EFL TEACHERS' ENGAGEMENT IN REFLECTIVE PRACTICE VIA TEAM
TEACHING FOR PROFESSIONAL DEVELOPMENT

A MASTER'S THESIS

BY

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TEACHING ENGLISH AS A FOREIGN LANGUAGE
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To the memory of my father…

EFL Teachers' Engagement in Reflective Practice via Team Teaching for
Professional Development

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Kadir Özsoy

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I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Teaching English as a
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Asst. Prof. Dr. Julie Mathews-Aydınlı (Supervisor)

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ABSTRACT

EFL TEACHERS' ENGAGEMENT IN REFLECTIVE PRACTICE VIA TEAM
TEACHING FOR PROFESSIONAL DEVELOPMENT

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M.A., Program of Teaching English as a Foreign Language
Supervisor: Asst. Prof. Dr. Julie Mathews-Aydınlı

May 2017

This study aimed to investigate Turkish EFL teachers' engagement in
reflective practices that were identified as reflection-on-action, reflection-in-action,
and reflection-for-action via their team teaching experiences for professional
development purposes. In this respect, the study explored the experiences of five
local English teachers who volunteered to team teach as a professional development
activity in the course of four months at their institutions. The data were collected via
two different instruments: reflective journals and interviews. All the qualitative data
collected from reflective journals and interview transcriptions were analysed
according to Boyatzis' (1998) thematic analysis. After the printed copies were
examined to define the codes and then colour-code the themes that emerged, the
NVivo software programme was utilised to reread and recategorise the codes and
themes, which were finally listed under the concepts of reflection-on, in, and for-
action reflective types.

The findings of the study revealed that through team teaching participants
engaged in a) reflection-on-action by investigating their teacher identities and the

dynamics of their teaching; b) reflection-in-action by exploring teaching practices, beliefs, and self; and c) reflection-for-action by probing ways to move towards a professional growth.

Considering these results, this study supports the existing literature in that a) providing a collaborative and shared teaching experience adds a meaningful and productive dimension to reflective practice that ultimately entails a critical analysis of understandings and practices in teaching; and b) team teaching could serve its purpose best when it is undertaken as a voluntary, flexible, and periodical reflective professional development activity.

Key words: Team teaching, collaboration, reflective practice, reflection-on-action, reflection-in-action, reflection-for-action, professional development, EFL.

ÖZET

İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Mesleki Gelişim
Çerçevesinde Takım Öğretmenliği Vasıtasıyla Yansıtıcı Düşünme Etkinlikleri

Kadir Özsoy

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi
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Bu çalışma İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerin mesleki gelişim çerçevesinde takım öğretmenliği tecrübeleri yoluyla eylem sonrası yansıtıcı düşünme, eylem sırası yansıtıcı düşünme ve ileriye dönük yansıtıcı düşünme şeklinde belirlenen yansıtıcı düşünme etkinliklerine katılımlarını incelemeyi amaçlamıştır. Bu açıdan, çalışma ana dili İngilizce olmayan ve kurumlarında dört ay süresince mesleki gelişim etkinliği kapsamında takım öğretmenliği yapmaya gönüllü olan beş İngilizce öğretmeninin tecrübelerini incelemiştir. Çalışma verileri iki yolla toplanmıştır: yansıtıcı düşünme günlükleri ve sözlü mülakatlar. Tüm nitel bulgular Boyatzis'in (1998) tematik analizine göre çözümlenmiştir. Kodları belirlemek ve çıkan kodları renklerine göre temalara ayırmak amacıyla kağıt üzerinde inceleme yapıldıktan sonra NVivo yazılım programı kullanılarak kodlar ve temalar tekrar okunmuş ve kategorilere ayrılmıştır. Çıkan tüm kod ve temalar eylem sonrası yansıtıcı düşünme, eylem sırası yansıtıcı düşünme ve ileriye dönük yansıtıcı düşünme kavramları altında listelenmiştir.

Çalışmanın bulguları göstermiştir ki; katılımcılar takım öğretmenliği yoluyla a) öğretmen kimliklerini ve eğitim dinamiklerini inceleyerek eylem sonrası yansıtıcı düşünme, b) öğretim tekniklerini, inançlarını ve kendilerini sorgulayarak eylem sırasında yansıtıcı düşünme, c) mesleki gelişim için ilerleme yollarını irdeleyerek ileriye dönük yansıtıcı düşünme eyleminde bulunmuşlardır.

Bu sonuçlar göz önünde bulundurulduğunda, çalışma mevcut literatürü şu açılardan desteklemektedir; a) katılımcı ve paylaşımcı bir öğretmenlik tecrübesi sağlamak yansıtıcı düşünme eylemine anlamlı ve üretken bir boyut kazandırarak eğitim anlayışı ve uygulamalarının eleştirel çözümlenmesini sağlamıştır, b) takım öğretmenliği gönüllülük esasında, esnek bir şekilde ve belirli aralıklarla uygulanan yansıtıcı düşünce etkinlikli bir mesleki gelişim programı olarak uygulandığı takdirde en çok fayda sağlamaktadır.

Anahtar kelimeler: Takım öğretmenliği, iş birliği, yansıtıcı düşünme etkinliği, eylem sonrası yansıtıcı düşünme, eylem sırası yansıtıcı düşünme, ileriye dönük yansıtıcı düşünme, mesleki gelişim, yabancı dil olarak İngilizce öğretimi.

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Last but not least, my deepest, heart-felt love and gratitude goes to my wife, Özge Özsoy, for having the best part in everything I own in this life. Thank you!

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CHAPTER I: INTRODUCTION

Introduction

Teachers are entrusted with the weighty task of teaching individual learners
in the most possible effective way to reach the desired outcomes. Expectations from
teachers in the last decades have intensified as societal and institutional pressure
along with technological progress demand teachers to gain more skills and
accomplish more tasks professionally. To meet these demands, teachers feel the need
to engage in various ways to improve themselves in their profession. Unfortunately,
much of the top-down professional development offered to teachers is episodic and
low quality (Williams, 2010), and insensitive to local needs (Butler & Schnellert,
2012). Not surprisingly, in alignment with the notion that suggests professional
development should be "intensive, ongoing and connected to practice" (Darling-
Hammond, Wei, Andree, Richardson, & Orphanos, 2009, p. 9), many emerging
professional development models encourage meaningful, relatable, reflective, and
joint inquiry into practice through context-sensitive teacher collaboration.
With the ever growing interest in collaborative and continuous professional
development activities, team teaching has received a considerable amount of
attention from both teachers and researchers. Following its comprehensive use in
inclusive education for students with disabilities (Friend, Hurley-Chamberlain, &
Shamberger, 2010), team teaching has been widely applied in general education
fields to train pre-service teachers (e.g., Smith, 2004). In English as a Second
Language (ESL) contexts, team teaching has been used to seek collaboration
between content and language teachers (e.g., Davison, 2006) while in English as a
Foreign Language (EFL) contexts, it has attempted to achieve optimal gains by

pairing native and local teachers of English (e.g., Carless & Walker, 2006), or mentor and student. Teachers (e.g., Nguyen & Hudson, 2012). However, the literature has failed to look at what EFL teachers working as same-status peers reflect on in a team teaching experience. Therefore, this study aims to investigate the role of team teaching in developing Turkish EFL teachers' reflective practices for their professional growth.

Background of the Study

Professional development is one of the widely discussed topics in teaching and it is commonly accepted as an indispensable element in raising the quality of education for both teachers and students. Professional development is described by Little (1987) as any activity that aims at improving the performance of staff members. Currently, however, there seems to be a shift in trend from traditional workshops, conferences and training courses as the sources of professional development to a more communicative and cooperative understanding (Garet, Porter, Desimone, Birman, & Yoon, 2001). This change compels teachers to consider a sociocultural framework to establish a more effective environment to improve their teaching practices. Vygotsky (1978) viewed social life as the impetus behind individual development. His concept of Zone of Proximal Development (ZPD), which refers to the distance between the actual development gained individually and the potential development through guidance and collaboration with a more capable peer, could be central to constructing a collaborative perception of professional development (Shabani, Khatib, & Ebadi, 2010).

A key concept that could be attached to collaboration and professional development is reflection, which adds the missing meditative-introspective dimension to the triangle. Going a step further from thought, Dewey (1933) defined

reflection as an "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads" (p. 6). Reflection in that sense establishes a firm ground on which teachers can construct and shape their beliefs voluntarily and consciously. Schön (1983) took this concept of reflection and attempted to make it more applicable within the understanding of a professional practice by categorising it into two types: reflection-on-action, the retrospective analysis of past experiences, and reflection-in-action, the almost spontaneous analysis of active thought. Following the criticisms on Schön's models which was thought to be incomplete, van Manen (1991) added a third dimension to Schön's model: reflection-for-action, a prospective type of reflection that focuses on the future of action, with possible alternatives and an action plan in mind. This addition provided a more comprehensive conceptualisation of reflective practice; however, it should be noted that "these three types of reflection (reflection-in-on-and-for-action) frequently take place in a multi-faceted and overlapping manner" (Uzum, Petron, & Berg, 2014, p. 4).

A professional development model that may embody both collaboration and reflection is co-teaching. In the literature, many definitions of collaborative teaching can be found. Cook and Friend (2012) define co-teaching as two teachers sharing not only the physical space but also the planning, conducting and assessment stages of instruction to teach a group of students. The core idea of co-teaching is sharing field experience through social interaction so as to look at one's own practices critically (Wassel & Lavan, 2009). Cook and Friend (2012) identify six approaches to co-teaching: one teach, one observe; one teach, one drift; parallel teaching; station teaching; alternative and supplemental; and team teaching. Villa, Thousand and

Nevin (2013), on the other hand, propose four models of co-teaching: supportive, parallel, complementary and team co-teaching. Among these approaches, team teaching differs from the others as it demands a high level of collaboration in planning, teaching, assessing and assuming responsibility for all the students in the classroom. There is also a growing tendency to use team teaching to refer to any form of collaborative teaching. As Carpenter et al. (2007) state "team teaching appears to have many other names as well, such as co-teaching, co-enrollment, collaborative teaching, or cooperative teaching" (p. 54). Team teaching, thus, has emerged from this confusion of terminology as the overarching term for collaborative teaching with its distinct focus being on collaboration between teachers.

Team teaching reportedly provides many advantages for teaching partners. According to Armstrong (1977), team teaching brings individual strengths to one pot, stimulates creativity and leads to verified decisions. Bailey, Curtis, and Nunan (2001) add another advantage of team teaching in language classrooms by suggesting that "the teaching partners can demonstrate interactive activities, such as role-plays, with one another" (p. 182). In addition, team teaching naturally integrates a peer observation component into the process, which allows teachers to gain new insights and perspectives from watching one another implement a mutually planned lesson (Bailey et al., 2001; Buckley, 2000). Some of the other advantages of team teaching that have been pointed out in the literature could be summarised as fostering constructive criticism (Buckley, 2000; McKeon, 2006), boosting confidence and trust (Baeten & Simons, 2014; Gardiner & Weisling, 2016; McKeon, 2006; Pratt, 2014), improving teaching skills through experience sharing and conversational dialogues (Baeten & Simons, 2014; Buckley, 2000; Gardiner & Weisling, 2016; Snell &

Janney, 2000), identifying areas for development (Buckley, 2000; McKeon, 2006), building partnership (Buckley, 2000; Pratt, 2014), preventing burnout (Buckley, 2000; Snell & Janney, 2000), and contributing to professional and personal growth (Baeten & Simons, 2014; Buckley, 2000; Gardiner & Weisling, 2016; McKeon, 2006). There are also some disadvantages associated with team teaching. Some of the reported constraints are incompatible teammates (Baeten & Simons, 2014; Buckley, 2000; McKeon, 2006), spending more time and energy for the things that an individual teacher normally takes care of (Baeten & Simons, 2014; Buckley, 2000), risk of failure (Buckley, 2000), difficulty of providing constructive feedback and focusing only on positive aspects (Baeten & Simons, 2014; McKeon, 2006) and losing autonomy (Baeten & Simons, 2014; McKeon, 2006).

Team teaching has been a widely implemented approach to inclusive education and the education of students with disabilities. Collaboration has always been at the centre of special education, and lately the idea that all students, including those with disabilities, access the general curriculum in the least restrictive environment has spurred the interest in inclusive collaborative teaching (Friend et al., 2010). Team teaching has also seen acceptance in general education as an innovative way of training pre-service teachers. Paired teaching of student teachers (Almarza, 1996; Lamb, 2015; Smith, 2004) and mentoring (Baeten & Simons, 2014; Gallo-Fox & Scantlebury, 2016; Gardiner & Weisling, 2016, Sachs et al., 2011) are two primary models reflected in applying team teaching in pre-service contexts.

In English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts, team teaching has found its place primarily to foster partnership and collaboration respectively between teachers in an interdisciplinary (e.g., Davison, 2006), and interactional approach depending on teachers' native language (e.g.,

Carless & Walker, 2006; Wang, 2012), or experience (e.g., Mann, 2005). Team teaching as a continuous professional development module for teachers of English in EFL contexts, however, has received far less attention. Studies have not particularly focused on how advantages associated with team teaching such as improving teaching skills through new insights, creativity, and interactive activities could manifest themselves in language teachers' reflective practices; and other presumed merits of team teaching such as identifying strengths and areas for development through partnership, sharing and conversational dialogue might shape their reflective practices.

Statement of the Problem

Team teaching has received much attention and recognition in ESL contexts where researchers have investigated the partnership between content area teachers and ESL specialists during the process of collaborative planning and teaching (Bell & Baecher, 2012; Davison, 2006; Dove & Honigsfeld, 2010; Martin-Beltran & Peercy, 2012; Stewart & Perry, 2005). In EFL contexts, the focus has shifted to two sides. The first one is Native English Speaker Teacher (NEST) and Local English Teacher (LET) collaboration, which aimed to develop a model of co-operative teaching practice benefitting from different attributes that NESTs and LETs possess (Carless & Walker, 2006; Copland, Davis, Garton, & Mann, 2016; Luo, 2013; Park, 2014). The other focal point has been teacher education and development through the use of peer mentoring and coaching to enhance sharing opportunities (Bailey, Dale, & Squire, 1992; Mann, 2005; Nguyen & Hudson, 2012; Vacilotto & Cummings, 2007). However, little is known about what teachers in the field of teaching English as a foreign language (TEFL) learn from each other through reflective practice in a team teaching situation. Research with Turkish teachers of English is also limited to

either a specific focus on collaborative reflection (Akyel, 2000; Mede, 2010) or a general outlook on both students' and teachers' perceptions of the benefits and challenges of team teaching (Sobolev & Güven, 2009).

Teachers of English in Turkey, like most teachers in other fields of education, to a great extent plan and conduct their lessons in an isolated, secluded, and individual manner; thereby running the risk of being stuck in a fairly narrow understanding of the teaching dynamics in their context. Peer observation could be suggested to foster collaboration between teachers; however, as Karaaslan's (2003) study has shown, teachers may display resistance to being observed by a peer, a process which is mostly done for the purposes of appraisal of the observed. One-off and repetitive events such as conferences and workshops may be regarded by teachers as far from real, meaningful classroom conditions, thus inapplicable or not conducive to the continuous process dimension of professional development (Büyükyavuz, 2016; Yılmaz, 2015). Therefore, there is a clear need to investigate the ways collaborating with a colleague in preparing, delivering and reflecting on a team taught lesson might contribute to language teachers' reflective practice (i.e., reflection-on-action, reflection-in-action, and reflection-for-action) and lead to the creating of a more efficient and effective professional development environment.

Research Question

The purpose of the study is to investigate EFL teachers' involvement and participation in reflective practice through their collaborative and shared team teaching experiences. In this respect, the study addresses the following research question:

1. How does EFL teachers' team teaching practices contribute to their reflective practice in terms of in-, on-, and for-action?

Significance of the Study

This study can contribute to the field in different aspects. Firstly, most studies have looked at team teaching applications which had a clear distinction between team members: content and language teacher; native speaker of English and local English teacher; or mentor and student teacher. However, an investigation of team teaching where two non-native language teachers with relatively 'equal' status work collaboratively would reveal deeper insights into the inner workings of team teaching as a professional development activity. Secondly, previous studies on team teaching have largely paid no salient attention to what type of reflective teaching practices are specifically regarded as conducive to language teaching and could be transferred to one's individual teaching methods and reflections. In this respect, identifying discrete items of reflective teaching practices that emerge from the process of team taught lessons could help cast light onto the particular aspects of language teaching that teachers may need to focus on. To what elements of a joint lesson planning team teachers pay more attention, what aspects of observing a peer who is conducting a jointly constructed lesson are revealed as beneficial to teaching practice and style, and how peer feedback of a team member is construed as conducive to self-reflection may have resonating effects in a teacher's understanding of teaching and learning a language.

Language teachers in Turkey, who have little or no knowledge about team teaching, may benefit from this collaborative activity which would help them notice and reflect on particularities and practicalities about lesson planning and delivery that would otherwise go unnoticed. They could also feel more secure and confident when they are observed by a colleague with whom they have jointly constructed a lesson, thus share responsibility for both success and failure. Lastly, in contrast to

mostly unproductive, top-down professional development activities, team teaching may help teachers construct more practical ideas about teaching a language and generate solutions for issues that are specific to their context with the help of a colleague who is familiar to that context.

Conclusion

In this chapter, a brief introduction to the literature on professional development models and team teaching has been outlined. Following the introduction, the background of the study has been delineated through some key concepts such as professional development, sociocultural theory, zone of proximal development, reflective practice, co-teaching and team teaching. Next, the problem in the literature has been put forward by indicating the scarcity of studies that have investigated team teaching in an EFL context as a form of reflective professional development activity. Lastly, the significance of the study has been put forward both at the global and local level. In the next chapter, the literature on the key concepts is presented and reviewed in more detail. In the third chapter, the methodology of the study is described. The fourth chapter provides the analysis of the data collected through qualitative research methods. In the fifth and last chapter, the findings and conclusions, pedagogical implications, limitations of the study, and suggestions for further research are discussed.

CHAPTER II: LITERATURE REVIEW

Introduction

This chapter presents the review of the literature relevant to the present study that aims to investigate the role of team teaching in developing Turkish EFL teachers' reflective practices. In this respect, this review of literature will cover the definition, types and effective ways of professional development; indicate the connection between sociocultural theory and professional development; delineate reflective practice types, benefits, and caveats; present co-teaching stages and models; and lastly demonstrate organisational models in team teaching and discuss its reported advantages and disadvantages.

Professional Development

What Is Professional Development?

The twenty-first century could be characterised by rapid changes and advancements in all walks of life. The teaching profession has definitely not been immune from this unprecedented pace of development and transmission of knowledge. Teachers today are expected to use information and communication technologies for teaching more effectively than ever before (OECD TALIS, 2009); keep abreast with evolving educational methods and practices; evaluate learner profiles and needs more comprehensively (Büyükyavuz, 2016); and keep up-to-date with curriculum trends, second language acquisition research, and assessment (Richards & Farrell, 2005). Thus, they need to continue to learn more about their field to equip themselves with several professional competencies that will help them teach more effectively. Professional development is therefore assuming an ever-growing importance in teachers' career advancement.

In his broad definition, Day (1999) outlines a wide range of experiences that fall under the scope of professional development:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives. (p. 4)

In line with Day's (1999) definition, Little (1993) also emphasises that through an explicit account of the teaching contexts and experiences, professional development aims to turn teachers into reflective practitioners by involving them with relevant ideas, materials, and peers in a cognitive, social, and psychological manner both in and outside of the direct teaching context.

Professional development arguably offers a number of benefits to teachers. The major benefits that are outlined by Cordingley, Bell, Rundell, and Evans (2003) are gaining more knowledge and skills through collaborative working to manage their own development as well as building greater confidence in their practice and commitment to their profession. In correspondence with these benefits, Bailey et al. (2001) state some of the possible reasons why teachers may want to engage in professional development activities. Clearly, by participating in these activities teachers seek to acquire new information and improve their teaching abilities; keep

up-to-date with change and embrace innovations; and be awarded with personal achievements such as promotion, rise in salary, and prestige.

Types of Professional Development

After surveying more than 1,000 teachers who participated in forms of professional development, Garet et al. (2001) developed a comprehensive framework based on structural features (form, duration, and participation) and core features (content focus, opportunity for active learning, and coherence), and described the following activities for professional development:

Workshops/Seminars: Most teachers are reported to participate in professional development activities that are referred to as traditional forms of professional development (Garet et al., 2001). Although many of these one-shot, fragmented training experiences lack meaningful coherence and connection to classroom practice (Parsad, Lewis, & Farris, 2001), when they involve long-term professional development plans allowing follow-up time for reflection, these activities can have a positive impact on teacher development (Steiner, 2004).

Action research: Teachers will grow professionally if they investigate problems in their instructional practice; collect and interpret relevant information from the literature so as to make sense of the problem(s) they are investigating in their instructional practice; and take action and share the findings (Farrell, 2007).

Case Discussions: Case discussions that examine a particular classroom experience encourage teachers to individually or, preferably, with colleagues, reflect on instructional practice and stimulate new ways of handling challenges (Steiner, 2004).

Study groups: Study groups involve teachers who share a common teaching context coming together regularly to explore and critique topics that relate to their teaching experiences (Loucks-Horsley, Hewson, Love, Stiles, & Mundry, 2002).

Lesson Study: Lesson study is a process in which teachers in small groups plan a lesson to meet a specific goal. After they make use of the existing information in the literature, teachers collaboratively design a lesson, which is taught by one of the teachers in the group while the others observe and take notes. Finally, the lesson is evaluated through a whole-group discussion. With the help of this joint construction and sharing, teachers aim to gain a much deeper understanding of teaching and learning (Steiner, 2004).

Coaching/Mentoring: Two or more educators form a relationship to improve their teaching practice. In traditional coaching or mentoring relationships, a more experienced and knowledgeable teacher takes on a supervisory role to provide guidance and offer support to a less experienced colleague. The overall purpose in both coaching and mentoring is to create opportunities for both teachers to reflect on and improve their practice (Steiner, 2004). According to Loucks-Horsley et al. (2002), these mutual relationships in coaching or mentoring have leaned to a more collaborative rather than a supervisory form of professional development lately.

OECD TALIS (2009), on the other hand, divided professional development activities into two: More structured and less structured types. More structured activities include courses/workshops; education conferences or seminars; qualification programmes; observation visits to other schools; participation in a network of teachers, individual or collaborative research; and mentoring and/or peer observation and coaching. Less formal professional development activities are listed as reading professional literature and engaging in informal dialogue with peers.

Richards and Farrell (2005) also developed a framework for professional development activities based on the following assumptions: In any context, teachers differ in their levels of experience, knowledge, and competency; they need on-going opportunities to renew their professional knowledge; classrooms are places where not only students but also teachers can learn; teachers can take the responsibility of their own development; schools and administrators should provide planned, supported, and rewarded opportunities and encourage participation in professional development activities. The teacher-education activities proposed by Richards and Farrell (2005) are as follows: Workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analysing critical incidents, case analysis, peer coaching, team teaching, and action research. They also categorized these activities by distinguishing the ones that can be conducted individually, with a colleague, in groups, and/or as a response to institutional demands. As Table 1 illustrates, some activities can be seen in multiple modes.

Table 1

Activities for Professional Development

Individual	One-to-one	Group-based	Institutional
- Self-monitoring - Journal writing - Critical incidents - Teaching portfolios - Action research	- Peer coaching - Peer observation - Critical friendships - Action research - Critical incidents - Team teaching	- Case studies - Action research - Journal writing - Teacher support groups	- Workshops - Action research - Teacher support groups

(Richards & Farrell, 2005, p. 14)

Effective Professional Development

It is obvious that teachers need some form of professional development to be able to update their knowledge and skills in accordance with innovations, but for years, there has been a general agreement that claims conventional forms of professional development are not adequate for addressing the challenges that teachers confront in the classroom (Lewis, 1997). One-off, detached workshops and one-size-fits-all seminars may be effective in raising awareness, but they fail to sufficiently build collaboration and lead to change (Clair, 1998). The ineffectiveness of most professional development programmes is attributed mainly to two factors: They fail to consider and analyse teachers' motivation to engage in professional development and the process leading to change in teachers' practices and beliefs (Guskey, 1986; 2002). Therefore, teachers need time and space to investigate, interpret, and relate to their practices within the school context (Clair, 1998).

Borg (2015) claims professional development is more effective when it has the following features: Relevance to the needs of teachers and students; teachers' active role in shared decision making about content and process; teacher collaboration; institutional support; critical reflection; authenticity through being embedded in the reality of schools and classrooms; coordination with institutional, educational, social and cultural environment; analytical engagement with knowledge; and respect towards teachers' experience and knowledge.

Relying on the results of their seminal study, Garet et al. (2001) empirically confirm the assumptions in the literature on effective teacher-education practices and suggest several ways for better professional development. The results indicate that continuous and rigorous professional development that focuses on content; facilitates active learning; and is situated in the daily life of teaching is more likely to improve

the quality of teaching knowledge and skills. They also conclude that to enhance professional development, "it is more important to focus on the duration, collective participation, and the core features (i.e., content, active learning, and coherence) than type" (p. 936).

The discourse about professional development has obviously undergone a major change in the last two decades, but these theoretical innovations are yet to be meaningfully implemented in reality in actual teaching environments. When teachers intentionally and enthusiastically take control of their own development in their profession to decide what to learn, why to learn it, and how to be involved in the process to the fullest, it is safe to argue that they will be more likely to generate a collaborative and reflective environment to improve their teaching knowledge and practice.

A Sociocultural Approach to Professional Development

Sociocultural Theory

According to sociocultural theory, learning occurs in social and cultural contexts of everyday life and work (Vygotsky, 1978). Wertsch (1985) further explains the phenomenon by describing learning as a consequence of a dynamic interaction between self, others and cultural artifacts, which collectively account for the social formation of the individual cognition. To put it simply, at the core of this perspective lies the idea that all higher mental functions go through external and social stages before finally becoming internal (Vygotsky, 1997). Taking the epistemological stance that suggests human cognition is inherently social (Johnson & Golombek, 2011), Vygotsky (1978) proposed that the transformation from external to internal is mediated. Thus, the development of human intelligence can be

described as an "interactive process which is mediated by culture, context, language, and social interaction" (Johnson & Golombek, 2011, p. 1).

Sociocultural theory of mind argues human learning involves experiences in social practices, along with collected information, and the processes that lead to knowledge are collectively arranged through negotiation with people in what they do (Wenger, 1998). Thus, by participating in the communities of practice, the individual is able to build a sense self knowledge through the knowledge of others. From a sociocultural theoretical perspective, cognitive development emerges from and is constructed by individual's engagement in social activities; therefore, what is taught/learned is basically defined by how it is taught/learned, and vice versa. To put it bluntly, learning cannot be separated from the social activity that frames and shapes cognitive development (Johnson & Golombek, 2011).

The Zone of Proximal Development

In Vygotsky's (1978) definition the zone of proximal development (ZPD) is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Lantolf (2000) sees the ZPD as a metaphor for monitoring and evaluating the way mediational means are made use of and transferred from external to internal. In another sense, the ZPD is a space that demonstrates what an individual has internalised and is capable of doing on one's own versus what one might be able to do with guidance and support, thereby achieving the most that one is capable of (Johnson & Golombek, 2011). The epistemological underpinning for the ZPD is that optimum level of learning is reached when individuals work in collaboration with others, and through these collaborative efforts and activities with peers, learners are

able to acquire and internalise new knowledge, skills, and psychological tools (Shabani et al., 2010). Roosevelt (2008) maintains that the educational perspective driven by Vygotskian way of thinking aims to keep learners in their own ZPDs by providing them meaningful problem-solving tasks that are slightly above their current level. Following a successful completion of the task with a peer, the learner will be more likely to do the task on their own in a future attempt. Figure 2 illustrates this concept. When the learner successfully completes the task, the space between what they can do individually and what they can achieve with assistance shrinks, in other words, as their ZPD and what they cannot even with help becomes smaller, what they can do on their own expands. The concept is illustrated in Figure 3.
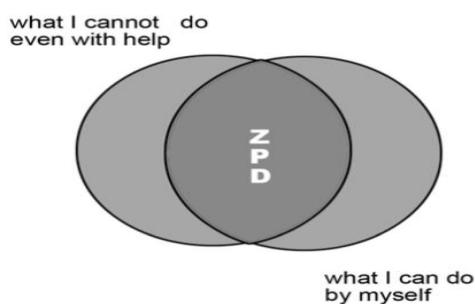
Figure 1. The zone of proximal development (Campbell, 2008, p. 3).
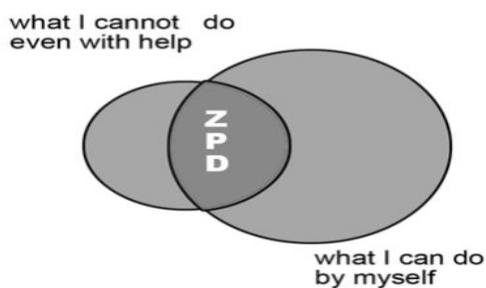
Figure 2. The ZPD after teaching has occurred (Campbell, 2008, p. 4).

By engaging in guided participation through joint activities within a specific context, individuals acquire the suitable knowledge and abilities that could help them function in their sociocultural community (Putnam & Borko, 2000). Just like learners, teachers also appropriate information and skills that are a component of their teaching context (Whipp, Eckman, & Kieboom., 2005). Since what professional development and teacher education aim to achieve is to encourage teachers do things that are beyond their individual capacity, mediation addressing the space of potentiality is a significant feature in constructing effective personal and professional development.

Sociocultural Theory and Professional Development

It is possible to interpret sociocultural theories of mind in a broader sense including other theories such as situated cognition or cultural historical activity theory rather than a narrow outlook referring only to the original theoretical stance of Vygotsky (1978). From Raphael, Vasquez, Fortune, Gavelek, and Au's (2014) perspective, the key point is that interactions with others is the foremost, but not the only, factor leading to learning. Sociocultural approaches to professional development embody five principles in accordance with the theoretical underpinnings of sociocultural view (Raphael et al., 2014).

The first principle of professional development based on sociocultural theory is related to *teacher agency*. The initial aim of engaging teachers in professional development evolves into the ultimate goal of their owning and collective understanding of the processes and the end products of the developmental activities (Au, 2013).

The second principle refers to the *situatedness* of professional development as it is directed at solving meaningful problems of practice. The term situated

encapsulates the notion that sociocultural approaches to professional development encourage teachers to handle challenges they identify as important in their own teaching context (Raphael et al., 2014).

The third principle highlights *dialogical* practice as a tool for engaging in inquiry. Dialogue brings about learning, and successful professional development offers numerous opportunities for dialogue among its participants, guiding them through adoption and transformation of ideas (Raphael et al., 2014). This approach undoubtedly challenges the dominance of one-shot and transmission models of professional development that fail to allocate enough time for dialogical inquiry and operate in a one-way manner (Curry, 2008).

The fourth principle underlying Raphael et al.'s (2014) sociocultural approach to professional development is that it is inherently *systemic*. Constructing a shared understanding through professional development that is built on the same goals for all its participants, a systemic professional development fosters transformation through collaborative work to achieve common goals (Horn & Little, 2010; Talbert, 2009).

The fifth and last professional development principle grounded in sociocultural approaches is that it is *sustained*. Episodic and short-lived professional development does not meaningfully respond to the practical needs of the participants. Professional development requires sustainability over a sufficiently long time span (Darling-Hammond et al., 2009; Garet et al., 2001) to achieve a common goal and reach satisfactory results to improve practice in response to the needs of the participants (Raphael et al., 2014).

Raphael et al. (2014) also highlight three general themes in professional development that have their origins in a sociocultural perspective. First, they argue

that the term *professional* has lost its meaning due to the initiatives that favour transmitting of knowledge from external experts to participants, which fail to address the problems teachers confront in the classroom. They state that professional development embedded in sociocultural theory can give teachers a multitude of opportunities to take part in effective thinking, which they could transfer to their own teaching experiences. Second, a sociocultural aspect puts substantial emphasis on teamwork and advocates collaborative accomplishment over individual success. Finally, any form of sociocultural approach-directed professional development should provide road maps for teachers to confidently move towards sustainable solutions and desired outcomes.

When the notion that teacher learning involves interaction among persons, tools and activities within physical and social contexts is adopted, the emerging challenge is to redefine the boundaries of professional development. This new stance will naturally call for inclusion of teachers' informal connections with communities and colleagues, and classrooms as real sites for professional development instead of traditional sites of learning that encompass externally organised activities such as course work, workshops, and seminars (Johnson, 2006).

In many education contexts, alternative and reformative professional development structures that embrace self-initiated, collaborative, and inquiry-driven learning are replacing top-down professional development models that solely transmit developments and innovations to teachers with little or no guidance on how to actually implement them in their classroom practices. Alternative models such as peer coaching (Parker, Hall, & Kram, 2008); teacher study groups (Clair, 1998); narrative inquiry (Johnson & Golombek, 2011); lesson study groups (Lamb, 2015); critical friends groups (Bambino, 2002); and team teaching (Bailey et al., 2001) all

aim to foster equal and balanced social roles, and are more connected to teaching activities in classroom settings, where teachers spend the majority of their time (Johnson, 2006).

<div align="center">**Reflective Practice**</div>

Reflection

In our modern world, rapid changes in all aspects of life demand people to reflect upon received wisdoms, think of new ways of practice, and become involved in critical engagement with ever-changing information. Today, people need to evaluate "readily available, often contradictory and constantly changing information" (Dyke, 2006, p. 105) to engage with their social world. In that sense, reflection is a key component in becoming more aware of the concept of 'self' through tacit conceptualisations (Farrell, 2015).

Throughout their careers, teachers face the challenge of clearly identifying what is to be learned and how it should be put to work so that they could set a solid ground for effective teaching. Thus, reflection takes on a significant role in the teacher development process (Postholm, 2008) as teachers continuously endeavour to construct and reconstruct a sense of who they are and what they do (Farrell, 2011).

Conceptualisation of Reflective Practice

Dewey (1933) defined reflection as a rational, active and purposeful act of considering any form of knowledge by examining not only the evidence that support it but also conclusions and implications that it leads to. According to him, with an open-minded, responsible, and whole-hearted attitude, the ultimate aim of reflection is to consciously and voluntarily establish a set of beliefs and knowledge that is laid on firm grounds. Dewey presented reflection as a fundamental component for the improvement of teaching practice through a progressive problem-solving and

decision-making process (Rodgers, 2002). Jarvis (1995) developed a framework for reflective teaching based on Dewey's thinking, and summarised the implications as follows: identifying learners' needs; enabling collaboration between teachers and learners; referring to past experiences; organising learning; and finally drawing conclusions and exploring implications. In a similar attempt, Brookfield (1995) outlined four reflective lenses that a teacher makes use of when engaged in reflective practice: the autobiographical lens (the teacher's experiences and beliefs both as a student and a teacher), the student lens (students' perspective) the peer lens (colleagues' perspective), and the theoretical lens (theories informing teachers on teaching and learning).

Schön (1983), on the other hand, aimed to promote the use of purposeful reflection associated with the understanding and development of professional practice. In Schön's model, two types of reflection are described: reflection-in-action and reflection-on-action. Reflection-in-action refers to the spontaneous process of decision making during action, without an interruption, and it is guided by tacit knowledge to think out how to reshape the activity. Reflection-on-action, on the other hand, is the type of reflection that takes place either after the action has been completed or by interrupting the activity. It, therefore, involves a retrospective analysis of the problem experienced. Kottkamp (1990) describes reflection-on-action as 'offline' as full attention can be given to analyse the event with the help of others, without any pressure for immediate action or response. Reflection-in-action, conversely, requires an on-the-spot, 'online' endeavour to improve actions simultaneously and from an external perspective. Later on, van Manen (1991) added a third dimension to Schön's model: reflection-for-action. As a prospective type of reflection, reflection-for-action focuses on the future of action, considering possible

alternatives and developing an action plan. In their examination of reflective practice oriented online discussions that EFL teachers engaged in at graduate level, Burhan-Horasanlı and Ortaçtepe (2016) developed a model that demonstrated the embedded and interactional nature and process of all three reflection types. Figure 3 shows the model.
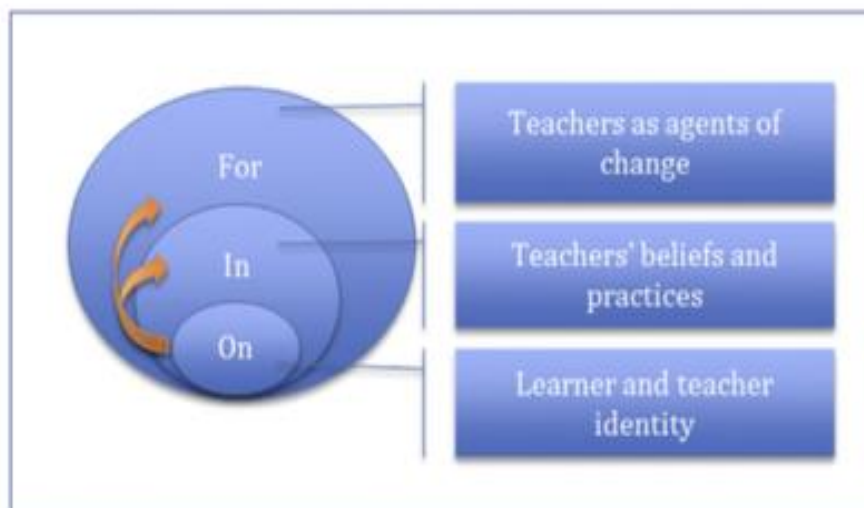
Figure 3. Reflective practice as an embedded process (Burhan-Horasanlı & Ortaçtepe, 2016, p. 379).

Van Manen (1991) also described four interconnected and developmental levels of reflective practice: technical rationality, practical action, critical reflection, and reflection on reflection. The first level, technical rationality, is basically the description of an event (e.g., I did this). Practical action refers to either the reasoning and justification of the practitioner behind decisions that are made or making judgments based on experiences (e.g., I did this because …; I should, shouldn't do this). Critical reflection involves examining a phenomenon based on experiences of self or others' (e.g., did my instruction favour or exclude a certain group of learners?). Lastly, educators reflect on and evaluate the nature and importance of reflective experiences.

Consequently, it could be safely argued that the conceptualisation of reflection by Schön (1983) and van Manen (1991) outlined a useful framework to describe, explore and understand teachers' reflective practices in their quest for a more effective teaching and learning experience. However, it is essential to underscore here that these reflection types may occur in intricate and coincidental forms (Uzum, Petron, & Berg, 2014); thus, it may be puzzling at times to distinguish each reflection type. A simpler categorization which aligns reflection-on-action with past events, reflection-in-action with present, and reflection-for-action with future events (Uzum, Petron, & Berg, 2014) could therefore prove to be more useful.

The Benefits and Caveats of Reflective Practice

McKenna (1999) sets out the key concepts grounded by Schön and van Manen, and asserts that reflective practitioners can successfully pinpoint a pedagogical dimension of their teaching; explore that dimension from various perspectives; and collaborate with their peers in order to take action based on that rigorous and comprehensive reflective evaluation and sharing.

Reflective practice predominantly helps teachers develop a more profound and richer understanding of their own teaching style, methods, and techniques; and how effectively they actually teach. It also brings challenges to tradition, respect for diversity in classroom practice along with confirmation of a teacher's ideals (Ferraro, 2000). In a similar fashion, Zeichner and Liston (1996) state that reflective teaching requires teachers to understand and attempt to solve the dilemmas of classroom practice; question the assumptions that they bring to teaching; and be attentive to the institutional and cultural contexts. Calderhead (1992) and Farrell (2008) take a step forward from the abovementioned cognitive development and awareness that teachers gain from reflection, and point out that reflective teaching can foster

creativity and innovation through opportunities to explore new teaching techniques and ideas given the fact that teachers would be more willing to think critically, be questioned and provoked to search for alternatives, new strategies, and ideas. This ability to make decisions when faced with difficult situations or conflicts delivers teachers a sense of autonomy (Bleakley, 1999), which ultimately contributes to their identity construction.

Reflection is thought to present its true value when it is undertaken as a shared activity. Three factors that underscore the benefits collaborative reflection are regarded as confirmation of one's experience, seeing new perspectives, and being encouraged to inquire (Rodgers, 2002). Studies that investigated the role of collaborative reflection also reached at findings that linked it to new perspectives and practices (Mede, 2010). In her study, Onks (2009) examined the collaborative reflective practice of two early childhood educators and concluded that being involved in a structured and collaborative reflection would help teachers develop shared knowledge and skills, and make use of reflective practice methodologies more efficiently in their teaching. Reiman (1999) looked through a sociocultural view in his quantitative synthesis of research and took guided reflection as a person's ZPD, which should provide new professional information and skills, regardless of years of experience.

Other than new teaching practices and ideas, various aspects peculiar to teaching and learning have also been investigated through teachers' reflective practices. Teachers reportedly engage in critical self-reflection when they investigate the consequences of their past knowledge and experiences, beliefs, and feelings on their teaching as well as the influence of the organisational context they teach in (Finlay, 2008). Teachers' critical evaluation of their roles, confidence, personal

traits, and their environment assists in promoting a meaningful teacher identity. Farrell (2013) argues that language teachers' conscious reflection on the roles they (are supposed to) undertake can let them unravel who they are now and who they would like to be in the future. Maclean and White (2007) observed that student teachers boosted their confidence and enthusiasm, and constructed individualised, collective, and social identities with the help of joint reflection on videos of their own teaching. Kane, Sandretto, and Heath (2004) investigated excellent tertiary teaching via purposeful reflective practice and found that personality was an important dimension for excellent tertiary teachers. The participants in their study cited enthusiasm, sense of humour, accessibility, passion and being humane as the key personality traits of who they are. Finally, Larrivee (2000) postulated that a reflective teacher's classroom decisions are constructed by his/her notions about the teacher/learner roles along with the nature and environment of teaching/learning, all of which manifest a teacher's core principles related to motivation, student potential, and development. Teachers need to find out their true personality/identity through dialogic reflection and involvement with various sources (Beijaard, Meijer, & Verloop, 2004) as identity is constructed "through the interaction between contextual factors and individual teachers' inner landscape (Hong, Greene, & Lowery, 2017, p. 84).

Finlay (2008) opines that teachers can make use of reflective practice to take the responsibility for their own professional development and personal growth, which is as an essential component of the life-long learning process. In their study Burhan-Horasanlı and Ortaçtepe (2016) concluded that language teachers were able to identify their strengths and weaknesses through reflective discussions, which provided them insights for not only their true identities but also their future practices

and professional development. Zulfikar and Mujiburrahman (2017) observed that student teachers reflected on their strengths and weaknesses via reflective journals and became more aware of how to develop their own teaching. Teachers involved in reflective practice can also construct a deeper understanding of their teaching, make more informed decisions, become more confident in their teaching, and gauge their professional development more critically through a cycle of reflection, action, and follow-up evaluation (Farrell, 2008).

Although the cooperation between teachers in a reflection process may commonly help create a trustful atmosphere, the teachers in Postholm's (2008) study stated that the initially positive mood in their collaborative endeavour which involved being observed by student teachers and reflecting upon their teaching turned out to be a challenge to their self-confidence. Despite being well-qualified and motivated teachers, they were hesitant about their practices when observed and questioned by others. Reflective practice could also be an emotional test for some practitioners who are yet to reach a level of maturity in their teaching philosophies to be able to handle criticisms and change (Florez, 2001).

As Beijard et al. (2004) rightfully note, when individuals fail to reflect upon their experiences, the sense of one's 'self' remains undiscovered or incomplete. Reflective practice is the link between action and prospective action; it helps teachers improve their professional practice through mediational and critical analysis. When teachers collaborate with their colleagues, share and learn not only from their own but also others' knowledge and experiences, and mutually engage in reflecting upon actions and knowledge, they may more consciously, thoroughly, and meaningfully analyse the learning and teaching processes they encounter and will encounter in their contexts.

Co-teaching

The Definition of Co-teaching

The emergence of co-teaching as a service delivery option coincides with the growing urge to serve students with special needs in general education. This collaborative notion of teaching emphasised the inclusion of students with moderate disabilities into the educational setting of their abled peers (Murawski & Swanson, 2001). First coined by Bauwens, Hourcade, and Friend (1989) as 'cooperative teaching' to describe the pragmatic relationship between general and special educators, the shortened term 'co-teaching' has since been defined and applied in various ways. Cook and Friend (1995) defined co-teaching as "two or more professionals delivering substantive instruction to a diverse or blended group of students in a single physical space" (p. 2). Wenzlaff et al. (2002) emphasised how shared work in co-teaching helps individuals achieve what they could not have done if they were on their own. Co-teaching in its most comprehensive sense refers to a whole process where two or more teachers collaborate and share every phase of teaching responsibilities from planning and organising to delivering and assessing the joint instruction in a shared physical space (Bacharach, Heck, & Dank, 2003). In their later writings Friend and Cook (2003) and Dieker and Murawski (2003) put emphasis on the equal status and qualifications of teachers as peers in their quest for a collaborative delivery of instruction to a group of diverse students in the classroom.

All these different meanings attributed to co-teaching display some inherent components of the concept in themselves (Cook and Friend, 1995). To begin with, the teachers involved in the process are certified professionals, either in general or special education field, in their content area. They have informed knowledge about what to teach and how to teach it. The second component of co-teaching is that two

or more teachers share the same classroom with a group of students. Third, teachers plan for instruction together and take an active part in instructing students on the content. Depending on the model of co-teaching that is being implemented, the ratio of active instruction could increase or decrease for either one of the educators. However, it should be underlined that the rationale behind having more than one teacher in the classroom is not for supervising or inactive assistance purposes. Fourth, the students are a blend of various backgrounds, skills and abilities, including those with disabilities. Lastly, teachers make an effort to improve the teaching situation by reflecting on the process and giving each other feedback on activities, teaching styles and practices (Murawski, 2002).

Stages of Collaboration

In their co-teaching journey, teachers go through stages of a developmental process (Gately & Gately, 2001). Davison (2006) developed a framework for teacher collaboration phases on the basis of his extensive study. He suggested that five stages emerge on the path leading to effective teacher collaboration. The least collaborative level is *pseudocompliance* or *passive resistance* in which teachers obviously disfavour the new practice and wish to go back to the traditional style. The next stage is *compliance*, which implies a limited understanding of the application although teachers start to develop a more positive attitude towards collaborative roles and mutual gains from the process. With the next level, *accommodation*, teachers begin to appreciate the practical implementation and display more eagerness to experiment with it. By moving to *convergence*, teachers enthusiastically adopt and internalise the process of learning from colleagues. Lastly, teachers at the *co-construction* level display a high level of trust, creativity and fluency. Even emergent conflicts are exploited to gain a greater understanding of the phenomenon at this stage.

Gately and Gately (2001) offer three developmental stages that teachers experience as they proceed in the co-teaching process: the beginning stage, the compromise stage, and the collaborative stage. The beginning stage is marked by superficial, guarded, and uncomfortable communication. Much of the dissatisfaction related to co-teaching may come from teachers who failed to go beyond this stage. Teachers at the compromising stage display a more interactive and professional communication with a sense of giving something in return for taking something. Finally, teachers who reach the collaborative stage enjoy an open communication, and a high level of respect and admiration helps teachers complement each other.

Co-teaching Models

Cook and Friend (1995) and Honigsfeld and Dove (2008) illustrated five co-teaching models. The approach they have developed to describe how co-teaching functions in a classroom could be a good starting point to understand how collaboration in teaching could be demonstrated.

One teaching, one assisting: Also described by Honigsfeld and Dove (2008) as "one teaching, one drifting", this model allows one teacher to primarily teach the whole class as the other monitors the class to assist individuals or groups of learners who are struggling to keep up with the others. For brief periods the drifting teacher unobtrusively steps in to pre-teach or re-teach the content for those in need of further assistance in one-to-one or small group tutorials.

Parallel teaching: In this model, teachers work with smaller number of students as they teach the same content separately using similar strategies. Since the group size is cut at least in half, students are given more opportunities to interact with each other and with the decreased student-teacher ratio, teachers are able to provide more supervision and feedback to individual learners.

Station teaching: Teachers divide the content into parts and each co-teacher is responsible for a particular group of students in a station to provide instructional content, monitor understanding, and give feedback and assistance. Students in groups rotate through stations, and usually form an additional station to independently work on an assigned task.

Alternative and supplemental teaching: Alternative teaching involves using different methods or techniques to teach the same content so that students are exposed to the preferred learning style that they feel more comfortable with. Supplemental teaching allows one teacher to instruct a majority of students in the classroom at their expected level and the other to work with others who are in need of extended or individualised instruction on a particular content area. The supplemental teaching may last throughout the whole lesson or for a few minutes at either end of the lesson.

Team teaching: In the fifth model, teachers plan the content of the lesson cooperatively and simultaneously teach to the whole class. Neither of them has a superior or leading role in the flow of the instruction since they equally share all the teaching responsibilities and the leadership. While one teacher is presenting the content, the other may continuously provide examples and explanations. Instruction is delivered in the form of a dialogue rather than a monologue, and both teachers can comfortably take the leading or supporting role depending on their strengths.

Later on, a sixth model, one teach, one observe, was also added to the approach (e.g., Friend & Bursuck, 2009) in which one teacher instructs the majority of the class while the other observes students to collect specific information about their academic level or needs and monitor their behaviours. The information to gather is decided before instruction and analysed after the lesson by both teachers.
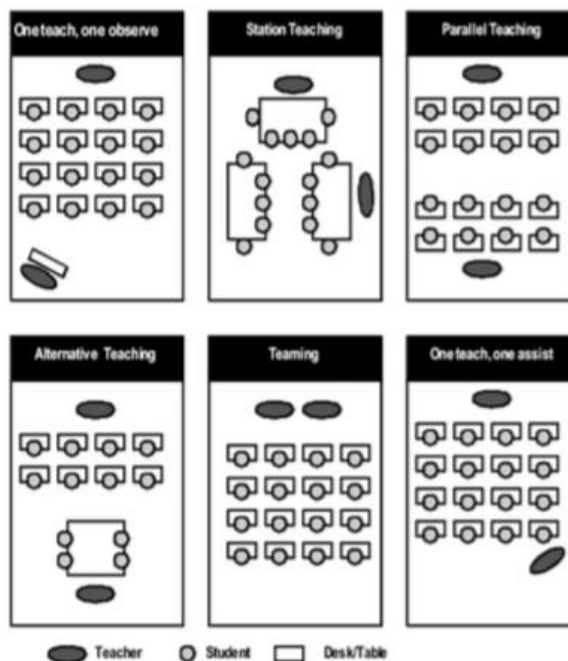
Figure 4. Co-teaching approaches. (Friend & Bursuck, 2009, p. 92).

Drawing on the results of a comprehensive survey on the predominant ways of collaboration between teachers, Thousand, Villa, and Nevin (2006) describe four co-teaching approaches. Supportive, parallel, complementary and team teaching. In supportive, one teacher directs the instructional role and the other observes and assists students when necessary. Parallel teaching indicates teachers working with groups of students in different parts of the classroom in different variations. Some of these variations are: Split class, station teaching, co-teachers rotate, cooperative group monitoring, experiment monitoring, learning style focus, supplementary instruction. In complementary teaching, co-teachers add to the quality of the lesson by enhancing the instruction with the help of paraphrasing or modelling related skills. Team teaching refers to a more comprehensive understanding of collaboration as it implies two or more teachers acting as if one by undertaking the whole range of responsibilities for teaching all of the students simultaneously in the classroom.

It is important to note that none of the approaches in co-teaching is superior to others (Thousand et al., 2006) and it is possible to use any one of the suggested models above in a classroom context (Bouck, 2007). Although a combination of two or more models could also serve the needs of students and teachers in a particular teaching situation, as Cook and Friend (1995) rightfully proposed, the best possible model would entail both teachers engaging in collaboration throughout all stages of teaching and reflection process. This assertion definitely puts team teaching at the forefront as an ideal model for teachers' professional development.

Team Teaching

The Definition of Team Teaching

Team teaching refers to a concerted process which involves two or more teachers' sharing the instructional purposes and responsibilities for teaching a class. In a team teaching situation, the teachers collaboratively and cooperatively plan the class or course, teach it, and finally evaluate the effectiveness of the instruction in a follow-up work. Encompassing a cycle of planning, teaching, and reflecting as a team, it allows teachers to work as equals in a joint endeavour (Richards & Farrell, 2005). Here, it is highly important to note that any independent engagement in any of the abovementioned processes of teaching responsibilities would be contrary to the nature and notion of the collaborative teaching concept presented here since team teaching requires all members of the team to actively attend all planning, teaching, and reflection sessions to monitor, interact, inquire and learn (Buckley, 2000).

Organisational Models in Team Teaching

The effectiveness of a team-teaching case is fundamentally interrelated to the degree of team members' understanding and accepting their roles within the team and the purpose of their participation in the process (Richards & Farrell, 2005).

Team teaching can be carried out in a number of different organisational patterns. Armstrong (1977) and Bailey et al. (2001) describe four types of team teaching patterns suggested by Cunningham (1960):

Team leader type: Under a special title such as "team leader" or "head instructor", one team member assumes a higher status than the other(s).

Associate type: In this arrangement, leadership unfolds or is designated as a result of interactions among team members in specific situations.

Master teacher – Beginning teacher type: In this format, team teaching is used to help ease the acculturation and integration process of new teachers into the school or the profession.

Coordinated team type: This pattern involves a joint sharing and work only in the planning stage, in which two or more teachers teach the same curriculum or syllabus to separate groups of learners.

Bailey et al. (2001) claim that these models of team teaching arrangements are indeed more flexible and likely to evolve than they appear to be. To support their argument, they give a team-teaching case study as an example where the initial team leader arrangement evolved into more like an associate type of organisational pattern with the programme coordinator eventually becoming an equal partner.

Richards and Farrell (2005), on the other hand, suggest the following types of different team-teaching collaborations:

Equal partners: Two teachers discuss and negotiate decisions drawing on their equal degree of knowledge and experience. They are equitably responsible for planning, delivery, reflection and assessment stages of the lesson. This team-teaching relationship is ideal for especially experienced teachers.

Leader and participant: In this model, one teacher takes a superior role responsible for making key decisions regarding the team teaching experience. This leadership role may be appropriate for one team member who has ample amount of experience in either teaching or team teaching. In that case, the other teacher who is new to the concept of teaching or team teaching may look for ways to benefit from the vast knowledge and an array of skills of the team leader.

Mentor and apprentice: This arrangement embodies an expert and a novice teacher. Naturally, the key decisions will either be made by the mentor or depend on his/her confirmation. This type of collaborative relationship is worthwhile especially for supporting newly-recruited teachers to help them develop their teaching skills.

Advanced speaker and less proficient speaker: In some team-teaching situations, an advanced speaker of English, who may or may not be a native speaker, may team up with a less proficient speaker to take particular responsibility for linguistically more demanding aspects of the lesson.

Fluent, untrained native speaker and experienced non-native speaker: This arrangement is widespread in countries where native speakers who hold no EFL/ESL teaching certificate or experience are invited to pair up with local and trained English language teachers who have substantial teaching knowledge and competence. Sometimes these inexperienced native speakers are referred to as conversation partners who are primarily given the task to "speak" with both the local teacher and the students to increase interactive communication opportunities while the local trained teacher's duty is organising the lesson.

Advantages and Disadvantages of Team Teaching

The divided responsibility in lesson preparation, decision making, instruction, and review of implementation all serve as a formidable and meaningful means of

collaborative learning (Richards & Farrell, 2005). From a personal and professional development and learning perspective, there are many benefits to participating in a team-teaching situation on a regular basis.

Collegiality and sense of community: Very often unaware of what their colleagues may offer them professionally, teachers make the least use of their immediate environment in school life. Based on teachers' reports, Richards and Farrell (2005) point out that team teaching encourages teachers to learn a lot about each other's strengths and expertise, and fosters a much closer bond both personally and professionally. Murata (2002) highlights that teachers come to display a higher level of confidence and respect towards each other than they did initially.

New roles: When colleagues share the responsibility of teaching a class, they have a chance to experiment with their new roles as observers, assistants, or evaluators, engaging in a change from the pace of traditional single teacher classes.

A pool of expertise: Team teaching allows team members to learn from individual differences and take advantage of each other's strengths in planning and teaching (Bailey et al., 2001). Each teacher will bring different perspectives and a body of experience on effective ways to handle teaching resources, cope with any challenges in the lesson, manage classroom, and organise activities. At the end of this whole process, both teachers are expected to become aware of alternative teaching methods and techniques, and evaluative practices, and also come to appreciate this process of mutual learning (Richards & Farrell, 2005), without feeling inferior or less skilled (Shannon & Meath-Lang, 1992).

Teacher development: As a powerful medium for teacher development in a safe environment, team teaching provides a peer observation situation, yet takes off the burden and pressure of any evaluative component (Richards & Farrell, 2005).

Since two teachers observe each other implement a lesson they have jointly

constructed, they can more confidently offer constructive comments and feedback on

planning and delivery decisions they have made initially. As Bailey et al. (2001)

rightly posit a follow-up discussion "with another person who has a personal stake in

the lesson's success (as opposed to someone who has a detached role of a visitor to

your classroom) allows for in-depth exploration of what worked, what didn't, and

why" (p. 182).

Openness to change and creativity: Teachers taking part in team-teaching

situations more willingly tend to experiment with alternative outlooks on instruction

(Murata, 2002). Team members appreciate creativity (Bailey et al., 2001) as they are

less afraid of being judged by their peers and know that they must teach for their

colleagues as well as for their students (Armstrong, 1977).

Improved activity diversity: Apart from modelling interactive activities such

as role-plays (Bailey et al., 2001), teaching partners can bring their own activity

portfolio, develop more effective teaching materials, and explore ways to adapt

materials into their own teaching context in a variety of situations (Brown, 2013).

Reflective work: Shannon and Meath-Lang (1992) claim that a successful

team teaching must provide opportunities for reflection. A less formal atmosphere

will surely encourage reflective work, and the self-critique done as a team work will

provide richer insights in a balanced way compared to the self-evaluation done by

the individual teacher alone (Buckley, 2000). What's more, a study conducted by

Crow and Smith (2005) revealed that reflective dialogues occurring in collaborative

teaching experiences tend to be more profound and detailed than their non-

collaborative counterparts.

It would be fair to say that team teaching is not free from any disadvantages and challenges for teachers. One of the mostly reported constraints is incompatible teammates who experience problems rising from differences or inflexibility in personality or methods and conceptions in teaching (Baeten & Simons, 2014; Buckley, 2000). If not dealt with care in time, these problems may inhibit successful team work, leading to ineffective lessons (Gardiner, 2010). Second, increased workload puts more pressure on teachers as lesson planning and reflection with a colleague demand intensive time and energy (Vacilotto & Cummings, 2007). Team members may involve in "draining, even exhausting" discussions as they constantly need to negotiate and compromise. (Buckley, 2000). Decision-making process in lesson planning is usually longer and slower in team teaching compared to that of an individual one. The third common problem observed in team-teaching situations is the difficulty in providing constructive feedback (Baeten & Simons, 2014; McKeon, 2006). Afraid of offending their colleague (Sorensen, 2004), team members often prefer to either give positive feedback instead of focusing on areas for development or simply tell what has happened in the classroom instead of why it has happened (Shin, Wilkins, & Ainsworth, 2007). Lastly, some teachers may not want expose their weaknesses or failures that may occur during instruction while a colleague is observing them (Buckley, 2000). They may be discouraged from pursuing any collaboration in lesson planning and delivery when they feel professionally inferior to their peers.

Conclusion

In this chapter, the definition and models of professional development were presented, and effective ways of professional development were described. Then, professional development was discussed from a sociocultural view in relation to the

Zone of Proximal Development. Following that, reflective practice was delineated with its common types, benefits, and caveats. Next, co-teaching was defined, and the stages and models of collaboration were outlined. Lastly, team teaching and its organisational modes were defined and described, and the chapter concluded with the reported advantages and disadvantages of team teaching.

In the following chapter, the research methodology of the study presented with detailed information about the setting, participants, instruments, data collection procedures, and data analysis.

CHAPTER III: METHODOLOGY

Introduction

This case study aims to investigate Turkish EFL teachers' engagement in reflective practice through their team teaching experiences. In order to explore this inquiry, the researcher needs to identify reflections on-, in-, and for-action that teachers engage in throughout their team teaching experience. The following research question is addressed in this study:

1. How does EFL teachers' team teaching practices contribute to their reflective practice in terms of in-, on-, and for-action?

In this chapter, more detailed information about the setting and participants, data collection instruments, procedure, data analysis, and the researcher is provided.

Setting and Participants

Being a research *with* people rather than *on* people, this case study needed participants who could eagerly make rich and insightful contributions through a successful collaborative work. Thus, five local (non-native) teachers of English at a public university in Turkey who volunteered to team teach for professional development purposes and had already decided with whom they wanted to partner up were contacted.

In this educational setting, although team teaching was one of the continuous professional development activities introduced and encouraged by the school administration and the professional development unit in the school year of 2016-2017, participation was completely voluntary. Teachers were free to choose their partners for the semester and the day/hour to team teach each week. In that sense, it could be argued that the participants were involved in a bottom-up process of

professional development. It should be noted, however, that the school administration was supportive of this practice from an organisational aspect by agreeing to adjust the teachers' schedules accordingly to give them time and space to visit each others' classes for team teaching. Even though the teachers were given freedom in their decisions regarding how, when, and with whom to team teach, there was a pre-determined agreement among all that they should aim for one team teaching lesson ideally every week or at least every two weeks and stick to this arrangement unless there were any emergencies, holidays, or school related duties or responsibilities. Team teaching embodies a reflection process that takes place after each team-taught lesson where teachers share their thoughts about the lesson they constructed and delivered collaboratively. For this study, apart from their collaborative reflections, the participants agreed to describe and narrate their experiences from their individual perspectives starting from the joint planning and delivery stages to the reflection phase that occurred after the team-taught lessons.

The participants started their team teaching lessons in mid November and the first reflective journal entry was received on November 18. The last journal entry was received on March 15. Throughout this process, without any strict imposition on the teachers from neither the researcher nor the school administration, the teachers independently but mutually decided on the content, structure, and time of their collaborative professional development activity.

Although six teachers initially agreed to take part in the study, two of them had to withdraw before the study actually started due to their heavy workload and other academic studies. After four teachers in two teams started team teaching, one more teacher showed interest and wanted to be involved in the process by pairing up with one of the teachers in the existing teams. Consequently, five teachers in three

teams, with one teacher working in two different teams, made up the participants of this qualitative study.

Among the five participants, three were female and two were male. Participants had teaching experience ranging from two to fourteen years. Despite the seemingly vast range in experience, there is no sense of seniority among teachers in their teaching and working context, without any of them assuming the role of a mentor or a coach. The participants were also purposefully selected from non-native teachers as the study aimed to be exempt from any kind of distinguishing or separating roles or attributions among the participants. To ensure confidentiality of the participants, pseudonyms were used to refer to each teacher, Bilge, Melek, Seda, Volkan, and Ahmet. The proximity of the participants and the setting was prioritised in the selection process to eliminate any availability issues. All participants had been involved in various professional development activities before, and at the time of the study they had some knowledge about the concept of team teaching as two teachers from the same institution (one being the researcher himself, the other one of the participants in the current study) had piloted the process and shared their experiences and students' attitudes both in informal talks with their colleagues and in a national conference held in the same city in the previous year.

Starting the study with six participants proved to be the right decision as it ensured the sustainability of the study in the face of an attrition. Five participants also enabled the researcher to analyse cross-referenced data from five cases to reach more generalizable themes. Table 2 displays information about the participants' gender, years of experience, highest degree earned, majors, other teaching certificates they earned, and other professional development activities they were involved in.

Table 2

Information About the Participants of the Study

Teacher #	Bilge	Melek	Seda	Volkan	Ahmet
Gender	Female	Female	Female	Male	Male
Years of experience	12	2	14	11	4
Highest degree earned	M.A.	B.A.	M.A.	B.A.	B.A.
Major	English Language and Teaching (ELT)	ELT	ELT	American Culture and Literature	ELT
Other teaching certificates	Celta Delta Modules (2-3)	Celta	Celta Delta Modules (1-2)	Celta	Celta
Other professional development activities previously involved	Conferences Workshops Self monitoring (SM) Journal writing Teaching portfolio (TP) Peer observation (PO) Critical friendship (CF)	Conferences Workshops SM PO Teacher support groups (TSG)	Conferences Workshops Training programmes PO Journal writing Action research (AR) CF	Conferences Workshops PO Journal writing CF	Conferences Workshops SM Journal writing PO CF

Instruments

This study consists of two very frequently-used qualitative research data collection instruments: journal entries and interviews.

Journal Entries

The participants were asked to write journal entries regarding their experiences of team teaching after each team-taught lesson. To provide a framework for teachers that could better guide them about the possible aspects that they could reflect on, reflective journal prompts (See Appendix B for journal prompts) were prepared based on team teaching stages and reported advantages and disadvantages of team teaching, and sent to teachers. However, the participants were reminded that they were also free to write about any other issue they found relevant and worth mentioning concerning the process.

The journal prompts were divided into three segments to reflect the stages of team teaching: planning, teaching, and reflection. The planning part inquired the place, duration, and the structure of the process, and sought to find answers to how the participants felt and what they professionally gained from this collaborative work. The teaching stage prompts aimed to investigate how participants reacted to peer observation; which model of team teaching they preferred to apply; and how they compared it to solo-teaching. The prompt that demanded more insights from the teachers in this stage explored what each teacher learned from their partner in terms of classroom teaching practices. The last part, reflection stage, first examined the place and time of the feedback and evaluation sessions, and the participants' feelings about peer feedback; then, more importantly, encouraged them to reflect on what went well and what did not in the lesson, and what they are planning to do to improve their teaching.

A total of six journal entries, the number of which were negotiated with both the participants and an expert, and agreed upon unanimously, were collected from each participant in the course of four months. The participants emailed their journal entries within a week following their team-taught lesson. Through the end of the second month of the study, based on feedback from the researcher's supervisor and another faculty member, the journal prompts were transformed into a table format (See Appendix C for the revised journal prompts) to ease the participants' job of responding to questions that requested short answers, thereby giving them more time to focus on the questions that demanded more insightful, descriptive, and narrative responses. The rationale behind asking participants to keep reflective journals was to observe the gradual effects of team teaching in the participants' narratives, reveal real-life examples of teaching, and explore reflective practices that teachers prioritise in their quest for professional development.

Interviews

To allow the participants to elaborate with more flexibility and range, and elicit in-depth and rich qualitative data (Boyce & Neale, 2006), semi-structured interviews were carried out in the study. The structure of the interviews also provided more space and opportunities to explore issues that emerged not only in the previous journal entries but also the ones that surfaced in the course of the interviews (Hoepfl, 1997). Effective semi-structured interviews largely depend on the rapport established between the interviewer and interviewee (Willig, 2001); since the researcher and the participants had been working at the same institution for at least two years, building rapport was not a concern while conducting the interviews. In total, 10 interviews were conducted, five before and five at the end of the study. After receiving feedback from two experts and piloting the interview questions with

a teacher from the same institution, the appointments for the interview slots were scheduled according to the participants' availability and convenience. The set of questions in the pre-study interview sought to collect demographic information about the participants, investigate why they decided to team teach, what they knew about it, and what their expectations and reservations were regarding the process (See Appendix A for pre-study interview questions). The post-study interviews focused on clarification of and elaboration on issues mentioned in journal entries to explore specific teaching styles, practices, methods, and techniques as well as lesson planning skills and perspectives on material use that the participants had reflected on and emphasised in their narratives and evaluations (See Appendix D for post-study interview questions). Another focal point in conducting post-study interviews was to elicit the participants' overall thoughts concerning their team teaching experience, along with their reflections for future actions. Thus, teachers' beliefs about the influence that team teaching had on their teaching practice and professional development were investigated.

The interviews were conducted in English as all the participants were fluent users of the language and had no trouble in responding to questions in a detailed and insightful manner. Additionally, because the concepts and terms involved in the process were predominantly English, the participants felt more confident and comfortable to express their ideas and comments on the related issues in English. The interviews were conducted face-to-face by the researcher and audio-recorded by two devices simultaneously, immediately duplicated and sent to the researcher's email address in order to take preventive measures against any technical problems. The interviews lasted between 06:20 minutes to 93:23 minutes. Table 3 displays the

duration of the interviews for each participant. The interview recordings were transcribed by the researcher.

Table 3

Duration of the Interviews

Participant	Duration of the Interviews	
	1st	2nd
Bilge	14:44	93:23
Melek	07:15	52:59
Seda	08:20	48:42
Volkan	06:20	60:34
Ahmet	07:33	91:10
Total	43,32 min	345:68 min

The duration of the first interviews that were conducted before the study were relatively shorter since the participants were mostly inexperienced in team teaching and stated that they expected to understand and evaluate better once they were involved in it more reflectively. During the second interviews, participants were able to give a detailed description of their experiences along with their thoughts and beliefs regarding teaching that they have reflectively formed, questioned, or revised throughout their team teaching experience.

Procedure

This research was conducted with the participation of five local teachers of English working at a state university in Turkey. As the first step, the Professional Development Unit of the English Preparatory School at the university was contacted to find out if they were planning to introduce team teaching as an in-service

professional development activity within their educational institution. The researcher was informed that team teaching was one of the professional development activities that were to be introduced and encouraged in this year's professional development programme. After five teachers responded positively to the email sent by the school administration, the researcher contacted the teachers in person to receive their consent in participating the study. All the volunteers met the criteria in participant selection that required local teachers of English who had no administrative, mentoring or coaching titles. The data were collected through two semi-structured interview sessions with each participant and a total of 36 reflective journal entries. The interviews were conducted face-to-face, audio-recorded, and later transcribed by the researcher. The journal entries were sent by the participants to the researcher via email. Table 4 shows the dates of data collection through interviews and reflective journal entries.

Table 4

Data Collection Timetable

	Team 1 (Seda-Volkan)	Team 2 (Melek-Bilge)	Team 3 (Bilge-Ahmet)
Pre-study interviews	07.11.2016	04.11.2016	04.11.2016
1st journal entry	21.11.2016	15.11.2016	23.11.2016
2nd journal entry	01.12.2016	08.12.2016	26.12.2016
3rd journal entry	14.12.2016	16.12.2016	27.02.2017
4th journal entry	22.12.2016	28.02.2017	02.03.2017
5th journal entry	03.01.2017	06.03.2017	10.03.2017
6th journal entry	10.01.2017	13.03.2017	15.03.2017
Post-study interviews	05.03.2017	20.03.2017	21.03.2017

Data Analysis

Thematic analysis was considered to be the most appropriate method for this case study not only because it has a rich historical connection with organisational reporting, but it also emphasises the significance of practical outcomes and enables the researcher to extract meaningful and readable patterns of themes from a large chunk of data (Boyatzis, 1998). The research was designed to find out what themes linked teachers' team teaching experiences and their teaching and reflective practices. The data in the study were gathered from 10 interviews and 36 journal entries. After the audio-recorded interviews were transcribed and the journal entries were carefully read several times, the parts that were found to be related to the focus of the study were identified. The themes that directly corresponded to the research questions were marked by using colour codes. New themes that recurrently emerged during the transcription and reading processes were also noted down as common themes.

The following pre-determined themes were considered in the analysis:

- What type of reflective practices teachers engage in,

- What team teaching reportedly offers teachers in terms of teaching practices as an outcome of planning, delivering, and evaluating a lesson with a colleague,

- What the participants learnt about their own teaching,

- What the participants plan to focus on in their teaching after their team teaching experience.

The analysis stage involved moving from raw data to meaningful concepts or themes. At this step, in order to render the task a more straightforward and procedural one, a step-by-step guide that involved six phases of the thematic analysis

process by Braun and Clarke (2006) were made use of to go through the analysis process. Table 5 shows a brief description of these six steps of thematic data analysis.

Table 5

Six Phases of Thematic Analysis Process

Phase 1.	Familiarising yourself with the data, repeated reading of the data for initial thoughts
Phase 2.	Generating initial codes, identifying meanings, organising data into meaningful groups
Phase 3.	Searching for themes, sorting the different codes into potential themes
Phase 4.	Reviewing themes, rechecking and refining the themes
Phase 5.	Defining and naming themes, determining what aspect of the data each theme captures
Phase 6.	Producing the report, using data extracts to explain each theme

(Braun & Clarke, 2006, p. 16)

Two sets of data gathered from journal entries and interviews were analysed through open-coding to create tentative labels for chunks of data, which could then be organised into categories. First, pre-study interview texts from each participant were reviewed and coded. Then, each journal entry was dissected and categorised into codes in a sequential order. Lastly, post-study interviews were again dissected and categorised into previous or newly-added codes. As a final step, all the codes were reviewed and categorised again using the NVivo software programme to look for ones that overlap or are redundant.

The data were analysed in two phases: within case analysis and cross-case analysis. The first analysis process solely concentrated on the data gathered from one participant through journal entries and interviews. This process yielded chronological and developmental data for each participant. Once all the individual analyses were finished up, the comparative analysis of all participants' data was conducted to identify and interpret the reoccurring themes across different cases in the study.

Silverman (2006) argues that a research process should be as transparent and open to an outsider's inspection as possible. In order to facilitate the readers' access to the original data, direct quotes from both transcribed texts and journal entries were included while analysing the data.

Trustworthiness of Qualitative Research

The rigour and credibility of qualitative research has generally been under scrutiny, and the validity and reliability issues in such studies have been questioned and criticised mainly by positivist/scientific researchers. However, Guba's (1981) framework in which he proposes criteria for ensuring trustworthiness in qualitative research is favoured and accepted by many (Shenton, 2004). The four criteria that Guba constructed for a trustworthy qualitative study are as follows:

a) credibility (alternative to internal validity)

b) transferability (alternative to generalisability)

c) dependability (alternative to reliability)

d) confirmability (alternative to objectivity)

In this study, Guba's constructs were utilised to make certain the analysis process was rigorous and the findings were credible. To ensure the credibility of the study, first of all, each participant in the study was given opportunities to quit participation so that only those who were willing to offer genuine data were involved

in the process. Secondly, triangulation of data was employed through interviews and reflective journal entries to confirm the consistency of the data regardless of time and the means utilised. Apart from that, iterative questioning was another strategy that was applied to check reliability. To this end, during the interviews, the issues previously raised by the participants in their journal entries were paraphrased and probed to elicit further related data. To ensure transferability, sufficient information about the context, participants, tools, and the nature of the team teaching model applied in the study was provided for any future researcher who would like to make such a transfer to a similar situation. To address the issue of dependability, first of all, the analysis of the data conducted by the researcher was compared to that of an experienced qualitative researcher to defy any bias in generating codes and themes, and ensure inter-rater reliability. The information reported for transferability also contributed to the dependability of the study as any future researcher could make use of this information about the process to repeat the work. Finally, to achieve confirmability, other than triangulation of the data and the use of excerpts from the informants, an example of how the data was processed during the course of the analysis was provided to enable the reader observe the procedures described (See Appendix E for sample initial coding of the data).

The Researcher

Schmid (1981) described qualitative research as the study of the factual world from the actual perspective of the person that is studied. She underlined that behaviour, which is naturally influenced by physical, sociocultural, and psychological environment, transcends what is observed; and the researcher has the responsibility to access and critically explore the subjective understanding and perceptions of the person under study. In that sense, the researcher becomes the

primary medium in conducting a research (Denzin & Lincoln, 2003; Lofland, Snow, Anderson, & Lofland, 2006). As an essential instrument of the research, then, the researcher needs to inform the consumers of the research by describing his/her identity and experiences relevant to the area being investigated, and presenting any prejudices and expectations he/she may hold (Greenbank, 2003). As the human instrument of the research, the researcher has the responsibility to persuade the readers trust his/her qualifications and ability to conduct the research. As one of the instruments in collecting and analysing the data in this research, I would like to give my autobiographical portrayal to demonstrate my connection to the study and the rationale behind investigating the issue.

After studying English Language and Literature at university, I started working as an English instructor at a state university in Eskişehir, Turkey in 2004. Because I was not actually trained to be a teacher, especially in the early years of my career, I had difficulty in understanding the nature of teaching, including teaching styles, methods, and techniques; learner types; material use; and so on. Therefore, I unconsciously entered a cycle of trial and error in my teaching experience. Once the classroom door was closed, I was implementing what I deemed "teaching" based on my observations as a learner. It was not long before I realised that teaching demands more professional and practical knowledge and skills than it looks from the outside. Seeking to get support from the experts in the field, I attended conferences and seminars where I hoped to learn how to teach in the most possible effective way. Unfortunately, my expectations were not met in the least; even the speakers invited to my institution to talk about language teaching were far from giving practical ideas that would fit to our context. To make things worse, the general picture they drew concerning what teaching should be like was somewhat demotivating at times since

that idealistic attitude made people question their ability to teach when they saw a chasm between what it should be and what it really is. Many of my colleagues and I were attending conferences or talks, and then criticising the speakers for not being sensitive to our actual teaching practices.

This vicious cycle was broken for me when a number of teachers at my institution did the CELTA course in 2012 and started sharing their experiences, practical ideas, and attitudes towards teaching. I was so impressed by the ways they dealt with problems that I had been struggling for years that, a year later, I decided to take the course as well. The good thing about the course was that all the trainees there were people I worked with. During that course, one of the most valuable things I learned was that I could actually learn from the teacher teaching in the next classroom more than I could from an expert in the field. As more people became open to learning from each other and experimenting with practices that could be applied to our context, we started sharing more ideas and activities for classroom use; gave feedback on their effectiveness; and even discussed further adaptations and changes.

In 2016, one of my co-workers mentioned team-teaching as we were searching for a new professional development activity to experiment with. We decided to team teach and see how students would react to having two teachers in the classroom and in what ways they might benefit from this process. We did eight team teaching lessons; collected data on how students perceived team teaching, focusing particularly on their feelings about and attitudes toward having two teachers in the classroom; and presented the results in a national conference. We received very positive feedback from the students, which was encouraging to continue team teaching as an alternative way to possibly increase student motivation and even

performance. Although our initial purpose in starting team teaching was to gauge student perception, throughout joint lesson planning, teaching, and reflection sessions, I realised that I began to see the whole process of team teaching as an opportunity to learn from my peer. I started appreciating the opportunity to closely observe a colleague's approach toward lesson planning and teaching. On top of that, after the classes, I was able to evaluate with my peer both our performance as teachers and the effectiveness of the activities we used, which I never did after I taught individually. Obviously, I had the opportunity to gain new insights on teaching and learning thanks to my team teaching experience. That's why I became motivated to follow up with a broader, scholarly investigation to see whether my personal experience with team teaching was in fact reflective of what other teachers might experience.

In conclusion, it would be fair to say that that my previous experience and knowledge provided guidance for me in both data collection and analysis phases of this research. It is crucial to note that the positive experience I had with team teaching might have induced me to expect similar outcomes in different cases as well; however, I am aware of the fact that team teaching may come with its challenges, and teachers involved may see a number of disadvantages of this joint endeavour. Furthermore, since the starting point in my team teaching experience was to evaluate students' perception of team teaching, I went through a different path and looked at the process mainly from another angle that was not closely attached to professional developement. Throughout the whole process of data collection and analysis, I have neither made any positive or negative comments to any of the participants regarding my own experience of team teaching nor shown any reaction to their journal entries or comments during interviews so as not to imply any oral,

verbal, or nonverbal approval or disapproval of their thoughts, feelings, and beliefs. In that sense, although I am involved in both data collection and analysis stages of this study, I do not have any influence on the participants' experiences and comments, and I stay solely as an outside observer of their experience.

Conclusion

This chapter provided information about the setting and participants of the study, instruments used, data collection procedures, data analysis, and the researcher. The next chapter will report the findings of the data analysis.

CHAPTER IV: DATA ANALYSIS

Introduction

This study aims to investigate how Turkish EFL teachers engaged in reflective practice during their team teaching experiences. In order to explore this subject, the researcher needs to identify reflection types that are on-, in-, and for-action that teachers engage in as a result of their involvement in team teaching. The following research question is addressed in this study:

1. How does EFL teachers' team teaching practices contribute to their reflective practice in terms of in-, on-, and for-action?

In order to answer the research question, data were collected via two different instruments: reflective journals and pre- and post-study interviews. All qualitative data collected from reflective journals and interviews transcriptions were analysed according to Boyatzis' (1998) thematic analysis. The researcher first examined the printed copies to define the codes and then colour-coded the themes that emerged. Then, the researcher used the NVivo software programme to reread and recategorise the codes and themes, which he finally listed under the concepts of reflection-on, in, and for-action types.

This chapter consists of one main section, in which the results of the data analysis are presented under reflection-on-action, reflection-in-action, and reflection-for-action.

Results

Reflection-on-action

Reflection-on-action involves a retrospective analysis of an experience or a problem without any pressure for immediate action or response. Participants

frequently engaged in reflection-on-action under the following themes: teacher

identity and dynamics of teaching. Table 6 demonstrates the themes and codes that

are listed under this reflection type along with the number of their occurrences.

Table 6

Themes and Codes for Reflection-on-Action and Their Frequencies

Themes	Codes	Participants				
		Bilge	Melek	Seda	Ahmet	Volkan
Teacher Identity	Personality	2	12	5	2	1
	Experience	1	1	1	-	2
	Teacher's role	-	3	-	3	1
	Teacher autonomy	-	3	3	-	2
	Motivation	4	-	-	2	-
Dynamics of Teaching	Discovering learner Identity	3	3	3	7	2
	Insights on teaching	1	-	1	1	1
	Own context	6	2	4	-	4

Note: The frequencies reflect how many times participants wrote comments about
each code.

Teacher Identity. The first theme that emerged from the participants'

reflective journal entries and the interview sessions was the sense of teacher identity

that the participants constructed. Personality, experience, teacher's role, teacher

autonomy, and motivation were the codes that made up the theme of teacher identity.

Personality. Personality was the most prevalent code that reflected the

participants' thoughts and insights about their identity as well as those of their

colleagues as teachers. Melek, for example, thinks that she is too active in the class

and talks too much, which she relates to her personality. She is physically so active

that, although she thinks this is normally not a disadvantage, she uses all her energy physically and sometimes fails to deal with other things that require critical thinking in the class. During their team-taught lessons, she observed her colleague and noticed how a teacher's calm and careful attitude makes a difference in their classroom performance:

> When you are calm, you are not rushing anything, you are focusing on different perspectives, sometimes vocabulary, sometimes general mistakes. And you are better at realizing general mistakes because you are calm. And you become a better observant and focus on general mistakes, not one or two, you realise the general things, and it is a good thing.

Melek also revealed another personal trait of hers as a teacher when she was team teaching with Bilge. After concluding that her over-energetic and over-excited personality was related to her subconsciously using the class like a theatre stage for herself, she admitted that she was also a bit jealous when she saw that her students were very actively answering the other teacher's questions while doing a task. She felt she was a good teacher when she was at the centre. But her confidence was a bit challenged with the presence of another teacher as she stated:

> I sometimes felt a bit jealous. Again it was about my personality. Because I was so sure that my teaching techniques were very good, and I saw something else was also working, I thought maybe I'm not that right. Just a tiny bit.

> Bilge thinks that she is not a patient person, but as a teacher she learnt how to be patient, which she found very hard to achieve. Sometimes she asks a question to her students to which the answer seems obvious to her, but they cannot produce the answer, and she cannot see why they cannot see the answer as easily and quickly as

she does. She also found out that her personality created a breakdown in communication with her partner during their feedback sessions after team-taught lessons:

> As a person, outside the school I take things very personally. When somebody says something, I dissect what she has said, "Did she want to say this?", "What did she really mean?" I made the mistake of assuming that everybody does what I do. My partner told me to be direct and blunt. For a couple of reasons, I cannot seem to be doing that. One is I think about my personality, I am not sure I can choose the right words, I cannot find the exact words that completely reflect what I think.

Seda chose to reflect on Volkan's personality rather than hers as she admired the way her partner displayed the spirit of an actor in the class. She commented on how her partner's fun character contributed to a lively classroom atmosphere:

> I like his way of approaching the students; he is very relaxed, very confident, and he makes good jokes and uses his gesture effectively, and makes students laugh. Sometimes he patronizes in the class but students like it; he is the authority figure in the class but his students like it a lot and they laugh at him even when he makes very strong sentences. They like him, so I like his way, the atmosphere that he creates in the class is a good one for the students because the students feel very relaxed too.

Melek also thinks she is a fun and friendly person; that's why, she is able to understand her students and consequently has a good relationship with them. Ahmet likewise believes his students see him as a friendly person. He states this is in his nature, he wants to talk to people and get them to talk.

In conclusion, personality obviously emerges as one of the significant aspects of teacher identity. All the participants built a connection between personality and teaching, either by looking at themselves or their partners.

Experience. Four of the participants shared their ideas regarding the role of experience on teaching. When considering the effect of having another teacher's approval of his teaching methods on his confidence as a teacher, Volkan reported that he was already confident in his teaching in many ways as a result of his experience in teaching. He stated:

> If I had been teaching like for two or three years, I would have needed that confirmation. I am not saying this to brag, but there are some things you realise about yourself over the years, about your teaching experience. You know what you are doing right and what you're doing wrong. Instead of focusing on what you are doing right, you put them aside and say, "These are okay, these are the things I can do; what can I do next?" This is the result of experience.

Volkan also reported that his partner, Seda, agrees with him on the significance of experience in teaching as they talked about how experience helped them from planning to implementation to class management throughout the process of team teaching. Due to their confidence and calmness as experienced teachers, they asserted that they had no problems in class management. To demonstrate the role of experience in teaching, Volkan recounted how Seda dealt with a problem they faced in one of their classes:

> I had a student at my age, and he was kind of reactive to the new teacher. He was kind of trying to spoil what she had to do, but she was trying to be nice and funny sometimes. The guy was a bit mean. She handled that quite well.

She kind of ignored his remarks and just smiled back. She was able to maintain the atmosphere in the class. This is the direct result of experience.

Bilge, on the other hand, questioned the assumption that argues experienced teachers are better teachers. She team taught with Melek, who has comparatively less experience than she does, and expressed how she feels on the issue:

I think sometimes people or teachers make the mistake of thinking less experienced teachers as not good teachers, which I did not agree with in the first place; and I now definitely believe it is not the case because, for example, even when she inserted a different kind of material into the regular material, my partner created such a good flow that I did not realize it came from another source.

Melek also claimed that it does not matter how less experienced the other person is in a team teaching situation. She maintained that inexperienced teachers may even be more passionate about working on their weak areas. She stated sometimes experienced teachers have those habits that they have formed over the years which are really hard to change. Inexperienced teachers, on the other hand, are just forming their habits, and it is easier for them to change those habits.

To sum up, it can be concluded that although the participants differed in their evaluation of the role of experience in teaching, their remarks showed that experience is one of the key points that constitute a teacher's identity.

Teacher's role. As team teaching requires two teachers to teach in tandem, it encourages them to reflect on their primary roles in a teaching context. Bilge, Ahmet, Seda, and Melek described their roles as mainly facilitators and monitors in the classroom. Looking from a broader perspective, Ahmet also saw the teacher as a guide whose responsibility transcends the boundaries of the classroom. He stated:

I think a teacher's major role is a guide in terms of life and language. In our context students really do not know what to do. It is their first year at university; they are not really aware of their skills and what is coming in the upcoming years. Teachers do not just have to teach; they also have to guide them through a lot of things. Our students have some taboos in terms of language learning. For example, when you talk about vocabulary, they tell you that they take notes and they keep a vocabulary notebook, and memorize them. But they do not really know the strategy.

After her team teaching experience, Melek held the idea that teachers should take on a less visible role in teaching. She argued:

It is not about me as a teacher; it is about the students. Whatever they need! They have to talk; they need to answer. I think generally teachers think about themselves "How was I?"; "How did I teach?" But in team teaching, the most important thing is not me, or the other teacher, but learners. What I mean is I should think from their perspective more when I teach. Personally I or the other teacher is not important, but teaching itself is important.

Ahmet also reflected on a teacher's role when he was looking at how two teachers shared responsibilities in a team teaching situation. He realised that team teaching gives one teacher the lead role, which he resembled to a cup that holds the students in the lesson, while the other one is mostly busy with monitoring and thinking about or planning the next stage of the class. He maintained a teacher needs to both lead a lesson and at the same time monitor the students and plan ahead. After enjoying the comfort of collaborating with a colleague during lessons and then reflecting on what her role is in the classroom, Melek felt overwhelmed as she saw that everything is her responsibility; she has to give students the instructions, observe

them, help the shy ones, and at the same time give feedback for the active ones. It was simply too much for her!

Unlike other participants who see a teacher's role as more of a guide or facilitator, Volkan reported that he assumes a more important role as a teacher when he takes his teaching environment into consideration. He points out that the teachers in that context do not have much time to help students practice what they have learned. Given the amount of time they have and the level of proficiency they need to reach within that time, students need their teachers' assistance to be as accurate as possible; they do not have all the time to practice and learn from their mistakes. According to Volkan, that is where the teacher steps in. The teacher's role in that sense is to interrupt students' work and correct as many mistakes as possible.

In conclusion, participants' reflected on a teacher's roles, which predominantly involved being a facilitator, a monitor, a guide or a transmitter of knowledge in the classroom. These reflections were meaningful in manifesting and reflecting how a teacher's identity is constructed through the roles they take on.

Teacher autonomy. Team teaching involves sharing not only the responsibilities but also the decision-making processes in teaching. Therefore, as one might expect, teacher autonomy was one of the codes that emerged from the participants' reflections. When contemplating on her partner's way of error correction methods, Seda pointed out that she would not focus on accuracy all the time in her lessons simply because it is not her, it is not how she does things. She also stated that she would do some things differently if she were to plan the team teaching lesson on her own, and only in this way it would be a totally 'Ms. Yılmaz' lesson. Volkan similarly emphasized his love for freedom in the classroom, the sense of liberty that enables him to do whatever he wants and however long. He reflected

on his autonomy as a teacher as he was involved with making all the decisions regarding teaching with a colleague:

> You are not as comfortable as you would be when you are on your own because, to be honest, I am not very meticulous about time planning in my teaching. I have a general planning in my mind before I go into the lesson. Sometimes it can change just on the spur of the moment. I can decide to postpone an activity or replace an activity with another depending on the mood of the class, or feedback from students, or I just make a very quick needs analysis in the class. That is, I am able to decide on the course of the class, and I like this liberation about my teaching, I like being alone and being able to make instant decisions in the class.

Melek maintained that she is normally in charge of her class, and for her it was hard to accept her colleague's presence as another authority in the class, to which she grew accustomed in time. Interestingly, though, even her students' occasionally turning to her for approval of the things that they would say to the other teacher turned out to be contributing to her sense of authority. She stated:

> At first, it was hard for me to recognize another person as an authority in the class. I was supposed to be the authority in the class. It was hard for me and for my students as well. It was one of the first team teaching lessons that we did. My students were looking at me even though my partner was speaking at the time. They were waiting for my confirmation, like "Should we really do it?" Even if that was a problem at the time, I felt good because they were asking for my confirmation to answer her questions. It was not a problem for me at the time because I was still the authority. I was constantly shaking my head to let them do what she asked.

Seda concluded in her reflection on the issue of teacher autonomy as follows:

We only had six teaching lessons, so the others were still mine. I did the

others as in the way that I wanted to do it. I mean, having him in some of my

lessons was okay for me because I did whatever I wanted to do in my other

lessons, so I was okay with that.

Being involved in a team teaching experience helped the participants reflect

on teacher autonomy, which is obviously an important factor for the participants in

forming their identities as teachers and is something that participants would not like

to lose.

Motivation. The last code that could be listed under the theme of teacher

identity was motivation. Two of the participants presented motivation as a

fundamental aspect of being a good teacher and as a starting point for continuous

development. Ahmet reflected on how important it is for a teacher to be motivated

and enthusiastic as he made the following remarks:

I saw that enthusiasm of teachers really help in engaging the students in the

class because in one class with my partner, we did not really focus on an

interesting topic at all. I thought the students would be bored of this topic, it

was about technology and how it changed all our lives, for me it is kind of a

lame topic. But, we were able to make them talk about half an hour. It

was simply because my partner was cheerful that day. Sometimes students'

attitudes towards the class is reactive. They see you are cheerful and

enthusiastic that day, it passes to them. Just because of that, they were

incredibly communicative that day. If it was just me doing this lesson, it

would have probably been a disaster. Or I would have just preferred to focus

on not speaking that much and would have probably focused on the

vocabulary. I see that student dynamics change a lot. Now I see that we should at least seem more enthusiastic in the topics that we are not really interested in.

Bilge also believes that motivation and enthusiasm are very important characteristics that define teachers. She admired her partners' energy and enthusiasm in the classroom so much so that she believes they rubbed their motivation and enthusiasm on her as well. She pointed out it was nice to work with people who are not always down. She stated:

> Now I have come to realize that my partners are not only enthusiastic about team teaching, they are really into developing themselves as well. The idea of team teaching came to us after our Celta course last summer and I was really curious whether my partner would be able to carry her motivation throughout the semester or a year. But I think she did so.

As a prospective mother, Bilge also expressed her concerns about losing her motivation to teach well. She believes that people usually consider her as an enthusiastic, motivated, and motivating teacher. That is something she very much likes to continue, but she admits that she is not as naïve as to think that things are going to go on as they were. Even now, she does not like the feeling that she might have less motivation, which ultimately can make her feel that she is less of a teacher now.

To conclude, motivation is an important factor for the participants in defining the identity of a teacher both in and outside the classroom. It could be seen as an element that drives teachers to develop themselves professionally, and it may pass on from one teacher to another or from teacher to a whole class.

Dynamics of Teaching. Participants' reflections on the particularities of the environment they teach in comprised another theme under reflection-on-action section. The participants engaged in reflective processes to gain insights on their learners' identities, teaching in general, and teaching in their own context.

Discovering learner identity. Undertaking a more critical monitoring role when not directly teaching in a team teaching experience may give teachers more time to reflect on who their learners actually are, what they are good at, what they do not enjoy, and what they need to improve. Melek, for example, realised that some of her students do not talk even though they know the answer. She has the impression that they are too shy to say things out loud in the classroom. Although Bilge contends that students are too different to be put into general categories, she also holds the belief that students can ask questions more than we expect them to. They have more potential than we usually see. They may look shy, but with a little bit of encouragement they can realise their true potential.

Seda has some pre-determined ideas about what her students may or may not enjoy. For instance, believing that students like moving around the classroom, she decides to change an activity into a competition to make them physically more active; or she gets stressed about how a role play activity may go in her class because she knows her students do not like interactive activities much. Once, she was hesitant about applying her partner's way of teaching grammar, which seemed to be working pretty well with his group of students, simply because she believed her students would be loaded with too much grammar before starting the whole lesson, which, according to her, they would definitely not enjoy. Melek also expects her students to get bored when they are supposed to do a summarising activity. She stated:

Students do not like summarising activities. I think it has something to do with their background experience because you know in high school or elementary school we always did it. They think it is a traditional way of learning something or doing something. Probably that's why.

Ahmet had a similar pre-set belief that students would be bored by a topic about technology and how it has changed our lives, which he considers to be a little 'lame' now that it has been discussed so many times in classes. But eventually he has come to understand that learners can be drawn onto an even rather boring topic by introducing something new into it:

When you change a little bit of something, it gets more interesting. With two teachers, this is not something that they have experienced in their life. When you think about all their education experiences, there was always one teacher in the class. With two teachers, it's a huge change for them. I would say change is the key term here.

Volkan on the other hand reflected on the value of forming habits and providing learners a comfort zone where both the teacher and the students can feel more comfortable and secure. He claimed:

They know what I am doing, they expect things from me, they know my style. I do not have to do a lot of modelling because I know their capacity; I know they can understand these things, and they know what to do because we do similar things most of the time. Content changes, but the style is very similar. For example, for translation activities, I give them a sentence in their native language and they instantly understand and start translating it.

In their reflections, Volkan and Ahmet pointed out the fact that teachers need to leave behind their assumptions about their learners. Ahmet stated that assuming

students can understand the new words he teaches without seeing them on the board or in a proper context, and expecting them to understand these words quickly as he gives the definitions is a huge false assumption for a teacher to make. He concluded that he should not really expect his learners to grasp new vocabulary as quickly as he does, it is not fair to them. Volkan also admitted that sometimes teachers get carried away by the illusion that students can understand everything they tell them. In reality, students sometimes fail to understand what is told, and they need to see their mistakes from time to time.

Ahmet realised students' relationship with their teachers could be key to understanding learners' identity. He stated:

Students usually think of their teacher as a knowledgeable person; and when you tell them that you don't know anything about a particular subject, they become eager to tell more. They feel astonished when they see that their teacher does not 'know' something, and because of that feeling, they want to give more information. This way you get what you want. You get them to talk more.

Ahmet also reflected on how one of his students has gone through a transformation process, which he concluded was a direct result of a backlash effect that he used in classes. He reported:

I deliberately focus on weaker students; I try to make them participate in the lesson. They know this, and it kind of provokes them because they say "You think I'm a weak student, but I will show you it is not so." It has really helped a lot. For example, in one of my classes there is a student, in all my classes he just prefers to sleep. I always try to get his interest into the class and get him to participate, but he is simply not interested. We thought that he would not

participate in class because my partner taught him for a whole term previously and this term I tried to get him in, but did not really succeed. However, with the two of us together not inviting him changed him a lot. He implied that we are both wrong. He changed his attitude totally and my view of him has changed totally.

When teaching to a new group of students who were not familiar with his style, Volkan reported that he understood he needs to be more careful with his instructions and modelling. He usually skips the instructions parts in his classes since he is confident that the students will have no trouble understanding what he wants, but he realised students need clear instructions on any task. Ahmet also saw the value of understanding learner reactions when witnessed a transformation in his students' behaviours as a response to his changing teaching method. He stated:

Whenever I write something on the right side of the board, which I intentionally use for new words and phrases that has come up on that day, they say "Ahh, this is a new word or phrase" Before we started team teaching, two or three of them had notebooks, now more than half of the class have notebooks. It's really interesting. Their logic is like that: "This guy puts a lot of stuff on the board, there must be a reason for that, I should start taking notes."

To sum up, the participants reflected on their learners' identities by identifying how the learners might feel and react to certain types of activities, and how they respond to certain changes in teaching methods, all of which gave insights to the participants on who their learners truly are.

Insights on teaching. Another code that emerged under the theme of teaching dynamics was related to the participants' reflections on their past experiences

regarding the nature of teaching itself. Monitoring students during classroom activities was an issue that two of the participants critically and retrospectively reflected on. Bilge remembered one of her past Celta lessons after a team-taught lesson that she truly enjoyed, where students were engaged and they barely had to intervene when monitoring:

> The lesson reminded me of one of my CELTA lessons: I thought it had gone horribly wrong because I had been inactive and it felt like I had not 'taught' anything. My tutor asked me 3 questions: "What were you doing?" (feeling very awkward and monitoring) "What were the students doing?" (reading and thinking) "What is wrong with that? Isn't that what you wanted?"

Ahmet maintained that the most difficult part of teaching is actually neither the teaching part nor the planning stage. The most difficult part of teaching for him is simply monitoring students effectively. He tried to observe how his partner conducted monitoring during team-taught lessons and this process made him reflect on the stages he went through in his quest for bettering his monitoring skills:

> I knew this before team teaching and I tried a couple of things, different ways. In a U-shaped layout, I usually go around the class with a chair. I thought that it would make them more comfortable because in Celta input sessions they told us so. But then I noticed that actually staying put in the centre of the class is kind of better and you listen to students from there. But the problem with that is my ears. I'm not good at hearing what other people say in a noisy place. Sometimes hesitant students just whisper during speaking parts, so I could not really hear them; I tried that, it did not work. Then I tried this; I did not get too close I was like 2 or 3 inches away from them. But this time I heard those things but I could not just jot them down.

When comparing the effectiveness of giving instant feedback and delayed whole-class feedback during especially productive tasks, and questioning his own method, Volkan reflected on how his students normally react to his way of correcting errors:

I did too much translation maybe and throughout the process I forgot sometimes to give feedback to the whole-class. I did that in some cases but it was always connected to or depended on activities like translation. I gave students a sentence to translate and then when they made mistakes, I used to tell them the source of the mistake, the type of the mistakes; and they actually gave me good feedback. They said it was a very good way of learning. They said, "We realize our mistakes when we do this." This is not very different from the end of class feedback session because we do this on the board with the whole class.

Lastly, Seda very succinctly admitted that about five or six years ago she would have strongly argued that grammar translation method would never work in a language classroom environment. But in time, she has come to accept that it may work, in fact anything can work in teaching; therefore, she is open to anything. She believes every single method or technique is worth trying, and if it is working, why not use it?

In conclusion, by remembering their past experiences and beliefs regarding teaching while collaborating with a partner, the participants engaged in a critical and retrospective reflective process to examine the role of monitoring as well as teaching methods in teaching a language.

Own context. In a team teaching situation, for two teachers to plan and teach a lesson cooperatively, there is a need for mutual agreement on suitable timing that

would fit in both teachers' daily workload, and this situation brings about the issues

peculiar to their own teaching context. Four of the participants, excluding Ahmet,

expressed the challenges and concerns that they had in their team teaching

experience. The challenges were fundamentally related to the difficulties of the

school programme and workload of the participants. Bilge reported:

> Finding a time frame that would fit us both was hard and took more than I
>
> would have liked. This term, my lesson plan does not allow me to be that
>
> flexible with the organisation of team teaching with both my colleagues. So
>
> sometimes we had to talk about it over the phone. The school program is a
>
> challenge because you don't know when you're going to do this, when you're
>
> free.

Melek also expressed her discontent with the challenges arising from school

schedule. She stated that sometimes before the classes, because of their schedules or

plans, they could not come together. She wanted to come together and discuss before

the lesson about what they could do, but either her partner could not come or they

could not meet. Seda was another participant who complained about how difficult it

was for two teachers to meet and spend time to plan or reflect on a lesson, let alone

teach at the same time. She reported that their timetables did not match at all since

especially she had many other responsibilities to take care of in her job. That's why,

sometimes they could not find time to get together before the lessons and had to plan

the lesson on the phone.

Another concern that the participants had was related to their desire to adapt

team teaching lessons to their own context. Because they are required to follow a

certain curriculum and syllabus and, maybe more importantly, because they wanted

to see what team teaching has got to offer them particularly for their own context, all

the participants reflected on the value of adapting collaborative teaching to their own context. Volkan and Seda pointed out that they wanted to see if team teaching would meet their needs within their current material and curriculum, so they decided to make their lesson plans in line with the curriculum to see how this experience works along their own practice. Unlike the first lesson where they used their own materials in a freer way, starting from the second time they planned to teach based on the course book to see what insights they could gain from the experience when they teach in more a realistic teaching environment. Bilge, Melek, and Ahmet also had a similar context-sensitivity concern in their team teaching experience. Bilge expressed this point as follows:

> We wanted to see how things would go with the usual material in our own context and I think that worked out okay, even more than okay, to be honest. I was really curious about this because when you go in the classroom with a different material, it should work because it is novel, it is different, it is not the book. I thought it would work, but not this much; they worked really well with the team teaching experience.

To conclude, the challenges the participants had in their own teaching context mostly arose from school schedule and the desire they had to align a new practice to the dynamics of their existing context. These challenges emerged as prominent factors in shaping the participants' reflections on their teaching environment.

Reflection-in-action

Reflection-in-action is guided by tacit knowledge to think out how to reshape the activity that is experienced. It requires an on-the-spot endeavour to improve actions from an external perspective (Kottkamp, 1990). It is also suggested to include teachers' reflections on current situations and conditions (Wilson, 2008). This

section presents three themes: teaching practices, discovering self, and teacher

beliefs. Table 7 demonstrates the themes and codes with their frequencies that fall

under this reflection type.

Table 7

Themes and Codes for Reflection-in-Action and Their Frequencies

Themes	Codes	Participants				
		Bilge	Melek	Seda	Ahmet	Volkan
Teaching Practices	New perspectives	-	4	11	9	6
	Remembering old ones	2	-	1	-	8
Discovering Self	Strengths as a teacher	2	2	4	3	1
	Areas for development as a teacher	6	4	2	5	4
	Confidence	2	3	6	3	4
Teacher Beliefs	Dilemmas	4	-	5	1	7
	Finding a balance	-	2	6	-	4

Teaching practices. The first reflection-in-action theme that emerged from

the participants' reflective journal entries and the interview sessions was their

thoughts on teaching practices. The codes listed under this theme were discovering

new perspectives in teaching a foreign language and remembering the old practices

that they have stopped using.

New perspectives. By planning a lesson collaboratively and observing their

colleagues in action during classes, the participants reflected on the innovative ways

and new perspectives they have seen in the other teacher's practices. Volkan, for

example, observed how his partner carried out a lesson using the 'guided discovery'

method. He reported that he had not used the method before and now he believes that

he has a better insight on how to teach grammar. Ahmet always wanted to try task-based learning (TBL) in his classes, but he did not know how the method worked in detail. He stated that he learnt a lot of know-how and little tricks while planning a TBL lesson because his partner told him how to implement the lesson step-by-step. He reported the following when they did a second TBL lesson:

> We decided to do another TBL lesson within the context of a game called 'spending maze' in which students choose how they want to spend and save money through group consent reached by stating opinions, agreeing, and disagreeing. Bilge shared the material with me. It was simply brilliant. It changed my view completely.

Seda stated that she learned a new activity that she could use for speaking practice in the classroom. She stated:

> I learnt one of the activities that I liked. He is calling it train stop, it is a speaking activity. He is making a circle of students and there is an outer circle and an inner circle. And then, he rings the bell, the students sit face-to-face, when he rings the bell, the students change their partners. He always changes the topic; this is a new activity for me. I liked it.

Seda took another innovative step, but this time she was not inspired by her partner, she found the courage in herself to try a new teaching method:

> I have always been interested in Dogma, which means going to the class without any aim but deciding on what to do depending on the emergent language coming from the students. I had not tried it completely in my classes, I always wanted to try, but did not feel confident about it. It was a good try to see how it would go in the class. But, if I had been alone, I wouldn't have tried it. I became more confident with him.

The participants gained new perspectives not only from completely new methods to them but also from different adaptations or usages of the materials or activities they already know of. Seda reported that she saw a different way of using a game called 'hot seat' that she has been using in her classes for a long time. She asks her students to use full sentences to explain the word, but her peer lets the students to use single words or act the word out. She remarked that although there were rules in that adaptation that she did not set in her implementations, she noticed that they were also effective in getting the students produce the language. Seeing a different implementation was a good change for her. Volkan observed that his co-teacher used a game in the lead-in part of the lesson, which he would normally not think of doing. He reported that the game worked well in terms of enlivening the classroom atmosphere. He also noted that his partner contributed to the planning phase in one of their team teaching lessons with an elicitation session to be conducted before starting the lesson, which he never implemented at the very beginning of a lesson before. Melek was amazed by the amount of time they spent on discussing and analysing a reading text, which she would imagine to take not more than 15-20 minutes, but by making students critically engaged in the text, they were able to extend this time to 45 minutes. Likewise, Ahmet found out how a teaching material could be exploited to the most. He reported that he felt amazed at how students talked about three pictures on technology for more than 15 minutes. He also indicated that going beyond the word level was a new thing for him. He actually tried to do it before, but he did not think of putting it all on the board, which according to him makes the whole difference.

Lastly, the participants gained new perspectives by noticing some tweaks, techniques, or small adjustments that their co-teachers implemented while teaching.

Melek, for example, spotted how her partner raised the students' awareness about a
text:

> She told them "Okay, you got the answer, but from what line? Can you show
>
> us?" They were all looking at the reading text, they were reading the
>
> sentences, and at the same time discussing vocabulary. When they had some
>
> disagreements about the answers, they said "Look, this line says
>
> that." Another thing was about listening. Before she started the recording, she
>
> asked the students to think about key phrases that might help them
>
> while listening to the recording. And I think it was a good technique. I always
>
> tell them to read the questions only, but making them analyze the questions,
>
> find the key words was a better idea I think.

Ahmet also maintained that he gained a lot by simply observing his partner.
The way Bilge monitored the students in class opened a whole new idea for him
about effective monitoring:

> I observed my partner and I learned a lot. Actually, they call it "quick
>
> fix", small things that change everything. I noticed that she does not really get
>
> too close to the students, she does not have a paper in her hand, she just goes,
>
> hears something, goes back and writes it down. This way she is able to take a
>
> lot of notes to give feedback on without disturbing anything. And students do
>
> not notice that what they say is being taken down. It changed the whole
>
> monitoring thing for me.

Volkan also noticed how effectively his co-teacher monitored students and
gave feedback on errors afterwards. He narrated how she carries out the process:

> After speaking activity, as she does the monitoring, she takes notes silently
>
> without interrupting the students' work. At the end of the class, she transfers

her notes on the board, and tells the whole class what they have done by paying attention or attracting their attention to their real mistakes. Knowing that they actually made those mistakes means something to them.

Lastly, Ahmet noticed how grouping students can make a difference in a classroom atmosphere. He stated:

I think this experience helped me with the grouping of the students. This is related to classroom management as well. In one class, we tried to do "the holiday maze", which was a TBL class. While grouping the students, I did not really use to put much thought into what would happen if one group finished early. Especially with producing language classes, speaking classes, this is now one of the first things I consider because this should be a priority for a teacher. Who will be with who? How will I divide this into groups? He is a good student; he shouldn't be in the same group with her.

In conclusion, the participants gained new insights on their teaching practices by observing new methods, new adaptations or usages of existing activities or materials, and seemingly new adjustments that their partners implemented during team teaching lessons.

Remembering old ones. Three of the participants who had been teaching for more than 10 years reflected on the teaching methods or sources that they have forgotten or left behind unconsciously over the years. Volkan, for example, stated that he remembered the importance of modelling, showing students what to do instead of just saying and checking understanding. He used to do all these, but, to his surprise, he stopped doing them after some time. He also saw that elaborating on instructions and feedback made teaching and communication easier and smoother.

This, he concluded, was a trait of his teaching habit that had diminished over time and through accumulation of erratic experience. He stated:

> I had the chance to look back at my methods and see the things I have put aside over the years. Because I had not been involved in a systematic observation process, I did not have a very good chance of getting feedback from my colleagues or the students. I did that from time to time but it was not a systematic process, so I realised that this is a need in a teacher's life and once you do that, you get a chance to look back at your style, your teaching methods, the tools that you use during the class. As I mentioned in my journal, I was particularly concerned about giving instructions and giving feedback especially. I realized that I lacked a lot or I have lost a lot from my ability to correct the mistakes, doing whole class corrections or end of class feedback sessions over the years.

Volkan stated that Seda reminded him that it was sometimes normal for students to make mistakes while speaking in a controlled or free activity, and accuracy should not be the main concern of the teacher in the lead-in phase of the lesson. Similarly, Seda pointed out that Volkan reminded him that sometimes students need and wish to be corrected even during a speaking activity.

Bilge saw that Ahmet organises, laminates, and then keeps the materials he uses in classes for future lessons. She stated that creating or adapting materials was something she already did, but creating them in a way that she can use whenever she might need them was something she (re)learnt thanks to this experience. She made the following statements when she reflected on how her team teaching experience helped her remember old practices and sources:

In terms of classroom teaching experience, there are things that I now

remembered because of this experience. The things that I do not do anymore

or things that I knew but I did not try. There is a huge variety of things in

teaching, at some point especially when you are not involved in such kind of

activities like team teaching, you make the mistake of falling into a loop.

Variety is a good thing not only for your students but for yourself as well. I

appreciate that. One of the things I remembered is a source material; I knew

that book, I had that book. It was there and she put a flashlight on it.

All in all, it can be concluded that relatively more experienced participants

engaged in reflection-in-action by remembering what they have put aside over the

years. Observing their partners while teaching reminded them of their old teaching

practices and sources.

Discovering Self. The second reflection-in-action theme that emerged from

the participants' reflective journal entries and the interview sessions was discovering

themselves. The codes listed under this theme were discovering their strengths, areas

for development, and level of confidence.

Strengths as a teacher. The participants discovered what they think they do

well while teaching either through introspection or by receiving confirmation from

their team teaching partner. Volkan, for example, was able to see his ability to

connect with students. He stated:

One strength that I realized about myself is I think I have this ability to easily

establish a rapport with students because it is not hard for me to connect with

students that I do not know. It has a lot to do with experience. I think after

you see so many students, so many classes over the years, it is not hard for

you to establish a good relationship or connection with students right away

and start giving them instructions and motivating them and encouraging them

to do things, helping them feel that you are there to help them. That is an

important strength.

Ahmet also noticed he could establish a good relationship with students in general

through his ability to communicate with them, and he could successfully use

techniques to attract them into the lesson. He declared:

I realized I mostly ask good questions to get students to participate, I consider

their level. I also noticed that in teaching vocabulary I felt that I am good at

concept checking questions because in most cases whenever we tried to

teach new vocabulary, emerging language, I was able to add some other

words on top of them, and then ask questions about part of speech,

pronunciation, etc.

Both Seda and Ahmet thought that they are good at providing feedback to

students. Melek noticed that she is good at giving instructions. She makes them a bit

shorter than her partner usually does, and she uses her body language in a good way.

Both Seda and Volkan realised that they could work with a colleague collaboratively,

which they believe is not an easy thing to accomplish.

Bilge focused on what her partners thought she did well in the classroom and

valued their confirmation of her strengths. She reported:

In your own classroom it is something when you think that something works,

but it is something else when somebody thinks what you do works. One of

these things was my monitoring skills. They mentioned this quite a lot. That

is something that came up in my previous professional development activities

as well. I think it is a big deal. I also found out that the way I give feedback

works. I sometimes give feedback in the end of the lesson and sometimes

stop the students to correct the mistakes, that depends on what they are

doing, sometimes I give bits of feedback, but I think I mostly do whole class

feedback at the end of the lessons. I think they meant that. I try to elicit

answers from students in different ways.

Melek pointed out that her partner always said that she was very good at transition

between tasks and materials. Seda declared that her partner gave her positive

feedback on the way she presents the target language in a grammar lesson.

Considering the statements that appeared in journal entries and interview

sessions, it can be safely concluded that the participants reflected on their strengths

as building rapport with students and colleagues, making students engage in the

lesson, giving effective instructions and feedback, monitoring, and presenting the

language.

Areas for development as a teacher. Melek, Ahmet, Volkan, and Bilge

pointed out that they realised they need to improve their giving feedback skills.

Volkan noted that his co-teacher detected that he was a bit hasty in giving feedback

and making corrections in the elicitation part. He reported:

My partner verbally warned me about this. She said I was sometimes too

hasty in giving feedback or making corrections during student work. She said

maybe it was better if I did not interrupt while the students were just doing

free speaking activities, and rather took notes and mentioned the mistakes at

the end of the session. I think she was right about it. Perhaps sometimes I am

a bit impatient in that sense and we talked about this as well. I mentioned it a

couple of times in my journal report as well. I might be sometimes too

concerned with accuracy.

Both Melek and Ahmet stated that they were not good at giving feedback because they had difficulty in spotting their mistakes. Melek said that there was not much variety in her giving feedback strategies, and she attributed the cause of this weakness to her over-energetic nature which puts her on the centre so much that she sometimes forgets to pay attention to learner errors. Ahmet concluded that he was not able to give feedback due to his trouble in monitoring effectively to discern what is said in a noisy environment:

> I think I'm not skilled at giving feedback. I don't really think that I'm good at hearing what other people say especially in a noisy environment, in the class during the production parts, I usually get too close to students, it's kind of distracting, they stop talking. This inability of mine kind of this distracts the whole process of production, which I think is the most important part in a class.

Bilge thinks that she has to work on giving more efficient feedback to students' questions about emergent language: She stated:

> I am not sure I can very effectively deal with the emerging language things. Part of the reason why I realized that is they have this context, their own context in their heads, they do not clarify or explain it to you, but they single out a question and expect you to answer this. Sometimes they ask questions that I really want to answer really effectively but I am not sure I am quite there yet.

> Being able to go beyond the word level was a skill that Melek and Ahmet believed they need to improve to equip their learners with better lexical knowledge. Melek reported:

I was not focusing on vocabulary very much. Even if they asked me questions

about the vocabulary, I was just writing them on the board, just the word,

nothing else. No definition, no collocation, nothing. Just the poor

little word staying there, and nothing else. Even before my partner told me

about that, I felt weird, "So, okay what do I do now? Should I write the

definition, should I give an example?" I asked some awkward questions, and

they were not so good. I realized that.

Ahmet realised that he was not good at exploiting vocabulary because he checked the

meaning and part of speech only, and he did all this orally instead of visually making

it available to students by using the board. He thought he should work on giving

more suitable contexts for the new vocabulary and demonstrate related aspect such as

part of speech and collocations on the board.

Seda and Ahmet reported that they need to work on their checking

understanding strategies. Seda realised she was in a rush to give the answers while

checking her students' understanding. She also stated that after her co-teacher's

comments on that, she was surprised to see that she was actually not waiting long

enough for students to give an answer, she never realised that before in her classes.

Ahmet realised that he was using the same phrase again and again to check students'

understanding so that he can move on. He stated:

In terms of weaknesses, I see that I use some cliché sentences that many

teachers have I guess. I always use "Do you see what I mean?" I actually ask

it to pass to the next activity, I should not do this. And my partner noticed this

actually. She pointed this out. I asked "Do I really say this?" and she told me

go back to the class and pay attention. Then I said "Ohh, I really do that" I

usually say that in grammar points to go on to the next point. I am working

on that. If my partner had not come to my classes, I would probably do this

for like 20 years and it would be a fossilised thing, and I would never be able

to get rid of it. I mean, why am I saying this all the time? Do not say

anything. I can just stay silently; I don't need to say this.

After reflecting on his repeated use of a cliché sentence, Ahmet concluded

that he may also need to work on his teacher talking time (TTT). He declared:

I think I should work on teacher talking time. I do not really talk much but

sometimes I utter some sentences. When I reflected on what I said a couple of

minutes later or after the lesson in one lesson, I realized that I could have

used fewer words or I could have not said that, it was already obvious.

So reducing teacher talking time is one thing that I should work on.

Judging by the participants' remarks, it can be concluded that they reflected

on areas for development particularly regarding giving feedback, exploiting

vocabulary, checking understanding, and teacher talking time.

Confidence. Participants examined their level of confidence while reflecting

on the practices they implemented with their co-teachers. To start with, their

confidence level increased after they received positive feedback on the things they

did well. Volkan felt more confident in his choice of activities after his partner

viewed one activity as a good tool for reviewing student performance. Seda similarly

felt more confident about the way she gives feedback, checks understanding and

instructions, and uses L2 as much as possible in the class after her co-teacher praised

her on these points. Melek also pointed that she was getting more confident as she

improved her teaching skills according to her partner's feedback after team teaching

lessons.

Another aspect of confidence boost in participants came from realizing their weaknesses and starting to work on them. Volkan reported that he became more confident because he had a chance to see his weaknesses and be able to correct them. Melek was on the same page with Volkan, and she declared:

I know my weaknesses right now and I have to work on them. I saw that I have weaknesses that I did not know before. If I continue like this, knowing that some parts are not right, I will have less confidence. But we worked on them with my partner and I improved, so I am more confident; if I keep working, I will be more confident.

Ahmet, however, felt that he lost his confidence a little bit after he realised he was not as good as he thought he was in some parts of his teaching. He stated:

I was confident in my teaching before this team teaching. I am still confident. In terms of little parts in teaching, I thought I was good at some things like reading the students' minds, for example, but I noticed that I am not that good at this because my partner kind of changed my mind on that.

In short, participants reflected on how confident they were in the way they teach by either receiving confirmation from their partners regarding their strengths or noticing their weaknesses and having an opportunity to correct them to be better teachers.

Teacher Beliefs. The third and last reflection-in-action theme that emerged in the participants' reflective journal entries and the interview sessions was teacher beliefs. The codes listed under this theme were dilemmas and finding a balance.

Dilemmas. Observing different beliefs, attitudes, and implementations regarding teaching encouraged participants to reflect on teaching conundrums and question the value of either sides. The first dilemma that emerged was the accuracy

vs. fluency quandary. Volkan was paying more attention to accuracy during classroom activities, correcting all the mistakes during each stage of the lesson including lead-in. Seda on the other hand was not for stopping her students to correct their mistakes, especially if they were doing speaking activity. She preferred to leave the error correction session to the end of a lesson. Volkan and Seda also differed in their attitudes towards the use of L1 in the classroom. Seda thought that she should use L2 almost always in language classroom, with which Volkan disagreed. These clashes helped them weigh the value of each stance towards teaching. Volkan summarised the dilemmas he had after he started team teaching:

> I am in two minds about many things. Sometimes I am on one side, sometimes on the other because I cannot give a very clear-cut decision. For example, concerning the use of L1, I sometimes think it would be very good, very useful, very beneficial for students to get exposed to as much target language as possible, but sometimes especially when giving instructions, giving instructions in students' native language might be even more useful because that is the nature of instructions. As the name suggests you are telling people to do something and as long as they do it, then the problem is solved. But another part of me thinks giving instructions is part of teaching and learning a language. It will also help students practice and be exposed to the use of imperatives, and whole other vocabulary along with it. Again with error correction, I still think accuracy is very very important, but I sometimes think that, specially in the production phase in speaking, it must be something to be pushed back into the background. You should underline the importance of the context, content and interaction.

Ahmet and Bilge did not see eye to eye on the issues of teaching pronunciation, time management, and exploiting the context. Ahmet described their differing ideas on teaching pronunciation as follows:

> She believes that if what they say makes sense and if it is understandable, it is okay, accent is not a huge thing for her. I used to say "Try to do it like a native speaker.", or I used to focus on pronunciation a lot in my classes. I think we had some clashes in some intonation patterns and in functional language parts.

Volkan stated his partner was quite meticulous about time planning for each stage of lesson whereas he was more into making decisions on the spot depending on student reactions. Bilge also reported how she disagreed with her co-teacher on the point of deciding how much time to allocate for tasks in a lesson:

> Ahmet told me the task took too long and so the time management was not very effective. I felt that the task was set nicely so the students were genuinely engaged. Sure we could have cut it short and made time for whole class feedback and everything, but if they are genuinely on task, why interrupt them?

Lastly, Bilge described how her partner and she could not reach an agreement on the issue of teaching grammar points implicitly through exploiting the context vs. using grammar rules explicitly. She reported:

> Another discussion was about clarifying language points and exploiting the context given. I'm not sure we see eye to eye on that. I feel that the explanations in the reference books sometimes do not overlap with how the language is used in the context. Ahmet felt the students would not see the 'subtle' difference used in the text. I believe by exploiting the text more, by

asking the right questions, they could, in fact, see more than what we give them credit for.

In conclusion, by observing their own methods with those of their partners, participants reflected on dilemmas regarding whether to focus on accuracy or fluency more, to use L1 in the classroom or not, to prioritise teaching pronunciation or not, to be strict on time management or not, and to teach grammar implicitly or explicitly.

Finding a balance. After engaging in a critical reflective process on their dilemmas, participants sought to find a balance between the two ways. Seda tried to see from her partner's perspective when she concluded that she could give on-the-spot feedback at some points where needed. She realised the students sometimes need to notice their grammar mistakes and it may be okay to be accuracy focused when your aim is to teach or practice grammar. Volkan likewise reached a compromise when he stated the following:

> I believe in correcting as many mistakes as possible, but as she mentioned, it would be a lot better if I did not do this during the warm-up stage because in that stage the only concern should be the setting the context and raising interest, eliciting what the students know regardless of the accuracy of the communication. Accuracy is just out of question at that point or it should be.

In terms of L1 use, Seda stated that she wanted to use the native language in her classes more than she used to but still less than her partner does. Volkan reported that he now thinks in some lessons a precise time planning is needed for the phases of a lesson. Still, he added that if you did that meticulous time planning all the time, it would turn into something monotonous. Ahmet pointed out that he now spares less time on getting the most accurate pronunciation of a word or a phrase from students when teaching vocabulary or during a speaking activity.

Lastly, after seeing her co-teacher's calm personality, Melek reflected on compromising on her over-energetic and fun nature. She stated:

I realized that I do not have to be fun all the time to teach good lessons. As a goal, I always wanted to be a good teacher, and I always thought that being fun and being friendly make them more engaged in the class. I saw that it was not true. In some lessons, I have to ask questions about the reading text, students have to answer them. It's all about finding the balance, you should meet in the middle to have a great classroom environment.

To conclude, participants reflected on finding a balance between being accuracy-focused and fluency-focused teaching, using L1 sometimes or not, strictly timing lesson stages or not, teaching native-like pronunciation or not, and being calm or energetic.

Reflection-for-action

Reflection-for-action focuses on the future of action, examining possible alternatives and ways to develop an action plan. Moving forward is the only theme that is presented under this reflection type. Table 8 displays the theme and codes with their frequencies that are listed under this reflection type.

Table 8

Themes and Codes for Reflection-for-Action and Their Frequencies

Themes	Codes	Participants				
		Bilge	Melek	Seda	Ahmet	Volkan
Moving Forward	Changing yourself	4	6	2	10	9
	Team teaching again	1	2	6	1	2
	Continuing professional development	6	2	2	1	1

Moving Forward. The reflection-for-action theme that emerged from the participants' reflective journal entries and the interview sessions was moving forward, which indicated the changes and improvements participants wanted to implement in their teaching or themselves professionally. The codes listed under this theme were changing yourself, team teaching again, and continuing professional development.

Changing yourself. Melek, Ahmet, and Volkan reflected on changing their monitoring and giving feedback strategies. Volkan stated that he would be more careful about taking notes while students are talking and give whole-class feedback at the end of the lesson. Melek noted that seeing that she can observe students better now, she might try to focus on not only one mistake, but more general mistakes to give feedback on. Ahmet thinks that he will not disturb students by getting too close to them during speaking activities.

Ahmet claimed that in speaking or discussion parts, he would go beyond the questions in the course book, and instead of going for the the easy way of asking simple questions, he would go for the hard way to elicit more language from students. Melek also stated that she would give more time to exploiting reading texts. She reported:

> When I ask questions about the reading text, I will ask them to underline the sentences that they get the answers from. I was not doing it, she did it and it went very well. I could tell from the students' responses. I would do that definitely.

Seda stated that she would consider changing the activities that she had been using in the same way for many years after she saw that her partner's way of doing an activity that she used many times in her classes in a different format worked well

too. Bilge noted that she learnt some brand-new activities. Seeing that a material her partner brought to the class, which was about doomsday, sparked a very good classroom discussion, Bilge reported that she would also like to implement such activities into her lessons instead of regular ones.

Another aspect that participants wanted to change about their teaching practices was related to board use. Melek stated that she would write students' mistakes on the board and discuss them. Ahmet claimed that he would try to put everything on the board, which he thinks helps a lot to the students. Volkan noted that he would be more careful about using the board effectively. He stated:

> Whenever I elicit something, a word, a phrase, or something, I will be more careful about giving information on the board. Not only the meaning, but also giving more information about the words or phrases; about its use; about the parts of speech and spelling; if there are any similar spellings; what the students should pay attention to.

All in all, participants reflected on changing the way they monitor students to give feedback on their mistakes as well as the way they use the materials, activities, and the board.

Team teaching again. All of the participants reported that they would continue team teaching in the future. Seda pointed out the value of learning from different perspectives with each partner. She stated:

> I peer-taught with two teachers, now I want to find another person to team teach because the things that that my first peer taught me were totally different from what my second peer taught me. I want to have another eye in the classroom to help me improve my teaching. Maybe another person will

teach me something that Volkan could not observe in my classes or did not have a chance to tell me.

Melek and Ahmet would like to team teach with the same partner in the short term. Ahmet thinks that this will give him a better understanding of how things work. Melek declared that she was planning to continue to do team teaching with the same partner. She likes it because they are different in a lot of ways and her partner is more experienced than she is, so she can actually benefit from her experience.

Bilge, Seda, and Volkan, on the other hand, expressed their wish to team teach with a different colleague the next time. Volkan expressed his wish to team teach again with a different teacher who is again an experienced one. He stated:

> I am planning to actually repeat this process with another person so that I can be sure if they are really things that I need to work on. Again I am planning to do this with an experienced teacher because the other way around might turn into some kind of training. I do not want that to happen. I want both of us to see things, to observe things.

Bilge and Seda opted for going for the opposite direction in terms of the level of experience in their future partners. Having team-taught with teachers who were less experienced than herself, Bilge now wants to match up with a colleague who is more experienced than her. She stated that variety was valuable, and she was hoping the following year she might have a more experienced teacher for team teaching, which she was curious to try. Seda conversely wondered what it would be like to go through this experience with a less experienced colleague. She declared:

> I want to team teach with somebody who is not that experienced at all. I want to see how he or she sees my teaching. We have a newly recruited teacher here, and we are partners now. I will invite her to my class to team

teach with me because that would be a totally different experience. My first

two peers were experienced ones, what if she is an inexperienced one?

Ahmet considered teaming up with a less experienced teacher after team

teaching one more time with his current partner. He imagined he would put much

more effort into the process and consequently develop his skills if he were the more

experienced one, the one to be learned from in a team teaching situation.

In conclusion, all participants showed their enthusiasm to continue team

teaching with either the same colleague or a different one who is either as

experienced as or less/more experienced than the former partner.

Continuing professional development. Engaging in team teaching experience

encouraged participants to think about more likely and less likely options for future

professional development activities that they might consider to involve in.

Observation emerged as a more likely alternative for Volkan, Bilge and Seda.

They all said that they are open to observing or being observed by a colleague to hear

out as many different ideas as possible about the way they teach. Bilge even reported

that Ahmet and she might consider observation instead of team teaching to see what

difference it makes compared to collaborative planning and teaching:

> I really enjoyed seeing how my partners did things. That's why I want to do
>
> more team teaching and observe. One of my partners suggested observing
>
> each other instead of team teaching. I am okay with that too. I am very
>
> interested in his giving me feedback after observing me. Maybe if we were
>
> not team teaching, maybe he would be more open or willing to give me
>
> feedback.

Secondly, the points and discussions that emerged from team teaching classes

fostered further professional development activities. Volkan and Bilge, for example,

started reading about classroom activities, which they will keep doing. Bilge
reported:

> Activities like team teaching should lead to more activities of that sort. I am
> going to read more, everyday I read something, things that I read are not
> necessarily journal articles, but practical ideas that real teachers have, like
> blogposts. I value them too, I learn and am eager to try them out. Reading
> will go on.

Lastly, Bilge examined the value of keeping a reflective journal which pushed her to
reflect more. She stated:

> With the team-teaching experience, writing things down was as much
> valuable as the reflection sessions. I thought about how the reflection sessions
> worked. That helped me answer a lot of questions. The way I did it was not
> time-efficient, but it paid off to just sleep on things, to give myself some time
> to digest what we had discussed. So, I think, I will keep doing that.

> Melek and Bilge looked from a different perspective as well and examined
the less likely professional development options for them following their
involvement in a team teaching situation. Both maintained that they are not
comfortable with video recording themselves during a class, so they did not not see
themselves doing it for professional development in the future. Melek stated that she
simply does not like to watch herself, and likewise Bilge pointed out:

> About future professional development activities, I am trying to be open to all
> but to be perfectly honest, I am not that into video recording myself. I have
> tried it and I read a lot about it and I can see the benefits, but I don't like to be
> that self-conscious. I feel like it is better to be focusing on learning rather
> than 'me'; and with video-recording, it can be a bit hard.

All in all, it can be concluded that participants welcome observation, reading about practical teaching ideas, and keeping a reflective journal as more likely future professional development activities whereas video-recording themselves as a less likely one.

Conclusion

This study explored the reflective practices of five EFL teachers who were engaged in a team teaching experience at a public university in Turkey. The aim of the study was to find out what Turkish EFL teachers reflect on during their in-, on-, and for-action reflective practices in a team teaching experience. This chapter presented the findings based on reflective journals and interviews under three main sections: reflection-on-action, reflection-in-action, and reflection-for-action. The next chapter will present the findings and discussions, pedagogical implications, limitations of the study, and suggestions for further research.

CHAPTER V: CONCLUSION

Introduction

This study investigated Turkish EFL teachers' involvement in reflective practices via their team teaching experiences. For that purpose, the researcher identified reflection types that are on-, in-, and for-action that the teachers engaged in while planning, teaching, and evaluating lessons collaboratively. In that sense, the study sought answers to the following research question:

1. How does EFL teachers' team teaching practices contribute to their reflective practice in terms of in-, on-, and for-action?

Data were collected via two different instruments: reflective journals and pre- and post-study interviews. The pre-interviews were administered to receive background information about the participants. The reflective journals were used to analyse whether, how and in what ways the participants engaged in reflective practices throughout their team teaching experiences. The post-study study interviews were utilised to attain a deeper understanding of the participants' reflections by encouraging them to elaborate on or clarify reflections they narrated in the reflective journals. All the qualitative data collected from reflective journals and interview transcriptions were analysed according to Boyatzis' (1998) thematic analysis. After examining the printed copies to define the codes and then colour-code the themes that emerged, the researcher used the NVivo software programme to reread and recategorise the codes and themes, which he finally listed under the concepts of reflection-on, in, and for-action types.

This chapter discusses the findings of the study in the light of the relevant existing literature. Following that, the pedagogical implications and the limitations of the study are discussed. Finally, suggestions are made for further research.

Findings and Discussion

In this section, the researcher will describe the findings in relation to three reflection types, which are a) reflection-on-action b) reflection-in-action c) reflection-for-action, and present the main conclusions.

Reflection-on-action

One of the most distinct findings of the present study was how the participants engaged in reflective practice through team teaching by examining their identities as teachers and the dynamics of teaching environment including learner identity, nature of teaching, and own context.

In the study, personal characteristics discussed by the teachers emerged as one of the fundamental factors that shape the participants' identity construction. The participants in the study made connections about either their own or their team partner's personality and its influence on the classroom atmosphere or student learning. Being calm, patient, fun, and friendly were presented as favourable attributes of a good teacher. This finding is in line with Kane et al.'s (2004) study that also found personality as a fundamental dimension of excellent tertiary teachers' reflective practice. Having a sense of humour and being humane, attributes which could be matched with being fun and friendly, were the mutual personal features ascribed to good teachers in both studies, with the latter adding enthusiasm, accessibility, and passion to the list as well.

The findings revealed that the participants' perceptions of experience make up a frequently noted though not necessarily agreed upon part of their identity as teachers. Volkan and Seda linked some of their successful classroom implementations and classroom management to their experience in the field. Bilge, on the other hand, made a counter-argument by narrating an example of good teaching done by her relatively-less experienced team partner; and Melek, Bilge's team partner, emphasised the passion that inexperienced teachers have to improve their practice, which may be missing in some experienced teachers. From what the participants unfolded in their reflections, it could be argued that when paired with a teacher who has a similar level of experience, experienced teachers may relate their successful teaching to their experience in the field; however, when they team up with a less or more experienced teacher and engage in critical reflection, they may move beyond those assumptions and see the issue of experience from a different angle. This could be because experienced teachers usually think about how much they have progressed over the years, and attribute their current competency level to an informed and accumulated wisdom of many years. However, when they observe that relatively experienced teachers can also dexterously handle difficult situations in the classroom or deftly use an activity to meet the teaching objectives, teachers are more inclined to probe the validity of the notion that praises experience, and even discuss what experience may potentially take away from teachers. This finding could be a notable one since there is not a study conducted on EFL teachers which shows that teachers reflected on their experience levels as part of their teacher identity.

The participants' reflective practices manifested the diversity of the roles that are attributed to a teacher in and outside the classroom. Although mainly the facilitating or guiding aspects of teachers' roles were brought forward by a majority

of the participants, it is notable that reflecting on the responsibilities of a teacher in the classroom, ranging from giving instructions and monitoring the progress of each student to planning ahead and giving feedback to the whole class, made the participants dwell on their demanding, multi-layered functions as a teacher, which could be realised in either an implicit or explicit manner. Melek, for example, could be reported to have become more conscious about the many things that she was responsible for while teaching, which, according to her, should be handled by being more 'invisible'. This finding is in line with Burhan-Horasanlı and Ortaçtepe (2016) and Farrell (2013) who posit that language teachers explore their not only present but also future teacher identities when they reflect on a variety of roles they undertake. In that sense, the participants in the study investigated who they are and what they are doing or what they need to do by looking at the various roles they take on as professionals. Their reflections on these roles identified both their current understanding of what is expected of them and who they want to become in the future.

Being engaged in a collaborative form of teaching induced the participants to reflect on their autonomy and individuality as part of their teacher identity. Four of the participants expressed their concerns regarding distinctiveness or wishes to be free in doing things in their own way despite the fact that they enjoyed the whole process of working with a partner in team teaching lessons. This finding supports that of Bleakley (1999) who describes a profound and complex type of reflective practice that enables practitioners to make professional decisions in the face of difficult situations or disagreements, thus becoming independent or autonomous. In that sense, the participants in the present study displayed their attachment to their

individuality even when they were engaged in a deeper reflective practice through collaboration with their team partners.

The role of motivation and enthusiasm in creating a teacher's identity was another noteworthy finding of the study. Following their team teaching process and reflective practices, Bilge and Ahmet uttered how steadfastly they believe in the far-reaching impact of motivation that engulfs both students and other teachers once it spreads from its source. They both observed and reflected on how a motivated teacher transforms not only his/her image and identity as a teacher but also the collective learner/teacher identities around them, which will ultimately encourage them to be even more motivated in the future. This finding is in line with Maclean and White's (2007) study that concluded enthusiasm was a core element for student teachers in constructing individualised and social identities through collaborative reflection practices. From a broader perspective, the finding could also be interpreted to support Hong et al. (2017) who point out that identity is shaped by a combination of inner processes and external contexts. In the study, Bilge and Ahmet reflected on the reciprocal relationship between teachers' internal attribution and contextual factors, through which their teacher identity is constructed and shaped not only presently but also prospectively.

An important finding of the present study that could be listed under the heading of 'teaching dynamics' was the participants' reflections on their students' identity. The participants collaboratively and individually considered who their learners truly are by evaluating their true potential, how they could be engaged in lessons, and how they actually learn. Through their engagement in reflective practice, the participants in the study reviewed their beliefs and past experiences that shaped their perceptions about learners' identity. Another finding that could be

closely intertwined with the participants' reflection on learner identity was their thoughts on the nature of teaching. The fact that the participants mostly narrated their experiences and expressed their ideas on monitoring, giving feedback, and choosing effective teaching methods demonstrated that they critically reflected on what factors have a greater impact on good teaching. A third finding that could be linked to the previous two findings was teachers' reflections on their own teaching context, which added the last component to the triangle of teaching dynamics that the participants dwelled on. Seeking ways to incorporate new practices to their existing context or contemplating on restrictions that the school schedule imposes on them emerged as a significant part of the teachers' reflective practice. These three interwoven findings support Larrivee (2000) in that reflective teachers' classroom practices are developed and shaped by their beliefs on teacher/learners roles and the nature and environment of teaching and learning; and Finlay (2008) in that teachers are engaged in critical self-reflection when they try to explore the impact of their organisational context as well as their beliefs on teaching.

To conclude, considering all the above mentioned findings of the study, it can be concluded that the participants of this study were actively involved in reflection-on-action firstly by exploring who they are based on their personality, experience, autonomy, roles, and motivation, and secondly by examining the outside factors that have an impact on their teaching such as the learners, nature of teaching, and their own context.

Reflection-in-action

The findings also revealed the participants' reflections on teaching practices, methods, and techniques. One distinctively apparent finding that the participants narrated reflectively was how, through team teaching, they gained new insights

either by noticing novel methods/adjustments or creative adaptations of old ones. On top of new activities that she learned from her partner, Seda reflected on how she dared to try out a new method that she had been thinking about for some time; and she decided to give it a go without even planning what to do before the lesson. It may serve purposeful to note that the participants' reflections on these new perspectives are the products of their reflective practices at the time of the action. All the participants reflected on the value of the whole experience of team teaching as an opportunity to see what others are doing, how they are doing it, and how it is different from what they have been doing. This finding is in line with Calderhead (1992), Farrell (2008), and Rodgers (2002), all of whom brought attention to the role of reflective teaching in fostering creativity and innovation through investigating new teaching techniques and exploring new perspectives.

Another significant finding that is particularly emphasised by two relatively experienced teachers, Bilge and Volkan, was remembering old practices. Both participants reflected on the fact that, over time, they had put aside some activities, practices, or even resources, and started using some others repeatedly. Team teaching with a colleague, be it an experienced or an inexperienced one, encouraged these teachers to reflect on what they had forgotten over the years and even what made them choose one over another. This finding could be particularly notable as previous studies on EFL teachers' reflective practice did not demonstrate that teachers, in this case experienced ones, could reflectively and retrospectively focus on what activities, practices, or materials they used to use in the past, but consciously or unconsciously left them behind and did not carry into their current teaching philosophies. In that sense, it could be argued that teachers need reflective collaboration to be able to analyse their past, present, and ongoing understanding on

teaching. Without any outward stimulus or inducement to make an effort for reflection, teachers may run the risk of being trapped in their detached, closed world of teaching.

Another finding of the present study was related to the role of reflective practice in leading the participants to a sense of self-awareness. The participants observed their team partners' practices, methods, and techniques; analysed their consequences on learners more critically; and made conclusions about what they do right or what they should work on. Rapport with learners and other teachers, effective monitoring and language presentation skills, encouragement for student participation emerged as the common strengths that the participants reflected on. Although giving effective feedback was presented as one of her strengths by Bilge, the other four participants considered it to be the primary area they should work on for their professional development. Even Bilge thought she may need to work on giving effective feedback to emerging language. It can thus be claimed that exploring ways to give effective feedback and practising on them to see which ones work best for the teacher and learners was a leading concern for the teachers in the present study. Other areas for development that the participants dwelled on were listed as how to teach vocabulary and check understanding more effectively along with how to talk less to save room for student production. It is obvious that by making narrative inquiries in their reflective journals and engaging in dialogic reflection not only after team-taught lessons but also during the interviews conducted for this study, the participants indulged in introspective analyses of themselves as teachers. This finding is in line with the studies conducted by Burhan-Horasanlı and Ortaçtepe (2016) and Zulfikar and Mujiburrahman (2017) where teachers viewed reflective

practice as a powerful tool to enhance their awareness of their teaching, which helped them monitor their practices and reflect on their strengths and weaknesses.

Departing from the participants' reflections on their strengths and areas for development, another finding that looked at the confidence level of the participants was reached. Either by receiving confirmation or approval from their peers or by realising aspects of their teaching that needed improvement, the participants reflected on how confident they felt as a result of the processes of collaborative teaching and reflection. It was noteworthy that although Ahmet had a slight waver in his confidence after noticing he was not as good as he thought he was in some aspects of his teaching, other participants, especially Melek and Volkan, found a way to boost their confidence even from the weak areas of their teaching as they considered this as as opportunity to work on them and eventually become more confident. This finding supported Maclean and White's (2007) study, which showed that student teachers increased their level of confidence by watching videos of their own teaching to engage in a joint reflective practice. The fact that Ahmet became suspicious of his ability to understand what his students were actually thinking and what they wanted, about which he was confident before, was supportive of Postholm's (2008) study which found out that even well-qualified teachers could be sceptical about their practices and have self-confidence issues when observed by others. A challenge to teachers' confidence emerges when they see what others are skilfully practicing in the classroom, and they naturally question their abilities and proficiency in teaching. This could potentially be a concern for any type of collaborative teaching that inherently involves observing others and building self-awareness. If teachers frequently discover their shortcomings during this process, they may eventually lose their self-esteem and confidence as teachers. Having said that, the fact that only one

of the participants in the study felt this way in only one instance, and he indeed reported how he became more confident in his teaching in many other ways could indicate that in-service teachers do not easily lose confidence in the sight of their limitations, and they rather take these drawbacks as starting points for future development.

The participants in the study were very often caught in between controversies that mark two ends of the teaching spectrum and puzzled about which direction to take. In their attempts to evaluate and analyse their team-taught lessons in the reflection sessions, the participants sometimes noticed that they had diverging beliefs and accordingly different practices regarding some fundamental issues in teaching. The chance to observe another colleague gave them the opportunity to reflect on the points they differ in their teaching philosophies and contemplate deeper on the dilemmas peculiar to (their) teaching. They sought to comprehend how these controversial issues such as fluency vs. accuracy focused teaching, implicit vs. explicit teaching, or whether or not to teach pronunciation primarily are reflected in their own teaching context; and they ultimately attempted to weigh the consequences of each stance on the divide. This finding parallels that of Zeichner and Liston (1996) who claim that reflective teaching encourages teachers to notice, grasp, and try to solve the dilemmas of classroom practice. It could be argued that in the present study collaborative teaching helped the participants delve into an analysis of how different, or opposing, practices manifested themselves in a classroom environment similar to their own. This realistic and practice-oriented presentation of teaching dilemmas lead them to evaluate both their own and their partner's teaching stances in a meaningful and related context, the effects of which were immediately visible by student reactions and ready for teacher evaluations.

Finally, an attempt to find a balance between the diverging practices or attitudes of the teachers regarding teaching was another notable finding of the study. The participants reflected on how they could reach a compromise on the issues that appeared to have sparked a discussion or at least a self-questioning on the value of leaning towards one end of the continuum. All the dilemmas that emerged as a result of the differences in the teachers' teaching philosophies were dealt by them with an alleviatory stance that would enable both sides to stand on a safer ground. This finding could be interpreted from two different angles: They were flexible enough to make inquiries and criticisms about their teaching practices and beliefs, but they still wanted to hold onto their own identity as a teacher. They neither accepted that they should completely change their way nor argued what their team partner did was utterly wrong. Volkan, for example, did not say that he would use L2 all the time after observing his team partner and reconsidering the value of using the target language as much as possible in the classroom; instead, he sought to a reach a milder understanding on the issue. This finding, which in fact is to a great extent supportive of the finding regarding teacher autonomy previously discussed in this study, could be particularly significant as the previous studies investigating EFL teachers' reflective practices did not demonstrate any findings that suggested teachers would reflect on seeking to find a balance that would respect both sides on the issues that their perspectives diverged.

All in all, the participants in the study engaged in reflection-in-action by exploring new methods and remembering old ones; becoming aware of what they do well and what not so much; and scrutinising the dilemmas that marked their team teaching experiences. In the light of these findings, it could be discussed that the participants fundamentally reflected on three areas: how to improve their self

practices, what to directly transfer from their partners' practices, and what not to directly transfer from their partners' practices.

Reflection-for-action

The participants extensively gave thought to what impact their engagement in collaborative teaching and reflection would have on their teaching and professional development in the future. A noteworthy finding was that all the participants reflected on their plans to change or improve at least one aspect of their teaching practices. The things that the participants considered to alter, transform, or refine in their future classes appeared to be mostly related to teaching techniques or implementations. An overall examination of these seemingly little but highly influential tweaks demonstrated that they ranged from monitoring and giving feedback techniques, to exploiting the board, material, and activity use. This finding is supportive of Farrell (2008) who claims that when teachers are engaged in reflective practice, they can develop a deeper understanding of their teaching and make more informed decisions about their future practices. Having said that, it can be highlighted at this point that in their reflections the participants were relatively eager to review and change their classroom teaching techniques in the above-mentioned areas more than they were in the case of dilemmas they had about each other's attitudes towards teaching/learning, for which they mostly strived to meet at a middle point.

Another noticeable finding of the present study was that all the participants reflected on continuing team teaching as part of their continuous professional development. It was obvious that the teachers thought of collaborative partnership with a colleague from the same institution as meaningful, productive, and rewarding. What was more striking, however, was that they differed in their views about who

their next team teaching partner should be. Whereas Melek and Ahmet preferred to team teach with the same partner at least one more time, the other three participants reflected on venturing into an exploration to find out what it would be like to team teach with different people. It was also displayed that for the latter group the initial criterion for selecting the next team partner was their level of experience. The teachers reported their wish to try team teaching with both experienced and less experienced teachers to be exposed to a wider range of teaching perspectives. Based on this finding, it could be argued that the teachers either chose to stay in their safe zone of an already successful partnership or seek what other gains of team teaching await them out there from not only experienced but relatively inexperienced teachers. The reasons for this divergence in preference could be primarily attached to the comfort level of the participants and their expectations from a future collaboration. They were either satisfied with the way they worked with their current partners and imagined there was even more to gain from this collaboration or they felt that there was not much left to share with the existing partners and sought to gain new perspectives from other colleagues.

Following their collaboration- and reflection-focused team teaching experience, the participants also reflected on what other continuing professional development activities they could get involved with in the future. This finding was supportive of Finlay (2008) who argues that teachers can take the responsibility for their own continuing professional development by engaging in reflective practice. After their critical reflections on and evaluations of what they are doing now and what they need to do better in the future and how, teachers may feel more confident and empowered to draw a personal and professional growth line that would take them to the desired outcome. The participants' reflections showed that the core

features of team teaching, which are observing a colleague and writing a reflective journal, would be effective in shaping their understanding of how to develop professionally in the future. Also, the practice-related issues that came up in the aftermath of their observations, discussions and reflections encouraged them to read more about these points in teaching resources. Lastly, the fact that two of the participants crossed out video-recording their classes for purposes of professional development could also be related to its non-collaborative and overly self-conscious nature, unlike team teaching where two teachers share the responsibility for both success and failure. This finding suggests that the type of professional development that the participants have been involved in and found beneficial would have a substantial effect on the type of activities they would prefer in the future to improve their teaching. The participants in the present study reflected on their team teaching experiences and identified the points that helped them improve themselves or could lead to improvement in the future. They then made informed decisions about what type of professional development activities may and may not be prospectively beneficial to their growth as teachers. It is therefore not surprising that observation, collaborative discussions, and critical reflections were favoured as effective ways of teacher development for the future, and video-recording their classes was not.

By looking at the intended and prospective actions of the participants that they revealed in their journals or during the interviews, it could be concluded that the participants engaged in a process of reflection-for-action. Their reflections on moving forward could be categorised into two aspects of professional development: one that takes place inside the classroom, and the other one outside the classroom. The participants seemingly imagined the change to start in their classrooms and then to stretch out to their teaching and professional development environment. However,

it is important to highlight that the participants' reflective practices involving future action for professional development were all related to improving classroom teaching, directly from classroom implementation or indirectly from professional development activities that would contribute to the improvement of classroom practices.

Overall Findings: Engaging in Reflective Practice via Team Teaching

This study supported the existing literature in that a) providing a collaborative and shared teaching experience adds a meaningful and productive dimension to reflective practice that ultimately entails a critical analysis of understandings and practices in teaching; and b) team teaching could serve its purpose best when it is undertaken as a voluntary, flexible, and periodical reflective professional development activity. Figure 5 demonstrates this mutual relationship between team teaching and reflective practice.
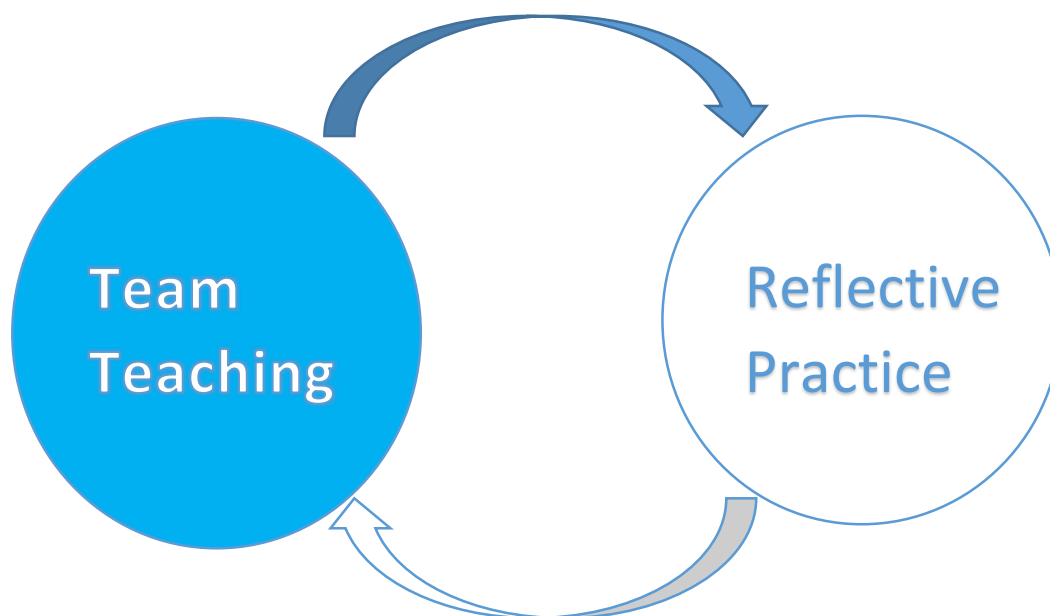

Figure 5. The reciprocal bond between team teaching and reflective practice

The participants in the present study engaged in joint reflections on their shared experiences of the whole team teaching process. At this point it is essential to note that the teachers in the study had an equal share of responsibility without any

power struggles between them and were involved in exchanging constructive and tolerant critical reflections throughout the lesson planning, delivery, and evaluation stages of the collaborative teaching process. The above-mentioned features of this team teaching experience are indeed presented as core features of collaborative teaching that streamlines the development of effective reflective conversations on practitioners' mutual and joint experiences (Crow & Smith, 2005). Evidently, by achieving a high degree of a successful relationship based on these core features, the participants were able to utilise the opportunities for critical reflection to a great extent to explore and analyse their teaching approaches and practices. As the participants in the study conducted their team teaching lessons in an environment dominated by a sense of reciprocity, equality, and sharing, they were provided a valuable and meaningful mechanism to enhance the effectiveness of their reflective practice. This finding is in accordance with Crow and Smith's (2005) study which manifested that reflective conversations that take place in co-teaching experiences are deeper and more comprehensive than other reflective practices that do not incorporate a shared teaching experience. They also concluded that co-teaching "facilitated the development of [their] joint reflections and more particularly provided opportunities for reflexivity based on reciprocal probing of each other's observations of [their] shared practice" (p. 497). Based on this, it could be claimed that providing a collaborative and shared teaching experience adds a meaningful and productive dimension to reflective practice that ultimately entails a critical analysis of understandings and practices in teaching.

Secondly, the reflective practices that the participants engaged in throughout the study demonstrated some of the reported benefits of team teaching as a professional development activity. By reflecting on their shared experiences, the

participants manifested that through team teaching they were provided a pool of expertise and improved activity diversity (Bailey et al., 2001); opportunities for teacher development (Richards & Farrell, 2005); and engagement in reflective work (Buckley, 2000). In support of the existing literature, the reflections of the teachers in the present study showed that they extensively learned from each other's individual differences, including teaching methods, techniques, and activities as well as personal attributions and approaches towards teaching; gained new or deeper insights about themselves, their students, teaching itself, and the concept of professional development via a critical reflective engagement in their profession; and developed themselves professionally in a safe and collaborative environment. In terms of the disadvantages of team teaching that are reported in the literature, it can be argued that the way team teaching was conducted in this study defied many of the challenges associated with it. For example, the incompatible teammates problem noted by Baeten and Simons (2014) was not a reported issue for the participants in the study. This could be because they voluntarily took part in this collaborative endeavour and did team teaching lessons at most once a week in a mutually agreed upon teaching hour.

However, it is important to note that even some differences or dilemmas regarding teaching approaches that emerged in the course of their team teaching experience did not urge them to think of it as negatively; they rather saw these as opportunities to reflect on dilemmas and find a balance. Other disadvantages outlined in the earlier studies, such as increased workload demanding intensive time and energy (Vaciletto & Cummings, 2007); exhausting discussions; and refraining from exposing weaknesses (Buckley, 2000) were not observed in this study either, insofar as none of the participants made any reflective comments on these issues. The

primary reason for the absence of these disadvantages in the teachers' reflections could be the fact that they conducted team teaching lessons as a voluntary professional development activity, the rules and regulations of which were dependant on them. Secondly, they chose their team partners with whom they could act comfortably and engage in a productive collaboration. On top of all that, their collaboration was designed to take up maximum one teaching hour a week in a semester. This finding could suggest that team teaching could serve its purpose best when it is undertaken as a voluntary, flexible, and periodical professional development activity.

Pedagogical Implications of the Study

The findings of the current study denote significant pedagogical implications. First of all, all the participants evidenced that they benefitted from participating in the study in the sense that they developed a critical reflective practice through their shared teaching teaching experiences. Thus, a similar professional development structure that encourages collaborative endeavour among teachers in their own context could serve as a meaningful and continuous tool to inquire the local needs and challenges of teachers as well as more generalizable issues regarding teaching and learning. To be able to gain optimum benefit from such a professional development model, a voluntary and flexible structure that respects teacher agency should be considered in the first place. Secondly, although team teaching inherently embodies reflection processes before and after lesson delivery, embedding a more structured reflective inquiry via journals or collective discussions could render the whole activity more insightful and productive. Ultimately, both the administrators and teachers can develop a thorough understanding of ways to implement teacher

training and continuous professional development programmes that put collaboration
and reflection at the core.

Secondly, the areas that the EFL teachers in the study reflected on throughout
their team teaching experiences may be beneficial to other teachers who can learn
from the presented teaching styles, methods, and techniques or various, sometimes
contradicting, teaching perspectives. Regardless of the level of their teaching
experience, teachers can relate to the issues raised in the study such as teacher and
learner identity, teaching practices, dilemmas, and beliefs and take responsibility for
their personal and professional development by reflecting on their own practice. The
lived experiences and constructed notions of the teachers in the study may guide
other teachers in their own context as well since they can be easily observed and
applied in any EFL context.

Finally, the findings of the study can inform curriculum developers by
providing valuable information regarding teacher perspectives on student needs,
teaching principles, challenges, and specific activities that are favoured by teachers.
Curriculum developers who are designing a language course can take into account
the points raised on these issues while deciding on the content and presentation of
teaching units. Reflective practice as the outcome of a collaborative teaching
experience and inquiry encompasses not only practical but also theoretical
orientations in itself; therefore, it may represent a broader understanding of how
theory is conceived and put into practice by practitioners.

Limitations of the Study

The first apparent limitation of this qualitative case study was the short length
of time, which stretched from December, 2016 to March, 2017 (4 months). Due to
time constraints and the workload of the participants, it was not possible to extend

the data collection process of the study to one school year, which would have provided a more complete, in-depth, and richer understanding of the teachers' reflective practices throughout their team teaching experience.

Another limitation of the study was related to the sample size and selection of the participants. Five teachers volunteered to team teach and write reflective journals in the school setting that this study was carried out. Although generalizability is not a major concern of this study, undoubtedly, a bigger number of participants could have offered different perspectives, implementations, and insights regarding the reflective practices of teachers when engaged in a collaborative and joint teaching experience. Secondly, all the participants in study were colleagues of mine, with whom I had close connections professionally and personally. This relationship and the subjectivity that may be attached to it could have had an impact on the interpretation of the findings in the study. However, it should be noted that this relationship I had with the participants paved the way for building trust with the participants from the very beginning of the study and it created an honest, open, and comfortable environment during the data collection process.

Finally, the participants were solely asked to keep a reflective journal and interviews were conducted only at the beginning and the end of the study in order not to demand too much from the teachers considering their heavy workload. However, they could have been asked to record their lesson planning and reflection/feedback sessions so that a more natural and authentic dimension of their reflections could be reached. Also, a number of interviews to be conducted during the course of the study could have revealed more insightful feedback concerning the process of team teaching as dialogic reflection seemed to be offering richer data than individual reflection papers did.

Suggestions for Further Research

The findings and limitations of the present study can provide suggestions and guidance for future research. To start with, future studies can collect data from a larger sample size in an extended period of time, which would help researchers reach a wider array of perspectives on teaching through collaboration and observe the professional and emotional changes that teachers go through in time during their joint endeavour. Seeing whether team teaching still offers the benefits presented in this study when a larger population of teachers engage in it throughout, ideally, a school year could yield more reliable findings for the implementation of team teaching as an effective professional development programme in a school context.

Another suggestion for future research could be related to the data collection process. Future studies can ask participants to audio-record their joint lesson planning sessions that they do before a team-taught lesson and reflection/feedback sessions that they do after the team-taught lesson. The data gathered from the recordings could help researchers pinpoint conversational aspects in the discourse of team teaching partners and thus arrive at a more authentic evaluation of their reflective practice. Also, inserting monthly interviews to the course of the study could offer a deeper exploration of the participants' experiences, thoughts, and feelings.

Finally, future studies could make an attempt to investigate how team teaching functions under stricter conditions of implementation. In the present study, the participants volunteered to team teach, chose their team partners, and were free to organise and implement team teaching lessons in the way they wanted. This predominant teacher agency in collaborative teaching could have been effective in yielding overwhelmingly positive results in the context of this study, which may

picture on overly optimistic perception towards team teaching. Future studies can look at how teachers implement team teaching, what they reflect on, and how effective they find it for professional development when they have to carry it out under a fixed schedule with externally pre-determined partners.

Conclusion

This qualitative study explored the reflective practices of EFL teachers via their team teaching experiences. The aim of the study was to investigate three different reflection types (reflection-on, action, reflection-in-action, and reflection-for-action) that the participants engaged in during their collaborative team teaching experiences. The findings indicated that by defining their teacher identities and making sense of learner identity, the nature of teaching, and teaching context, the participants involved in reflection-on-action. Exploring diversity and novelty; discovering own strengths, weaknesses, and confidence; and probing teaching dilemmas to find a balance encouraged teachers to engage in reflection-in-action. Finally, by contemplating on moving forward professionally through changing one's practices and involving in collaborative and reflective professional development activities, the participants demonstrated that they employed reflection-for-action. The findings of the study demonstrated that team teaching and reflective practice induce a reciprocal bond to build a powerful professional development mechanism for EFL teachers. In this light of these findings, it can thus be concluded that team teaching was utilised as an effective tool to promote reflective practices of EFL teachers.

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APPENDICES

APPENDIX A: Sample Pre-Study Interview Questions

1. How long have you been teaching English?

2. What is your major and the highest degree you earned?

3. Did you receive any other teaching certificates?

4. Were you involved in other professional development activities before? What were they?

5. Why have you decided to participate in a professional development activity?

6. Why have you particularly decided to team teach?

7. What do you know about team teaching? Where did you get information about it?

8. How do you think team teaching process will benefit you in terms of;

   a)   Lesson planning

   b)   Teaching practice

   c)   Reflection on lesson

   d)   Other (please specify)

9. Do you have any reservations concerning the implementation of team teaching? Please mention the things that make you feel uncomfortable about team teaching, if any. (e.g. incompatibility with the co-teacher, lack of time, losing autonomy, negative student reaction, ineffective lesson planning and conduction, risk of failure, peer pressure, ineffective feedback.).

10. Do you have anything to add? Are there any questions that you have preferred to be asked?

APPENDIX B: Sample Reflective Journal Prompts

Planning Stage

1. How/where did you do the planning? (Did you come together at school to discuss lesson planning or communicate via messages/e-mail while at home/outside?)

2. How much time did you spend? Was it more or less than the amount of time you would individually spend to plan your lesson?

3. Was it a collaborative or a shared planning? Would you describe it as a productive (helping you learn new things and create a better lesson plan) or restrictive (hindering you from doing things more effectively if you were to plan the lesson individually) process? Why?

4. Did this co-planning process give you new insights about lesson planning? (material selection and/or adaptation, timing, anticipated problems, student needs analysis, activity/task design, etc.)

Teaching Stage

1. How did you feel about observing a teacher/being observed?

2. Did you choose to teach collaboratively or separately? Why?

3. How was it different from teaching individually? Explain.

4. What did you see in your co-teacher's lesson that gave you a new perspective on; teaching style/techniques, classroom management, L1 use, error correction, feedback, teacher talk time, instruction giving, elicitation, attitude, gestures, student rapport, etc.?

Reflection Stage:

1. Where/When did you reflect on the team taught lesson? (right after the lesson at school, at the end of the day, some days later, via e-mail/messages at home/outside, etc.)

2. How did you feel about evaluating your co-teacher's performance/being evaluated by your co-teacher?

3. What parts of the lesson have you decided to keep the same? What kind of changes/modifications have you agreed to make? Why?

4. How did the feedback session benefit you in determining your strong points, areas for development, material/activity effectiveness, etc.?

APPENDIX C: Sample Reflective Journal Prompts – Revised

PLANNING

Duration:				Sharing roles:		Insights about lesson planning:
Less than 10 mins	10-20 mins	20-30 mins	More than 30 mins	Collaborative	Shared	(material selection and/or adaptation, timing, anticipated problems, student needs analysis, activity/task design, etc.)
				Productive	Restrictive	

TEACHING

Feelings:			Teaching roles:		Comparison with individual teaching:		New perspectives: teaching style/techniques, classroom management, L1 use, error correction, feedback, teacher talk time, instruction giving, elicitation, attitude, gestures, student rapport, etc.?
Stressed Nervous	Confident Secure	Indifferent	Collaboratively	Separately	Same	Different	
			Productive	Restrictive	Why:	Why:	

REFLECTION

Duration:				Agreed changes/modifications & things to keep the same:	Reflection-in-action & Self-awareness: (strong points, areas for development, material/activity effectiveness, etc.)	Reflection-for-action: (Plans for future improvement & development on less strong points)
Less than 10 mins	10-20 mins	20-30 mins	More than 30 mins			

APPENDIX D: Sample Post-Study Interview Questions

1. How would you describe the whole process of team teaching that you have experienced?

2. What were your expectations before you started team teaching? Do you think that this experience has met your expectations?

3. Were you able to reach your goals that you set before you started team teaching?

4. How would you describe your teaching and yourself as a teacher now? Do you feel you've added anything to your teaching because of this experience, and if so, what?

5. Do you feel this experience has added in any way to your confidence as a teacher?

6. Did you face any challenges throughout the process of lesson planning? How did you feel about them?

7. Do you feel you've gained anything in the way of skills and/or knowledge because of this experience? (specifically as a result of the joint lesson planning sessions?)

8. How was lesson planning different from individual lesson planning? Were there things you were able to do through collaboration with a colleague but possibly not if you were on your own?

9. Were there any lessons that you could have planned more effectively if you planned them on your own?

10. Did you usually spend more or less time while planning lessons together than you do when you are on your own? What affected the duration of lesson planning sessions?

11. Is there anything that you will change or keep in the way you plan your lessons based on your team teaching experience?

12. Have you observed any points concerning materials selection, adaptation, or exploitation as a result of your discussions or brainstorming while planning a lesson? If so, what are they?

13. Were you able to identify any strengths and weaknesses regarding your teaching? Did team teaching contribute to improving your weaknesses and solidifying your strengths? How?

14. Have you observed any changes in your classroom performance including classroom management, giving instructions, checking understanding, raising motivation, building rapport, giving feedback, error correction, etc.?

15. Is there anything that you found difficult to deal with or implement before this experience but you feel you could successfully and more effectively handle now?

16. Is there anything that you feel you still need to work on in terms of lesson planning and/or teaching?

17. Are there any new activities, teaching methods, or techniques that you have added to your own portfolio of teaching?

18. Were there things that you observed about your own teaching while being observed by a colleague?

19. Is there anything you feel you now understood better regarding language teaching in general?

20. What kinds of things did your team partner point out while giving you feedback after the lesson?

21. What kinds of things did you point out while you were giving feedback to your team partner?

22. How did you feel about observing a colleague and being observed by a colleague?

23. What are you planning to do to work on your areas for development?

24. Would you be willing to team teach in the future? Why/Why not?

APPENDIX E: Sample Initial Coding of the Data

Interviewer: First question is a very general question how would you describe the whole process of team teaching?

Melek: I think it was very helpful and very enjoyable to plan the class together with another teacher, and do it together and evaluate it. It was very enjoyable for me.

I: Did you see anything about the nature of teaching by teaching at the colleague, did you realize anything in general about to what teaching is, or what it should be?

M: I think generally teachers think about themselves "How was I; how did I teach?". But in team teaching, the most important thing is not me, or the other teacher, but learners. What I mean is I think from their perspective more when I teach team. Personally I or the other teacher is not important, but teaching itself is important.   *Teacher roles*   Reflection-on-action

I: Some people question the nature of teaching itself in general, not only team teaching, because you see another person teacher, and you compare it to your way of teaching.

M: I see. One of the things that I realized from my partner was she was very calm, and I felt like everything was under her control. This was one of the things I want to take from her as an example but I don't know how she does that. I think it's about experience or personality. When she was calm, she wasn't rushing anything, she was focusing on different perspectives, sometimes vocabulary, sometimes general mistakes. And she was better at realizing general mistakes because she was calm. And she was a better observant and she could focus on general mistakes, not

one or two, she was realizing the general things, and it was a good thing. Nothing else comes to my mind. *Personality* Reflection-on-action

I: you also talked about the students. Did you see anything about students while you were observing them? When the other teacher is busy with teaching, you can observe them more closely. Did you observe anything about their understanding of learning a language, or their reactions, or their common mistakes?

M: One thing that I realized when my partner was teaching was I was like one of them. I had a very good relationship with my students but now I have a better relationship with them. Before we started team teaching, I told my partner that I think I should spend some time with my students because I didn't know them very much at the beginning of the semester. But we started team teaching, and I realize that it was quicker to have a good relationship with them in this way. When my partner was teaching I was like one of them and I could work with them. Also, I realized some of them get the answers but they don't talk. They are too shy to answer the questions and I was like, with my mimics, implying them to answer the question because they know the answer. I am better friends with my students now.

Teacher/student relationship & learner identity ➡ Reflection-on-action

I: When you're teaching on your own, do you pay attention to this now?

M: I now know that some of them are just shy, they know the answers, I wait for them and let them talk more.

Progress/changing yourself ➡ Reflection-for-action