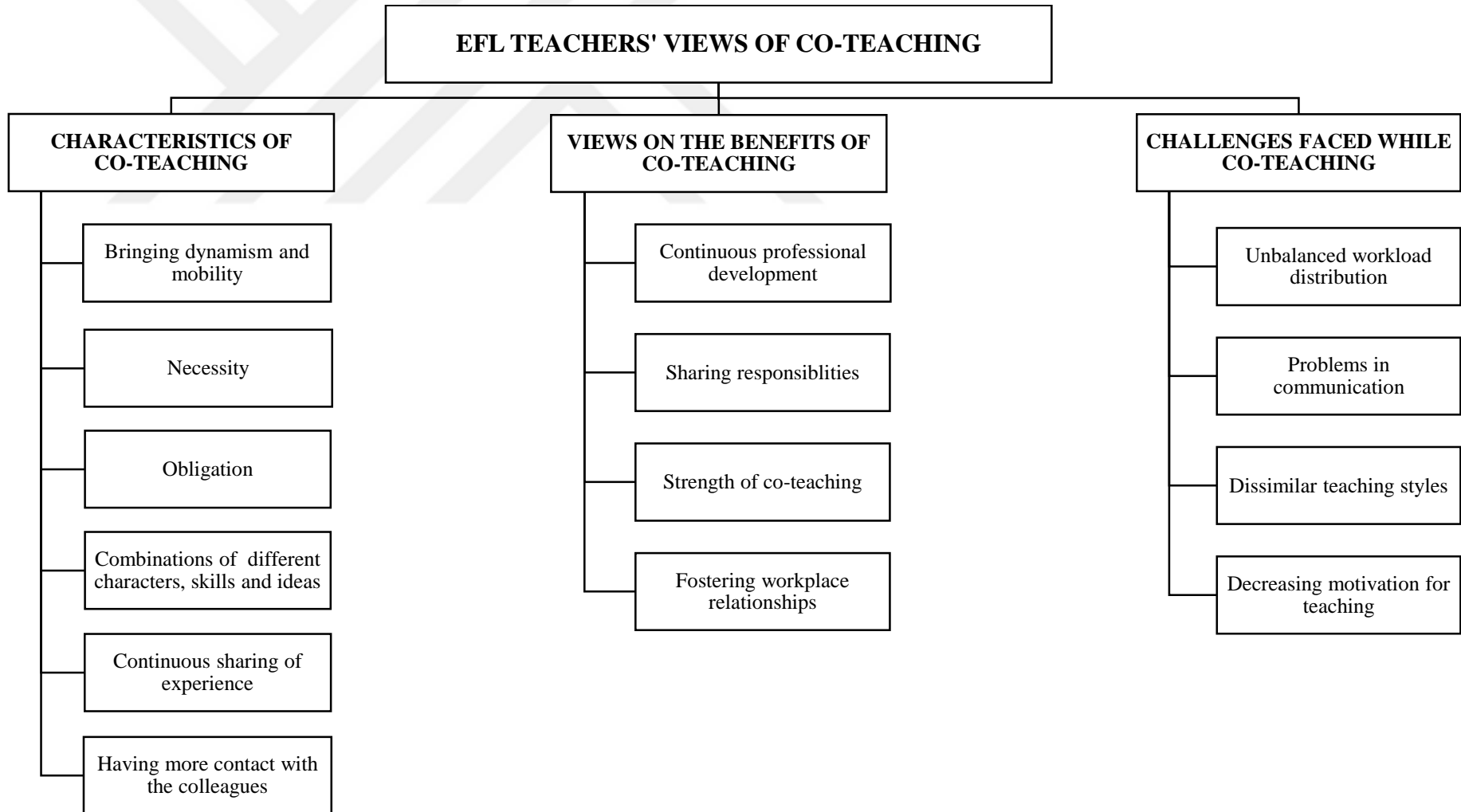


Figure C. Overview of qualitative data gathered from EFL teachers

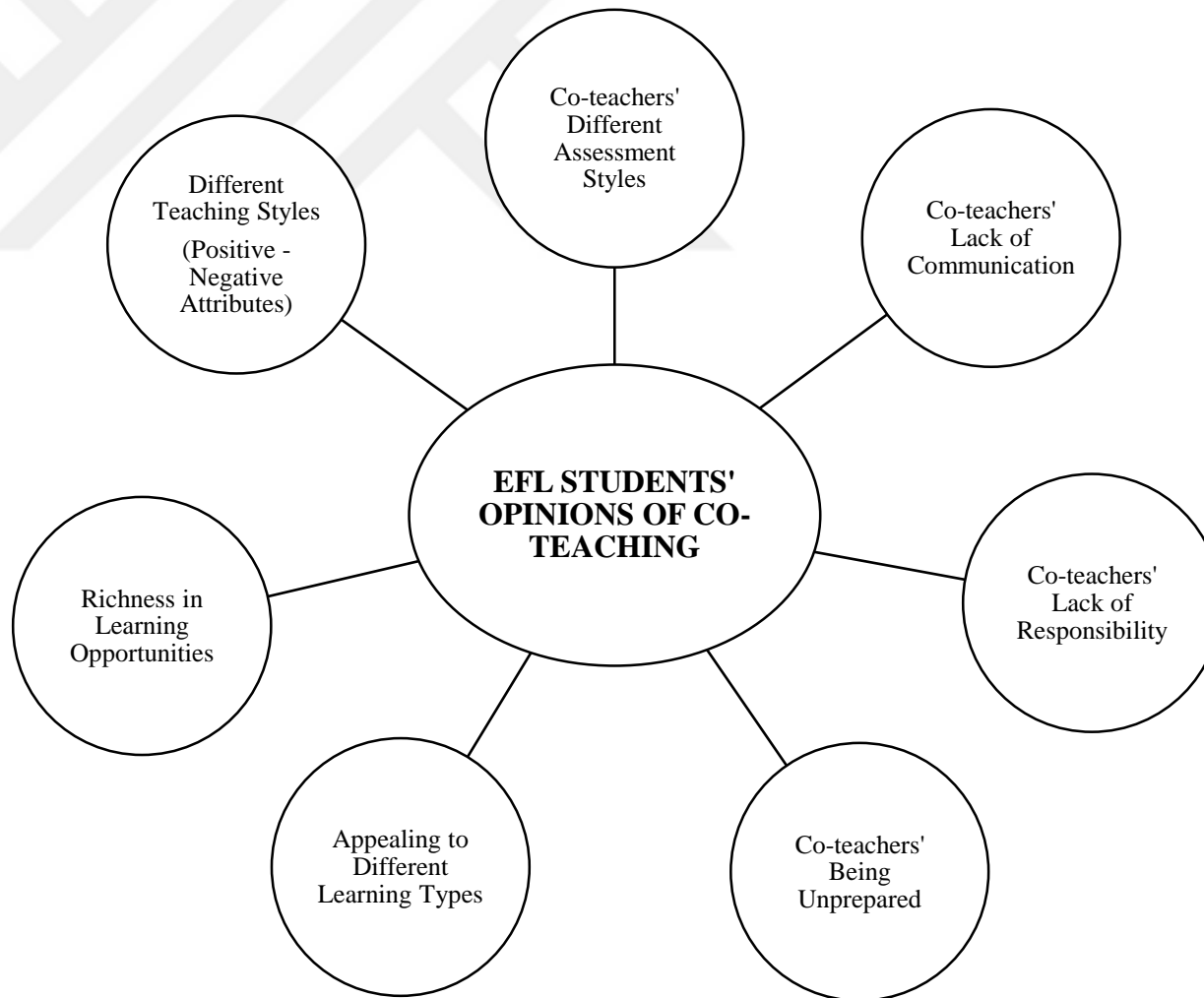


Figure D. Overview of qualitative data gathered from EFL students

4.2. EFL Teachers' Views about Co-Teaching

The first research question of the study focused on teachers' perceptions of co-teaching. The data regarding the views of EFL teachers about co-teaching was collected through semi-structured individual interviews and teacher logs. All participant teachers were asked what they think and how they feel about co-teaching in the interviews. Besides, the data obtained from teacher logs which were kept by Teacher 4C and 4U also revealed the teachers' experiences and views in relation to co-teaching. The overlapping interrelated codes were linked in context and classified accordingly. According to these, the theme *characteristics of co-teaching* emerged.

4.2.1. Theme 1: Characteristics of Co-Teaching

The theme "Characteristics of Co-Teaching" is related to teacher participants' views of co-teaching. The theme has emerged based on teachers' explanations of how they perceived co-teaching in EFL classroom and what co-teaching meant to them. The interrelated codes which reveal the theme *characteristics of co-teaching* are displayed along with their frequencies in Table 10.

Table 10.

The Codes Regarding the Theme "Characteristics of Co-teaching"

Code	Frequency
bringing dynamism	7
bringing mobility	7
a necessity in such a busy schedule	5
an obligation	5
combination of different characters, skills, and ideas	3
continuous sharing of experience	2
having more contact with the colleagues	2

In relation to the code of *dynamism*, teacher 2E stated that: "*Co-teaching primarily brings dynamism and mobility. As teachers, we do not want to be with the same students for 24-26 hours a week by taking into consideration our weekly course schedule of approximately 20-30 hours*" (Semi-structured interview – April 24th, 2018). Similarly, Teacher 1B also mentioned similar points in the following way: "*Sharing classes with a colleague increases the vitality of our weekly course schedule. Even just going to different*

classrooms, seeing different students and changing the working space feels me better during the day” (Semi-structured interview – April 24th, 2018).

Teacher 1S shared his opinion about co-teaching in the semi-structured interview stating: *“As teachers, we have about 20 – 25 hours of courses weekly. Even if we do not want to co-teach, it is a kind of necessity and obligation to share classes between two or three partners at our school”* (Semi-structured interview – April 25th, 2018). He also added that co-teaching is not a volunteer-based practice. As there are exactly enough number of teachers (neither less nor more) to teach in the institution, it would be nearly impossible to prepare teachers’ course schedule in single teaching practice (Semi-structured interview – April 25th, 2018).

As for the code *continuous sharing of experience*, Teacher 3G expressed his opinions about co-teaching as “going on a different journey together”:

Co-teaching is like going on a new journey each time you co-teach. We have been implementing co-teaching practice for years. I have become co-teaching partners nearly with all teachers at our school. I can surely tell that it [co-teaching] feels like going on a new adventure even if I have experienced it with the same teaching partner many times beforehand. Before going on a journey, a person knows the starting point, the destination, and the estimated duration. Similarly, we know these before we start co-teaching. However, how you spend your time during the journey and whether you enjoy the journey or not depend on the rapport you and your teaching partner... Even when we use nearly the same teaching methods with the same partner during two semesters, they [students’ feedbacks] are usually different. So, I think, co-teaching is a non-stop journey with a lot of experiences. (Semi-structured interview – April 19th, 2018)

According to Teacher 2M, the implementation of co-teaching leads her to have more contact with her colleagues. She also stated in the semi-structured interview that sometimes when she becomes co-teaching partners with the colleagues whom she does not meet very often in normal times, they start to have contact more often to talk about students and classroom (Semi-structured interview – April 25th, 2018).

Regarding the code *combination of different characters, skills, and ideas*, the researcher inferred from what teachers 4C and 4U wrote in the teacher logs about their co-teaching practices and experiences that implementation of co-teaching provides the opportunity to share their ideas on teaching. In addition, Teacher 4C and 4U reflected that while sharing their ideas, they also noticed how different skills they could have and how different characters they are.

To sum up, the EFL teachers who participated in the study were asked how they

perceive co-teaching and what their opinions of co-teaching are. The findings revealed that most of the participants think the implementation of co-teaching brings dynamism and mobility. It was also revealed that a significant number of participant teachers regarded co-teaching as an obligation and necessity for planning course schedules accordingly. Additionally, it also appeared that participants felt co-teaching was a continuous experience and made them communicate more with their partners. Lastly, as they shared their ideas on teaching, they also gained the impression that they had different characters and abilities.

4.3. EFL Teachers' Views on the Benefits of Co-Teaching

The second research question of the study aimed to discover the perceived benefits of co-teaching from EFL teachers' point of views. The data for this question was collected through semi-structured interviews, teacher logs, non-participant observations and stimulated recall interviews. The findings for this research question were very complex and interwoven. In general, the participant teachers mentioned their perceptions of benefits and some specific positive outcomes of being teaching partners. The themes which were identified through the categorization of the data are *continuous professional development*, *sharing responsibilities*, *strength of co-teaching* and *fostering workplace relationships* emerged. All these themes are shown in the tables with their codes and frequencies respectively in the following sections.

4.3.1. Theme 1: Continuous Professional Development

The positive outcomes the teacher participants obtained from co-teaching were mostly related to theme of continuous professional development. Most of the participants stated that they could learn a lot from their interactions with their teaching partners which improve them professionally. They also expressed that they mainly learn from each other about teaching skills, the use of technology and they get suggestions from their teaching partners about the useful applications and websites related to teaching English. The interrelated codes regarding the theme *continuous professional development* were revealed in Table 11 on the next page.

Table 11.

The Codes Regarding the Theme “Continuous Professional Development”

Code	Frequency
benefitting from each other’s teaching materials	8
benefitting from each other’s teaching skills	6
getting continuous feedback about teaching	6
getting help in the use of technology	5
suggesting applications to each other about teaching English	5
suggesting useful websites to each other	5
suggesting different games or activities	4
benefitting from each other’s educational backgrounds	3

It is apparent from Table 11 that all the participant teachers indicated that they benefitted from each other’s teaching materials and teaching skills. Teacher 4U wrote in the teacher log that she shared extra materials she used in the class with her teaching partner, and they prepared more efficient materials such as wordlists, extra reading passages, etc., together (Teacher Log, Teacher 4U - Module 1, Week 5). Likewise, Teacher 4C reported in the teacher log that she shared the extra materials she had when she and her co-teaching partner agreed the students needed (Teacher Log, Teacher 4C - Module 1, Week 6). Teacher 4C also disclosed that she made a lot of technology-related advice to her partner as she was good at using it (Teacher Log, Teacher 4C - Module 1, Week 6). Likewise, Teacher 4U, the teaching partner of Teacher 4C, confirmed in the semi-structured interview that she got a lot of technological support from her teaching partner and she did not hesitate to ask when she needed any technological advice or help (Semi-structured interview – April 27th, 2018). She gave some examples about the technological support she got from Teacher 4C by giving examples of websites and applications which she found useful:

I did not know about the website “Skell”, a user-friendly learners’ corpus of English, and the application of “VOA Learning English”. Once we were talking about our students that have difficulty in using collocations correctly in their writing assignments, my partner, Teacher 4C, told me that I could use the website skell.sketchengine.eu while teaching collocations to the class. I never heard about Skell before. After I browsed the website, I thought it would be very useful for students and me. She also mentioned the application of VOA Learning English. I downloaded it on my mobile and sometimes used some content from there during my courses (Semi-structured interview – April 27th, 2018).

With respect to the code *benefitting from each other's educational background*, Teacher 3F stated in the stimulated recall interview that his partner 3G had a bachelor's and MA degree in the department of English language and literature and he was really interested in etymological origins of the words. He said that he could ask and learn a lot from Teacher 3G about how to teach vocabulary and etymological origins of the words (SR interview - March 21st, 2018). In line with this statement, the researcher also recorded in the fieldnotes that the extra vocabulary activity completed during the course of Teacher 3F was told to have been prepared by Teacher 3G (Observation Fieldnotes - March 21st, 2018).

4.3.2. Theme 2: Sharing Responsibilities

Another theme which emerged from the given accounts of participants was *sharing responsibilities*. Though it is possible that co-teachers may not be willing to share responsibilities, the data existing in semi-structured interviews, teacher logs, fieldnotes of non-participant observations, and stimulated recall interviews reveals that the participant teachers share responsibilities in several ways. The interrelated codes identified in participant teachers' responses and reflections are presented in Table 12 with their frequencies.

Table 12.

The Codes Regarding the Theme "Sharing Responsibilities"

Code	Frequency
sharing the main course teaching hours	7
covering the main course book together	7
sharing workload	5
designing extra materials together	4
common planning to create more effective lessons	4
keeping track of students' learning together	3
evaluating writing portfolio together	2

From the table, it can be understood that a remarkable number of participant teachers specified that they shared the responsibility of teaching main course and covering the main course book together. In the semi-structured interview, Teacher 2M pointed out: *"We have to fulfil these two basic responsibilities regardless of who our co-teaching*

partner is, but even when we only share the main course book and class hours, we share the workload in some way. We do not have to teach the entire book on our own” (Semi-structured interview – April 25th, 2018). Teacher 1S also stated that: *“As co-teaching partners, we have to conduct main course lessons together and we have to teach the students together”* (Semi-structured interview – April 25th, 2018).

In relation to the code *evaluating writing portfolios together*, Teacher 4C wrote in the teacher log that: *“We evaluate writing portfolios together. Every week, the teaching partner who randomly comes across the writing activity gives feedbacks to students’ writing tasks and evaluates the papers”* (Teacher log, Teacher 4C, Module 1, Week 4). In relation to the codes *“sharing workload and keeping track of students’ learning together”* she expressed:

As teachers, we keep track of students’ progress and the education of the classes we teach as a whole [...] I think that it is much more advantageous to share this burden among teachers instead of one teacher’s undertaking all responsibilities” (Semi-structured interview – April 26th, 2018).

Regarding the code *common planning to create more effective courses*, Teacher 3F and 3G had similar opinions. In stimulated recall interviews, they both stated that when they planned the extra activities to be used during the courses with their teaching partners, they almost always felt the positive effects of these joint-planned exercises on students’ learning after the implementation (SR interviews – April 4th, 2018). Likewise, Teacher 4U reported in the teacher log that: *“We came together with my teaching partners. We shared the extra activities that we used in previous weeks and decided to prepare some extra activities such as wordlists, extra reading passages that we thought would be useful for our students. We made a division of labour to prepare extra materials”* (Teacher log, Teacher 4U - Module 1, Week 5).

To sum up, it can be understood from the codes in Table 12, and in the sample excerpts given above that co-teachers share the responsibilities in areas such as teaching, planning, preparing extra materials, and evaluation of writing portfolios together. The findings revealed that sharing responsibilities in these ways help them reduce the workload.

4.3.3. Theme 3: Strength of Co-Teaching

While the teacher participants were answering the third question of the semi-structured interview, “*Are there any benefits of co-teaching according to you? If yes, in what ways do you think it is beneficial?*”, they gave account of many positive aspects of co-teaching. In addition to the semi-structured interview, the data obtained from the teacher logs, non-participant observations and stimulated recall interviews also showed that co-teaching is powerful in many respects. In general, participant teachers agree that implementation of co-teaching is beneficial in several ways. Most of teacher participants agree that they talk about their students and classroom issues when they come together. Besides, a high number of participant teachers think that co-teaching is beneficial for students as it allows students to see different styles of teaching. The overlapping interrelated codes were classified accordingly. Table 13 illustrates the interrelated codes revealed through teachers’ comments on the theme *strength of co-teaching*.

Table 13.

The Codes Regarding the Theme “Strength of Co-teaching”

Code	Frequency
having discussions about the classroom issues	6
talking about students	6
students’ making use of different teaching methods	5
giving feedbacks about students’ learning to each other	4
the chance of changing the course days or hours when needed	4
complementing each other’s shortcomings	4
alteration of working space and students	3
exchange ideas with each other to solve existing problems	3
planning detailed flow of the course together	2

The researcher added annotations to observation checklist of Teacher 3G about his being informed about the students’ progress in detail. On the observation checklist, the researcher wrote: *Teacher 3G told one of the students that: “I know you made some mistakes in second conditional sentences in Teacher 3F’s course yesterday. So, would you like to give a try to answer Question 5 now?”* (Observation Fieldnotes - March 28th, 2018) In stimulated recall interview, the researcher asked Teacher 3G about how he got informed about this detail. Teacher 3G indicated that they always gave feedbacks about

their students to each other:

My teaching partner, Teacher 3F, and I talk a lot about our students and classroom issues. As we are officemates at the same time, during our breaks we always talk about what happened during the course, what we taught, how students performed, and what they had difficulties in, etc. (SR interview - March 28th, 2018).

Similarly, his partner, Teacher 3F, emphasized the importance of being informed about students' progress, weaknesses, and the extra activities that have been done or is planned to be done, and gave the following excerpt as an example to illustrate their discussions between him and his partner about classroom issues stating:

I think co-teaching is very beneficial for students when we as teachers reflect on our students' current situations and think about what we can do better to improve them, so we always talk about our students, the flow of our courses and other professional issues such as using extra materials. When we get a problem, we talk about it and solve it together, too (SR interview - March 28th, 2018).

In another example, Teacher 2E remarked: *"I think, sharing classes is good for students because each of us has different teaching methods and different teaching experience. When students have different teachers, they can make use of this diversity"* (Semi-structured interview – April 24th, 2018). She also added in stimulated recall interview that:

When teachers know each other's strengths and weaknesses, they can complement each other better. For example, my partner, Teacher 2M, does not like teaching grammar and vocabulary, but it does not matter for me, so during the courses, I mostly skip speaking, pronunciation, listening parts and leave these parts to Teacher 2M (SR interview – April 5th, 2018).

During the observation sessions, the researcher recorded similar fieldnotes about Teacher 2E and 2M. On the observation checklist kept during Teacher 2M's course, the researcher noted:

She came into the classroom, greeted the students, and opened the book. She knew which activities were covered last because she said: "As far as I know, you learned relative clauses, did these activities with Teacher 2E. Today, we will start from the listening part" (Observation Fieldnotes - April 5th, 2018).

When asked in stimulated recall interview, Teacher 2M admitted that they made an

agreement about dividing up the units as mentioned earlier (SR interview – April 5th, 2018).

In relation to the code *complementing each other's shortcomings*, Teacher 4C wrote in the Teacher log that her teaching partner could not attend the courses for a week. For this reason, she made an effort to cover the topics given in the syllabus as much as possible when her team partner was away. She also remarked: “*Co-teaching is good because when the teaching partners cannot attend the courses, the teammates try to close the gap and the students do not need to have a long break, either*” (Teacher log, Teacher 4C - Module 1, Week 2). Teacher 1B also drew attention to some benefits of co-teaching related to the code *the chance of changing the course days or hours when needed* and *complementing each other's shortcomings* by giving the following examples:

Being two teachers is better than teaching alone because when there are official affairs to do outside of the school during your course time, you can exchange the course days and hours with your partner. Or, for example, when you are sick and unable to come to school, the students do not give a total break, your teaching partner keeps teaching them (Semi-structured interview – April 24th, 2018).

As can be seen through the codes in Table 13 and the vast number of quotations from the interviews, stimulated recall interviews, teacher logs and observation fieldnotes, participant teachers regard co-teaching as a powerful practice and believe that it provides them a lot of benefits like exchanging ideas about students and classroom issues, the flexibility to exchange course days when needed, complementing each other's shortcomings, and alteration of working space and students. The participant teachers also think that the practice of co-teaching is beneficial for students as they can take the opportunity of making use of different teaching styles of teachers.

4.3.4. Theme 4: Fostering Workplace Relationships

Throughout the semi-structured interviews, observation sessions, stimulated recall interviews and in the teacher logs, the participant teachers emphasized their heavy workload and being too busy most of the time due to their never-ending duties such as making lesson plans, designing extra materials, delivering courses, giving feedbacks to students' tasks, and evaluating exams and assignments. For this reason, it is very probable that the teachers might not have enough time to establish close relationships with their colleagues. However, the collected data showed that being teaching partners provide team

partners to have more interaction with each other. As much as in-between communication increases, team teachers get to know each other better, sometimes end up with being good friends and even start to spend time together outside the school as well. The codes related to the theme *fostering workplace relationships* are presented in Table 14.

Table 14.

The Codes Regarding the Theme “Fostering Workplace Relationships”

Code	Frequency
having more interactions with each other	4
getting to know each other better	4
being better friends	3
spending more time inside and outside of the school	3
stop being biased towards each other	2

Regarding the code *being better friends*, Teacher 1B explained the way how being obliged to communicate with his teammate turns into friendship in the following way:

My partner, Teacher 1S, and I were just colleagues before we became teaching partners. It was like when we saw each other in the corridor, we were just saying “Hello!” or “Good morning!” and kept walking. However, after we had a common class, we started to send Whatsapp messages or emails to each other, so after becoming teaching partners, we started to communicate more than before and we have become more like friends (Semi-structured interview – April 24th, 2018).

Similarly, Teacher 4U reported in the teacher log: *“I communicate with my co-teachers nearly every day at school. Sometimes we hang out after school and talk about classroom issues and students as well while having coffee, which makes it more enjoyable”* (Teacher log, Teacher 4U - Module 2, Week 2). Likewise, Teacher 2M specified: *“Although you think you are friends and you know each other, when you have a common class, you become absolutely closer and notice there are still a lot of things that you do not know about your partner”* (Semi-structured interview - April 25th, 2018). In a similar manner, Teacher 2E also emphasized the positive outcome of co-teaching in overcoming prejudices against the partners uttering:

Not for my present experience, but in the previous years when I became teaching partners with the teachers that I did not like in person at all, I really felt desperate

and was acting a little awkward because of my prejudice. But things were changing in a positive way as we talked about our class and shared responsibilities or told each other which parts we covered and what happened during the course. Having more engagement and spending more time help you get to know your teaching partner better and stop being biased towards him (Semi-structured interview - April 25th, 2018).

All in all, the codes on Table 14 and the sample excerpts of participant teachers revealed that being teaching partners helped teachers have more interactions and spend more time together. This usually created three positive outcomes: being better friends, getting to know each other better, and breaking the prejudice against each other.

4.4. The Challenges that EFL Teachers Face while Co-Teaching

The third research question of the study aimed to discover the challenges that EFL teachers face during the implementation of co-teaching. The data for this question was collected through semi-structured interviews, teacher logs, non-participant observations and stimulated recall interviews. The findings to this research question were very multifaceted and intertwined. In general, the participant teachers mentioned their perceptions of challenges and some specific negative outcomes of being teaching partners. The themes which were identified through the categorization of the data are *unbalanced workload distribution*, *problems in communication*, *dissimilar teaching styles*, and *decreasing motivation for teaching* emerged. While analysing the data, the researcher got the opinion that the codes related to *unbalanced workload distribution*, *problems in communication* and *dissimilar teaching styles* might result in *decreasing motivation in teaching*. Hence, the layout of the themes was presented considering this cause-and-effect relationship and the theme *decreasing motivation in teaching* was explained in the end. Each theme was respectively illustrated in tables with its codes and frequencies in the following sections.

4.4.1. Theme 1: Unbalanced Workload Distribution

The data related to participant teachers' perceptions of unequal workload distribution in their co-teaching system was obtained from the interviews, teacher logs and non-participant observations. The codes related to this theme clearly show that the problems resulting from the partner's refraining from portfolio evaluation, being irresponsible, covering fewer pages than required, make the team partners compensate for incomplete

teaching and feel like having more burden. Table 15 shows the relevant codes found in the teacher participants' statements revealing the theme *unbalanced workload distribution*.

Table 15.

The Codes Regarding the Theme "Unbalanced Workload Distribution"

Code	Frequency
unequal distribution of portfolio evaluation	4
irresponsibility of the partner	4
compensating for partner's incomplete teaching	3
covering fewer pages than required	2
sense of having more burden	2
superficial teaching of the partner	2

Regarding the first code, Teacher 4C noted in the teacher log that she had to repeatedly evaluate writing assignments in the portfolio, which meant a lot of workload. She noted:

This week I came across more than one writing topic and I had to give feedback and evaluate them during the whole week. I also checked the second drafts of last week's writing assignment. These made me feel very exhausted, but I did not want to ask my teaching partners for their evaluation as they have heavy workload, too. But the workload between us is not equal in this way, so I think we need to change this practice in the second module (Teacher log, Teacher 4C – Module 1, Week 7).

In a similar vein, the researcher kept a record on the observation checklist that the writing assignments were handled by Teacher 2E for three weeks consecutively. She began the classes for three consecutive weeks by handing out assignment papers so that the students could check their mistakes. However, the researcher did not observe a similar activity in her partner's class. She was asked in stimulated recall interview how she felt about doing evaluation for three consecutive weeks although the teachers were told that portfolio evaluation should be done mutually. She uttered:

In fact, the idea of evaluating the portfolio together sounds nice at first in terms of objectivity and sharing the workload, but I do not know why, I had to assume the grader role. After a while, it became annoying because portfolio evaluation seemed to be a mutual job, but I had to do it for three weeks! I feel like I have more responsibilities than my teaching partner (Teacher 2E - SR interview - April

12nd, 2018).

Another code emerged from the analysis was the irresponsibility of teaching partners. For instance, Teacher 1B expressed his feeling about his partner's being irresponsible and his superficial teaching of the subjects. His reflections of this issue about their common classroom as follows:

Although we have a syllabus to follow up, sometimes I feel that my partner is only completing the parts that he thinks as important. When I ask students, I usually get different answers. Some say they completed one specific part but some other say they only have the answer key but they do not really know about the subject, etc. [...] However he pretends to have covered all parts and say they even did an extra worksheet! I usually have to make up for his incomplete teaching and we fall behind in the syllabus most of the time, and it seems as if I am the irresponsible one who always falls behind in the syllabus follow-up! (Semi-structured interview – April 25th, 2018).

In conclusion, the sample excerpts and the codes in Table 15 which illustrated the teacher participants' negative comments on their teaching partner's behaviour show that when a team partner behaves irresponsibly and teaches superficially, the other has to make up for her partner's incomplete teaching, and for this reason, she has the sense of having more burden and may fall behind the syllabus. In addition, when the evaluation of writing portfolios is not shared equally between teaching partners, it also leads to inequality of workload distribution.

4.4.2. Theme 2: Problems in Communication

Another theme which emerged from the given accounts of participants was *problems in communication*. Although majority of teachers stated that co-teaching gives the opportunity to communicate more with their teaching partners mostly about the classroom issues and students, they experience some communication problems from time to time due to several reasons. These problems generally arise due to lack of time, busy schedules of partners, and conflicting course programs. The other reasons may be the partners' reluctance to communicate, not sending replies on *Whatsapp* group, and stop texting to inform about the course. Unexpectedly, two participant teachers stated that although they came together and exchange opinions about their students and classroom issues regularly, they supposed that what they meant was not understood clearly by their teaching partners as they have constant problems in actually communicating during the module. The codes

referring to these reasons are illustrated with their frequencies in Table 16.

Table 16.

The Codes Regarding the Theme “Problems in Communication”

Code	Frequency
stop meeting due to lack of time	5
busy schedules of partners	4
conflicting course programs	4
the partner’s reluctance to communicate	3
ignored messages on <i>Whatsapp</i> group	2
stop texting after a while	2
poor communication in which the message cannot be conveyed	2

In relation to problems in communication, Teacher 4C reported in the teacher log that they created a group on *Whatsapp* in the first week to get informed about their common classroom. She indicated that for the first two weeks, she wrote down the page numbers she covered in the lesson and gave information to the teaching partner about extra materials or significant incidents happened during the lesson, if any. However, after a while she noticed that her partner did not write to the group. Therefore, she stopped sending messages too (Teacher log, Teacher 4C - Module 1, Week 4). On the other hand, she also noted that as they progressed further in the schedule towards the end of the second module, the subjects, especially the vocabulary parts in the book, became increasingly difficult and they felt the need to prepare for the courses more, which was a reason for both partners to communicate again (Teacher log, Teacher 4C – Module 2, Week 5). Teacher 4C also touched upon the importance of communication in the following way:

Co-teaching becomes more efficient when you keep communicating with your partner. When you do not communicate with your partner for a long time, you are preparing for the lessons based on guess because you do not know the exact part you will start with. Sometimes your predictions may come out wrong and you may feel, you know, frustrated and annoyed (Semi-structured interview – April 26th, 2018).

Teacher 2E gave an example of her partner’s reluctance to communicate from her past experiences and she explained how she stopped keeping in touch with her teaching partner because of his attitude in the following way:

It was my first year at this institution and I was younger and more novice as a teacher. My teaching partner was an experienced male teacher. When I went to his room to exchange ideas with him and to find out what he covered last in the book, he was looking at me as if saying: "You again!" and only giving short answers to what I asked. He was so reluctant to speak, and he never asked me what we covered last, or anything else about the classroom or my ideas. I think, he thought I did because I was a novice teacher. After some time, I stopped keeping communication with him (Semi-structured interview – April 24th, 2018).

Teacher 1B and Teacher 3G talked about their poor communication experiences by giving examples. In the first sample, Teacher 1B talked about his experience in relation to communication problems with his present co-teaching partner, Teacher 1S, as follows:

Actually, I cannot say that we do not contact with my partner. We talk face to face, or we text about our common class from time to time. When I suggest some activities to do in the following lessons, he says: "Oh, yes it will be fine. I agree with you" etc. However, I realize that, you know, he is acting the way he thinks, not what we co-planned (SR interview - April 13rd, 2018).

Similar to the other participants, Teacher 3G talked about his previous experience in by focusing on how misunderstandings can lead in poor communication expressing:

We used to communicate frequently about our classroom and students. However, it was almost impossible to find common solutions to the problems about students' learning as she took everything personal. Whenever I felt that students had difficulty understanding a subject and suggested doing extra activity, my partner got touchy and demotivated: "So you think I cannot teach?" She usually misunderstood me in such cases and thought I was accusing her.

In summary, the codes in Table 16 and the teachers' expressions clearly showed that not being in contact, breakdowns in their existing communication are the main challenges encountered in the implementation of co-teaching.

4.4.3. Theme 3: Dissimilar Teaching Styles

Although participant teachers think that making use of their partners' different teaching methods, experiences and skills is beneficial for them and their students in many ways, they also stated that they faced some certain difficulties when they were extremely different from their teaching partners in terms of teaching and assessment styles. Table 17 shows the relevant codes found in teacher participants' reflections related to the theme *dissimilar teaching styles*.

Table 17.

The Codes Regarding the Theme “Dissimilar Teaching Styles”

Code	Frequency
adopting too different teaching styles	5
being too different in assessing exams and assignments	3
teaching at very different paces	3
the partner’s allocating too much time on some activities	3
the partner’s doing activities too fast	3
conflicting views on extra materials	2

As a common challenge, Teacher 3F mentioned how teaching at very different paces can be a serious problem while teaching together as follows:

My partner, Teacher 3G, and I have very different teaching styles. He gives more importance on teaching vocabulary and oral skills while I am better in teaching grammar and writing. Generally, he is slower than me in following up the syllabus. However, as we have a good rapport, we can turn these differences into advantages by making lesson plans together, but when you do not establish a good rapport with your partner, these differences may turn into challenges (Semi-structured interview – April 18th, 2018).

Another participant, Teacher 1S, who do not prefer to design too many extra activities and are opposed to complicated practices between teaching partners stated:

I do not like it when my teaching partner is too slow in following the syllabus. I also do not enjoy when my team partner insists on using too many extra materials as the content of the coursebook is intense. In fact, what we need to do is clear: we are given a syllabus, coursebooks and a course program in each module. It is sufficient to follow the syllabus at the proper pace and get in and get out of classes on time (Semi-structured interview – April 25th, 2018).

On the other hand, on the observation checklist of Teacher 1B, partner of Teacher 1S, the researcher noted:

He allocated too much time on revising the subjects of previous courses because students demanded this. Usually, when students do not demand it, he has to turn back to the related subjects, explain them again, and sometimes do some extra activities. This often causes him to fall behind the course schedule (Observation Fieldnotes - April 6th, 2018).

When the researcher asked about this fieldnote to Teacher 1B. He explained in the following way:

I suppose, co-teaching makes us friend as we communicate more than before, but we could not become good team partners with Teacher 1S because we always have this kind of problems. This is because we have very different teaching styles and our paces in following the syllabus are different. The problems are always the same (SR interview – April 6th, 2018).

Another code emerged from the analysis was about different assessment styles. The challenges were explained by Teacher 4U in the following way:

When team partners have different assessment styles, it results in some conflicts between partners and students. We evaluate portfolios and exams together. Sometimes, teachers can be too tolerant or too stingy while grading papers. While the teacher who is tolerant becomes the favourite teacher of the students, the stingy or objective teachers become less favoured by the students. (Semi-structured interview – April 27th, 2018).

Teacher participants sample quotations and the codes illustrated in Table 17 showed that when teachers adopt too different teaching and assessment styles, or when they have different paces and conflicting views on extra materials, they may have some challenges. However, these challenges can be overcome when teaching partners have a good rapport or effective communication.

4.4.4. Theme 4: Decreasing Motivation for Teaching

Participant teachers expressed that because of the difficulties they encountered due to aforementioned interrelated codes under the themes *unbalanced workload distribution*, *communication problems*, and *dissimilar teaching styles*, their motivation for teaching decreased when these difficulties were not addressed by their team partners. The codes referring to the participant teachers' dissatisfaction under the theme of *decreasing motivation for teaching* are illustrated with their frequencies in Table 18.

Table 18.

The Codes Regarding the Theme “Decreasing Motivation for Teaching”

Code	Frequency
being uninformed syllabus follow-up	7
being uninformed about the incomplete activities	7
going unprepared to the following courses	5
falling behind the syllabus very often	4
feeling unsatisfied with the partner	4
the partner’s being difficult to work with	2
being more inflexible	2
being less autonomous	2
unable to use extra materials due to time constraints	2
partner’s being too controlling	2
students’ comparison of teaching styles	2
students’ comparison of assessment styles	2
partner’s being too judgmental	1
partner’s being bossy	1

Nearly all participant teachers stated that when they are uninformed about the flow the syllabus or incomplete activities, they cannot prepare for the courses properly, which leads to a low motivation for teaching from time to time. For instance, Teacher 4U reported: *“Not knowing which subject the partner teachers covered last and [where to start] creates chaos at the beginning of the lesson”* (Teacher log, Teacher 4U - Module 1, Week 2). Similarly, Teacher 2M expressed: *“Generally, it is me who tries to keep in touch with the teaching partners to be able to get ready for the lessons. When you go unprepared, students can feel it easily and they may not take you seriously anymore”* (Semi-structured interview – April 25th, 2018). Teacher 2E also explained in what way her motivation may decrease while sharing classes as follows:

Sometimes you have to be a teaching partner with a colleague who you think is a difficult person. You may never understand what he means while speaking, and what he does during the courses. It seems to me that the module will never end at times like this (Semi-structured interview – April 25th, 2018).

Two other important points regarding decreasing motivation in teaching were emphasized by Teacher 4C. In the first one, she explained she could not use extra

materials due to time constraints and she was more inflexible because of the common syllabus that she had to follow in the following way: *“Towards the end of the module, we get in a hurry to cover all the topics before the exam. I feel constrained. There are some materials I want to use in the lesson, but I do not have enough time”* (Teacher log, Teacher 4C - Module 2, Week 7). In her other statement, she explained that:

When the schedule is too busy, and if your partner is a little bit slower in covering the book, it sometimes affects your decision of using extra materials or playing games. You must cover the parts in syllabus first. [...] That’s to say, you are less autonomous in co-teaching system and this is one of disadvantages (Semi-structured interview – April 25th, 2018).

According to Teacher 1S, one of the challenges that he faces during the implementation of co-teaching is controlling, judgmental, and bossy team partners. He feels nervous when his teaching partners say for example: *“Please do this part but skip that part, I will cover it in my lesson”* or *“Why did you skip these parts? They are very useful for students; they may have questions in the exam from this part.”* He also added this as an example of too controlling teaching partners: *“Teacher 1S, the students told me that you skipped Exercise 10. You also have a break 5 minutes earlier. We are falling back to schedule because of this.”* etc. (Semi-structured interview – April 25th, 2018). Lastly, Teacher 4U talked about how different styles of assessment negatively affect her motivation:

I am very meticulous in grading writing papers. I use the rubric all the time and if the papers are too bad, then I give low scores. However, sometimes my teaching partners do not evaluate the papers as rigorously as me which decreases my motivation to do my work diligently (Semi-structured interview – April 27th, 2018).

To conclude, it was found through the codes in Table 18 and vast number of sample quotations that teaching partners may decrease each other’s motivation mostly when they do not inform each other about the flow of the course or incomplete activities, and when team partners have to go to lessons unprepared because of their partners. Falling behind the syllabus, having a teaching partner who is hard to work with or controlling, judgmental, or bossy partners are other commonly reported reasons behind low motivation. In addition, being inflexible, less autonomous, trying to keep up with the common syllabus and not being able to use extra materials because of time constraints

are also stated by the participant teachers as the factors decreasing motivation.

4.5. EFL Teachers' Strategies to Handle or Prevent Challenges

The sub-question of third research question aimed to discover the strategies used to cope with or prevent the perceived challenges of co-teaching from EFL teachers' points of views. The teachers recommended several strategies to the administration as well as to their teaching partners to cope with or prevent challenges encountered during the implementation of co-teaching. The data obtained through semi-structured interviews, non-participant observations, stimulated recall interviews and teacher logs were divided up condensed meaning units by formulating the codes. These codes were turned into categories. Accordingly, three categories emerged: *Recommended strategies to overcome or prevent communication problems*, *recommendations to prevent challenges faced due to dissimilar teaching styles*, and *recommendations to overcome or prevent unbalanced workload distribution*.

4.5.1. Category 1: Recommended Strategies to Overcome or Prevent Communication Problems

In the given accounts of the participant teachers, the communication problems between team partners arise mostly because the teaching partners stop meeting due to lack of time and they have intensive and conflicting course schedules. The other reasons of communication problems can be cited as reluctance to communicate, ignoring messages on *Whatsapp* groups, stop texting after a while and the poor communication between partners. The participants suggested some strategies to overcome or prevent these communication problems. Table 19 illustrates the formulated codes obtained through the participant expressions about teachers' recommended strategies for the communication problems.

Table 19.

The Codes Regarding the Category “Recommended Strategies to Overcome or Prevent Communication Problems”

Code	Frequency
having only one teaching partner	5
setting communication routines between partners	4
arranging regular meetings for partners by the administrators	4
partners in close age	3
not having too intensive course schedules	3
non-overlapping course schedules for partners arranged by administrators	3
being in the same room or floor with the partner	2
forming a good rapport with the partner	2

In general, the researcher got the opinion that Teacher 3F and Teacher 3G were in good communication during the observation sessions because it was clear from the flow of the course and their common planning that they had previously planned all the extra activities together. In stimulated recall interviews, they also confirmed their good communication and rapport. When the researcher asked how it is possible to communicate so effectively, Teacher 3F uttered:

We are officemates and it is not difficult for us to see each other during breaks. Also, we know each other for years (from high school times) and we are good friends as well as being colleagues. This helps us establish a good rapport even if we have different teaching styles (SR interview – April 4th, 2018).

Teacher 3G also said similar things to Teacher 3F and added:

When partners are of close ages and can see each other regularly, they can communicate better. Also, when you have two or three teaching partners, it becomes more difficult to keep in contact. I think, only one team partner is better for having good communication (SR interview – April 4th, 2018).

According to Teacher 4C, having only one team partner and setting meetings with her on a weekly basis can be good strategies to overcome and prevent communication problems. Also, administration must organize non-overlapping teachers' programs, so that teaching partners could meet regularly (Semi-structured interview – April 26th, 2018). She also stated that she felt more relaxed and volunteer to communicate with young

teachers [close to her age] (Teacher log, Teacher 4C - Module 2, Week 7). Another participant, Teacher 2E stated:

I think, when we are too busy, it becomes impossible for us to communicate regularly. So, teachers should have less course loads and team partners' course schedules should be compatible with each other in terms of off days or hours so that they could have time to have contact with each other (Semi-structured interview – April 24th, 2018).

To sum up, the codes given in Table 19 and the participants teachers' sample quotations mostly laid emphasis on meeting regularly and having less intensive but more compatible course schedules to have more time to contact each other. In addition to these, participant teachers also think that being close to each other in terms of physical space and age can be good strategies to prevent communication problems. Moreover, participant teachers think that it would be better if administrators assign teachers as partners, who could get contact to each other more to prevent communication problems.

4.5.2. Category 2: Recommendations to Prevent Challenges Faced due to Dissimilar Teaching Styles

Regarding this category, the participant teachers stated that they experienced many difficulties due to different teaching and evaluation methods adopted by the partners, having conflicting views about extra materials. With the aim of solving or preventing the problems that arose due to dissimilar teaching styles, the participant teachers suggested several strategies to administration and their teaching partners in their statements. The codes found in the statements of participant teachers reflecting their suggestions can be seen in Table 20.

Table 20.

The Codes Regarding the Category “Recommendations to Prevent Challenges Faced due to Dissimilar Teaching Styles”

Code	Frequency
learning each other’s teaching styles before module starts	4
assigning teachers who share similar teaching philosophies as partners	4
making detailed course plan together on weekly basis	3
reaching an agreement on the approximate time allocated for activities	3
doing workshops for the exchange of ideas	2
subjectivity in partners’ assessment	1

The two things most recommended by participant teachers are that the teaching partners should know each other's teaching styles before they start teaching together, and that the administration should assign teachers with similar teaching styles as partners. For example, Teacher 2M clarified the issue as follows:

When you become teaching partners with colleagues with whom you have never shared a classroom before, it may take a lot of time to get used to her teaching style, pace, what kinds of extra materials she generally uses, and how she evaluates exam papers. I think, if partners come together and talk about these issues before the module starts, it may be good to avoid problems that may arise during the module (Semi-structured interview – April 25th, 2018).

According to Teacher 4U, it can be beneficial to have workshops to exchange ideas because every teacher thinks their teaching style is the best. Through workshops, they can become more willing and inclined to learn different teaching styles and adapt their style to that of their partner teachers (Semi-structured interview – April 27th, 2018). In addition, she made the following recommendation for a more subjective assessment: *“I think the exam paper should be marked separately and the final grade should be determined by taking the average of two partners' grades, but to do this, the teachers should have more flexible course schedules”* (Semi-structured interview – April 27th, 2018). Besides, Teacher 1B, 3F and 3G have similar suggestions about making a detailed weekly course plan by taking into consideration the approximate time allocated for each activity. Teacher 1B stated that: *“It is important to make the plans in a detailed way together to prevent possible setbacks”* (Semi-structured interview – April 24th, 2018).

In conclusion, the participant teachers suggested talking to each other about their

teaching styles, planning the lessons in detail, and evaluating the papers together. However, it should also be noted that teachers need extra time for all this to happen, and therefore, the course schedules should be designed more flexibly by the administration.

4.5.3. Category 3: Recommendations to Overcome or Prevent Unbalanced Workload Distribution

The problems in relation to unbalanced workload distribution arose primarily because of irresponsibility of partners and laying the burden on each other, inequality in portfolio evaluation, and trying to make up for the partner's incomplete teaching. In order to overcome and prevent unbalanced workload distribution among team partners, participant teachers recommended several strategies to the teaching partners and administration. Table 21 shows the relevant codes found in teacher participants' suggestions related to the category of *recommendations to overcome or prevent unbalanced workload distribution*.

Table 21.

The Codes Regarding the Category "Recommendations to Overcome or Prevent Unbalanced Workload Distribution"

Code	Frequency
more flexible curricula prepared by the administration	4
keeping a strict syllabus follow-up	4
giving regular feedbacks each other about the class	4
assigning advisors for evaluation of writing portfolios by the administrators	3
communication of expectations by partners	2
honesty between partners	2

With respect to the inequality in evaluating papers, Teacher 4C reported in the teacher log that she had to give feedbacks more than one writing assignment in the same week, and this made her feel exhausted and overwhelmed (Teacher log, Teacher 4C - Module 1, Week 7). She suggested that administration should change the practice of co-evaluation of writing portfolio as the workload between partners are not equal. Then, in the following module the administration approved that the writing portfolios would be evaluated by only advisors. Related to this, Teacher 4C stated that this decision made by the administration was very appropriate and the work distribution between teaching partners

became quite equal (Teacher log, Teacher 4C - Module 2, Week 3).

Another participant, Teacher 2M suggested the strategies below to prevent unbalanced workload distribution between partners:

Keeping a strict follow-up and giving regular feedbacks about the classroom issues may be useful to prevent unequal workload. When your teaching partner do not follow the syllabus on track, you have to compensate her incomplete teaching and when this happens too often, you feel frustrated and annoyed (Semi-structured interview – April 25th, 2018).

In addition to advice on classroom practices, Teacher 1B, who constantly experiences an unequal distribution of workload according to the researcher's observations and his statements in interviews, suggested that besides following the syllabus on track, it would be beneficial for teachers to be honest with each other and clearly explain what they expect from each other (Semi-structured interview – April 25th, 2018).

4.6. EFL Students' Opinions of Co-teaching

The last research question of the study focused on students' perceptions of co-teaching. The data regarding the views of EFL students about co-teaching was collected through semi-structured individual interviews, non-participant observations and stimulated recall interviews. All participant students were asked in the interviews what they think and how they feel about co-teaching. Besides, the data obtained from non-participant observations, the fieldnotes and checklists kept by the researcher, and stimulated recall interviews also showed the experiences and views of students in relation to co-teaching. It should also be noted that, throughout the interviews, the participants tended to compare teaching and assessment methods of their teacher while expressing their ideas. Thus, the students' opinions on co-teaching were highly dependent on their personal experiences with teachers. While analysing the raw data provided by student participants, the transcripts were read and re-read by the researcher many times before the text was divided up into meaning units. Then, condensed meaning units were labelled as codes. The overlapping interrelated and similar codes were linked in context and classified accordingly. While doing this, the low frequency rates were ignored. According to these, the theme *different teaching styles* emerged both as a strength and weakness of co-teaching from the students' points of views. In addition, the categories of *richness in learning opportunities* and *appealing to different learner types* emerged as other strengths

of co-teaching from students' perspectives. On the other hand, the students formed some negative impressions about co-teaching by mostly drawing comparisons between their teachers. Accordingly, *co-teachers' different assessment styles*, *co-teachers' lack of communication*, *co-teachers' lack of responsibility*, and *co-teachers' being unprepared* were emerged as categories.

4.6.1. Theme 1: Different Teaching Styles

In general, student participants find co-teaching beneficial as it gives them the opportunity to experience different teaching styles. Table 22 shows the relevant codes found in student participants expressions related to the theme of *different teaching styles* with its positive and negative attributes.

Table 22.

The Codes Regarding the Theme "Different Teaching Styles"

Code	Frequency
Positive attributes	
benefitting from different teachers' teaching experiences	9
benefitting from teacher's different background of education	7
co-teacher's putting more emphasis on communicative activities	6
co-teacher's being good at using technology	5
co-teacher's being more energetic while teaching	5
Negative attributes	
co-teacher's having traditional teaching methods	6
co-teacher's being sluggish while teaching	5
co-teacher's speaking English all the time	4
co-teacher's speaking in a monotonous voice all the time	4
co-teachers' having conflicting teaching methods	3

In relation to the codes *benefitting from different teachers' teaching experiences* and *different background of educations*, Student B explained that: "We learn English for one year here. If we met only one teacher as lecturer, it would be a disadvantage for us because each teacher has different knowledge and experience" (Semi-structured interview – April 20th, 2018). Similarly, Student I explained his feelings about co-teaching as follows: "Sometimes the lessons of some teachers are very boring but other

teachers make the lesson more interesting. So, I find it good to have different teachers” (Semi-structured interview – April 20th, 2018).

Another participant, Student G, emphasized that different teachers may be better in different types of activities. He expressed that: *“Some teachers are very good in communicative activities. We really like playing games but not all teachers make us play games. Some teachers are obsessed with the book and always trying to finish the units”* (Semi-structured interview – April 19th, 2018). In a similar way, Student A stated that: *“I like it more when our teacher is good at using technology. For example, Teacher 4C taught us some vocabulary through a data matrix application. I liked it very much because I think it was more interesting than regular books or notebooks”* (Semi-structured interview – April 27th, 2018).

Regarding the codes of *teachers’ being more energetic* and *teachers’ being sluggish while teaching*, the researcher kept similar fieldnotes for two consecutive weeks during observation sessions of Teacher 1B and Teacher 1S. The researcher realized that the students were more willing to participate in Teacher 1B’s lessons while they were leaning their heads on the desk after some time in Teacher 1S’s lessons. When one of these students, Student K was asked the reason of this, he replied that: *“Teacher 1B is more energetic and has a smiling face, but Teacher 1S is a bit sluggish in nature and his monotonous voice makes me sleepy”* Therefore, it can be understood that the way how teachers teach may be an influential factor in students' willingness to participate in classes.

Although most participant students agreed that experiencing different teaching styles was beneficial for them, some students who sought consistency were not pleased about conflicting teaching styles. For example, Student F noted that: *“We are just getting used to the style of a teacher, then the module is ending, other teachers with different styles come, and it is tiring for us to start everything from scratch”* (Semi-structured interview – April 18th, 2018).

All in all, most of the participant students found co-teaching practice more useful than single teaching because they can benefit from the different experiences and educational backgrounds of different teachers, up-to-date and communication-oriented teaching styles. In addition, it was also reported that some teachers’ being more energetic makes students more motivated during the class. However, it was also noted by participant students that there were some setbacks of different teaching styles. They stated that trying to get used to the different styles of teachers was exhausting and teachers’

adopting traditional teaching methods, being sluggish in nature and having a monotonous voice can make them feel distracted during the lessons.

4.6.2. Category 1: Richness in Learning Opportunities

From the explanations given by the student participants regarding their learning perceptions in the classrooms taught together, it was understood that students' exposure to different teaching styles enabled them to make use of various teaching techniques, which means a richer learning environment. Table 23 illustrates the related codes to the category of *richness in learning opportunities* with its frequencies.

Table 23.

The Codes Regarding the Category "Richness in Learning Opportunities"

Code	Frequency
co-teachers' using extra materials other than course book	9
co-teachers' having different pronunciations	8
co-teacher's having superiority of teaching different skills	6
co-teachers' being more creative in designing extra activities on the spot	3

Regarding the code *co-teachers' using extra materials other than course book*, Student G explained that: *"During four modules, we have a lot of different co-teachers. Some of them use many extra materials which are very useful for us whereas the others do not use any. When we have different teachers, we can make use of these different materials"* (Semi-structured interview – April 19th, 2018). Similarly, Student J noted that: *"Sometimes the course book may be too boring as it has similar types of activities. However, when we play games or deal with extra worksheets, we can both have more enjoyable time and understand the subject better"* (Semi-structured interview – April 20th, 2018).

In relation to the code *co-teachers' having different pronunciations*, Student D and Student K have similar opinions. They supposed that having different teachers is good to get used to different pronunciations, accents, and intonations of teachers. They also expressed that some teachers speak English much faster than the others. Therefore, being exposed to different pronunciations and talking speeds are beneficial for students to improve their speaking skills (Semi-structured interview – April 18th, 2018).

Regarding the code *co-teacher's having superiority of teaching different skills*,

Student A reported that: “*Some teachers are better in teaching some certain topics. For example, Teacher 4U are very good in teaching writing because she gives very detailed feedbacks to our papers. On the other hand, Teacher 4C is better in teaching speaking skills*” (Semi-structured interview – April 27th, 2018).

About the last code, *co-teachers’ being more creative in designing extra activities on the spot*, Student D clarified that:

Sometimes, when we cannot understand the subjects clearly and ask for clarification, some teachers are so creative that they make up extra activities on the spot and manages to clear our confusion about the topic. However, for some other teachers, the more they try to explain, the more we get confused (Semi-structured interview – April 18th, 2018).

To conclude, it can be asserted that participant students considered learning in co-taught classrooms provides them richness in learning opportunities in several ways.

4.6.3. Category 2: Appealing to Different Learner Types

This category is in fact related to the previous category because variety in teaching styles means to be able to appeal to different learner types. Since each student has unique and different learning styles, exposure to a variety of teaching styles can make it easier for them to find the way how they learn and the one that suits them much. In their statements, student participants stated that they are different types of learners, therefore different teachers and teaching styles make it easier for them to concentrate more during the courses. They also stated that when students encounter a teacher whose teaching style is not convenient for them, they have the chance to compensate for the other teacher since the instruction of courses is shared between teachers. Table 24 on the next page shows the interrelated codes to the category *appealing to different learner types*.

Table 24.

The Codes Regarding the Category “Appealing to Different Learner Types”

Code	Frequency
students’ being different learner types	8
students’ being exposed to different teaching styles	8
students’ being able to concentrate more easily	6
students' having chance to compensate for their lack of learning	5

In relation to the code *students' being different learner types*, and *students' being exposed to different teaching styles*, eight student participants shared similar views that they were all different learners, therefore they expressed in the semi-structured interviews that having more than one teacher is better for them as each teacher has her own teaching methods, styles, and philosophies.

Regarding the code *students' being able to concentrate more easily*, Student G explained how having different teachers makes it easier to concentrate:

I think it is great to have different teachers because even if it is your favourite teacher, seeing the same person constantly 24 hours a week, hearing the same voice, learning in the same way will be boring and inefficient after a while. It is nice that different teachers come to the class during the day and teachers change in each module (Semi-structured interview – April 19th, 2018).

Lastly, regarding the code *students' having chance to compensate for their lack of learning*, Student K indicated that: *“When I cannot understand what one teaching partner mean, I can ask the other co-teaching partner in his session and compensate my lack of knowledge”* (Semi-structured interview – April 18th, 2018).

To sum up, it is apparent from the given accounts of the student participants and the codes in Table 24 that as each student is a different type of learner, it is beneficial for them to have teaching partners and experience different teaching styles. Accordingly, they also stated that it becomes easier for them to concentrate during the courses and they have the chance of compensate for their lack of knowledge with the teaching partner that they can understand better.

4.6.4. Category 3: Co-Teachers' Different Assessment Styles

One of the downsides of co-teaching from the perspectives of participant students is that teaching partner's having different assessment styles. Since students have different teaching partners every module, students experience several styles of assessment, hence, their thoughts on how different assessment styles can be adopted by teaching partners are based on their experiences with many teachers. The codes related to the category of *co-teachers' different assessment styles* can be seen in Table 25.

Table 25.

The Codes Regarding the Category “Co-Teachers’ Different Assessment Styles”

Code	Frequency
co-teachers’ being too mean in assessing	9
co-teachers’ being too tolerant while assessing	6
co-teachers’ not being objective in assessment	6
feeling unmotivated because of unfairness	5
co-teachers’ not using the rubric in assessing writing assignments	5

Regarding the code *co-teachers’ being too mean in assessing*, which was most frequently quoted by student participants, it was clear that students had negative opinions since they felt they were subjected to injustice by the teaching partners. For instance, Student D indicated that:

Teacher 4U is too mean in grading our papers. Teacher 3F and 3G were our previous teaching partners during the previous module. Generally, I would get between 70 – 80 points out of 100 in writing assignments during the last module, but even though I write in a similar way in this module, when Teacher 4U evaluates the assignments, I can get a maximum of 40 – 50 points out of 100 points. Some of my classmates even get 0. I think, this is not fair because the students of Teacher 3F and 3G keep getting high scores in this module (Semi-structured interview – April 18th, 2018).

On the other hand, regarding the code *co-teachers’ being too tolerant while assessing*, Student H noted that when he always got high scores even when he did not think that he wrote well enough, he could not get the actual feedback of teacher and what he really deserved. He explained that: *“Although as students we like more generous teachers very much, it does not matter when you always get high scores, even if you write badly”* (Semi-structured interview – April 27th, 2018).

Similarly, the researcher had a fieldnote that was kept in Teacher 1B’s course that Student A and Student C asked him to evaluate the papers of pop quiz that would be conducted in the following week instead of Teacher 1S. When the reason for this request was asked in the stimulated recall interview after the course, they said that Teacher 1B was using rubric, so they believed that he was more objective in evaluating papers than Teacher 1S. Besides, whereas Teacher 1S did not show the papers to students after he evaluated the papers, Teacher 1B showed the papers to all students so that they could check out their mistakes (SR interview - March 23rd, 2018).

Other participants stated that they felt unmotivated because of the injustice in grading students' assignments. Student J said that: *"In the first module, we are not aware of the fact that how different assessment styles of teachers can have. But after we meet different teachers and saw how they evaluate papers, we feel unmotivated when we think we perform well but get low grades"* (Semi-structured interview – April 20th, 2018).

4.6.5. Category 4: Co-teachers' Lack of Communication

Lack of communication between co-teachers was another downside of co-teaching from the students' points of views. When teachers do not establish a good rapport, students can understand it from the way they behave especially at the beginning of the courses. When co-teachers seemed unsure about where to start in the book, and asked the students which part they completed last, the students stated that they felt a bit neglected and unmotivated. Table 26 shows the interrelated codes to the category *co-teachers' lack of communication*.

Table 26.

The Codes Regarding the Category "Co-Teachers' Lack of Communication"

Code	Frequency
co-teacher's asking which part covered last	7
co-teacher's not being informed about where to start in the book	7
students' feeling neglected	6
co-teachers' acting like teachers of two discrete courses	5

Regarding this category, Student H stated how lucky he felt when he came across with teaching partner who had a good rapport as they have usually complemented each other while teaching:

When we come across the co-teachers who have established good rapport, we feel lucky, because they know where to start, talked about us and the previous courses. So, I can say that the courses are parallel to each other or complete each other. But when the co-teachers do not communicate with each other, they act like they are teachers of two discrete courses and the way they teach us usually are too different (Semi-structured interview – April 25th, 2018).

With regard to the codes of *not being informed about where to start and feeling neglected*, Student D expressed that:

Especially in advanced levels, such as B1 or B2, sometimes, the teachers may not know the vocabulary or do not have any idea about the content of long reading passages. When they are not informed about where to start, they have to behave spontaneously, and this makes us feel neglected. You know, as teachers, they should think about how they can make the courses more useful for students but when they behave like this, I feel like they do not care enough about us (Semi-structured interview – April 18th, 2018).

To sum up, co-teachers' lack of communication is another negative side of co-teaching which may result in students' feeling unmotivated. Therefore, the participant students stated that when the teachers had good rapport and communicate with each other frequently, it reflected on students and their learning process in a positive way.

4.6.6. Category 5: Co-teachers' Lack of Responsibility

One of the other negative aspects of co-teaching from the students' points of views was co-teachers' lack of responsibility. Most of the participants stated that when they had more than one teacher teaching the same course, it became easier for co-teachers to shift the responsibility on each other or get rid of responsibilities by putting the blame on each other about the incomplete learning of students. The codes related to the category of *co-teachers' lack of responsibility* can be seen in Table 27.

Table 27.

The Codes Regarding the Category "Co-Teachers' Lack of Responsibility"

Code	Frequency
co-teachers' refraining from teaching previous subjects again	6
co-teacher's not taking on students' incomplete learning	5
co-teacher's putting blame on other each other about incomplete learning	4
students' not dealing with a single teacher when they faced irresponsibility	4

About the code of *refraining from teaching previous subjects again*, Student F expressed that: *"When we do not understand from one of the co-teachers, sometimes we ask other teacher to revise the subject again on the previous pages. However, most of them do not want to revise it since it was previously taught by the team partner"* (Semi-structured interview – April 17th, 2018).

Regarding the issue of *students' incomplete learning*, Student A specified that:

Actually from the exam results it can be understood that what topics were

understood well, what topics were needed to be focused on more by the teachers. But most of the time teachers ignore these results and when we request for a revision or state that we do not understand the topics enough, they usually do not take the responsibility of incomplete teaching and they advise us to study harder (Semi-structured interview – April 27th, 2018).

In relation to the code of *students' not dealing with a single teacher when they faced irresponsibility*, Student K said that:

We were not informed about the dates of exams until three days before. On Thursday, Teacher 1S told us we would have mid-exam next Monday. When we panicked and asked that why he did not tell this before he said 'Teacher 1B should already have informed you about the dates as he is your advisor.' When we asked Teacher 1B about this trouble we had, he said that it was Teacher 1S's duty to inform us about the dates of the exams in the first course of the module [the first course was with Teacher 1S by the way] (Semi-structured interview – April 18th, 2018).

In order to avoid such a disruption, it should also be noted that the administration should take more responsibility for the announcement of exams by clearly posting the dates on the school board or website instead of asking the teachers to announce the exam dates during the courses. In conclusion, though co-teaching practice enables students to experience different teaching styles of teachers, it also may become a disadvantage for students when teachers deny responsibilities or tend to leave responsibilities to each other instead of taking them.

4.6.7. Category 6: Co-teachers' Being Unprepared for the Courses

This category is highly related to the category of *co-teachers' lack of communications*. Most of the students ($f=7$) specified in semi-structured interviews that when co-teachers did not establish a good rapport and communicate with each other regularly, they went to classes unprepared. The students also clarified that the fact that teachers' being unprepared for the courses did not matter a lot at the beginner or low levels such as A1 or A2, however, as the levels advance, the need for teachers to prepare for the classes increased. For instance, Student G stated that: *"When teachers are unprepared for the courses, they do not know the meanings of the many words in reading passages and throughout the whole course, they seem unsure about taking decisions on assigning extra homework or doing extra activities"* (Semi-structured interview – April 19th, 2018).

As a result of the co-teachers' being unprepared for the lessons, the students stated that if the teachers seem very indecisive and a little confused during the lesson, their attention may be easily distracted after some time. Also, according to the participating students ($f = 5$), the activities such as games that are planned in relation to the topic work best to attract students' attention. When students realize that the teacher is unprepared for the lesson, they are directly distracted and feel unmotivated when they notice that they will not play any games during the lesson.



CHAPTER V

DISCUSSION

5.1. Introduction

The present study has sought to investigate the perceptions of teachers and students towards co-teaching practice and identify the strengths and weaknesses from the perspectives of teachers and students. To achieve the purpose, the data collected from non-participant classroom observations, stimulated recall interviews, teacher logs, semi-structured teacher and student interviews were analyzed and presented in Chapter 4. To guide the study, the following research questions were posed.

1. What are the views of EFL co-teachers about co-teaching?
2. What are the views of EFL teachers, if any, on the benefits of co-teaching?
3. Do the EFL teachers face any challenges while co-teaching?
 - a. If yes, how do they cope with or prevent those challenges?
4. What are the opinions of EFL students in relation to their language learning in co-taught classrooms?

In this chapter, the results of the study are discussed in connection with the relevant findings in the literature in accordance with the research questions.

5.2. EFL Teachers' Views of Co-teaching

The first research question aimed to set forth the teachers' general perceptions of co-teaching. Overall, it has been found that teachers generally have positive attitudes towards co-teaching. The findings have shown that teachers perceive co-teaching as a necessity in their curricula, in which students are intensively instructed with high number of class hours. They also consider it as a practice that brings dynamism and mobility into teaching. In addition, they regard it as a means continuous sharing of experience in which they communicate with their teaching partners with different characters or skills.

5.3. EFL Teachers' Views on the Benefits of Co-Teaching

The second research question, which embodies one of the main concerns of the

present study, intended to identify the benefits of co-teaching from the perspectives of teachers. Firstly, it has been found that co-teaching contributes to continuous professional development of teachers. During the course of co-teaching, teachers pointed out that they find the opportunity to share and benefit from each other's teaching methods, experiences and materials. They can also get support in the use of technology and suggest each other some applications, websites and games that they find beneficial for students. These benefits are in compliance with the benefits of co-teaching in fostering professional development presented in the literature (Britt et al., 2013; Buckley, 2000; Sandholtz, 2000). The finding is also similar to the findings by Canaran and Bayram (2020) and Çetin-Kırıř (2016), who also found that co-teachers benefit from the expertise of their partners in many areas from teaching to assessment. Continuous professional development as a benefit also supports the theoretical framework of the present study. As the principle of social constructivism puts forth, knowledge is built through the course of social interaction, and teachers can also learn from each other while teaching (Villa, Thousand & Nevin, 2004).

Another important finding regarding the benefits of co-teaching is that teachers do not only share expertise or resources, but they can also share responsibilities. Such finding is of value when considering all the responsibilities a teacher has in managing all teaching and learning activities both inside and outside the classroom. Instead of undertaking the whole responsibility of a classroom such as education, classroom management and evaluation, making such decisions by consulting a team partner and making a division of labor means lifting a heavy burden on teachers. This finding in this respect seems to be in line with the study conducted by Çetin-Kırıř (2016) which also reported lessened burdens as a positive side of co-teaching.

Apart from the sharing responsibilities, the participants also believed that co-teaching foster workplace relationship among teachers. When teachers are in constant contact with their team member, get together to plan, manage and evaluate teaching and learning process, they could feel as a part of a community and a part of the whole. This finding is supported by Goetz (2000) who suggests that teachers feel a sense of belonging in the environment they teach together. Likewise, the parallelism seems to be in line with the study conducted by York-Barr, Ghore and Sommersness (2007) which proposed that the teachers' isolation decreased, the support teachers got from their colleagues increased and teachers feel more respected as a result of the implementation of co-teaching. In addition, the findings of the present study showed that some participant teachers became better

friends, getting to know each other better, started to spend more time inside and outside of the school, and stop being biased towards each other. These findings are supported by the study of Çetin-Kırış (2016) which asserts that the regular and frequent communication between co-teachers provide the teachers usually ending up becoming friends, which is an advantage for them because they understood each other better through their communication on co-teaching. In this way, the teachers also became personally more satisfied and motivated to maintain their workplace relationships.

5.4. The Challenges that EFL Teachers Face While Co-teaching

Besides the benefits, a number of challenges were also noted by teachers. The most commonly expressed challenge is the difference in teaching styles. Differences in teaching styles of teachers sometimes challenge team partners as they have difficulties in adapting to the styles especially if they have diverse teaching philosophies. Although co-teachers in this study were not in the classroom at the same time, they still mentioned differences in teaching style as a challenge. One explanation for this could be about the other stages of teaching. Although teachers are not in the classroom at the same time, the difference in methodologies may emerge in the planning and evaluation processes. Thus, instructors still suffer from diversities. For this reason, it has been reported that instructors prefer to work with teachers, who have similar teaching methodologies to theirs (Canaran & Bayram, 2020). These findings in this respect seem to be in line with the findings by Canaran and Bayram (2020) and Çetin-Kırış (2016), which also reported differences in teaching style as challenge.

A second challenge regarding co-teaching is communication problems that occur between team partners. The findings of this study showed that when teaching partners have busy schedules and conflicting course programs, they usually stop meeting due to lack of time. Moreover, the partners' reluctance to communicate causes them to ignore messages on *Whatsapp* groups, and after a while, the teaching partners might stop texting. Some participant teachers also stated that even if they communicate with their teaching partners regularly, what they mean cannot be conveyed because of the poor communication between partners, which makes it nearly impossible to collaborate well. These findings are consistent with other studies conducted by Minett-Smith and Davis (2019) and Buckley (2000), which reveal that the instructors are both aware and they believe that effective communication and collaboration are required between team

partners. In a similar vein, Maduako and Oyatogun (2015), Richards and Farrell (2005) revealed in their studies that communication and trust between team partners are the determinants of successful co-teaching. Similarly, communication breakdowns were reported as one of the problems encountered during the implementation of co-teaching in the study of Çetin-Kırış (2016). As a result, since teaching partners must inform each other at every stage of the process in order to conduct lessons effectively, it is inevitable that certain problems will occur in the absence of communication.

Unbalanced workload was also reported as a downside of co-teaching. Participant teachers have stated that inequality of workload and the irresponsibility of the team partners usually worsen the situation. More specifically, one of the partners' behaving irresponsibly, not following the syllabus on track, and isolating herself from the process put more burden on the other teaching partner. Bringing to the same issue to the attention, Scruggs, Mastropieri and McDuffie (2007) assert that irresponsibility of a partner means that the other needs compensate for the behaviors of the teacher. Inequality in the workload was also revealed as a downside in the study conducted by Minett-Smith and Davis (2019). Similar to the findings of the present study, they also emphasized that although the instructors usually have positive attitudes towards team-teaching, they point out to the challenges originating from not sharing responsibility and acting according to the plan. It is important to note that the challenges such as lack of communication and unbalanced workload mentioned by the participants are not the challenges that is about the nature of co-teaching, but it seems that they are the problems that emerge from the misconduct of co-teaching. Letterman and Dugan (2004) argues that how co-teaching is carried out determines the success of co-teaching. Thus, evaluating co-teaching considering how it is implemented in that context is essential for an efficient co-teaching practice.

5.5. EFL Students' Views on Co-Teaching

The present study has also investigated the students' views on co-teaching. A notable finding of the study was that differences in the teaching styles of co-teachers was perceived both as a strength and weakness of co-teaching practice. The students stated that co-teachers' having different teaching methods and techniques provided diversity in the course and gave them the opportunity to see different points of view. However, some others stated that different perspectives and techniques caused confusion especially for

students who seek consistency. Differences in the assessment styles of team partners are also regarded as a negative side of co-teaching. A similar conclusion was also reached by Taşdemir and Yıldırım (2017), who highlighted that differences in teaching style is regarded as a challenge as much as it is regarded a strength. Directing attention to the same issue and acknowledging the challenges, Letterman & Dugan (2004) highlights the importance of setting standards in teaching and assessment style in order not to confuse learners.

This study further revealed that co-teaching offers more learning opportunities for students who have different learning styles and have different expectations from the course. Considering that the support learners could get increases in a co-taught classroom as learners are instructed with more diverse techniques than a single teacher could use in the classroom (Ken-Maduako & Oyatogun, 2015), it is no surprise that students with different learning styles could get more benefit in such classrooms. This finding is also in connection with receiving instruction from lecturers with diverse teaching philosophies because variety in teaching styles means to be able to appeal to different learner types. This result ties well with a previous study by Taşdemir and Yıldırım (2017), which also demonstrated learners' opportunity to be taught by a variety of instructors with different skills and abilities. Likewise, Money and Coughlan (2016) also reported that learners get a deeper insight of the subject matter in co-taught classrooms. For the aforementioned reasons, Yanamandram and Noble (2006) also revealed that students are in favor of team teaching over individual teaching.

Apart from the perceived benefits, it was also revealed that the student participants find co-teaching problematic when teachers do not communicate with each other, avoid taking responsibility for the class and come unprepared for the lesson. These perceived problems are also in line with the challenges stated by teacher participants. Teachers also highlighted that they face problems when they cannot establish good rapport, share equal responsibility, and communicate with their team partner. This finding clearly reveals that miscommunication and other problems between co-teachers are observed by students are reflected on them. The parallelism seems to be consistent with Money and Coughlan's (2016) study, which revealed that teachers' avoidance of taking responsibility for the classroom and discrepancy in their advice and messages were also indicated as negative aspects of co-teaching from the learners' perspective.

Although acknowledging the value of findings from students, it should be noted that the students mostly use the co-teaching method by evaluating their teachers' performance

and making comparisons. Throughout the interviews, the participants tended to compare teaching and assessment methods of their teacher while expressing their ideas. Thus, it could be implied that learners' opinion on co-teaching is highly dependent on their personal experiences with instructors.



CHAPTER VI

CONCLUSION

6.1. Introduction

In this chapter, the conclusion of the study, its pedagogical implications and suggestions for further research are presented.

6.2. Conclusion

The aim of this study was to investigate EFL teachers' and students' views of co-teaching, explore the perceived benefits and challenges of the participants and present their strategies, if any, to overcome or prevent the perceived challenges via semi-structured interviews, non-participant observations, stimulated recall interviews and teacher logs. Through the analysis of the collected data, certain conclusions were revealed.

First, according to participating teachers, being teaching partners are beneficial for them and the students in several ways. In terms of their professional development, the teachers stated that they can make use of the different knowledge and experiences of their teaching partners thanks to the practice of co-teaching. As it enables them to see and communicate each other more often, they also stated that the implementation of co-teaching fosters their workplace relationships. Another perceived benefit is about sharing responsibilities. Instead of taking the responsibility of all students in a classroom, sharing responsibilities of teaching, planning, designing extra materials and evaluating is something more convenient and feasible according to the views of participant teachers. In addition, from the point of views of teachers, having discussions about classrooms issues, talking about students, giving feedbacks about students' learning to each other, exchanging ideas with each other to solve existing problems, having the opportunity to change course hours and days and alteration of working space and students are among other strengths of co-teaching.

Secondly, there are also some challenges related to practice of co-teaching from the point of participant teachers. They reported that when they face unbalanced workload distribution among team partners, problems in communication and dissimilar teaching styles, their motivation for teaching decreased. With the aim of overcoming or preventing

the challenges they faced, the participant teachers mainly recommended to have only one teaching partner, having more interaction with the partner, arranging regular meetings, administration's assigning teachers who share similar teaching philosophies, keeping a strict follow up between partners and having a more flexible curriculum.

As for the participant students, students perceived teachers' having different teaching styles both as a benefit and a challenge of co-teaching. They expressed that practice of co-teaching gave them the opportunity to experience different teaching styles in terms of making use of different knowledge and background of teachers. They noted that their learning became much more efficient and enjoyable, especially when one of the teaching partners put more emphasis on communicative activities in addition to being good at using technology and more energetic while teaching. On the other hand, some of the participant students also stated that when one of teaching partners adopted traditional teaching methods more in addition to speaking English all the time and behaving sluggish while teaching, they tended to feel more reluctant to attend the courses of that team partner. Furthermore, they also expressed that different perspectives and techniques of teachers caused confusion and it took a lot of time to get used to these new teaching styles.

Apart from different teaching styles, other benefits of co-teaching from the participant students' points of views are richness in learning opportunities and its appealing to different learner types. In relation to the richness in learning opportunities, participant students stated that since co-teachers used extra materials other than course book and as they had different pronunciations and might be better at teaching different skills, co-teaching practice present them various learning opportunities. With respect to co-teaching's appealing to different learner types, students noted that as they were different types of learners, practice of co-teaching allowed them to be subjected to different teaching styles of teachers and made it easier for them to concentrate during the courses.

Regarding the students' views of difficulties related to co-teaching, co-teachers' different assessment styles, lack of communication, lack of responsibility and being unprepared for the courses were observed by the students and perceived as a negative aspect of co-teaching. Some of the participating students stated that they perceived the teachers' assessment styles to be very different negatively. They stated that co-teachers who were generous in grading prevent them from getting real feedback, and co-teachers who were mean in grading, and gave low grades all the time, lost confidence as they were unfair; and this made the students feel unmotivated. Besides, the participant students

expressed that when the teachers did not communicate with each other and did not know where to start clearly, they came to classes unprepared, and this caused the courses became less productive for students. In addition, another downside of teaching together, according to students' views, was that co-teachers could easily refuse to take responsibility or were tended to shift the responsibility to their teaching partners when they faced challenges.

6.3. Pedagogical Implications

Certain pedagogical implications about teachers and administrators are presented in conjunction with the findings of the study. Firstly, co-teaching could be implemented for continuous professional development of instructors. The findings of this study demonstrated that co-teaching provides continuous professional development through which teaching partners can benefit from each other's teaching materials, skills, and educational backgrounds, get continuous feedback about teaching in addition to the help in the use of technology and suggest useful applications, websites, different games or activities to each other. This finding is supported by Murawski (2005) who argues that instructors are not much willing to leave their safe zone and confront changes, not least if they believe that they are successful. Thus, implementing co-teaching into the program could give an opportunity to those teachers to reflect on their methodologies and classroom practices and improve both teaching and learning. Of course, it is important to note that in order to maintain a successful co-teaching experience, it is crucial to create a desired atmosphere and seek ways to establish rapport with the team partners (Murawski, 2005).

Drawing from the results of the study and relevant literature, it can be asserted that constant communication is the key for the success of collaboration. Commonly reported problems and challenges of co-teaching such as different teaching styles and inequality of workload and responsibilities seems originate from the lack of communication. For example, although teachers have different teaching perspectives, they can work as an effective team if they communicate well about their responsibilities and roles (Britt et al., 2013). Although the work of two partners with different perspectives can lead to some inconvenience, a successful teacher must communicate and adapt well so that she can anticipate both predictable and unpredictable problems. (Britt et al., 2013). Basically, for the implementation to be effective, partners need to be clear about their responsibilities

and roles without causing confusion and be aware that what they are doing is part of the whole (Rabb, 2009). Referring to this strong bond, Murawski (2001) even makes an analogy between co-teaching and marriage pointing out that the parties in both need to interact and communicate with each other and establish trust for a healthy relationship.

Arranging time to plan and evaluate the courses is another determinant of successful co-teaching practice (Dove & Honigsfeld, 2010). According to Walther-Thomas *et al.* (1996), co-teachers ought to have a planned meeting of 45- 60 minutes at least once in a week. How effective the co-teaching practice will be effective depends on the collaboration between co-teachers (Yanamandram & Noble, 2006). In addition, as instructors need time to co-plan their teaching (Rabb, 2009), the course schedules of teaching partners need to be prepared as flexible and non-conflicting as possible.

For a more effective cooperation, York-Barr *et. al* (2007) draws attention to the importance of knowledge about four basic elements: students, educational and evaluative components, teaching environment and partner. The first of these includes details such as knowing about students' strengths and weaknesses and knowing about strategies that support their educational development. Knowledge about educational and evaluative prospects means being informed about content area and teaching to different groups and continuous assessment practices. The third component is having knowledge about teaching setting such as class timetable, expectations, resources and choices of learners on time and place. Lastly, knowledge about co-teachers, their practices teaching perspectives and their characteristics is crucial in enhancing collaborative instruction among teachers (p.326)

Besides the teachers, the present study offers some implications for administration as well. In the EFL setting, the management is mostly dealing with administrative issues that take priority over teaching and they are not willing to support teachers who struggle and professionally challenge the ones who are experienced. In this sense, engaging teachers in collaborative practices might minimize their isolation, their expertise might be better communicated and gives them a chance to determine how ESL programs function in educational institutions (Dove & Honigsfeld, 2010). Thus, it is strongly suggested that the administrators give time to instructors to hold regular professional meetings with their colleagues. Moreover, administrators are also offered to provide assistance to co-teachers such as stuff, materials and professional development (Dove & Honigsfeld, 2010, p.11). Assistance is especially required for instructors who did not receive any training on co-teaching before. In addition, the administration should also take certain responsibilities

such as the announcement of significant affairs like exam dates or assignment deadlines to reduce the workload of co-teachers. Given that co-teaching is a complex system with many dimensions, co-teaching training needs to be implemented in both pre-service and in-service programs for continuous professional development (Canaran & Mirici, 2020).

To conclude, co-teaching seems to be an effective teaching system when it is implemented appropriately. It needs to be highlighted that in-depth analysis of setting and conditions is required even before deciding on the approach of co-teaching because the approach of team teaching to be implemented in the classroom is dependent on the needs and available resources (Buckley, 2000).

6.4. Suggestions for Further Research

Although the rich data revealed the views, experiences, and perceptions of EFL teachers and students in a detailed way, the findings about co-teaching practices cannot be generalizable to all EFL teaching contexts since the study was conducted with eight EFL instructors and 11 students. Therefore, it can be helpful to conduct a similar study with larger sample sizes to generalize the findings for EFL teachers and students in different EFL settings.

Secondly, only the views of EFL teachers and students were utilized to investigate the perceived benefits and challenges of co-teaching in this study. A further study could also include administrators in the sample with the purpose of collecting data from more stakeholders and reach a more in-depth understanding of co-teaching from different angles.

Thirdly, the data of this study were collected through qualitative data collection instruments including semi-structured interviews, stimulated recall interviews, non-participant observations and teachers logs. A further study can also include a quantitative data collection tool, such as a questionnaire, with the purpose of getting broader views.

Fourth of all, due to the difference in the nature and amount of data collected from EFL teachers and students, this study did not provide any evidence indicating if there is any difference between the participating teachers' and students' views of co-teaching. Therefore, it is suggested that further studies could employ a scale, one-minute papers, or focus group interviews to get more in-depth views of the two groups with a view to comparison and contrast.

Another suggestion is that this study concentrates only on EFL teachers' and

students' views of co-teaching. However, it does not examine the academic achievement of students in co-taught classrooms as it is not within the scope of the study. A further study could also examine the relation between co-teaching practice and academic achievement and language learning through a quasi-experimental study, in which control and experimental groups are instructed by different methods of teaching.

Lastly, while the participating students were evaluating the practice of co-teaching and giving opinions about it, in fact they mostly mentioned their experiences with their teachers and compared these experiences. Therefore, their opinions about co-teaching are highly interrelated to their experiences with their teachers. Therefore, a future study would also employ a questionnaire and / or a scale to investigate students' views about co-teaching through eliciting their views via various statements related to the practice of co-teaching.

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APPENDICES

Appendix A. Interview Protocol of EFL Teachers

INTERVIEW PROTOCOL EFL TEACHERS' PERCEPTIONS OF CO-TEACHING

PERSONAL INFORMATION

1. Sex: Female () Male ()
2. Age:
3. Educational Status: BA () MA () PhD ()
4. Educational Background:
5. Years of Experience: 1 – 5 years () 6 – 10 years () More than 10 years ()
6. Years of Co-teaching: 1 – 5 years () 6 – 10 years () More than 10 years ()
7. Contact information (mail or mobile phone):

INTERVIEW QUESTIONS OF TEACHERS

1. What do you think / feel about co-teaching (which means teachers' sharing same EFL classrooms at different times)?
2. Does sharing the same classrooms with your co-teaching partners have any impact on your mutual workplace relationships?
 - a. If yes, how?
3. Are there any benefits of co-teaching according to you?
 - a. If yes, in what ways do you think it is beneficial?
4. Do you face any challenges while co-teaching?
 - a. If yes, what kind of challenges do you have?
 - b. Do you do anything to handle those challenges? If yes, what do you do?
 - c. Do you do anything to prevent those challenges? If yes, what do you do?

Appendix B. Interview Protocol of EFL Students

INTERVIEW PROTOCOL
EFL STUDENTS' PERCEPTIONS OF CO-TEACHING
PERSONAL INFORMATION

1. Sex: Female () Male ()

2. Age:

INTERVIEW QUESTIONS OF STUDENTS

1. What do you think / feel about co-teaching (which means teachers' sharing same EFL classrooms at different times)?
2. Are there any benefits of learning in co-taught classrooms?
 - a. If yes, in what ways do you think it is beneficial?
3. Are there any negative aspects of being a student in a co-taught classroom?
 - a. If yes, in what ways do you think it is negative?
4. If you were asked to give advice to your teachers for the implementation of co-teaching, what would you recommend?

Appendix C. *Informed Consent Form*

BİLGİLENDİRME FORMU (INFORMED CONSENT FORM)

Sayın

Bu görüşmenin / gözlemin amacı yabancı dil olarak İngilizce öğretilen sınıflardaki öğretmen ve öğrencilerin eş öğretim hakkındaki algılarını ortaya koymaktır.

Bu görüşmede öğretmen veya öğrenci olarak bir parçası olduğunuz Fırat Üniversitesi Yabancı Diller Yüksekokulu İngilizce hazırlık sınıflarında uygulanan eş öğretim sistemi hakkındaki düşünce ve görüşleriniz, bu konuda neler yaptığınız ve neler yapılması gerektiği hakkındaki görüşleriniz ile ilgili sorular sorulacaktır. Bu görüşmeden elde edilecek veriler araştırmanın analiz kısmında kullanılmak üzere araştırmacının cep telefonuna ses dosyası olarak kaydedilecektir. Ses kaydınız araştırmacı olarak yalnızca ben ve danışmanım sayın Doç. Dr. Rana YILDIRIM tarafından dinlenecektir. Analiz sırasında isminiz kullanılmayacak, size bir takma isim verilecek ve kimliğiniz gizli tutulacaktır.

Katılımınız ve katkılarınız için çok teşekkür ederim.

Ayşe Ebru AYDIN
Öğretim Görevlisi

İZİN FORMU

Yukarıdaki bilgilendirme formunu okudum. Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Araştırmacı sayın Ayşe Ebru AYDIN'ın tez çalışmasında kullanmak üzere benimle görüşme yapmasında ve bu görüşmeyi ses dosyası olarak kaydetmesinde herhangi bir sakınca görmüyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. *(Formu okuyup imzaladıktan sonra lütfen araştırmacıya geri veriniz.)*

İmza
Ad-Soyad

Appendix D. Official Permission

Evrak Tarih ve Sayısı: 06/03/2018-251753



T.C.
FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ



Yabancı Diller Yüksekokulu Müdürlüğü

Sayı :39345886/020/
Konu :Anket Çalışması (Okt. A. Ebru AYDIN)

Sayın Okutman Ayşe Ebru AYDIN

İlgi :05/03/2018 tarihli, 251689 sayılı ve "Olurlar, Onaylar (Anket Çalışması)" konulu yazı

02/03/2018 tarihli dilekçenizde bahsi geçen İngiliz Dili ve Edebiyatı Bölümü hazırlık sınıflarında ders saatlerinde katılımcı gözlem yapma, okutman ve öğrencilerle görüşme yapma talebiniz Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi rica ederim.

e-İmzalıdır.
Prof. Dr. İhsan DAĞTEKİN
Yüksekokul Müdürü

Firat Üniversitesi Rektörlüğü 23119 ELAZIĞ/TÜRKİYE

Tel: 0 (424) 237 00 00

E-Posta: :

Faks: 0 424 2122717

Elektronik ağı: <http://www.firat.edu.tr>

Ayrıntılı bilgi için irtibat : Nihan TAŞCI

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Appendix E. Observation Form

OBSERVATION FORM

1 2 3 4 5

Name of the Co-teacher (Observed):

Date:

Name of the other co-teacher(s):

Time:

Name of the Class:

Number of the Students:

No	Teacher's Behaviours Concerning Co-teaching	Observations
1	Does the co-teacher know what unit/ topic/ pages covered in the previous lesson?	
2	If s/he knows, does s/he revise the pages covered in the previous lesson?	
3	If s/he doesn't know, what does s/he do?	
4	Does the co-teacher show any signs that s/he has connection with co-teacher(s) about; - assignments? - incomplete activities? - students' progress (e.g. exam results, extensive materials... etc.)	
5	Does the co-teacher follow the weekly tasks? (e.g. portfolio, writing tasks, revising workbook... etc.)	
6	If not, does it have any effect on the co-teacher's lesson plan?	
No	Students' Behaviours Concerning Co-teaching	Observations
1	Do the co-taught students ask for a revision even if the subject is taught by co-teacher(s)?	
2	Do the students have any requests for doing a particular activity in co-teacher's class?	
3	Do the students have any requests for co-teacher's evaluation of exams? (e.g. pop quiz, midterm... etc.)	

Appendix F. Sample Pages of Teacher Logs

(Teacher 4C, Module 1, Week 2)

2. Hafta

Bu hafta geçen hafta aldığımız öğrencileri tamamlamak ve ortamı adapte etmek için Ders anlatmam iki sınıfta birer hora bu hafta pelemediler. Bu yüzden programda biraz peride kaldık. Bu yüzden bir dersi 3 hocanın anlatması olumlu çünkü bir hocanın eksikliğinde diğerleri gücü kapatmak için daha fazla efor sarfediyorlar. Bu da öğrenciler için de olumlu çünkü derslerine aca vermek zorunda kalmadan devam edebiliyorlar.

(Teacher 4C, Module 1, Week 7)

7. Hafta

Bu hafta biriken fazla writing konusu bana denk geldi. Bu yüzden bütün hafta işte ve evde kagit okudum ve bu beni çok yordu. Diğer hocalardan da rica etmek istemedim. Çünkü da yükü gar diye. Geçen haftaya da 2. draft teslimi vardı. Bu durumda gelecek hafta çözüm bulmak zorundayız. Co-teacher arasındaki iş yükü dağılımı esit olmadı.

Hocalarla arasındaki iletişim bu hafta iyiydi. Taslar ve ders ile ilgili konuslarda konuşabildik. Ancak checklist kontrolleri aksadı. Bir türlü

(Teacher 4C, Module 2, Week 3)

3. hafta.

Bu hafta itibarıyla portfolyo için verilen sadece danışman okuyarak ve tek bir sınıfın sorumlu olarak kararının çok doğru bir karar olupuna karar verdim. Partnerler de iş dağılımı çok eşit bir hale geldi ve dersin ve portfolyo faaliyetine ise kolaylaştırıcı sağlayabiliyim.

Hem şimdi writing testi derste yaptırın partnerim hepsini bana getirirken de neler yaptığını anlatıyor. Bu sadece bilgi alması değil de yapılıyor.

(Teacher 4C, Module 2, Week 7)

7. hafta

Bu hafta deşandı, bir durum olmadı ama yine kur soru yaklaştı ve kolları yetistirme telaşı içindeyiz. Yine kendimi hissediyorum. Sıfır öğrenim istediğim bazı materyaller var ama yaparak zaman buluyorum.

Ayrıca, yeni partnerlerimle daha iyi iletişim kurabilmeye çalıştım. Genç arkadaşlarla ders planlamak daha kolay oluyor. Bunun sebebi üstünde biraz da benim. Onlarla iletişim kurmaya daha az istediğim yoksun onlar yapmıyor ya da pyum sorulmuyor diyemem.

(Teacher 4U, Module 1, Week 2)

Week II

Co-teacher olan hocalarda
hala iletişim problemleri
yaşıyorum.
Hangi konuyu işledikleri
veya hangi konuda kaldıklarını
bilmemek, dersin başlangıcı kısmın-
da kaosun yol alıyor.

(Teacher 4U, Module 1, Week 5)

Week V

Bu hafta sınıflarımı paylaştı-
ğımı hocalarla öğrenciler hakkında
konuştuk. Ekstra yaptığımız
çalışmaları paylaştık. Görüş alış-verişin-
de bulunmak faydalı oldu.
İş bölümü yaptık. Her işimizi
kayılaştırdık, hem de öğrenciler
için daha verimli materyaller hazırladık.
(Kelimeler listeleri, ekstra okuma ödevi
gibi)

(Teacher 4U, Module 2, Week 1)

MODÜL II IDE II Week I

Co-teacherların en sevdiğim
ve dersi sorunsuz yürütebileceğini
hocalar olduğunu öğrendim.
Mutlu oldum, çünkü bazen bazı
hocalar dersi işlerken sizin gösterdiğiniz
hassasiyeti göstermiyor.
Elbetteki her öğretmenin kendine
özgü öğretme stili var, fakat yine
de standart olan bazı yöntemler
var. Ne yazık ki bazı hocalarda
dersi paylaşımın bu çocukları sıkıntı
düyör. Mesela bazı hocalar pronunciation
konusunu es geçiyor. Yeterince speaking
aktiviteleri yapmıyor. Diğer co-teacherlar
bu açıya kıyıda kalmış ekstra
çaba harcıyor.

(Teacher 4U, Module 2, Week 6)

Week 6

Co-teacherlerle, uygulamada
değişim modüler sistemi
konuştuk. Daha iyi nasıl olabilir,
neler yapılabilir, neleri değiştir-
meliyiz sorularına cevap
ardık.

Kezde aynı dersi veren bütün
hocaların katıldığı bir workshop
olsa. Fikir alışverişini yapılırsa.
Tüm bunlar eğitimi ve
öğretiminin iyileşmesine katkı
sağlar.