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AKDENİZ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

**MA
THESIS**

**TEACHERS' PERSPECTIVES ON THE
EFFECTS OF CO-TEACHING IN
EFL CLASSROOMS FOR
YOUNG LEARNERS**

ÖZLEM DERETARLA

**ENGLISH LANGUAGE TEACHING
MASTER'S PROGRAM**

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Supervisor:

Assist. Prof. Ersen VURAL

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AKDENİZ ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI

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**İLKOKUL KADEMESİ YABANCI DİL SINIFLARINDA ORTAK ÖĞRETİM
MODELİNİN ETKİLERİ HAKKINDAKİ ÖĞRETMEN GÖRÜŞLERİ**

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**İLKOKUL KADEMESİ YABANCI DİL SINIFLARINDA ORTAK ÖĞRETİM
MODELİNİN ETKİLERİ HAKKINDAKİ ÖĞRETMEN GÖRÜŞLERİ /**

**TEACHERS' PERSPECTIVES ON THE EFFECTS OF CO-TEACHING IN EFL
CLASSROOMS FOR YOUNG LEARNERS**

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun
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ABSTRACT

TEACHERS' PERSPECTIVES ON THE EFFECTS OF CO-TEACHING IN EFL CLASSROOMS FOR YOUNG LEARNERS

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This qualitative study investigates the perceptions of English as a Foreign Language (EFL) and primary school teachers regarding co-teaching in the context of instructing young learners. Thirteen EFL teachers and five primary school teachers participated from a private school where co-teaching is implemented across grades one to three. Through semi-structured interviews comprising 18 questions categorized into *Expectations, Planning, Benefits, and Training*, the study aimed to discern participants' beliefs, attitudes, and experiences toward co-teaching. Employing open and axial coding, data analysis revealed overarching themes and subthemes related to teachers' perspectives. Utilizing a case-study design, the research sought to provide insights into how the practices and implementation of co-teaching influence teachers' perceptions, thereby offering guidance to administrators for enhancing co-teaching strategies. Findings suggest a predominantly positive outlook among teachers, who perceive co-teaching as beneficial for enhancing English language learning outcomes, catering to diverse student needs, and facilitating shared responsibilities. However, challenges such as inadequate communication and training were identified as negatively impacting teachers' perspectives on co-teaching. This study contributes to the existing literature by illuminating the nuanced perceptions of EFL and primary school teachers towards co-teaching, particularly in the context of young learners. The identified factors influencing teachers' attitudes underscore the importance of effective communication and comprehensive training in optimizing the co-teaching experience. Ultimately, the study offers valuable insights for EFL and primary school teachers, and educational administrators seeking to cultivate and sustain effective co-taught classrooms.

Key Words: *Co-teaching, Collaboration, EFL*

ÖZET

İLKOKUL KADEMESİ YABANCI DİL SINIFLARINDA ORTAK ÖĞRETİM MODELİNİN ETKİLERİ HAKKINDAKİ ÖĞRETMEN GÖRÜŞLERİ

Bu nitel çalışma, Yabancı Dil Olarak İngilizce (YDİ) ders öğretmenlerinin ve sınıf öğretmenlerinin genç öğrencilere ders verme bağlamında ortak öğretime ilişkin algılarını araştırmaktadır. Bir ila üçüncü sınıflar arasında ortak öğretimin uygulandığı özel bir okuldan on üç İngilizce öğretmeni ve beş sınıf öğretmeni katılmıştır. Çalışma, Beklentiler, Planlama, Faydalar ve Eğitim olarak kategorize edilen ve 18 sorudan oluşan yarı yapılandırılmış görüşmeler yoluyla, katılımcıların ortak öğretime yönelik inançlarını, tutumlarını ve deneyimlerini ortaya çıkarmayı amaçlamıştır. Açık ve eksenli kodlama kullanılarak yapılan veri analizi, öğretmenlerin bakış açılarıyla ilgili kapsayıcı temaları ve alt temaları ortaya çıkarmıştır. Bir durum çalışması tasarımının kullanıldığı araştırma, birlikte öğretim uygulamalarının öğretmenlerin algılarını nasıl etkilediğine dair içgörü sağlamayı ve böylece birlikte öğretim stratejileri geliştirmeleri için öğretmenlere ve yöneticilere rehberlik etmeyi amaçlamıştır. Bulgular, ortak öğretimi İngilizce öğrenme çıktılarını iyileştirmek, farklı öğrenci ihtiyaçlarını karşılamak ve ortak sorumlulukları kolaylaştırmak konusunda faydalı olarak görüş bildiren öğretmenler arasında ağırlıklı olarak olumlu bir bakış açısına işaret etmektedir. Bununla birlikte, yetersiz iletişim ve eğitim gibi zorlukların öğretmenlerin birlikte öğretime bakış açılarını olumsuz etkilediği tespit edilmiştir. Bu çalışma, özellikle küçük çocuklar bağlamında, İngilizce ve sınıf öğretmenlerinin birlikte öğretime yönelik nüanslı algılarını aydınlatarak mevcut literatüre katkıda bulunmaktadır. Öğretmenlerin tutumlarını etkileyen faktörler, etkili iletişimin ve kapsamlı eğitimin ortak eğitim deneyimini optimize etmedeki öneminin altını çizmektedir. Sonuç olarak bu çalışma, İngilizce öğretmenleri, sınıf öğretmenleri ve eğitim yöneticileri için etkili ortak dersler geliştirmek ve sürdürmek adına değerli bilgiler sağlamaktadır.

Anahtar Kelimeler: Birlikte/Ortak Öğretim, İş birliği, Yabancı Dil İngilizce

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LIST OF ABBREVIATIONS

- Content Area Teacher (CAT)
- English as a Foreign Language (EFL)
- English Language Learner (ELL)
- English to Speakers of Other Languages (ESOL)
- St. Cloud State University (SCSU)
- English Language Specialist (SPEC)
- Special Education (SPED)



SECTION I

INTRODUCTION

Education is considered an essential component of any society. Growing expectations for the quality of education highlight the necessity for innovative teaching strategies that may integrate different fields of science and knowledge domains to provide positive outcomes (Gately & Gately, 2001). Recent advancements in educational psychology and pedagogy have shed light on young learners' unique characteristics and needs. In this context, teachers play an important role in education, especially in teaching young learners. Teaching requires being well prepared using up-to-date materials and techniques and trying to reach every child with their needs in consideration. Teachers realize that to satisfy the new learning demands of today's young learners, traditional teaching approaches must be enhanced or replaced. They should embrace a new challenge and advance their teaching styles and strategies to teach and manage classes. It is the goal of teachers to teach language skills and prepare learners for life outside of school, both today and in the future (Hornberger, 2006).

When thinking about teachers in a unique position to prepare students for the 21st century and who can communicate in English with various stakeholders on complex issues, it can be seen that they face challenges regarding classroom language instruction. Most private schools are now using a new strategy called co-teaching, especially at primary levels, to improve academic performance and take care of the needs of the students. The co-teaching model is used to work toward a common goal and foster other abilities necessary to instruct students in today's classrooms, especially in terms of language education. According to Gately & Gately (2001), co-teaching is typically the cooperation of general education and special education (SPED) teachers to share all of the students' responsibilities and duties in the classroom. In a co-taught classroom, two teachers, as opposed to one, choose and prepare the lesson materials included in the syllabus. Therefore, co-teaching happens when two teachers share responsibility for a class and actively plan teaching, instruct, share teaching responsibilities, and create all teaching aids together. Factors essential for successful co-teaching are co-planning shared responsibility, and co-respect (Scantlebury, Gallo-Fox and Wassell, 2008). The method's effectiveness depends on the collaboration of several experts with varying fields of knowledge (Gerlach, 2017). Co-teaching represents a departure from traditional solitary teaching methods and has evolved as a response to increasing classroom diversity, including students with different academic abilities, cultural backgrounds, and

learning preferences. In the study conducted by Smith & Brown (2022) on a similar topic, it was discovered that students who were taught by two teachers overall obtained greater grades than students who were taught by one teacher. According to Harter (2018), there is potential for better learning outcomes for students in a co-teaching classroom.

In schools around the world, co-teaching English to Speakers of Other Languages (ESOL) with content teachers is a well-recognized strategy for meeting the requirements of English Language Learners (ELLs) (Bauler & Kang, 2020). In the Turkish context, schools that adopt a co-teaching strategy anticipate collaboration between an English teacher and a classroom teacher. A study conducted in Türkiye with class teachers by Turan and Bayar (2017) showed that a co-teaching model will increase the efficiency of the lesson.

In a similar vein, Co-teaching offers advantages in material delivery diversity, individualized education, learning experience structure, and student monitoring (Graziano & Navarrete, 2012). Cook & Friend (1995) listed four justifications for why co-teaching should be used in classrooms:

- a. Co-teaching gives every student greater opportunity for their education.
- b. Because co-teaching lowers the student-teacher ratio and offers chances for greater student engagement and contact time, it might enhance program intensity and continuity.
- c. Co-teaching can lower the likelihood that teachers leave class to attend to personal matters.
- d. Provide content teachers with more professional assistance both during and after education.

According to Hurd and Weilbacher (2017), other benefits of co-teaching for students include increased chances for small groups, customized instruction, or reteaching of concepts to students who might struggle, as well as flexibility brought about by giving students a choice of leaders to turn to for support, higher engagement, and better behavior. Furthermore, co-teaching also benefits language teachers because it provides opportunities for multiple skills to be demonstrated.

Nevertheless, several studies revealed that EFL teachers who use collaborative instruction encountered difficulties. A study by Campbell Jr., D. Bruce, Jeter-Iles, and Priscilla (2017) indicated that teachers who plan to co-teach should have access to professional development opportunities, and they should be provided sufficient time to prepare. Carless

(2006) found that team teachers face difficulties such as a shortage of preparation time and a lack of comprehension of the benefits of collaborative teaching. These issues were observed in Native English teachers (NETs) as well as local teachers in Korea, Japan, and Hong Kong.

Differing viewpoints exist on the best ways to implement and promote co-teaching. Furthermore, there was some skepticism about teachers' preparedness to form the relationships required for effective co-teaching and further study is needed.

1.1. Statement of the Problem

Co-teaching is a widely adopted method in EFL classrooms, especially when teaching young learners. However, there is limited research on teachers' perceptions of co-teaching in such contexts, particularly concerning its effectiveness and challenges. A study by Dieker and Hines (2014) explored the complexities of co-teaching and how workload distribution can impact the success of the co-teaching model. A further study by Rabin (2020) examined the outcomes of a co-teaching model's implementation from a relational standpoint for student teaching. Sundqvist, Björk-Åman, and Ström (2023) conducted recent research to find out how teacher candidates felt about co-teaching throughout their supervised teacher training periods.

The present study attempts to measure teachers' perspectives on co-teaching at four different levels: expectations, benefits, planning, and training as well as highlighting the needs of co-teachers at the elementary level, provide feedback on how successful co-teaching is, and enlighten administrators to take steps to improve teacher collaboration for a better classroom environment.

The purpose of this study is to examine the EFL and Classroom teachers' viewpoints and experiences regarding co-teaching young learners. In addition, the study looks for the elements that help or prevent co-teaching in EFL classes from being implemented successfully. By addressing these problems, the research aims to add to the body of knowledge already available on co-teaching issues and provide suggestions for creating efficient co-teaching strategies in EFL classes. Moreover, co-teaching is needed in Türkiye in terms of improving the language development and academic success of the students and this study will provide useful information on why we need to implement co-teaching in classrooms and give guidance on what actions can be taken to improve teacher collaboration and classroom efficacy.

The study measures different aspects of co-teaching, such as expectations, benefits, planning, and training. Throughout my research, studies have been conducted on the impact of

co-teaching on students' academic performance in foreign language classrooms, teacher development based on co-teaching, and early childhood teacher preparation using the co-teaching model. Considering the scope of studies on the subject, there has been no research on the perspectives of teachers working with young learners in primary education. Hence, the current study seeks to find answers to the following research questions:

What are teachers' perceptions of co-teaching when working with young learners in EFL classrooms?

1. What kind of preparation do co-teachers need to have?
2. What are the problems that teachers face in a co-taught classroom?
3. What are the teachers' recommendations on co-teaching?
4. Do teachers have enough training to obtain a co-teaching classroom?

The present research is an attempt to highlight the needs of co-teachers (foreign language and Classroom teachers), ways to improve co-teaching, how teachers get prepared for lessons, and enlighten administrators on how teachers should prepare for a class and promote teacher cooperation for a better learning environment.

1.2. Purpose of the Study

The purpose of this study is to provide a better understanding of the teachers' perspectives on co-teaching who work with young learners. The goal is to investigate if co-teaching is beneficial for students and teachers. The expectations of teachers and the efficacy of the method will be investigated and evaluated.

This study aims to discover the strengths and weaknesses of co-teaching, student learning outcomes, and what kinds of training opportunities are provided to the teachers.

1.3. Research Question

What are teachers' perceptions of co-teaching when working in EFL classrooms with young learners regarding the following?

- The expectations of teachers and administrators on co-teaching,
- The planning period of teachers for co-teaching,
- The benefits of co-teaching for teachers and students,
- The training opportunities for teachers on co-teaching.

1.4. Significance of the Study

This study allowed teachers to express their opinions about co-teaching and how it fosters their academic accomplishment. Teachers used the interview questions to explain their views on what co-teaching means to them and shared their input on what they found successful/unsuccessful in a co-taught classroom. As there is a need for more foreign language practices in Türkiye in terms of speaking, co-teaching is one of the best strategies schools need to apply to foster language learning and have a better classroom environment where students' needs are met. Upon the research completed on the matter in a Turkish context, the studies done on the subject include co-teaching in inclusive classrooms, co-teaching in a nursery, Co-Teaching in STEM Teacher Professional Development Programs, and Conflict and Collaboration: Co-Teaching Dynamics in Bilingual Private Schools. Therefore, there is a need for this study to better understand what co-teaching is, the issues teachers face, and what kind of training opportunities they need to have a collaboratively dynamic classroom.

The study provides insight to better understand how teachers work together in a co-taught classroom, whether it improves student performance, and what other actions can be taken to improve the quality of teaching. Moreover, it will provide useful information on how co-teaching helps to improve students' language development, especially when started at the primary level. The study will also give insight into what procedures to follow in planning and behavior management in a co-taught classroom as well as teacher training opportunities. Therefore, it will be a guide to administrators or stakeholders who consider implementing co-teaching.

1.5. Assumptions

The following assumptions made in this study were:

1. Each interviewee provided accurate and sincere responses to inquiries.
2. The research participants are knowledgeable co-teachers who are part of a co-teaching team.

1.6. Definitions

Terms used in this study are included in this section:

Co-teaching is the practice of teaming teachers in a classroom to share the tasks of planning, educating, and assessing pupils.

Collaboration is working together for a common goal.

SECTION II

LITERATURE REVIEW

Originating in special education, the co-teaching approach gained popularity in the 1960s by facilitating more student access to the general education curriculum through the cooperation of an English language specialist (SPEC) and a content area teacher (CAT) (Burley, 2015).

As an instructional strategy, co-teaching is grounded in the principles of inclusion, collaboration, and shared responsibility. It goes beyond the notion of a lead teacher and an assistant, fostering a partnership where educators jointly plan, instruct, and assess students. The premise is that through this collaborative effort, co-teaching can create a supportive environment that maximizes the potential for all students to succeed academically and socially. The literature on co-teaching is extensive, spanning various educational levels, from early childhood to higher education. Therefore, it aims to synthesize and critically examine existing research on co-teaching, delving into its theoretical foundations, benefits, challenges, and implications for diverse student populations. This evaluation aims to provide insightful information for educators and administrators working to provide inclusive learning environments that meet the requirements of all students by examining the state of co-teaching in the field of education.

While several accepted models describe the various roles that co-teachers assume, the theoretical framework for this study is derived from the co-teaching training model developed by St. Cloud State University.

2.1. What is Co-Teaching?

Cook and Friend (1995) defined co-teaching as the activity of two or more professionals giving comprehensive instruction to a diverse group of students in one physical place. Co-teaching, according to Aliakbari and Nejad (2013), is the joint activity of two teachers developing, implementing, and assessing an educational program. It entails dividing the duties of planning, differentiating education, and keeping track of student development among many individuals. Students can learn from multiple teachers with diverse teaching or thought processes in a fun and engaging way when they are co-taught. Therefore, instead of having one teacher in the classroom, two teachers are responsible for the students' education and needs. The teachers are expected to work together to share the responsibilities and the workload by

sharing duties, communicating well, developing trust, working together, planning teaching, and overcoming challenges and problems.

2.2. Strategies of Co-Teaching

The co-teaching strategies began to be formally identified and utilized in the context of inclusive education in the 1980s and 1990s (Cook & Friend, 1996). A more structured and widely recognized framework for co-teaching strategies was developed in the 1990s, largely through the work of educators and researchers such as Dr. Marilyn Friend and Dr. Lynne Cook. Their influential book, "Interactions: Collaboration Skills for School Professionals," first published in 1992, played a significant role in defining and popularizing these co-teaching models (Cook & Friend, 1992). Friend and Cook outlined specific co-teaching approaches, providing educators with clear strategies to implement in classrooms, particularly for inclusive education settings.

The Co-teaching model used in this study incorporates seven strategies inspired by Marilyn Friend's study and the Academy for Co-Teaching and Collaboration at St. Cloud State University (SCSU) (Bacharach, Heck & Dahlberg, 2010). Initially, in-service teachers were included in the co-teaching framework developed by Cook and Friend (1995). However, researchers have since explored the adaptation of this framework for preservice internship experiences. Over ten years of research funded by a five-million-dollar grant, SCSU demonstrated that this model significantly improves student math and reading scores in co-taught classrooms (York-Barr, Bacharach, Salk, Frank & Beniek, 2004). Data from the study also suggests that this co-teaching model should influence how colleges and universities structure their student teaching programs (Bacharach et al., 2007). The seven student grouping strategies supported by the co-teaching model are: one teaches/one observes, one teaches/one assists, station teaching, parallel teaching, supplemental teaching, alternate teaching, and teaming (Bacharach et al., 2010). Table 1 provides descriptions of each co-teaching technique.

Table 2.1. Co-Teaching Strategies (Bacharach, Heck, & Dahlberg, 2010)

Types of co-teaching	Application
One teaches, one observes	In this strategy, one teacher is responsible for the primary instruction while the other teacher observes specific student behaviors or instructional methods. The focus is on gathering observational data, and both the teacher candidate and cooperating teacher can interchange roles.
One teaches, one assists	This method extends the one teaches; one observes strategy. While one teacher leads the instruction, the other helps students with their work, monitors behavior, or provides additional support. This assisting teacher can also help students who may be reluctant to participate by encouraging them to engage.
Station teaching	The instructional content is divided into parts, with each teacher responsible for instructing one segment to a group of students. Each station, which frequently includes a separate station in addition to the teacher-led ones, is visited by the groups in rotation or for a predetermined time.
Parallel teaching	The class has two groups, each led by a different teacher. Both teachers address the same material using identical teaching strategies, effectively reducing the student-to-teacher ratio.
Supplemental	Students are taught by a single teacher at the anticipated grade level, while the other provides additional instruction for students who need either advanced or remedial support.
Alternative (differentiated)	Two different teaching approaches are used to present the same information. The learning outcomes are the same for all students, but the methods of instruction vary to meet different learning needs.
Team teaching	Both teachers are actively involved in delivering a well-coordinated lesson without a clear division of authority. They share instructional responsibilities, freely interject information and assist students. From the students' perspective, there is no single leader as both teachers contribute equally to the instruction and support.

Researchers at St. Cloud State University in Minnesota adapted the co-teaching method developed by Cook and Friends (1995) for use in internship experiences, allowing clinical teachers and teacher candidates to collaborate in the classroom. This collaboration has been effectively integrated by teacher candidates and their clinical teachers, and the co-teaching strategies used in these internships have successfully been applied across all grade levels and subject areas, from preschool through high school (Bacharach et al., 2010).

2.3. Benefits of Co-Teaching

The advantages of co-teaching include the ability to diversify content presentation, tailor instruction to individual needs, scaffold learning experiences, and monitor student comprehension (Graziano & Navarrete, 2012). Cook & Friend (1995) provide four reasons why schools should adopt a co-teaching model.

First, it expands instructional options for all students, as the specialist teacher introduces new strategies and ideas that benefit English learners and other struggling students who do not qualify for special education or English services.

Second, co-teaching enhances program intensity and continuity by reducing the student-teacher ratio and increasing opportunities for student participation and engagement.

Third, it helps reduce the stigma associated with leaving the classroom to receive specialized services.

Finally, co-teaching provides greater professional support for content teachers both during and after instruction. According to Hurd and Weilbacher (2017), additional advantages of co-teaching for students include increased chances for customized and small-group learning, repeating challenging concepts, flexibility in choosing which teacher to approach for help, increased engagement, and improved behavior. Research by Edgar, Roberts, and Murphy (2011) found a positive correlation between student teachers' perceptions of their teaching efficacy and their relationships with their cooperating teachers.

2.4. Challenges of Co-Teaching

As dealing with young learners can be challenging collaborating with a co-teacher can also be demanding. The co-teachers are expected to be respectful of one another, show trust in each other, and clearly state the co-teaching methods they will employ. Certain difficulties teachers might be facing are, first of all, co-teachers do not have enough time to build a strong relationship based on cooperation. Both teachers bring their ideas about how the classroom should appear and feel and the rules and regulations they want to follow. When a second teacher isn't given the chance to learn about and discuss how to run a co-taught classroom, the consequence is frequently mayhem.

Second, foreign language teachers do not feel valued as equal to their co-teaching partners. Many foreign language teachers believe that despite having a degree and a teaching license, they are nonetheless regarded as paraprofessionals or teacher assistants. They are not the only ones who are made to feel this way by their co-teacher; they also believe that administrators, pupils, and parents see them in the same light as an assistant.

Finally, the personality of the teachers can also be an issue unless the teachers are corresponding, which can cause communication problems. A number of the studies that were included in Shin, Levy & London's (2016) literature review addressed the importance of personality. It was discussed how important it is to get to know one another's personalities and the difficulties that arise when co-teaching with partners who have different teaching philosophies. Research identifies several difficulties, such as conflicting opinions on classroom management and a need for more time for planning and communication, which obstruct collaboration.

Co-teaching can be difficult, but if the teachers develop communication strategies that consistently keep all the parties informed, share decision-making, and commit to making tiny improvements on both sides, partners can work well together and effectively to fulfill the needs of all the students.

2.5. Co-Teaching and Language Learning

Research on learning English as a second language in non-English environments has shown that bilingual language teaching approaches, such as dual language, are beneficial for children's acquisition of a second language and the development of bilingualism (Genesee & Lindholm-Lary, 2013). These models aim to help young learners become more proficient speakers of two languages. Teachers are supposed to work together in these kinds of models. Researchers have labeled this kind of cooperation as team teaching (Dillon, 2015), co-teaching (Schwartz & Gorgatt, 2018), and team entitativity (Vangrieken, Dochy, Raes, & Kyndt, 2015). Given the potential benefits of augmenting learning outcomes for learners, instructional contexts may effectively exploit the merits of co-teaching. Along these lines, co-teaching, a collaborative instructional approach involving two or more educators sharing responsibility for teaching in the same classroom, has emerged as a promising strategy in language learning contexts. EFL students have different learning preferences because of various learning styles, motivations, and other personal characteristics. While some students prefer learning through visual assistance, others prefer learning through hearing, speaking, or engaging in kinesthetic activities. Therefore, EFL teachers should use a variety of teaching techniques in their lessons to ensure that their students acquire EFL in a way that is both relevant and practical. It's crucial to remember that English language learners do not "soak up" the language (Haynes, 2024). To produce an output in the language, the learner must comprehend the input given by the teacher or teachers (Krashen, 1981). Along with that, when teaching a language, the teacher(s) should connect the lesson's material and the students' past knowledge. When two teachers co-teach in the same physical location, they collaborate, share equal responsibility, and lower student-teacher ratios (Haynes, 2024). Alternatively, language teachers gain from co-teaching since it gives them a chance to demonstrate a variety of abilities. When a team approach is used, objectives are better met and it is more result-oriented (ken-Maduako and Oyatogum, 2015). For a co-teaching program to be effective, planning is crucial. To ensure that all students can participate in the learning process, teachers need to be given the chance to divide up the work involved in lesson preparation and adapt class activities, textbooks, and homework assignments. With an ideal co-planning framework, ESL and classroom teachers will have time to get together and prepare lessons and instructional approaches following the curriculum and national standards.

Bachman and Palmer (2010) underscore the significance of co-teaching in language assessment practices. They emphasize how collaborative teaching allows for diverse perspectives on language proficiency and assessment, thereby fostering a more comprehensive understanding of students' language abilities. Friend and Cook (2003) emphasize effective collaboration between teachers in co-teaching partnerships. Their work provides practical guidance on communication, planning, and problem-solving strategies to enhance the effectiveness of co-teaching relationships in supporting language learning among students. Dove and Honigsfeld (2018) provide a comprehensive guide to implementing co-teaching practices tailored to support English language learners (ELLs). In this guide, they present various models for co-teaching, instructional strategies, and assessment techniques aimed at addressing the unique needs of ELLs in diverse classroom settings.

Collectively, these resources highlight the importance of co-teaching in supporting language learning and provide practical guidance for educators seeking to implement collaborative teaching practices in their classrooms. By leveraging the expertise of multiple educators and adopting inclusive instructional approaches, co-teaching can potentially improve academic achievement and language learning among diverse student populations.

2.6. Co-teaching and Training Services

Programs for preparing teachers are essential in providing them with the information and abilities needed to co-teach successfully. One cooperative approach to tackling the student-teaching practicum—a vital part of teacher preparation—is co-teaching (Bacharach et al., 2010). Co-teaching encompasses diverse models such as one teaches/one observes, station teaching, parallel teaching, alternative teaching, and team teaching. Each model offers unique opportunities for collaboration and requires specific training to ensure successful implementation (Cook & Friend, 2013). However, research suggests that many programs lack sufficient emphasis on co-teaching practices, leading teachers to feel unprepared for collaborative teaching experiences (Murawski & Dieker, 2013). Ongoing professional development is essential for supporting co-teaching implementation. Effective training programs provide educators with opportunities for collaboration, reflection, and skill development in areas such as communication, planning, and differentiation (Walther, Bryant, & Land, 1996). Co-teaching training should emphasize the importance of collaborative planning, including the development of shared goals, instructional strategies, and assessment

practices. Research indicates that thorough planning enhances instructional coherence and promotes student engagement (Friend & Cook, 2007). It should also address strategies for differentiating instruction to meet the diverse needs of students. Educators must understand how to modify content, processes, and products to accommodate varied learning styles, abilities, and preferences (Villa, Thousand, and Nevin, 2013).

Moreover, effective communication and conflict resolution skills are also essential for successful co-teaching partnerships. Training programs need to provide educators with strategies for fostering open communication, resolving disagreements, and building trust and mutual respect (Murawski & Swanson, 2001). Co-teaching training should equip educators with strategies for supporting diverse learners, including English language learners. Research suggests that inclusive practices benefit all students by promoting collaboration, critical thinking, and social-emotional development (Scruggs & Mastropieri, 1996). While research on the impact of co-teaching on student learning outcomes is mixed, some studies suggest positive effects on academic achievement, social skills, and attitudes toward school. However, the effectiveness of co-teaching depends on various factors, including implementation fidelity, teacher expertise, and school culture (Dieker, Finnegan, Grillo, and Garland, 2013).

The case study conducted by Luo (2014) explores professional development initiatives for English as a Foreign Language (EFL) teachers in Taiwan. The study highlights the distinct opportunities and difficulties associated with collaborative teaching methods in a range of educational settings. The findings from this study underscore the importance of tailored professional development initiatives that address the specific needs and circumstances of EFL teachers. Effective programs should not only offer pedagogical strategies for collaborative teaching but also emphasize the development of interpersonal skills, communication strategies, and cultural competencies necessary for successful collaboration. Additionally, the study highlights the significance of ongoing support and reflective practices to sustain and enhance collaborative teaching efforts over time. By investing in comprehensive professional development programs, educational institutions can empower EFL teachers to create dynamic learning environments that promote language acquisition and intercultural understanding among students.

Furthermore, a study on co-teaching experiences during teacher training periods in Finland sheds light on the practical implications of collaborative teaching approaches (Sundqvist, et. al., 2023). The findings from this study highlight both the benefits and challenges encountered by special education and general education teacher candidates. They emphasize the critical role of comprehensive teacher training programs in preparing educators to effectively implement co-teaching strategies. These programs should prioritize collaborative planning, differentiated instruction, and support for diverse learners to foster inclusive classrooms and promote positive student outcomes. Integrating co-teaching experiences into teacher training can enhance future educators' ability to navigate the complexities of co-teaching dynamics and meet the diverse needs of students in educational settings.

In conclusion, co-teaching teacher training plays a critical role in promoting effective collaboration practices in schools. Training programs can better equip teachers to meet the needs of all young learners in classrooms by focusing on models of co-teaching, collaborative planning, differentiated instruction, communication skills, and support for diverse learners.

SECTION III

METHOD

3.1. Research Model

This research aims to investigate teachers' perspectives on the effects of co-teaching in the context of foreign language training in elementary school environments. Furthermore, to find out how much teachers' viewpoints correspond with their co-teaching experiences. Using a qualitative research approach, the study aims to investigate teachers' viewpoints on a range of co-teaching variables, including planning, expectations, advantages, and professional development. The study uses open-ended questions prepared by the researcher and evaluated by specialists in the field of education to gauge teachers' opinions on these defined categories using a qualitative study technique. To encourage voluntary involvement for each participant, consent forms and interview questions are provided. To facilitate a positive, stress-free environment for participants to respond to the questions, ideal circumstances were established for the data-gathering process.

3.2. Setting

The research was conducted within the premises of a private school situated in the periphery of the city of Antalya which incorporates preschool, primary, middle, and high school levels. The school consists of six English and Classroom teachers for first grade, and four English and Classroom teachers on each level for second and third grades. The school population comprises three educational tiers, collectively accommodating an average of twelve hundred students. Classroom compositions typically consist of twenty to twenty-five students per instructional group.

3.3. Participants

The participating teachers, both English and Classroom, were from a private school implementing co-teaching from primary first to third grade. The study's participants are the researcher's previous colleagues and were chosen based on the convenience sampling. First, the researcher considered some inclusion criteria: a) classroom teachers, b) EFL teachers, and c) how many years of co-teaching experience. Later, the researcher selected participants from first to third grade who had been teaching in a co-taught classroom. The study was conducted with a total number of eighteen teachers, thirteen English, and the remaining five Classroom

teachers. The interview questions were handed out personally to the teachers. Out of 28 teachers from first to third grades, there were 18 who participated in the study. As for the years of experience in co-teaching, an average of four months to six years of co-teaching experience was reported by the participants. Some of them reported having practiced the teaching style for the first time while others reported having already practiced co-teaching in their previous working contexts.

3.4. Data Collection Instrument

In this research, a qualitative data analysis was used to examine the views of each participant, whereby participants were expected to provide answers to structured interview questions. Building on a study on the topic where an online survey was created in Google Docs with Likert scale ranging from strongly agree to strongly disagree, the categories were chosen based on the survey with some modifications, and the interview questions were prepared by the researcher according to the defined categories and the aim of the research.

Next, to ensure clarity and understandability, the questions used in the interviews for this section of the study were evaluated by two specialists from the field of ELT education, later by a linguist, and finally peer-evaluated by an English teacher. Later, the data collection instrument was designed accordingly. The purpose of using interview questions was to have a simple understanding of the perceptions teachers had about co-teaching.

The primary reason for choosing a qualitative study design was that, as Bogdan and Taylor (1998) stated, it enables the researcher to see how individuals relate to one another and to the variations in their viewpoints. Interviews with Classroom and English teachers formed the study's focus. In addition to conducting co-teacher interviews, the research also gathered oral histories, concepts, and recommendations. Since the qualitative method of research does not impose previous constraints on specified categories of analysis that add to the depth, complexity, and openness of the inquiry, Savin and Major (2013) claim that it decreases investigator manipulation of the study. The questions used in the interviews for this section of the study were peer-evaluated by teachers and English teachers in the field of education (see Appendix 1).

3.5. Data Collection Procedure

The researcher personally handed out the structured interview questions and consent forms as written to each participant. The consent form detailed the study's purpose, outlined the researcher's expectations for the participant teachers, and informed them of their right to refuse participation or withdraw from the study at any time (see Appendix 2). The researcher reiterated the study's purpose, ensured that each participant understood how to respond to the items, and addressed any questions from the participants. In an unthreatening environment, the participants were invited to express their opinions to interview questions so that their true and objective thoughts on the subject could be revealed. Participants were first asked several questions such as what grade they taught, if they are an English or a Classroom teacher, for how long they have been co-teaching, and whether they have co-taught in another institution or not. Finally, the participants completed the interview questions during a free period over three to four days, and the completed interview questions were individually collected from the teachers on a pre-determined day.

3.6. Data Analysis

Analysis of the results involved qualitative analysis and open-ended responses. Since the participants felt more comfortable writing and responding to the questions in their native tongue, they were allowed to submit their responses in either English or Turkish. As expected, most of the answers were written in Turkish. Therefore, all the Turkish responses were translated to English by the researcher. Next, each participant was given a number code by the researcher to keep their information confidential i.e. E-1 represented English teacher 1 and H-5 represented Classroom teacher number 5. Later, open coding and axial coding were used to categorize the responses using the MAXQDA program. The responses were put into two groups according to English teachers and Classroom teachers. Then divisions were made for each category in the interview, *expectations, planning, benefits, training, and comments and suggestions* of the teachers. Finally, to give an accurate representation of the data, tables and graphs were created using Excel to represent the responses of the teachers for each question.

This study used open coding to analyze the answers for group concepts and subjects with associated categories. Axial coding, a second-level coding process, was carried out once the categories were determined. Axial coding reconstructs the data in novel ways and establishes a link between the categories (Creswell, 2008). Each category has a different

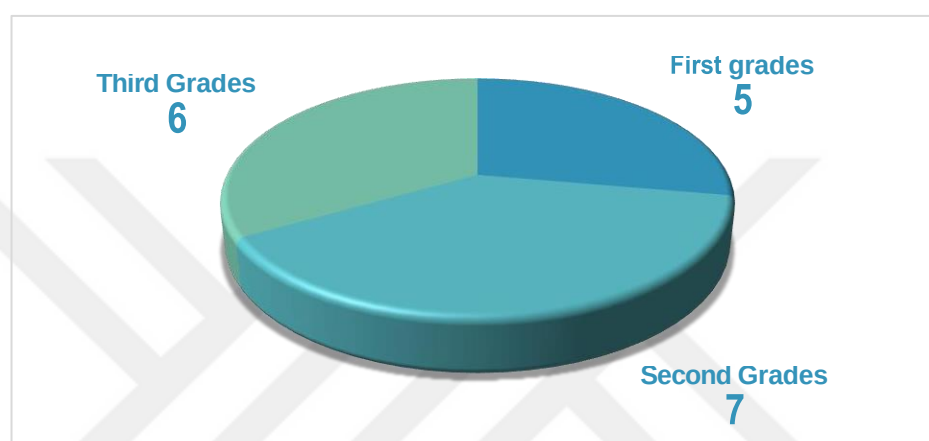
number of questions namely two questions on *expectations*, five questions on *planning*, seven questions on *benefits*, and four questions on *training*. Since the study intended to gather teachers' perspectives on co-teaching working with young learners, the main concern was to reveal the actual opinions of the teachers regarding their co-teaching experience. Additionally, teachers' views on expectations, planning, benefits, and training concerning co-teaching were also investigated. To ensure that we get confidential analysis three interview responses were peer evaluated and the rest of the responses were evaluated by the researcher.



SECTION IV

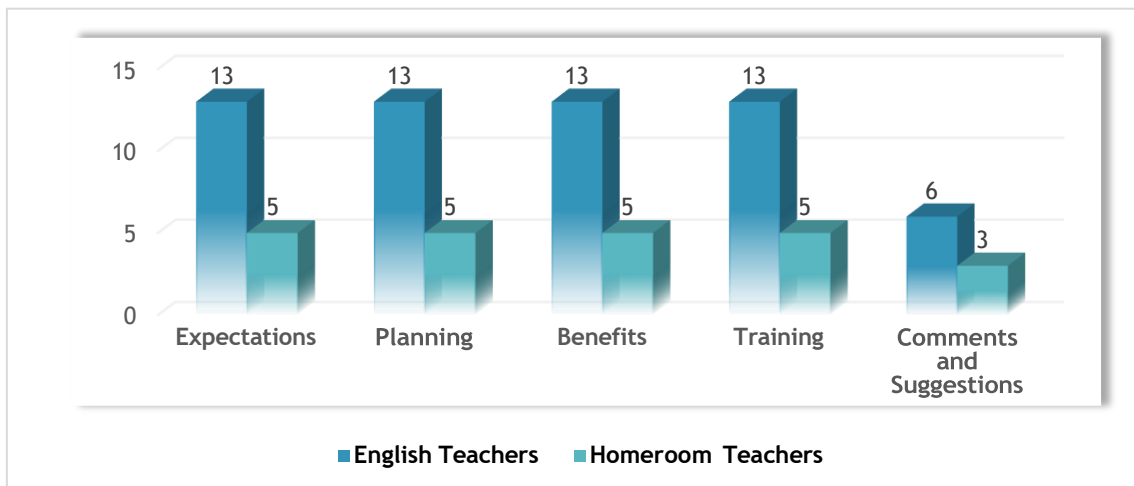
RESULTS

In this research, 18 interviewees joined the study, 13 of whom were English and five Classroom teachers. The teachers were to answer questions from one to eighteen consisting of four categories: Expectations, Planning, Benefits, and Training on Co-teaching. The teachers were from first to third grade and had co-teaching experience from four months to six years.



Graph 4.1. Number of Teachers from Each Elementary Level

The graph above illustrates the number of teachers who contributed to the study from each level. From first grade, there were five teachers; from second grade, there were seven teachers; and from third grade, there were six teachers.



Graph 4.2. Number of Teachers Who Contributed to the Interview

The graph above shows the number of teachers who answered the questions and made comments. There were thirteen English teachers, six of whom provided comments or ideas, and there were five Classroom teachers, three of whom made comments. Each category is analyzed by the questions given to the participants. Therefore, you can find the analysis for each question under the categories.

4.1. Teachers' Perceptions on Co-teaching

Teachers' perceptions of co-teaching, as reflected in the responses, are multifaceted. Most teachers view co-teaching as highly beneficial, emphasizing its capacity to increase sharing and interaction among both students and educators. However, concerns regarding the need for comprehensive training are evident, highlighting the importance of equipping teachers with the necessary skills and knowledge to effectively implement this practice. Compatibility between co-teaching partners emerges as a crucial factor, with experiences varying based on the alignment of teaching styles and mentalities. While some express satisfaction with the collaborative nature of co-teaching and its ability to provide mutual support, others question its effectiveness compared to traditional teaching methods. Despite mixed sentiments, there is overall support for co-teaching, with hopes for positive outcomes and recognition of its potential to provide a valuable educational experience for both students and teachers.

4.2. Expectations

In this part of the interview, the expectations of the teachers and the administration's expectations of the teachers regarding co-teaching were evaluated. Two questions were asked; the first was about the teachers' expectations, and the second was about the administration's expectations of the teachers concerning co-teaching.

4.2.1. Q1. *What were your initial expectations when you entered a co-teaching partnership?*

The first question on the teachers' expectations shows that they have a range of expectations and perspectives regarding co-teaching. Some of the expectations mentioned are sharing responsibilities, the importance of working together, meeting the needs and expectations of students, increasing students' level of English, establishing a strong bond with students, effective communication, and improving classroom management. Teachers also expressed concerns about the productivity of co-teaching and the need to learn how to teach common subjects effectively. Additionally, some teachers mentioned the importance of having a positive and harmonious relationship with their co-teacher, while others were open to surprises and new experiences. Here are some main factors that can be concluded from the answers.

Table 4.1. Teachers' Responses on Their Expectations

EXPECTATIONS	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q1. What were your initial expectations when you entered a co-teaching partnership? / Ortak öğretmenliğe başladığınızda ilk beklentileriniz nelerdi?	H-5. To act together in all aspects of the student's learning journey. H-6. Having a good dialogue. H-9. Solving all the problems in the classroom together, taking ownership of the class. H-11. To be able to have a common idea. H-14. To be able to move forward with my common teacher, to increase the level of English, and to share tasks.	E-1. Sharing responsibilities. E-2. Worried about co-teaching whether it would be productive or not. E-3. I expected a closer bond with my students. E-4. Meeting the needs and expectations of students in every sense. E-7. Learn how common subjects such as math and social science are taught and get a different classroom management idea. E-8. To be harmonious and positive. E-10. First of all, it was to get along well with my partner. E-12. It was open to surprises on my part as I hadn't experienced it before. E-13. Establishing a strong bond with children and increasing children's exposure to English. E-15. Better classroom management. E-16. To have great classroom management. E-17. I didn't have much because it was my first experience I didn't really know what I was getting into. E-18. Better classroom management.

Collaboration and communication, teachers expect to act together in all aspects of the student's learning journey, collaborative approach to addressing challenges, and have a good dialogue with their co-teacher. Collaboration is emphasized as well as sharing responsibilities/tasks and working in harmony. Teachers also express the expectation of solving problems in the classroom together and taking ownership of the class. Positive communication is seen as crucial to the success of co-teaching. The participants who have made comments accordingly: (E-1, H-6, H-9)

Exposure to English and classroom management, teachers consistently highlight the expectation of better classroom management and increased exposure to the English language, and to increase the level of English. This suggests a belief that co-teaching can positively impact both classroom dynamics and language development. In addition, they want to learn how common subjects are taught. This means that teachers need to broaden their teaching perspectives and improve classroom practices. (H-14, E-7, E-15, E-16, E-18)

Student connection, teachers expect a closer bond with students and aim to establish a strong connection with the learners. This focus on student relationships aligns with the idea that co-teaching should positively impact the learning environment for students. (E-3, E-4)

Having a common vision and ideas, teachers also mention the importance of having a common idea and vision for co-teaching. This implies a desire for alignment in teaching strategies, goals, and overall approach to enhance the effectiveness of co-teaching. (H-5, H-11)

Concerns and apprehensions, some teachers express concerns and worries about the productivity of co-teaching, especially when it is their first experience. This features the need for support, guidance, and possibly professional development to ensure a successful co-teaching experience. (E-2, E-17)

When we compare both parties Classroom teachers seem to be more concerned with sharing responsibilities, having a good dialogue and a common ground, and getting along well with their partners whereas the English teachers are more concerned with classroom management, having a closer bond with the students, meeting the needs of the students, how to efficiently teach common subjects and are open to surprises since it was an unknown situation for some teachers.

To sum up, the teachers' responses reflect a mix of positive expectations, concerns, and a recognition of the collaborative nature of co-teaching. Even though it appears that teachers have a range of expectations and concerns when it comes to co-teaching, they are generally optimistic about the benefits it can bring.

4.2.2. Q2. What were the expectations of the school from implementing co-teaching?

When we analyze the second question, the teachers' responses to the administration's expectations regarding co-teaching reveal a variety of perspectives and considerations. The administration seems to expect co-teaching to result in better classroom management, higher English language development levels, and more effective education for the students, all while ensuring that the teachers work together in harmony and support each other.

Table 4.2. Teachers' Responses on the Administration's Expectations

EXPECTATIONS	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q2. What were the expectations of school from implementing co-teaching? / Okulun Ortak Eğitim uygulamasından beklentileri nelerdi?	H-5. For the planning to be appropriate for the common progress of the subjects to reinforce learning. H-6. Efficient classroom management, good English, and success in other subjects. H-9. To provide students with a more effective education. H-11. Success in language education and being able to reach more students. H-14. Reaching a high level of English language development at the primary school level in students.	E-1. Teach lessons and share tasks in harmony. E-2. For students to learn the languages in a natural environment. E-3. Being with my students often and helping them. E-4. Having 2 teachers in the class to ensure classroom dominance and accessibility. E-7. Simultaneous teaching of common courses in English and Turkish. E-8. Collaborating teachers working in harmony. E-10. To be with our students in classes and breaks. E-12. Two teachers in harmony to carry out the classroom system. E-13. Children learn English earlier and their levels are higher than the standard program. E-15. Better classroom management. E-16. Students would practice their English more often. E-17. To constantly be with the kids and make English a daily routine of their lives. E-18. Better classroom management and children's exposure to English all day long.

Teaching in harmony and a natural language learning environment, the administration expects students to learn the languages in a natural environment and collaborate in a way that is effective and efficient. Teachers express a commitment to teaching lessons, sharing tasks in harmony, and creating a natural language learning environment for students. This reflects an understanding of the collaborative nature of co-teaching and the desire to create an immersive language experience and underscores the importance of positive interpersonal dynamics between co-teachers for effective collaboration. Furthermore, they are also expected to plan together in a way that is appropriate for the common progress of the subjects that reinforces learning. What it suggests is a recognition of the need for cohesive lesson planning that aligns with curriculum goals and promotes integrated learning experiences.

(E-1, E-2, E-8, E-10, E-12, H-5)

Teacher-student interaction and support, the administration expects the teachers to be with the students often and provide support when needed and expects the two teachers in the class to ensure classroom dominance and accessibility. Teachers express the expectation of being with students often, helping them, and being with students in classes and breaks. This indicates a focus on building strong teacher-student relationships and providing support beyond formal instructional periods. **(E-3, E-4, E-10)**

Early English learning and effective classroom management, the administration expects the teachers to work together to ensure efficient classroom management and co-teaching to result in reaching a high level of English language development at the primary school level in students which includes success in other subjects. Teachers mention increasing exposure to English all day long helps learners make it part of their daily lives and learning English earlier results in achieving higher levels than the standard program. Teachers acknowledge the expectation of reaching a high level of English language development at the primary school level. Which indicates a shared goal of enhancing language skills early in a student's education. They also mention better classroom management to work together to ensure efficient classroom management. These expectations emphasize the anticipated positive impact of co-teaching on language acquisition and classroom Dynamics, and that co-teaching should contribute to a positive and well-managed learning environment, enhancing students' overall academic success. **(E-13, E-15, E-16, E-17, E-18, H-6, H-11, H-14)**

Providing a more effective education, the administration expects co-teaching to result in a more effective education for the students, which includes success in language education and reaching more students. The teachers acknowledge the expectation to provide students with a more effective education through co-teaching. This demonstrates the idea that teamwork may result in more effective teaching methods and greater student outcomes. Teachers also understand that common courses should be taught in both Turkish and English at the same time. This demonstrates a dedication to bilingual education and the incorporation of language acquisition into other academic disciplines. **(E-7, H-9)**

Overall, teachers' responses reflect an awareness of the administration's expectations and a commitment to fulfilling them through effective collaboration, language development, and creating a supportive and engaging learning environment. The emphasis on positive relationships, simultaneous language instruction, and early language learning highlights the multifaceted goals of co-teaching in this context.

In conclusion, the teachers' answers gave rise to a sophisticated concept of co-teaching that acknowledged its collaborative aspect and included both positive expectations and concerns. Teachers are generally optimistic about co-teaching's potential advantages, despite differing expectations and reservations. The answers show a dedication to meeting administrative requirements by fostering productive teamwork, language acquisition, and the establishment of encouraging learning environments. The emphasis on constructive relationships, concurrent language education, and early language acquisition illustrates the many objectives of co-teaching in this setting. In a co-taught situation, there is a deliberate attempt to maximize student learning outcomes and accomplish common objectives, as seen by the teachers' comments.

4.3. Planning

The planning category of the interview consisted of five questions. The aim here was to understand the planning process of the co-teachers, how the teachers clarify and establish their responsibilities, how they evaluate the improvement of the students, how they plan the common course, how they assess the students' success, and how often they meet.

4.3.1. Q3. How do you and your co-teacher clarify and establish your responsibilities in the co-taught classroom?

Based on the responses of the teachers for question three it appears that the teachers used several methods to clarify and establish their responsibilities in the co-taught classroom.

Table 4.3. Teachers' Responses on Clarifying and Establishing Responsibilities

PLANNING	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q3. How do you and your co-teacher clarify and establish your responsibilities in the co-taught classroom? / Siz ve ortak öğretmeniniz birlikte öğretilen sınıftaki sorumluluklarınızı nasıl netleştiriyor ve belirliyorsunuz?	H-5. By deciding together. H-6. Everyone is interested in the issues within their borders. H-9. The English teacher doesn't want to help much with the shared responsibilities of the class. H-11. By talking, planning, and sharing respectfully. H-14. We talk about things to do every day at breakfast time.	E-1. Share information with each other. E-2. Are constantly in touch about the topics taught. E-3. We regularly share plans with each other. E-4. We are always in contact with each other and determine according to our skills. E-7. General outlines are determined at the beginning of the year and detailed by holding regular meetings every week. E-8. We have a lot in common when discussing teaching, so we can follow a common path even without talking. E-10. Together we talk about the rules in general and what to do. E-12. By planning ahead and exchanging ideas together. E-13. We determined our own responsibilities together with our classroom teacher and it was only a superficial explanation in the form of active and passive. E-15. My coworker would ask what is needed and before every lesson, we would revise. E-16. We discussed them before each lesson and planned them a week before. E-17. We talked and decided randomly we didn't plan ahead. E-18. Every morning before we go to class, we talk about what we will do that day.

Collaborative decision-making, many teachers emphasize the significance of decision-making together. They discuss issues, plan, and share responsibilities through respectful dialogue and joint decision-making processes. This ensures that both teachers are actively involved in shaping the classroom dynamics and instructional strategies.

(H-5, H-11, E-1, E-10, E-12, E-13)

Communication and sharing information, effective communication is emphasized through various means such as sharing information, staying in constant touch, regularly sharing plans, and holding meetings. Some teachers also mention the importance of informal discussions and daily communication to ensure alignment in teaching approaches and responsibilities. **(E-2, E-3, E-4, E-7, E-8)**

Planning, preparation, regular check-ins, and exchanging ideas are highlighted by several teachers. They discuss how they plan lessons together, revise before each lesson, and even determine responsibilities at the beginning of the year. By having a proactive approach both teachers are prepared and coordinated in their instructional efforts. Some teachers also mention the importance of regular check-ins or discussions to revisit plans and adjust responsibilities as needed. This ongoing communication allows for flexibility and adaptability in the co-teaching partnership. **(E-15, E-16, E-17, E-18)**

Addressing challenges, a couple of teachers, however, mention a challenge where the English teacher doesn't want to help much with shared responsibilities. This suggests that there may be some differences in how teachers approach co-teaching and establish their responsibilities. One other teacher states that each teacher deals with issues within their borders. We can conclude from here that there is no common plan to establish and clarify rules. **(H-6, H-9)**

These responses demonstrate a variety of strategies and approaches used by teachers to establish and clarify responsibilities in a co-taught classroom, emphasizing the importance of collaboration, communication, and proactive planning. Question three and the answers of the teachers are given in the table below.

In conclusion, the responses from teachers regarding how they clarify and establish responsibilities in a co-taught classroom reveal a range of strategies and approaches aimed at fostering effective collaboration and coordination. Main themes include the importance of decision-making together through respectful dialogue, consistent communication and information sharing and regular check-ins, proactive planning and preparation, addressing challenges through open communication, and ensuring alignment and adaptability. Despite challenges such as differing levels of commitment from co-teachers, the emphasis remains on fostering a collaborative environment where both teachers actively contribute to shaping instructional strategies and classroom dynamics. Overall, these insights highlight the significance of mutual respect, communication, and proactive engagement in successful co-teaching partnerships, ultimately benefiting student learning and achievement.

4.3.2. Q4. *How did you ensure that the co-teaching partnership was responsive to the individual needs of your students?*

When we analyze question number four, we can observe various strategies and perspectives. The most common ones are:

Assisting when needed, to make sure that no students' needs are disregarded, teachers assist one another and step in to help pupils as needed. **(E-3, E-4, E-10, E-12)**

Constant communication and sharing of student needs, teachers express in order to successfully collaborate and handle the requirements of their pupils as a group, teachers keep in constant communication and exchange information about the needs of their students. **(E-8, E-13, E-15, E-16)**

Instant Feedback and Gap Filling, teachers prioritize providing immediate feedback to students and address gaps in learning as they arise. **(H-5, H-6)**

Table 4.4. Teachers' Responses on How Co-Teaching Collaboration Catered to Student's Needs

PLANNING	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q4. How did you ensure that the co-teaching partnership was responsive to the individual needs of your students? / Birlikte eğitim ortaklığının öğrencilerinizin bireysel ihtiyaçlarına yanıt vermesini nasıl sağladınız?	H-5. We take action according to the needs by providing instant feedback about the student. H-6. Everyone is trying to fill the gaps they see immediately. H-9. We have failed to achieve a co-educational partnership English teacher ignores individual needs. H-11. By creating a classroom culture and also showing interest. H-14. My English teacher doesn't speak Turkish at all, so the children speak English with her.	E-1. Share experiences of every lesson and evaluate the result of the lesson. E-2. Talking together about the students and their needs. E-3. The other one helped the children in situations where my partner or I was not involved. E-4. By being there for our students and communicating. E-7. By planning correctly, and using different teaching, and learning methods. E-8. We constantly share the needs of the students with each other, and depending on your current availability, one of us takes care of the students individually. E-10. Where one of us cannot keep up, the other helps. E-12. Teachers help each other when they are in the classroom together. E-13. Since there are two teachers in the classroom, we can more easily deal with the individual needs of the children in fact we complete each other. E-15. By communicating and planning. E-16. By communicating. E-17. It is my first year, but my partner is experienced so I try to learn from her. E-18. -

In addition to these, there were also other single responses. First, by creating a classroom culture and showing interest (**H-11**), the teachers focus on building a positive classroom culture where students feel valued and supported, which helps in addressing their individual needs. Second, by sharing experiences and evaluating results (**E-1**) (**E-17**), teachers collaborate to share their teaching experiences and evaluate the outcomes to adjust instructional approaches as needed. Third, discussing students and their needs (**E-2**), teachers engage in open discussions about students' needs and collaboratively plan interventions to support them. Finally, planning and using different methods (**E-7**), teachers plan lessons carefully and employ diverse teaching methods to cater to the individual learning styles and needs of students. Yet, there was also a teacher (**H-9**) dedicating that they have failed to achieve a co-educational partnership as the he- she believes the English teacher ignores the individual needs of the students.

As a result, the responses highlight the importance of collaboration, communication, flexibility, and a student-centered approach in ensuring that co-teaching partnerships effectively address the individual needs of students in the classroom.

4.3.3. Q5. Can you describe the collaborative planning process, including how you developed lesson plans and determined instructional strategies?

Analysis of the collaborative planning process question number five shows that some teachers demonstrate a collaborative and adaptive approach to planning, while others rely more heavily on centralized plans or operate less collaboratively. Moreover, some teachers mentioned that they talk about their lesson plans and then discuss points that can be supported in Turkish or English. Others emphasized the importance of getting to know their students well and sharing their views weekly. One English teacher mentioned that they examine the plans sent by the center and make additions where necessary, and each English teacher makes the planning in consultation with his/her partner. It seems that the collaborative planning process depends more on the school's approach to planning and the level of collaboration among teachers. Some points we can conclude from the provided responses are:

Collaborative approach, teachers' responses indicate a collaborative approach to planning. Teachers discuss curriculum, and students' needs, and share goals regularly. They also give feedback to each other, make additions or modifications to the plans as necessary, and consult with partners or colleagues during the planning process.

(H-5, H-11, E-1, E-2, E-4, E-7)

Alignment with school plans, some teachers strictly adhere to plans provided by the school or the central office. This indicates alignment with annual and weekly plans set by the school or educational authorities. **(H-6, H-14, E-13, E-15, E-16, E-17)**

Flexibility and adaptability, teachers' responses emphasize the importance of flexibility and adaptability in the planning process. Teachers consider students' individual and academic needs, make adjustments accordingly, and continue to refine their plans based on experience and feedback. **(E-3, E-8, E-10)**

Table 4.5. Teachers' Responses on Describing the Collaborative Planning Process

PLANNING	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q5. Can you describe the collaborative planning process, including how you developed lesson plans and determined instructional strategies? / Ders planlarını nasıl geliştirdiğiniz ve öğretim stratejilerini nasıl belirlediğiniz de dahil olmak üzere iş birliğine dayalı planlama sürecini anlatabilir misiniz?	H-5. The plans come in a way that reinforces learning in the expected direction, first, the class teacher explains the subject, then the English teacher. H-6. It is done in accordance with the planning in the annual and weekly plans. H-9. We don't cooperate, everyone follows the school's schedule, and we ignore the importance of collaboration. H-11. We plan what needs to be done, and we care about each other's needs. H-14. Our lesson plans come from the headquarters, and we are moving in this direction.	E-1. Regular meetings to discuss curriculum, and students' needs, and share goals. Develop lesson plans and continuous feedback. E-2. By regularly implementing the plans sent by the central office and giving feedback to each other. E-3. We talked about our own lesson plan and then we talked about the points that can be supported in Turkish or English. E-4. Getting to know our students well and sharing our views weekly. E-7. As English teachers, the plans sent by the center are examined and additions are made where additions need to be made and each English teacher makes the planning in consultation with his/her partner. E-8. This is actually a long question, to summarize, we learn every year with experience, there are changes in the process according to the individual and academic needs of the students, and we continue to add to it every year according to those needs. E-10. We talk about this more with my own groups. E-12. Our program essentially follows the same topics, so it is just enough to talk. E-13. Our lesson plans were arranged by the administration the classroom teacher has 26 hours of lessons and the English teacher has 25 hours of lessons some of our classes are together one of us is active and the other is passive in some of our courses we offer individual lessons. E-15. The lesson plans are provided by my school. E-16. The school provides my lesson plans. E-17. Our plans are prepared by the experts of the school. E-18. Lesson plans are provided by the headquarters.

To sum up, the responses provided by the teachers regarding the collaborative planning process offer insight into the various approaches taken within their educational environment. While some teachers demonstrate a commitment to collaboration, flexibility, and alignment with students' needs, others appear to rely more heavily on centralized plans or operate less collaboratively.

4.3.4. Q6. How did you plan to assess young learners' progress in both content knowledge and language development?

Another evaluation for planning was the way teachers assess students' content knowledge and language development. Based on the responses provided, it seems that the assessment of young learners' progress in both content knowledge and language development is carried out in various ways. We can analyze the answers in two different categories first-graders, and second and third-graders.

Table 4.6. Teachers' Responses on the Plan to Assess Young Learners' Progress in Both Content Knowledge and Language Development

PLANNING	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q6. How did you plan to assess young learners' progress in both content knowledge and language development? / İlkokul öğrencilerinin hem içerik bilgisi hem de dil gelişimindeki ilerlemelerini nasıl ölçmeyi ve değerlendirmeyi planladınız?	H-5. Evaluation processes are carried out by the headquarters, but they can also be observed by in-class activities. H-6. We evaluate with in-class assessment activities. H-9. We have no common plans; we are not able to cooperate. H-11. From their verbal expressions, and sometimes by asking questions. H-14. Online assessment of language development is carried out in the third grade.	E-1. Giving our recreational plans and indirectly forcing them to speak and use trained lessons. E-2. Through various practical and speaking activities. E-3. At the point when I feel that the exams are not enough, I review what they have learned in class and measure and evaluate it. E-4. Individual communication with the students, observation, resource gains we use, and the exams conducted by our institution. E-7. Feedback during the lesson and homework assignments. E-8. From time to time, sometimes once a month or sometimes every 2 months, I repeat past topics and ask questions along with current topics. E-10. There are small checkpoint exams, and I think it is understood in the classroom. E-12. We only do verbal measurements; these are usually interactive activities. E-13. We have online exams conducted by the mentoring system we also have in-class participation evaluations. E-15. Through classroom activities worksheets and testing observation. E-16. Through games different activities, worksheets, tests, and projects. E-17. We don't have an assessment tool I can observe them individually. E-18. Through worksheets and online exams.

Since there are no exams or assessment tools in the first grade, teachers evaluate students' performance and development by observing, question and answer activities, homework assignments, and by using speaking (verbal practices) and other interactive activities. (E-2, E-7, E-8, E-12, E-17)

Second and third-grade teachers also use speaking and other activities to assess their students' performance along with online exams conducted by the mentoring system (school system), in-class assessment activities, testing observation, small checkpoint exams, and worksheets. Additionally, online assessment of language development is carried out in the third grade. However, it is also mentioned that there is no common plan and no tool to observe the students individually. (H-14, H-6, H-9, E-4, E-10, E-13, E-15, E-16, E-17, E-18)

Shortly, the responses demonstrate a mix of formal and informal assessment methods, with varying degrees of collaboration among teachers and a focus on both content knowledge and language development. Some teachers seem to have structured assessment plans, while others rely more on ad hoc methods or external systems. This diversity reflects the complexity of assessing young learners' progress and suggests opportunities for sharing best practices and improving collaboration among educators.

4.3.5. Q7. How often do you meet with your teaching partner or grade-level team members to plan the lessons?

When we look at the responses provided by the teachers regarding how often they meet with their teaching partners or grade-level team members to plan lessons, it's evident that there is a wide diversity in collaboration practices among educators. According to the teachers' responses, it seems that there is no consistent pattern in how often they meet with their teaching partner or grade-level team members to plan lessons. Some teachers meet almost every day, some meet once a week, and some don't meet at all. There are also varying reasons for why they meet or don't meet. Some teachers rely on pre-made plans, while others prefer to collaborate regularly to ensure that both the subject and language components of the lesson are understood well. Some teachers also mentioned that they communicate through WhatsApp or other means to discuss the subject.

When analyzing the responses in terms of teachers, Classroom teachers exhibit varying degrees of collaboration, with some meeting frequently with partners and groups, while others have less structured or no formal collaboration for lesson planning. The responses suggest that collaboration among Classroom teachers may depend on factors such as necessity, external planning processes, or the availability of plans from higher authorities.

On the other hand, English teachers generally demonstrate a higher frequency of collaboration, with many reporting daily or almost daily meetings with partners or colleagues for lesson planning. Additionally, some emphasize constant communication with partners to ensure effective coordination in teaching.

It appears that the frequency and mode of communication for lesson planning varies among teachers and depends on their individual preferences and school policies. Among both Classroom and English teachers, their frequencies and styles range from daily interactions to less frequent meetings. Some emphasize structured weekly meetings, while others highlight constant communication or flexible collaboration based on needs.

Table 4.7. Teachers' Responses on How Often They Meet with Their Partner or Grade Level Team Members to Plan the Lessons

PLANNING	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q7. How often do you meet with your teaching partner or grade level team members to plan the lessons? / Dersleri planlamak için öğretim ortağınızla veya sınıf düzeyi ekip üyeleriyle ne sıklıkla bir araya geliyorsunuz?	H-5. Since our plans are ready after the class teacher starts the subject, the English teacher enters the subject of mathematics, we meet with our groups once a week, and we are already together with our partners every day of the week. H-6. Once a week, if needed. H-9. We don't get together to plan the lesson. H-11. In general, we are always together, we get together whenever we need to. H-14. Plans come from headquarters; we get together in the morning to plan the day.	E-1. Almost every day. E-2. Every day. E-3. Almost every day to plan lessons, once a week, or once every 2 weeks to plan the grade level. E-4. I meet with my teaching partner every day, and with my colleagues weekly. E-7. Once a week. E-8. We have a general sharing every day to share about both our academic and behavioral observations, and we come together once a week with our colleagues. E-10. We talk together once a week, and when we have the opportunity to talk to each other from time to time, we definitely talk about the subject and talk on WhatsApp. E-12. We can talk whenever we want. E-13. We are in constant communication with my partner for example I will teach multiple multiplications in English math class first I wait for my partner to explain it this way the subject is understood better. E-15. I teach my coworker is there to support me in a passive role. E-16. We are together every time. E-17. Depending on the necessities of the class. E-18. We meet with the class teacher every day and once a week with my branch teachers.

In summary, the collaboration practices among Classroom and English teachers for lesson planning vary significantly. Classroom teachers typically meet with their groups weekly and engage with partners daily, showing a moderate level of collaboration. While some (**H-11**) emphasize collaboration based on necessity, others, such as **H-9**, lack formal collaboration. English teachers, however, demonstrate more consistent collaboration, with many engaging almost daily (**E-1, E-2**). Their collaboration ranges from daily to weekly meetings, adapting plans from the central office as needed (**E-3, E-4, E-7, E-8, E-10, E-12, E-13, E-15, E-16, E-17, E-18**). When addressing student needs, Classroom teachers vary in their approaches from instant feedback to immediate action, while English teachers focus on constant communication and mutual support. Despite differing evaluation methods, both groups prioritize in-class activities and observation. In brief, while Classroom teachers' collaboration frequency varies, English teachers generally exhibit more consistent and frequent collaboration, adapting centrally provided plans to meet student needs effectively.

4.4. Benefits

The benefits section of the interview consists of seven questions. This part examines which co-teaching strategies are most frequently used, whether they are aware of them or not, what they think are the advantages and disadvantages of co-teaching, how it improves student learning and language acquisition effectiveness, what resources and materials they have found to be most useful, and what advantages they have experienced personally or professionally as a result of co-teaching. Below is an evaluation of each question's analysis.

4.4.1. Q8. Can you share examples of co-teaching strategies or models that have been successful with young learners?

Table 4.8. Teachers' Responses on Examples of Co-Teaching Strategies or Models

BENEFITS	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q8. Can you share examples of co-teaching strategies or models that have been successful with young learners? / İlkokul öğrencilerinde başarılı olmuş ortak öğretim stratejilerinden veya modellerinden örnekler paylaşabilir misiniz?	H-5. I find the system we are in successful. H-6. He translated what the English teacher told me into Turkish. H-9. We don't have a common plan that has been successful for elementary school students. H-11. Collaborative teaching, research, and review-based teaching. H-14. Immediately after a math subject that I explain, the English teacher explains it in English, making it much faster to learn.	E-1. One teaches one observes, station teaching, parallel teaching. E-2. - E-3. - E-4. Sharing authority and setting the rules together. E-7. Bilingual education or PYP. E-8. TPR, CLIL. E-10. We raise our hands to keep them quiet, we assign tasks to the students. E-12. - E-13. To ensure that both it is very important to act together and share in the together system to ensure that both students and parents understand that there are two classroom teachers in the classroom we can check the topics we will discuss together and perhaps implement strategies such as changing the order to become understandable. E-15. - E-16. One teaches one assists/observes and parallel teaching. E-17. Their adaptation is easier from a Turkish topic to an English one because our planners are planned accordingly to the same topics. E-18. We both cover the same topics in our lessons, and we reinforce the subject in two languages by intervening at important points in the lessons and giving examples.

The responses show that most teachers are not aware of the co-teaching strategies. Only a few teachers have given the appropriate answer for the question. A couple of teachers applying the co-teaching strategy, unfortunately, do not know what they are actually doing. According to the answers, the most frequent ones used are one teaches/one observes, parallel teaching, and station teaching. In accordance with the teachers' answers regarding successful co-teaching strategies or models for young learners, several main themes emerge:

Co-teaching strategies and language support, many responses do not include co-teaching strategies only some answers mention a variety of co-teaching strategies or models, including one teaches one observes, station teaching, parallel teaching, TPR, CLIL, and others. In addition, several responses highlight the importance of bridging language barriers in co-teaching situations, with strategies such as translating instructions or content into the student's native language. **(E-1, H-6, H-11, H-14, E-16, E-18)**

In collaborative decision-making, some teachers underline the importance of sharing authority, setting rules together, and acting in unison to ensure effective co-teaching and understanding among students and parents. **(E-4, H-11, E-13)**

Besides the common answers, there were also individual answers expressing different points of view such as; contentment with existing teaching methods and collaboration structures, suggesting that they find the current system successful without the need for specific co-teaching models **(H-5)**, the importance of effective classroom management techniques, regarding raising hands and assigning tasks to students, to support co-teaching practices **(E-10)**, acknowledgment of a lack of successful common plans or models for co-teaching in elementary school, indicating a potential gap in collaborative planning processes **(H-9)**, and another response emphasizes the significance of aligning curricular topics and planning between teachers to facilitate easier adaptation and co-teaching **(E-17)**. However, several teachers had no answers to this question **(E-2, E-3, E-12, E-15)**.

Collectively, these topics draw attention to the range of approaches and difficulties involved in co-teaching strategies for young learners, from collaborative decision-making and language help to the application of various co-teaching models and efficient classroom management measures.

4.4.2. Q9. In your opinion, what are the benefits of co-teaching for teachers?

Table 4.9. Teachers' Responses on the Benefits of Co-Teaching for Teachers

BENEFITS	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q9. In your opinion, what are the benefits of co-teaching for teachers? / Sizce ortak eğitimin öğretmenler için faydaları nelerdir?	H-5. I find it useful in terms of task sharing. H-6. Classroom management becomes easier. H-9. It is of no use to the teacher. H-11. It's useful as a division of labor when there is no teacher, to have someone who knows the classroom as well as the class teacher. H-14. It is very effective in terms of taking care of the student and speed in returning to the parents.	E-1. Enhanced classroom environment, problem-solving, and shared responsibilities. E-2. Share responsibilities and observe the students closely. E-3. Mastering all subjects and being able to provide more social support to children. E-4. Reduced workload, supporting each other on busy days. E-7. Opportunity to observe different teaching methods. E-8. If teachers can find common ground, there is great support and convenience, but otherwise, the negative effects are too much. E-10. Supporting each other in difficult situations. E-12. Cooperation and a different perspective. E-13. Establishing a closer bond with students and improving their ability to learn and comprehend English earlier. E-15. We can learn from one another. E-16. Positive pedagogical impact sharing experience learning from one another. E-17. For teachers, it's not as easy but it helps students to put English as a daily usage for them, they adapt and learn faster. E-18. Sharing responsibilities and allowing us to spend more time with each student.

The answers of the teachers show that there are various advantages such as reduced workload, sharing responsibilities, observing students closely and establishing a deeper bond, sharing experiences and learning from one another, and supporting each other in difficult situations. The most common ideas given were:

Enhanced classroom environment, student support, and language learning, most teachers underscore the benefits of co-teaching in creating an enhanced classroom environment and providing additional support to students. Teachers can offer social support, address diverse learning needs, and provide a different perspective on subject matter. can improve student engagement, language learning, and comprehension skills. By establishing closer bonds with students and incorporating English into daily activities, teachers can facilitate faster language acquisition and integration. In addition, having an additional teacher in the classroom can help maintain order and discipline, leading to a more conducive learning environment.

(E-1, E-3, H-6, E-12, E-13, H-14, E-17)

Sharing responsibilities and reduced workload, teachers mention that co-teaching allows for task sharing and reduces the workload on individual teachers. Dividing labor and supporting each other, especially when one teacher is absent or unavailable. Co-teaching ensures continuity in instruction and provides additional support to both teachers and students. This benefit is particularly valuable on busy days or during challenging situations.

(E-4, H-5, E-10, H-11, E-18)

Collaboration and learning opportunities, some teachers emphasize the opportunity for teachers to observe different teaching methods, gain new perspectives, and learn from one another. Co-teaching facilitates professional development through shared experiences and collaboration. Furthermore, finding common ground and collaborating effectively in co-teaching partnerships is also emphasized. **(E-7, E-8, E-16)**

In summary, the analysis reveals that teachers perceive several benefits of co-teaching, including task sharing, improved classroom management, professional development opportunities, enhanced student support, and collaboration. However, effective communication and alignment of teaching practices are crucial to maximizing the benefits of co-teaching while minimizing potential challenges.

4.4.3. Q10. *What do you think are the weaknesses of your co-teaching partnership?*

When we evaluate the weaknesses of co-teaching the answers vary differently. The teachers' responses are; different teaching styles, poor communication, tiredness due to being with the students in every lesson, having different opinions, students may see one teacher as the main teacher, and the discomfort of being watched. However, some teachers believe there are no weaknesses along with no replies. To best describe the co-teaching partnership's weaknesses based on the teachers' responses, here are some main points we can consider.

Table 4.10. Teachers' Responses on the Weaknesses of Co-Teaching Partnership

BENEFITS	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q10. What do you think are the weaknesses of your co-teaching partnership? / Ortak öğretim ortaklığınızın zayıf yönleri nelerdir?	H-5. It can pose a problem for groups that do not get along with each other. H-6. There can be two different opinions in some cases. H-9. Inability to communicate. H-11. - H-14. -	E-1. Differing teaching styles. E-2. In co-teaching, partners should be able to speak English, so if both teachers do not master the language, communication is poor in the classroom. E-3. Sometimes guidance can get in the way of English. E-4. The intensity of class hours during the day and the fatigue of being always with students everywhere. E-7. Poor communication between teachers is a disadvantage. E-8. I am very happy this year because I have a partner with whom I get along very well, I had a hard time working with a teacher whose teaching model was not suitable for me before. It was unpleasant. E-10. Sometimes we can have different opinions. E-12. So far, I haven't thought of anything like that. E-13. I don't think we have any weaknesses. E-15. Students may see one teacher as the main teacher. E-16. The discomfort of being watched at the beginning and students may see one teacher as their main teacher. E-17. This totally depends on the two different characters' adaptation. E-18. -

Interpersonal dynamics, some teachers mentioned that co-teaching can pose problems if co-teachers do not get along with each other. This can lead to conflicts and affect the quality of teaching. Potential conflict within the group. Moreover, several teachers mentioned that poor communication between co-teachers can be a significant disadvantage. This can be due to various reasons, such as language barriers, differing teaching styles, or lack of communication skills. Therefore, the success of the partnership depends on the adaptability of individuals and their compatibility. (**H-5, H-6, H-9, E-7, E-8, E-10, E-17**)

Teaching styles and language proficiency, a few teachers pointed out that differences in opinions can be a challenge in co-teaching partnerships. When co-teachers have different teaching styles, methods, or approaches, it can lead to conflicts and affect the quality of teaching. In addition, some teachers mentioned other factors such as guidance getting in the way of English, the intensity of class hours leading to fatigue, the discomfort of being watched at the beginning, and the need for both teachers to master the language being taught. (**E-1, E-2, E-3, E-16**)

Personal comfort, fatigue, and student perception, several teachers mention fatigue from intensive class hours and constant interaction with students. Difficulty in identifying weaknesses but acknowledging the potential for them. Unawareness of weaknesses could indicate a lack of self-reflection or communication. The teachers also mentioned that co-teaching could lead to students perceiving one teacher as the main teacher. This can create discomfort for both teachers and students and affect the overall co-teaching experience.

(E-4, E-12, E-13, E-15, E-16)

These responses highlight the importance of effective communication, compatibility between co-teachers, alignment of teaching styles, language proficiency, and managing potential conflicts or differences in opinions. Additionally, acknowledging and addressing weaknesses is crucial for improving co-teaching partnerships and enhancing the learning experience for students.

4.4.4. Q11. How do you believe co-teaching enhances the learning experience for students?

Most teachers here address that through the co-teaching strategy, students are exposed to English frequently and they learn the language better as they get exposed to the language more often. Teachers even mention having a connection between the two languages helps the students to understand the topics better, which improves learning experiences positively.

Table 4.11. Teachers' Responses on How Co-Teaching Enhances the Learning Experience for Students

BENEFITS	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q11. How do you believe co-teaching enhances the learning experience for students? / Ortak öğretimin öğrenciler için öğrenme deneyimini nasıl geliştirdiğine inanıyorsunuz?	H-5. A good method for students' language development they adapt to both teachers. H-6. I believe it's positive. H-9. Co-teaching does not create learning development for students. H-11. Constant hearing leads to faster language development for students. H-14. It positively affects the speed of learning English.	E-1. Increases engagement, peer interaction, increases support. E-2. Helps to make connections without understanding topics. E-3. I think it is very useful to learn the same subjects equally in both Turkish and English. E-4. The support given to the student increases and the student's classroom behaviors can be observed more frequently. E-7. I think it accelerates the learning processes. E-8. An advantageous situation for students. E-10. When there is a problem or a request, they ask and talk to either of us. E-12. They learn a lot from both teachers. E-13. I believe it improves learning experiences positively. E-15. Students can have their needs met more efficiently. E-16. They learn things in both languages. E-17. They integrate this language into their daily lives. E-18. Continuous teaching of the same subjects in 2 different languages allows students to be exposed to more English, and the fact that teachers are more accessible provides privileges to students.

Based on the provided responses, we can also identify several ways in which co-teaching increases the learning experience for students.

Language development and Exposure to English, co-teaching is seen as a good method for students' language development, as they adapt to both teachers. It can positively affect the speed of learning English, and the constant hearing facilitated through co-teaching can lead to faster language development for students. On top of that, co-teaching allows students to learn things in both languages and integrate the language into their daily lives. Similarly, continuous teaching of the same subjects in 2 different languages allows students to be exposed to more English. (**H-5, H-11, H-14, E-3, E-16, E-17, E-18**)

Increased engagement and support, according to the teachers' answers co-teaching increases engagement, peer interaction, and support, which can enhance the learning experience for students. It increases the support given to the student, and the student's classroom behaviors can be observed more frequently. Co-teaching also facilitates communication between students and teachers. When there is a problem or a request, students can ask and talk to either of the teachers. (E-1, E-4, E-7, E-8, E-10, E-12, E-15)

Generally, co-teaching is seen as having a positive impact on students' learning experiences. It helps students make connections and understand topics better, and it improves learning experiences positively. Furthermore, these answers demonstrate the many advantages of co-teaching, such as improved language proficiency, more support and engagement, quicker learning, effective fulfillment of students' needs, and more exposure to the English language. Co-teaching fosters an atmosphere in which learners may flourish both linguistically and intellectually while gaining access to a variety of instructional strategies and more assistance.

4.4.5. Q12. How do you evaluate the effectiveness of co-teaching in terms of students' language learning outcomes?

Depending on the answers of the teachers it becomes apparent that while the majority of the teachers perceive co-teaching positively and recognize its potential benefits for language learning outcomes, there are also varying perspectives and considerations regarding its implementation and effectiveness.

Table 4.12. Teachers' Responses on How Teachers Evaluate the Effectiveness of Co-Teaching in Terms of Students' Language Learning Outcomes

BENEFITS	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q12. How do you evaluate the effectiveness of co-teaching in terms of students' language learning outcomes? / Öğrencilerin dil öğrenme sonuçları açısından ortak öğretimin faydalarını nasıl değerlendiriyorsunuz?	H-5. I observed that the students' speaking skills improved. H-6. I believe that learning matures in the classroom. H-9. There is no such thing as co-teaching. H-11. I see it positively, hearing the English of the information he learns also ensures faster learning and subject integrity. H-14. Children become able to speak English at the third-grade level.	E-1. Teacher's feedback, student feedback, parental involvement, observation, and assessment. E-2. Starts speaking both languages at the native level. E-3. I think shared learning is very useful in this sense. E-4. Spending the whole day together means constant communication, so language learning is much faster. E-7. I think it embodies the language. E-8. It is very helpful for students to study subjects such as math and social science in English. E-10. I didn't see much benefit in this direction because our class teacher's English is poor. E-12. It shows positive progress. E-13. Since they are with us all the time during the day they have to use the language both in lessons and during breaks in this way they begin to understand and learn English more quickly. E-15. Through testing and observation. E-16. Tests/exams. E-17. I totally support this method. E-18. Exposure to English all day makes it easier for patterns to become more permanent.

The responses from teachers on the effectiveness of co-teaching in fostering students' language learning outcomes paint a picture of strong affirmation and endorsement within educational circles. Direct observation has shown teachers that students' speaking abilities and general language competency have improved noticeably. They attribute these gains to the immersive learning environment that co-teaching creates. This method is said to speed up language acquisition because it exposes learners to the target language constantly, which promotes quicker understanding and topic mastery. Teachers additionally display a belief that co-teaching would enable pupils to become bilingual at the native level, a sign of their conviction in the transformational power of this cooperative method. The collaborative and immersive nature of co-teaching is perceived as highly beneficial, fostering a supportive environment where students engage with the language consistently throughout the school day. Furthermore, educators express strong support for co-teaching as an effective method for promoting language learning outcomes, underlining its integral role in enhancing students'

overall linguistic competence and subject understanding. These findings highlight the significance of co-teaching in optimizing language instruction and supporting students' linguistic development within diverse educational settings.

(H-5, H-11, E-2, E-3, E-4, E-7, E-8, E-12, E-13, E-17, E-18)

While the majority of responses reflect a positive view of co-teaching, two dissenting perspectives stand out. Firstly, the assertion in H-9 that *"There is no such thing as co-teaching"* suggests a fundamental skepticism or disbelief in the concept's existence or efficacy. This response challenges the prevailing notion of co-teaching's effectiveness within educational contexts. Secondly, E-10 expresses doubt about the benefits of co-teaching due to the poor English proficiency of the class teacher. This response highlights a perceived limitation where the effectiveness of co-teaching may be hindered by the proficiency level of the educators involved. Together, these dissenting views underscore the importance of addressing potential barriers and ensuring the necessary resources and support for the effective implementation of co-teaching practices within diverse educational settings. **(H-9, E-10)**

Finally, the responses regarding the effectiveness of co-teaching in language learning present a diverse range of perspectives, encompassing both positive and negative viewpoints. On the positive side, educators highlight the observed improvements in students' language skills, emphasizing the benefits of continuous exposure to the target language and collaborative learning environments. They express optimism about co-teaching's potential to accelerate language acquisition, enhance subject understanding, and foster bilingual proficiency. Conversely, dissenting opinions challenge the effectiveness of co-teaching, with assertions that either deny its existence or raise concerns about its limitations, such as the proficiency level of participating teachers. These differing perspectives underscore the complexity of implementing co-teaching practices and highlight the importance of addressing challenges while maximizing its benefits. These varied viewpoints contribute to a nuanced understanding of co-teaching's role in language education, emphasizing the need for thoughtful consideration and support in its implementation.

4.4.6. Q13. What resources and materials have you found to be most effective when co-teaching young learners?

The teachers' responses regarding the most effective resources and materials for co-teaching young learners exhibit a diverse range of preferences and approaches. While some educators rely on technology, such as smartboards and online platforms, others prioritize collaborative planning with co-teaching partners to develop tailored materials for each topic. Additionally, there is a notable reliance on school-provided resources and subject-specific materials like math and science books. Emphasis is also placed on multi-sensory experiences through the use of concrete objects and visuals, highlighting a preference for hands-on learning and the integration of visual aids to support language development. Moreover, a bilingual approach is recognized as beneficial by some teachers, suggesting the value of parallel Turkish and English subjects for reinforcement. The variety of preferences underscores the importance of flexibility in resource selection to meet the diverse needs of both teachers and young learners in co-teaching environments.

Table 4.13. Teachers' Responses on What Resources and Materials They Have Found to be Most Effective

BENEFITS	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q13. What resources and materials have you found to be most effective when co-teaching young learners? İlkokul öğrencilerine ortak eğitim verirken en etkili bulduğunuz kaynak ve materyaller nelerdir?	H-5. Our resources and materials are included in the weekly plan which is sufficient. H-6. Smartboard and course materials. H-9. We use the school resources. H-11. Audio-visual materials. H-14. Resources and materials are determined by the headquarters.	E-1. Online sources and interactive teaching apps. E-2. Online platforms and interactive platforms like Edboom. E-3. The material for each topic covered jointly with my partner is effective. E-4. Math and Science Book. E-7. Concrete real objects or materials that appeal to the 4 senses. E-8. I prefer materials that have plenty of visuals and can develop all 4 language skills equally. E-10. We all use the resources of our lessons, only the Math and Science book is common, and our topics are the same. E-12. Resources and materials we planned at the beginning of the semester. E-13. In general, having both Turkish and English subjects parallel to each other is beneficial for reinforcement. E-15. - E-16. The school provides them. E-17. - E-18. The school provides all resources and materials.

Utilization of school resources, most teachers rely on school-provided resources and materials, indicating a practical approach that utilizes available resources within the educational institution. A teacher finds the resources and materials included in the weekly plan to be sufficient, suggesting a comprehensive approach to lesson planning.

(E-4, E-10, E-16, E-18, H-5, H-6, H-9)

Use of Technology, several responses highlight the effectiveness of technology, such as smartboards, online platforms, and interactive teaching apps, indicating a preference for digital resources to engage young learners. **(E-1, E-2, H-6, H-11)**

For developed materials, teachers mention collaborative planning with co-teaching partners is effective, suggesting that jointly developed materials tailored to each topic contribute to successful teaching outcomes. **(E-3, E-7, E-8, E-12)**

Despite this, there were also individual answers such as multi-sensory materials **(E-7)** here the teacher mentions the use of concrete, real objects, or materials that appeal to the senses, suggesting a preference for hands-on, multi-sensory learning experiences. Visual materials **(E-8)** the teacher expresses a preference for materials with plenty of visuals that develop all four language skills equally, highlighting the importance of visual aids in supporting language development. Lastly, bilingual approach **(E-13)**, the participant emphasizes the benefit of parallel Turkish and English subjects for reinforcement, indicating a preference for a bilingual approach to teaching resources.

In short, the responses reflect a diverse range of approaches to resourcing and material selection for co-teaching young learners. While some teachers prioritize technology and digital resources, others emphasize collaboration, subject-specific materials, multi-sensory experiences, and bilingual approaches. The variety of preferences suggests the importance of flexibility and adaptability in selecting resources that best meet the needs of both teachers and students in co-teaching environments.

4.4.7. Q14. What personal or professional benefits have you gained from participating in a co-teaching partnership?

The responses of the teachers highlight the multifaceted benefits of participating in co-teaching partnerships, ranging from professional development and improved teaching practices to personal growth and well-being. Even though this is a more individual question there are some common benefits teachers have gained from being in a co-teaching partnership.

Table 4.14. Teachers' Responses on What Personal or Professional Benefits They Have Gained from Participating in a Co-Teaching Partnership

BENEFITS	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q14. What personal or professional benefits have you gained from participating in a co-teaching partnership? / Birlikte öğretim ortaklığına katılmanın size sağladığı kişisel veya mesleki faydalar nelerdir?	H-5. It's nice to get support from someone, it's nice to lighten the burden, and it's nice to exchange ideas at the points where we get stuck. H-6. Classroom management becomes easier. H-9. There has been no personal or professional benefit. H-11. I think I need to learn English. H-14. Sharing the responsibility of a class of 24 students is very comforting, and having a common attitude in the feedback given to the parents is very important for the parents to get to know their child.	E-1. Personal level – it reduces stress and pressure professionally – it enhances instructional skills and promotes diverse teaching strategies, generally, it improves the efficiency of the lessons. E-2. Helps to teach the lesson more efficiently and increases my ability to teach languages in various fields. E-3. Being there for children in every situation and finding solutions is of great benefit. E-4. Getting to know the students better and being able to dominate the classroom in every sense. E-7. The knowledge and experience I learned from each teacher. E-8. Professionally, it is a practice that can be very challenging for people, but as a benefit, following a different teaching style can change the perspective. E-10. I find it useful in terms of discipline. E-12. It is very, very useful in terms of cooperation and collaboration. E-13. We benefit from each other's experiences and teaching methods. E-15. Better communication skills. E-16. Sharing experience, communication skills, and being more responsible. E-17. I have learned new techniques from my Co-teacher and started using some of her methods. E-18. I believe that the Together system will give both teachers a different perspective and new ideas.

Support and Collaboration, most teachers highlighted the support and collaboration aspect of co-teaching. They find it beneficial to have someone to share the workload with, exchange ideas, divide tasks, share responsibilities, teach more effectively, and support each other when facing challenges. Co-teaching can enhance the efficiency of lessons by allowing teachers to cooperate. (E-1, E-2, H-5, E-12, E-13, H-14)

Professional development, several teachers mentioned professional development benefits. They learn new instructional skills, teaching strategies, and techniques from their co-teachers. Exposure to different teaching styles enhances their perspective, implements new ideas, and promotes growth in their teaching abilities. Moreover, it fosters innovation and the exchange of experiences and teaching methods. **(E-7, E-8, E-13, E-17, E-18)**

Classroom management and discipline, teachers mention that co-teaching can make classroom management easier and be useful in terms of discipline. It allows teachers to dominate the classroom effectively and maintain control over student behavior.

(H-6, E-4, E-10)

Personal development and well-being, according to the responses of the teachers, co-teaching can also lead to personal growth and well-being. Teachers reported reduced stress and pressure **(E-1)**, improved communication skills **(E-15, E-16)**, and feeling more responsible **(E-16)** are benefits they have gained from co-teaching. Additionally, some teachers noted the benefit of better understanding their students **(E-4)** and being there for them in various situations **(E-3)**. Participation in co-teaching partnerships can also facilitate language development, as mentioned by one teacher who expressed a desire to learn English **(H-11)**.

The answers of teachers regarding the benefits of participating in co-teaching partnerships reveal a rich tapestry of advantages, spanning both personal and professional realms. Many teachers emphasize the invaluable support and collaboration that comes with sharing responsibilities, exchanging ideas, and navigating challenges together. This collaborative dynamic not only lightens the workload but also cultivates a sense of fellowship and mutual growth. Furthermore, co-teaching fosters an environment conducive to professional development, where educators can learn new instructional techniques, teaching strategies, and perspectives from their peers. This exposure to diverse teaching styles not only enriches their pedagogical repertoire but also enhances their adaptability and innovation in the classroom. On a personal level, teachers note reductions in stress and improvements in communication skills, as well as a deeper understanding of their students' needs and behaviors. Additionally, co-teaching can catalyze language development, as educators seek to improve their proficiency in languages such as English. Importantly, the benefits extend beyond the classroom, fostering stronger connections with parents through consistent feedback and shared attitudes toward

student progress. To conclude, the responses underscore the multifaceted advantages of co-teaching partnerships, highlighting their transformative impact on both professional practice and personal well-being.

In brief, we can deduce that analyzing the responses provided by teachers across various questions regarding co-teaching strategies, benefits, weaknesses, learning outcomes, resources, and personal or professional gains sheds light on the diverse perspectives and experiences within co-teaching partnerships. Regarding successful co-teaching models, responses varied from bilingual education to station teaching, highlighting the adaptability of co-teaching to different contexts and student needs. Teachers identified numerous benefits of co-teaching, including enhanced classroom environment, shared responsibilities, and improved student support, while acknowledging potential weaknesses such as communication barriers and differing teaching styles. Despite these challenges, teachers unanimously recognized the positive impact of co-teaching on student learning experiences, particularly in language development and engagement. Resources deemed effective in co-teaching ranged from interactive apps to concrete objects, demonstrating the importance of varied materials tailored to diverse learning styles. Finally, teachers articulated personal and professional benefits from co-teaching, such as stress reduction, improved instructional skills, and enhanced communication abilities. The analysis underscores the multifaceted nature of co-teaching partnerships, demonstrating their potential to enrich both teaching practice and student learning outcomes through collaboration, innovation, and shared expertise.

4.5. Training

According to the interviews with the teachers, it seems that there are differing viewpoints regarding the quality and effectiveness of the training and resources provided for their professional development. Some teachers reported that they did not receive enough guidance or counseling related to co-teaching opportunities, while others found the training and workshops to be beneficial and informative.

H-9

Q15. "Educational development opportunities related to co-teaching were not created."

Q17. "I did not receive guidance and counseling."

E-15

Q15. "Online examples and training were given."

Q16. "They were good examples that helped prepare us."

Q18. "To study more models and watch other classrooms."

H-6

Q15. "Not presented."

Q18. "There should be sources with explanations in English and Turkish."

Before putting Co-teaching into practice, several teachers describe attending online seminars. Nevertheless, they expressed the need for more in-depth training because the original lecture was so basic that they were forced to design their own system.

E-13

Q15. "Before starting the together system, we took an online seminar about this its general outlines were explained to us and we created the content ourselves."

Q16. "We created our own together system because the seminar given was very superficial."

Q17. "We shared things in terms of classroom teaching."

Q18. "Guidance can be provided to the schools that will implement this system by receiving feedback from the teachers in the schools that implement this system learning how they apply it and evaluating them."

E-10. *Q18. "Passive lessons are more than enough I learned out of experience."*

H-5. *Q16. "We learned by experience."*

Additionally, it appears that some teachers mostly rely on their own and their colleagues' experiences to improve their teaching practices, while others believe that more resources and workshops are necessary to enhance their skills and knowledge. Teachers mention observing and talking with more senior or experienced colleagues gives them the advantages of keeping discipline and enhancing teaching methods. Their suggestions include improving better resources for interactive language use, contacting, and observing teachers already co-teaching, organizing more workshops, and a desire for more international conferences where they can share experiences. (E-12)

4.5.1. Q15. What types of professional development opportunities were provided to you before or during your co-teaching experience?

Table 4.15. Teachers' Responses Regarding Professional Development Opportunities

TRAINING	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q15. What types of professional development opportunities were provided to you before or during your co-teaching experience? / Ortak öğretmenlik deneyiminiz öncesinde veya sırasında size ne tür eğitim veya mesleki gelişim fırsatları sunuldu?	H-5. There were presentations of orientation activities from the headquarters. H-6. Not presented. H-9. Educational development opportunities related to co-teaching were not created. H-11. - H-14. Since we are private school teachers, we are in contact with all our branch teachers.	E-1. Workshops, webinars, collaborative teaching models. E-2. Various workshops and seminars. E-3. Various Conferences and meetings. E-4. Seminars organized by our school. E-7. Before my first experience, there was a certificate program where we received training from teachers who came from abroad. E-8. I worked with teachers who were older than me, observed them, and benefited from their experiences. E-10. We have forest training as an extra E-12. There were trainer friends who shared their experiences. E-13. Before starting the together system we took an online seminar about this it's general outlines were explained to us and we created the content ourselves. E-15. Online examples and training. E-16. Training and workshops. E-17. None. E-18. Courses were offered at school and online.

The answers about professional development possibilities before or during co-teaching experiences show the range of tools and assistance available to educators. As some teachers reported access to various workshops, seminars, conferences, and collaborative teaching models (**E-1, E-2, E-3, E-4**), others emphasized specific initiatives such as certificate programs and training sessions led by experienced teachers from abroad (**E-7, E-8**). Notably, some educators mentioned the absence of targeted professional development opportunities related to co-teaching (**H-9, E-17**), indicating potential gaps in support for this teaching approach. Interestingly, responses varied widely between different schools and institutions, with some educators benefiting from online seminars and training programs (**E-13, E-15, E-18**) while others relied on informal interactions and peer support within their school community (**H-14, E-12**).

The analysis underscores the importance of comprehensive and tailored professional development opportunities to effectively prepare educators for co-teaching experiences, while also highlighting the need for greater consistency and accessibility across educational settings.

4.5.2. Q16. *How did these training opportunities prepare you for effective co-teaching?*

The answers of some teachers expressed that training experiences were not beneficial in preparing them for co-teaching (**H-5, H-9**), while others identified specific ways in which training contributed to their readiness. For instance, educators highlighted the importance of effective communication, conflict resolution, and content support in building strong teaching partnerships (**E-1, E-2**). Additionally, some teachers noted that training provided them with useful examples that they could apply in their co-teaching practices (**E-3, E-4, E-15**). Others mentioned that training opportunities helped them become more prepared, aware, and exposed to different teaching styles through observations and detailed information (**E-7, E-8, E-16**). Interestingly, one educator mentioned that the training experience prompted them to create their own co-teaching system due to perceived inadequacies in the provided seminar (**E-13**).

Table 4.16. Teachers' Responses Regarding How Professional Development Opportunities Prepare the Teachers for Co-Teaching

TRAINING	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q16. How did these training opportunities prepare you for effective co-teaching? / Bu eğitim fırsatları sizi etkili bir ortak öğretime nasıl hazırladı?	H-5. We learned by experience. H-6. - H-9. It did not prepare. H-11. - H-14. -	E-1. Can focus on effective communication and conflict resolution to contribute to building a strong teaching partnership. E-2. Supported on content and implementation. E-3. I saw very useful examples and applied them myself. E-4. They were beneficial. E-7. It helped me to be prepared and aware. E-8. I had the chance to make many observations, so I saw different teaching styles. E-10. As a classroom and as 2 teachers, we also provide learning in nature. E-12. It helped shape more clearly in my mind. E-13. We created our own together system because the seminar given was very superficial. E-15. They were good examples that helped prepare us. E-16. We got the information in detail and good examples. E-17. - E-18. -

While some educators found training experiences to be beneficial and instrumental in preparing them for co-teaching, others indicated that they were not adequately prepared by the training they received. This variation highlights the importance of continuously assessing and refining professional development initiatives to ensure they effectively meet the diverse needs of educators engaged in co-teaching partnerships.

4.5.3. Q17. What kinds of guidance or mentoring did you receive from your co-teaching partner?

Important insights on the supporting dynamics within co-teaching partnerships may be gained from the answers about the types of mentorships or assistance that co-teachers give. Fortunately, some educators reported getting help and support from their co-teachers in different ways, others said they didn't get any. For example, although some teachers noted getting direction on discipline, classroom management, and parent communication (**E-2, E-4, E-8**), others highlighted collaborative decision-making and mutual support as essential components of their relationship (**H-5, H-6**). Furthermore, educators have underscored the significance of providing social and behavioral assistance, especially when addressing issues

about young learners (**E-3, E-10**). Notably, a few respondents noted how important it was that their co-teaching partner had prior teaching experience, as this helped them adjust to the co-teaching process (**E-12, E-18**). However, a teacher reported not receiving any guidance or counseling from their co-teaching partner (**H-9**), suggesting potential variations in the level of support provided within the co-teaching partnership.

Table 4.17. Teachers' Responses on What Kinds of Mentoring They Received from Their Co-Partners

TRAINING	Interviews\Class Teachers (N=5)	Interviews\English Teachers (N=13)
Q17. What kinds of guidance or mentoring did you receive from your co-teaching partner? / Ortak öğretim ortağınızdan ne tür bir rehberlik veya danışmanlık aldınız?	H-5. We made decisions to support each other. H-6. I asked him/her to point out the English words I didn't know. H-9. I did not receive guidance and counseling. H-11. - H-14. -	E-1. Flexibility is key we openly discuss and adjust our strategies together. E-2. I received support for disciplined and responsible teaching. E-3. Provided clearer advice on how to behave socially, especially when problems arise with children. E-4. Classroom management, parent communication, and my partner's experience were very useful in every way. E-7. It helped me to be prepared and aware. E-8. It's not counseling, but my teacher and I go our way by consulting each other about everything, which makes it easier for both of us. E-10. Perhaps it was a guide in maintaining discipline. E-12. My partner is an experienced teacher, it's a positive thing for me to get his/her opinion on everything. E-13. We shared things in terms of classroom teaching. E-15. - E-16. - E-17. She shares her ideas about parent-teacher communication. E-18. The classroom teacher's experience in teaching enabled me to adapt to this process faster.

The analysis highlights the diverse ways in which co-teaching partners can offer guidance and mentoring to each other, underscoring the importance of effective communication, collaboration, and shared expertise in fostering successful co-teaching experiences.

4.5.4. Q18. What additional training or resources do you believe would be beneficial for co-teachers to improve their practice?

The responses provided by teachers regarding their professional development opportunities before or during their co-teaching experiences offer insights into the preparation and support they received. While some teachers mentioned workshops, webinars, seminars, and conferences as beneficial training opportunities, others noted a lack of specific educational development related to co-teaching. Interestingly, responses varied in how these training opportunities prepared teachers for effective co-teaching. Some stressed the benefits of learning from experience, while others emphasized the importance of effective communication, conflict resolution, and content support. When asked about the guidance or mentoring received from co-teaching partners, responses varied from decision-making support and language assistance to classroom management advice and social behavior guidance.

Table 4.18. Teachers' Responses on What Additional Training or Resources Would be Beneficial for Co-Teachers

TRAINING	Interviews\Class Teachers (N=5)	Interviews\English Teacher (N=13)
Q18. What additional training or resources do you believe would be beneficial for co-teachers to improve their practice? / Ortak öğretmenlerin uygulamalarını geliştirmeleri için hangi ek eğitim veya kaynakların faydalı olacağına inanıyorsunuz?	H-5. The plans are so intense that I don't need any additional training or resources. H-6. There should be sources with explanations in English and Turkish. H-9. I don't think co-teacher practices are useful. H-11. Resources for personal development. H-14. -	E-1. Workshops on social-emotional learning will help to create a supportive environment. E-2. Organize more Workshops. E-4. It would be very useful to contact and observe teachers who are already co-teaching. E-3. - E-8. Training and resources are sufficient in our school, but they can be improved, of course, resources can be selected where they can use the language more interactively. E-10. Maybe a fun event can be organized together in both English and Turkish. E-12. - E-13. Guidance can be provided to the schools that will implement this system by receiving feedback from the teachers in the schools that implement this system learning how they apply it and evaluating them. E-15. To study more models and watch other classrooms. E-16. International conferences where we can share our experiences. E-17. Passive lessons are more than enough I learned out of experience. E-18. -

Considering additional training or resources to improve co-teaching practices, suggestions ranged from workshops on social-emotional learning and observing experienced co-teachers to organizing fun events in Turkish and English and providing guidance to schools implementing co-teaching systems. The answers reflect a diverse range of experiences and perspectives on professional development and support in co-teaching partnerships, highlighting both the strengths and areas for improvement in current training practices.

Briefly, it seems that there is room for improvement in terms of training and resources for personal development among English and Classroom teachers, particularly in the areas of co-teaching and social-emotional learning. However, some teachers have found the available resources to be sufficient and effective in supporting their teaching practices.

4.6. Comments or suggestions

In this last part of the interview, teachers were given a chance to make any additional suggestions or comments on co-teaching. Out of thirteen English teachers, six comments were made and from five Classroom teachers, there were three comments.

As a result, both English and Classroom teachers agree that co-teaching is a useful method for both students and teachers and they want to have more training opportunities. They believe it increases learning and makes their job easier by sharing the duties.

(E-3, E-8, E-12, E-17, H-11)

There was also a dissenting opinion on co-teaching being more advantageous for Classroom teachers as their burden was being shared. **(E-10)**

Some teachers also suggested having more training opportunities and for their roles to be set out clearly. **(H-6, H-9)**

Table 4.19. Comments and Suggestions of the Teachers

Comments and Suggestions	
English Teachers	Classroom Teachers
E-3. "I think that co-teaching increases sharing and interaction for both children and teachers and is therefore very useful."	H-6. "Teachers need to be trained according to this practice."
E-8. "In addition, even if it is a very rare thing, it makes it easier to work together with my teacher because our mentality and teaching styles are similar, but when there is incompatibility, the classroom environment is poisoned every day, this, of course, reflects on the students, I had a bad experience in this regard in previous years and it can become a situation that can be very considerate of work motivation."	H-9. "The reasons for the idea of English teachers to work together with the classroom teacher should be explained, and training should be given on why the English teacher enters the classes together and what is expected of the teacher."
E-10. "I don't see much of an effect except to support each other in difficult situations, but maybe we lighten the burden of classroom teachers, and it may be better for both of us to have them separately, at least as passive lessons."	H-11. "I am very satisfied with co-teaching, it feels more comfortable to have someone who knows the class as well as you do, only in the parent part, the class teacher is still at the forefront."
E-12. "It's definitely a different experience, I think it's a useful system for both students and teachers."	
E-13. "We control and assist students individually when they are inactive we teach our lessons when we are active and there are two classroom teachers in our class."	
E-17. "I support this teaching method so I'm happy and hope the outcome will be as expected."	

Depending on the teachers' comments, it seems that co-teaching is commonly regarded as an effective teaching strategy. Because it encourages sharing and engagement and lessens the workload for classroom teachers, some educators think it's a beneficial approach for both students and teachers. Having someone as familiar with the class as they are, is also beneficial to them. However, some teachers express concerns about compatibility with their co-teacher and suggest that training may be necessary to ensure that both teachers understand their roles and responsibilities. All things considered, it looks like co-teaching has the potential to be a successful teaching strategy, nonetheless, to make sure that all of the teachers engaged are on the same page, clear communication and training are necessary.

SECTION V

CONCLUSION, DISCUSSION, LIMITATIONS and SUGGESTIONS

5.1. Conclusion

This study highlights the critical importance of effective communication, professional development, and support in co-teaching environments. There are positive views on the co-teaching strategy regarding its effectiveness in classroom management, language development, and reduced workload. However, the findings also underscore the need for targeted training and structured support to enhance the efficacy of co-teaching, which can significantly improve student learning outcomes and foster professional growth among educators. To provide equitable instructional settings where all students' various educational needs are considered, teacher education is essential. Teachers need to be given chances to train with each other in order to be acquainted with one another and create a more positive classroom atmosphere. One way to support this growth in teacher education is through co-teaching. The study contributes valuable insights into the dynamics of co-teaching, emphasizing the necessity of collaboration, respect, and proactive planning. Addressing the identified gaps can lead to more effective co-teaching partnerships, ultimately benefiting both students and teachers.

Some recommendations concerning co-teaching and having an effective classroom setting are highlighted. Teachers need *professional development* in implementing ongoing training focused on co-teaching strategies, communication skills, and conflict resolution. Peer learning sessions and workshops can also facilitate the sharing of best practices. In-depth conversations between both parties on roles and duties in the context of EFL classrooms are also likely to encourage positive attitudes in teacher candidates as well as their professional and personal development. *Structured planning time* is essential, allocating specific times for teachers to plan and discuss issues, and ensuring that co-teaching partners have regular opportunities to collaborate, will enhance the collaboration between teachers and enable them to be prepared for the lesson. When fostering a *supportive environment* a culture of teamwork and mutual support not only before the school begins but also throughout the year will make teachers feel valued and encouraged to work together. Finally, *enhanced guidance* provides systematic assistance from experienced supervisors and clear communication of roles and responsibilities within the co-teaching framework. It is crucial to have systematic assistance from a supervisor who is experienced in co-teaching.

In conclusion, co-teaching has the potential to be a highly effective teaching approach, provided that teachers receive adequate training, support, and opportunities for collaboration. By addressing the challenges identified in this study, educational institutions can create a more positive and productive co-teaching environment, ultimately enhancing educational outcomes for students.



5.2. Discussion

The review of co-teaching literature provides a thorough overview of the practice's history, methods, advantages, drawbacks, and consequences for a range of educational demographics. This study contributes to the continuing conversation about educational methods by looking at the theoretical underpinnings and real-world implementations of co-teaching. The findings underscore the critical role of proper teacher training in the successful implementation of co-teaching. Teachers lacking adequate preparation may avoid or discontinue co-teaching due to challenges such as disagreements over instructional responsibilities or decision-making processes. Teachers who are not equipped to employ co-teaching may choose not to use it at all or may give it up altogether. Moreover, disagreements about decision-making or instructional duties may occur when teachers lack the required co-teaching experience. Teachers may stop utilizing or give up the practice as a result of such disputes. Therefore, effective face-to-face training is essential for educators to deploy co-teaching strategies efficiently.

This study aligns with previous research indicating that co-teaching enhances instructional flexibility, student engagement, and professional support for content teachers (Cook & Friend, 1995). It expands on existing literature by exploring various co-teaching strategies like one teaches/one observes, station teaching, parallel teaching, and team teaching, emphasizing their positive impacts on student learning outcomes (Bacharach et al., 2010). Challenges identified include conflicting teaching philosophies, communication gaps, and time constraints, which hinder effective collaboration among co-teachers (Shin et al., 2016). These findings underscore the need for improved communication norms and clear expectations to mitigate disputes during co-teaching implementation.

Despite challenges, co-teaching offers substantial benefits such as individualized instruction, scaffolded learning experiences, and improved outcomes for diverse learners (Hurd & Weilbacher, 2017). It promotes language development and engagement among English as a Foreign Language (EFL) students, addressing underachievement through collaborative instructional practices (ken-Maduako & Oyatogun, 2015). The research results strongly support co-teaching as an effective method for enhancing student learning and providing career advancement opportunities for educators. Additionally, providing educators with training and assistance in areas like language support, classroom management strategies, collaborative skills, and co-teaching introduction can improve their capacity to co-teach.

Acknowledging limitations, some educators report gaps in support and readiness for co-teaching, highlighting the necessity for tailored professional development programs (Murawski & Dieker, 2013). Ongoing evaluation and enhancement of these programs are crucial to meet educators' evolving needs (Campbell et al., 2017).

Future research should focus on evaluating the long-term impact of co-teaching on student achievement across different educational settings. Additionally, exploring innovative training methods and communication strategies can further enhance co-teaching effectiveness.

In conclusion, co-teaching represents a promising approach to general and language education, offering opportunities for collaboration, individualized instruction, and improved student outcomes. While challenges exist, effective co-teaching implementation relies on comprehensive theoretical understanding, practical strategies, and ongoing professional development. By prioritizing collaboration, communication, and support for diverse learners, educators can create inclusive learning environments that cater to diverse student needs.

5.3. Limitations

This study, along with earlier research, underscores the importance of training teachers in co-teaching models and strategies to develop a standardized implementation protocol. It is crucial to remember that the study's sample of teachers is not representative of all teachers because the teachers who participated in the interviews were from a single school district. Replicating this work with a bigger and more varied sample size is therefore necessary.

The research was constrained by the number of participants and the specific area in which it was conducted, including only eighteen elementary teachers—thirteen English teachers and five Classroom teachers—who implemented co-teaching strategies across three grade levels. The study focused on one elementary school, and due to the small sample size, the findings may not reflect the experiences of most private elementary schools using co-teaching strategies nationwide, making it difficult to generalize the results.

Additional research is necessary in particular areas, including teachers' understanding of co-teaching, suitable training for co-teaching, and collaboration between co-teachers. A qualitative study conducted in elementary schools over a wider geographic region would provide more detailed information to identify effective co-teaching implementation strategies.

5.4. Further Implications

Based on the results obtained from the research, several recommendations emerge for enhancing co-teaching practices in educational settings. First, there is a clear need to prioritize ongoing professional development programs for educators involved in co-teaching. These programs should focus on enhancing collaborative skills, providing training in language support and classroom management strategies, and introducing co-teaching methodologies. Providing ongoing training and support can better prepare educators for the challenges of co-teaching and improve their capacity to meet the diverse needs of students.

Second, it is crucial to establish clear expectations and communication norms between co-teachers to align teaching methods, reduce disputes, and foster a collaborative teaching environment. Encouraging educators will engage in open and respectful dialogue to align teaching approaches, address potential conflicts, and ensure consistency in classroom management strategies. Emphasizing the importance of effective communication can mitigate misunderstandings and foster a collaborative teaching environment. Additionally, addressing language support needs for English language learners within co-teaching partnerships should be emphasized, with specific training and resources provided to support educators in meeting the linguistic needs of diverse student populations.

Finally, promoting reflective practices among educators is essential. Providing opportunities for co-teachers to reflect on their teaching methods, exchange experiences, and learn from one another can strengthen collaborative relationships and enhance student outcomes. Teachers can have the opportunity to get to know each other better and find common ground. Additionally, professional development initiatives should be tailored to the diverse needs of educators, including various training formats such as workshops, seminars, and online modules. Moreover, advocating for the adoption of co-teaching models in educational institutions and supporting administrative initiatives for ongoing co-teacher training and support are vital. Administrators and policymakers need to set aside funds and resources for chances for professional development that are especially based on co-teaching and collaborative techniques. To get support for ongoing funding for co-teacher training programs, emphasize the benefits of co-teaching for student learning outcomes and the professional development of educators.

For future research, the effect of co-teaching on student learning outcomes and teacher professional development can be explored. Investigating the impact of specific co-teaching models, the role of collaborative planning in improving instructional quality can be considered. By expanding the evidence base on co-teaching practices, researchers can provide valuable insights to inform policy and practice in general education.

In conclusion, by implementing these suggestions, educational institutions can enhance the effectiveness of co-teaching practices and promote positive outcomes for both educators and students. By prioritizing professional development, fostering effective communication, and addressing the unique needs of diverse student populations, co-teaching partnerships can become powerful vehicles for general education and academic success.



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Interview Questions

What grade are you teaching? / Kaçınıcı sınıfta öğretmenlik yapıyorsunuz? _____

Are you a Classroom or an EFL (English as a Foreign Language) teacher? / Sınıf öğretmeni misiniz yoksa İngilizce öğretmeni misiniz? _____

How long have you been co-teaching? / Ne kadar süredir ortak öğretmenlik yapıyorsunuz? _____

Have you ever co-taught in another institution? / Daha önce başka bir kurumda ortak öğretmenlik yaptınız mı? _____

Expectations / Beklentiler

1. What were your initial expectations when you entered a co-teaching partnership? / Ortak öğretmenliğe başladığınızda ilk beklentileriniz nelerdi?

2. What were the expectations of school from implementing co-teaching? / Okulun Ortak Eğitim uygulamasından beklentileri nelerdi?

Planning / Planlama

3. How do you and your co-teacher clarify and establish your responsibilities in the co-taught classroom? / Siz ve ortak öğretmeniniz birlikte öğretilen sınıftaki sorumluluklarınızı nasıl netleştiriyor ve belirliyorsunuz?

4. How did you ensure that the co-teaching partnership was responsive to the individual needs of your students? Birlikte eğitim ortaklığının öğrencilerinizin bireysel ihtiyaçlarına yanıt vermesini nasıl sağladınız?

5. Can you describe the collaborative planning process, including how you developed lesson plans and determined instructional strategies? / Ders planlarını nasıl geliştirdiğiniz ve öğretim stratejilerini nasıl belirlediğiniz de dahil olmak üzere iş birliğine dayalı planlama sürecini anlatabilir misiniz?

6. How did you plan to assess young learners' progress in both content knowledge and language development? / İlkokul öğrencilerinin hem içerik bilgisi hem de dil gelişimindeki ilerlemelerini nasıl ölçmeyi ve değerlendirmeyi planladınız?
-
7. How often do you meet with your teaching partner or grade level team members to plan the lessons? / Dersleri planlamak için öğretim ortağınızla veya sınıf düzeyi ekip üyeleriyle ne sıklıkla bir araya geliyorsunuz?
-

Benefits / Faydaları

8. Can you share examples of co-teaching strategies or models that have been successful with young learners? / İlkokul öğrencilerinde başarılı olmuş ortak öğretim stratejilerinden veya modellerinden örnekler paylaşabilir misiniz?
-
9. In your opinion, what are the benefits of co-teaching for teachers? / Sizce ortak eğitimin öğretmenler için faydaları nelerdir?
-
10. What do you think are the weaknesses of your co-teaching partnership? / Ortak öğretim ortaklığınızın zayıf yönleri nelerdir?
-
11. How do you believe co-teaching enhances the learning experience for students? / Ortak öğretimin öğrenciler için öğrenme deneyimini nasıl geliştirdiğine inanıyorsunuz?
-
12. How do you evaluate the effectiveness of co-teaching in terms of students' language learning outcomes? / Öğrencilerin dil öğrenme sonuçları açısından ortak öğretimin faydalarını nasıl değerlendiriyorsunuz?
-
13. What resources and materials have you found to be most effective when co-teaching young learners? İlkokul öğrencilerine ortak eğitim verirken en etkili bulduğunuz kaynak ve materyaller nelerdir?
-
14. What personal or professional benefits have you gained from participating in a co-teaching partnership? / Birlikte öğretim ortaklığına katılmanın size sağladığı kişisel veya mesleki faydalar nelerdir?
-

Training and Professional Development / Eğitim ve Mesleki Gelişim

15. What types of professional development opportunities were provided to you before or during your co-teaching experience? / Ortak öğretmenlik deneyiminiz öncesinde veya sırasında size ne tür eğitim veya mesleki gelişim fırsatları sunuldu?

16. How did these training opportunities prepare you for effective co-teaching? / Bu eğitim fırsatları sizi etkili bir ortak öğretime nasıl hazırladı?

17. What kinds of guidance or mentoring did you receive from your co-teaching partner? / Ortak öğretim ortağınızdan ne tür bir rehberlik veya danışmanlık aldınız?

18. What additional training or resources do you believe would be beneficial for co-teachers to improve their practice? Ortak öğretmenlerin uygulamalarını geliştirmeleri için hangi ek eğitim veya kaynakların faydalı olacağına inanıyorsunuz?

Additional suggestions or comments on co-teaching / Ortak öğretime ilişkin ek öneriler veya yorumlar

A-2 Informed Consent Form / Bilgilendirilmiş Onam Formu

Informed Consent Form

Purpose of the Study

The research is conducted with the permission of the Republic of Türkiye's Ministry of National Education and the school management. The purpose of this study is to provide a better understanding of the teachers' perspectives on Co-teaching. The primary research question that will guide this study is: *What are the teachers' perceptions on Co-teaching in EFL (English Foreign Language) classrooms for young learners?* The data collected in this study will be used to draw conclusions to help highlight the needs of co-teachers (EFL and Classroom) in ways to develop co-teaching and enlighten the administrators to take steps towards improving teacher collaboration for a better classroom environment.

Thank you for agreeing to be interviewed as part of the above research project. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying **information** and then sign this form to certify that you approve the following:

Subject's Understanding

- I agree to participate in this study that I understand will be submitted in partial fulfillment of the requirements for the degree of Master in English Language Education at Akdeniz University.
- I understand that my participation is voluntary.
- I understand that all data collected will be limited to this use or other research-related usage as authorized by Akdeniz University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher have been made available to me along with a duplicate copy of this consent form.
- I understand that the data I will provide are not be used to evaluate my performance as a teacher in any way.
- I understand that I may withdraw from the study at any time with no adverse repercussions.

Subject's Full Name: _____

Subject's Signature: _____ Date Signed: _____

Researcher: Özlem DERETARLA

Supervisor: Assist. Prof. Ersen VURAL

Bilgilendirilmiş Onam Formu

Çalışmanın Amacı

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin izni ile gerçekleştirilmektedir. Bu çalışmanın amacı, öğretmenlerin ortak öğretime bakış açılarının daha iyi anlaşılmasını sağlamaktır. Bu çalışmaya rehberlik edecek birincil araştırma sorusu şudur: İlkokul yabancı dil sınıflarında ortak öğretim modelinin etkileri hakkındaki öğretmen görüşleri nelerdir? Bu çalışmada toplanan veriler, ortak öğretmenlerin (Yabancı dil ve Sınıf) ortak öğretimi geliştirme yollarındaki ihtiyaçlarını vurgulamaya yardımcı olacak sonuçlar çıkarmak için kullanılacak ve daha iyi bir sınıf ortamı için öğretmen işbirliğini geliştirmeye yönelik adımlar atmaları için yöneticileri aydınlatacaktır.

Yukarıdaki araştırma projesinin bir parçası olarak röportaj yapmayı kabul ettiğiniz için teşekkür ederiz. Bu onay formu, katılımınızın amacını anladığınızdan ve katılım koşullarını kabul ettiğinizden emin olmamız için gereklidir. Bu nedenle, ekteki bilgileri okuduktan sonra aşağıdakileri onayladığınızı belgelemek için bu formu imzalar mısınız:

Katılımcının Anlayışı

- Akdeniz Üniversitesi'nde İngiliz Dili Eğitimi Yüksek Lisans derecesi için gerekliliklerin kısmen yerine getirilmesinde sunulacağını anladığım bu çalışmaya katılmayı kabul ediyorum.
- Katılımımın gönüllü olduğunu anlıyorum.
- Toplanan tüm verilerin bu kullanımla veya Akdeniz Üniversitesi tarafından izin verilen araştırma ile ilgili diğer kullanımlarla sınırlı olacağını anlıyorum.
- Nihai üründe ismimle tanımlanmayacağımı anlıyorum.
- Tüm kayıtların araştırmacının güvenli mülkiyetinde gizli tutulacağını farkındayım.
- Araştırmacının iletişim bilgilerinin bu onay formunun bir kopyası ile birlikte tarafıma sunulduğunu kabul ediyorum.
- Sağlayacağım verilerin bir öğretmen olarak performansımı değerlendirmek için hiçbir şekilde kullanılmayacağını anlıyorum.
- Herhangi bir olumsuz sonuçla karşılaşmadan istediğim zaman çalışmadan çekilebileceğimi anlıyorum.

Katılımcının Tam Adı: _____

Katılımcının İmzası: _____ **İmza Tarihi:** _____

Araştırmacı: Özlem DERETARLA

Danışman: Dr. Öğr. Üyesi Ersen VURAL

A-3 ETİK KURUL KARARI

Evrak Tarih ve Sayısı: 26.12.2023-813314



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 25.12.2023
TOPLANTI SAYISI : 24
KARAR SAYISI : 576

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü Dr. Öğr. Üyesi Ersen VURAL'ın danışmanlığını, Özlem DERETARLA'nın araştırmacılığını üstlendiği, "*Yabancı Dil İlkokul Sınıflarında Ortak Öğretim Modelinin Etkileri Hakkındaki Öğretmen Görüşleri*" konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucuya ait olmak üzere, proje süresince uygulanmasının etik olarak uygun olduğuna oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

Başkan
Prof. Dr.
Hilmi DEMİRKAYA

Başkan Yrd.
Prof. Dr.
Sibel PAŞAOĞLU YÖNDEM

Üye
Prof. Dr.
Ebru İÇİGEN

Üye
Prof. Dr.
Nurşen ADAK
(izinli)

Üye
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Üye
Prof. Dr.
Gökhan AKYÜZ

Üye
Prof.
Ceren HEPYÜCEL

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- ☐ Tezimin/Raporumun tamamı her yerden erişime açılabilir.

Tezim/Raporum sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.

- ☐ Tezimin/Raporumun yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

[Tarih ve İmza]

Özlem DERETARLA

CURRICULUM VITAE

Personal Information

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Date : 01/07/2024

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2	Walloch, Victoria. "Professional Development Models for Secondary Co-Teachers", Texas A&M University, 2023 Yayın	<% 1
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