A NEW PERSPECTIVE INTO TEAM TEACHING AS A CONTINUOUS PROFESSIONAL DEVELOPMENT MODEL FOR ENGLISH TEACHERS

İNGİLİZCE ÖĞRETMENLERİ İÇİN BİR SÜREKLİ MESLEKİ GELİŞİM MODELİ OLARAK TAKIM ÖĞRETİMİNE YENİ BİR BAKIŞ AÇISI

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KABUL ve ONAY

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A NEW PERSPECTIVE INTO TEAM TEACHING AS A CONTINUOUS PROFESSIONAL DEVELOPMENT MODEL FOR ENGLISH TEACHERS

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ABSTRACT

This qualitative case study seeks to explore professional development of three non-native English language teachers through a new perspective into team teaching. In line with this, this study aims to provide an in-depth description of the teachers' professional needs, reflection and perspectives on the new model of team teaching. Data were collected over a four-month period from three non-native English language teachers working at a foundation university through semi-structured interviews, observations and analysis of documents. A constant comparative method of data analysis was employed to describe the teachers' needs, reflections and perspectives.

The findings suggested that the team teachers' professional needs were grouped in three areas: managing the lesson, teaching language skills, and knowledge and skills in assessment. It was found that team teaching with a new perspective met the team teachers' professional needs in five areas: planning teaching and learning, managing the lesson, teaching language skills, engaging in professional development, enhancing teacher collaboration. With regard to the teachers' reflection on their experiences during the phases of team teaching, the findings indicated that the teachers reflected on what they learned, what they thought and how they felt in each phase of team teaching. The findings further revealed that the teachers' reflection on their experiences showed improvement from negative attitudes and feelings (e.g., feeling concerned and uncomfortable) towards more positive attitudes and feelings (e.g., adjusting to team teaching, increased self-confidence) upon the completion of all the phases in team teaching.

Keywords: Continuous professional development, English language teaching, Teacher collaboration, Team teaching, Case study

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İNGİLİZCE ÖĞRETMENLERİ İÇİN BİR SÜREKLİ MESLEKİ GELİŞİM MODELİ OLARAK TAKIM ÖĞRETİMİNE YENİ BİR BAKIŞ AÇISI

Özlem CANARAN

ÖZ

Bu nitel durum çalışması ana dili İngilizce olmayan üç İngilizce öğretmenin takım öğretimine getirilen yeni bir bakış açısı aracılığı ile mesleki gelişimlerini incelemeyi amaçlamaktadır. Bu bağlamda, bu çalışma öğretmenlerin mesleki ihtiyaçları, takım öğretimi ile ilgili yansıtıcı düşünce ve görüşlerini derinlemesine betimlemektedir. Çalışmanın verileri Türkiye'de bir vakıf üniversitesinde çalışan üç İngilizce öğretmeni ile dört ay boyunca yapılan yarı-yapılandırılmış görüşme, gözlem ve doküman incelemesi ile elde edilmiştir. Verilerin analizinde sürekli karşılaştırma yöntemi kullanılarak öğretmenlerin ihtiyaçları, yansıtıcı düşünceleri ve görüşleri betimlenmiştir.

Araştırmanın bulguları, takım öğretmenlerinin mesleki ihtiyaçlarının üç alanda gruplandığını göstermiştir: ders yönetimi, dil becerilerinin öğretimi, değerlendirme ile ilgili bilgi ve beceriler. Ayrıca, takım öğretimine getirilen yeni bir bakış açısının öğretmenlerin mesleki ihtiyaçlarını beş alanda karşıladığı tespit edilmiştir: öğretim ve öğrenimi planlama, ders yönetimi, dil becerilerinin öğretimi, mesleki gelişime ilgi duyma, öğretmen işbirliğini ve uyumunu geliştirme. Bununla birlikte, araştırmanın sonuçları öğretmenlerin takım öğretimin her bir aşaması ile ilgili ne öğrendikleri, ne düşündükleri ve nasıl hissettikleri üzerine yansıtma yaptıklarını göstermiştir. Çalışmaya katılan öğretmenlerin deneyimleri ile ilgili yansıtıcı düşüncelerinin olumsuz tutum ve hislerden (örn.; endişeli ve rahatsız hissetme), modelin tüm fazlarının tamamlanması ile birlikte daha olumlu tutum ve hislere (örn.; takım öğretimine uyum sağlama, öz güvenin artması) doğru gelişme gösterdiği ortaya çıkmıştır.

Anahtar kelimeler: Sürekli mesleki gelişim, İngiliz dili eğitimi, Öğretmen işbirliği, Takım öğretimi, Durum çalışması

Danışman: Prof. Dr. İsmail Hakkı MİRİCİ, Hacettepe Üniversitesi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

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CPD: Continuous Professional Development

ELT: English Language Teaching

EFL: English as a Foreign Language

1. INTRODUCTION

This chapter consists of five sections. The first section focuses on the statement of the problem with a brief background to the study. The second section presents the significance of the study, which is followed by the purpose of the study and the research questions. The fourth section provides the limitations of the study and the final section presents definition of the terms which are frequently used in the study.

1.1. Statement of the Problem

Professional development for teachers has received growing attention in recent years with particular emphasis on enhancing the quality of teaching and learning. This issue has become more demanding for teachers when the increasing speed of globalization and the effects of science and technology in all fields of life are considered. In order to keep up with the latest changes and trends, teachers have to be well equipped with essential knowledge and skills that will enhance teaching and learning and increase the quality of educational standards (Hargreaves & Fullan, 1992). In other words, teachers are in need of updating and improving their knowledge and skills via professional development activities (Craft, 2000, p.6). In line with this, it is advocated that continuous professional development (CPD) plays a significant role to support teachers to advance in their profession. Thus, the role of CPD is considered significant to comply with the increasing needs and expectations of students as well as to have better learning outcomes (Cumming, 2011; Darling-Hammond & Bransford, 2005; Tomlinson, 2004).

Likewise, English language teachers have been exposed to the effects of globalization as language education has undergone major changes over the years (Celce-Murcia, 2001). With the introduction of new approaches, methods and technologies in English language teaching, staying up-to-date, reflecting on and improving teaching practice, building professional networks have become more significant to increase the quality of English language teaching. To achieve this, it is suggested that involving in CPD may provide English language teachers with "an understanding of the process of second language learning, theories and principles of language teaching, different styles of teaching" and "learners' perceptions of classroom activities" (Richards & Farrell, 2005, p.4). In brief, CPD is important for

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improving the quality of teachers, education systems and increasing the effectiveness of organizations and student outcomes (Borg, 2015a).

The contemporary literature on CPD argues that teachers need to be active producers and transmitters of knowledge and skills and they have to be responsible for their own learning (Clark, 1992; Darling-Hammond & McLaughlin, 1995). To do this, there are a number of CPD models and practices which indicate that CPD can achieve positive impact on the processes and outcomes in teaching and learning (Darling-Hammond & McLaughlin, 1995; Fullan & Hargreaves, 2002; Hargreaves & Fullan, 1998; Hayes, 2000; Jacobs & Farrell, 2001). Although it is not possible to suggest a general model which can ensure overall success, the current literature advocates CPD practices which are *relevant to teacher* and *student needs, focused on student learning, research-oriented, constructivist, contextual, reflective, collaborative, ongoing* and *providing internal* or *external mentoring to teachers (*Ashburn, 1995; Borg 2015a; Harris & Anthony, 2001; Richards & Farrell, 2005) in sharp contrast to top-down, one-shot and externally-driven practices meeting teachers' immediate needs.

Among these, teacher collaboration, in particular, may take several forms and it is believed to fight teacher isolation and promote teacher development (Darling-Hammond & McLaughlin, 1995; Williams, 2010). Studies on teacher collaboration and its benefits on teachers' professional development abound in the literature. These studies indicate that teacher collaboration enables teachers to be united for a common purpose, learn from each other, share decision making and solve problems together with a number of solutions (Broad & Evans, 2006; Friend & Bursack, 1996; Harris & Anthony, 2001; Meirink et al., 2007; Schmoker, 2005; Wigginton, 1986). Besides, it is believed to contribute to teachers' teaching strategies, self-confidence and motivation to pursue professional learning. Most importantly, it is suggested that teacher collaboration has positive impact on student learning, behavior, and motivation (Cordingley, Bell, Rundell, Evans, 2003a; Goodall et al., 2005; Rose & Reynolds, 2009).

As a form of collaborative CPD practice, team teaching traditionally refers to a pedagogical technique in which more than one instructor is assigned to teach a class at the same time. Although there are various definitions of team teaching, a

more comprehensive definition is suggested by Buckley (2000) who describes team teaching as:

> *A team, of instructors working purposefully, regularly, and cooperatively to help a group of students learn. As a team, the teachers work together in setting goals for a course, designing a syllabus, preparing individual lesson plans, actually teaching students together, and evaluating the results. They share insights, arguing with one another. (p.8)*

It is noteworthy that team teaching is not only composed of two teachers' instructing the same class. As is defined by Buckley (2000), it involves goal setting, lesson planning, teaching, sharing and evaluating of two or more teachers for a shared purpose. In other words, team teaching is "learning to dance" together (Bailey, Curtis, & Nunan, 2001, p.180) because it requires harmony, trust and coordination between team teachers to achieve success.

The idea of team teaching as a collaborative CPD practice is not new and the literature on team teaching has a number of evidence indicating that it has positive effects on teacher development and student learning (Bailey et al. 2001, Bailey, Dale, Squire, 1992; Benoit & Haugh, 2001; Buckley, 2000; Richards & Farrell, 2005, Robinson & Schaible, 1995). With regard to professional development of foreign language teachers, team teaching is considered to offer a lot of opportunities such as exchanging ideas, sharing knowledge and skills, learning from each other, attaining different roles, combining expertise, encouraging interaction and communication. Through team teaching, teachers are provided with the chance to observe their colleagues, question and reflect on their practices, notice their strengths and weaknesses, change their attitudes and practices, provide students with more exposure to language and reduce student-teacher ratio (Bailey et al., 2001; Benoit & Haugh, 2001; Goetz, 2000; Richards & Farrell, 2005; Tsai, 2007). In brief, the benefits of team teaching as a CPD practice are abundant in the literature.

As opposed to the traditional models of team teaching, Bailey et al. (2001) suggest that there are three phases over the course of which team teaching can be implemented: "(1) pre-instructional planning, (2) instructional in-class teamwork, and (3) post-instructional follow-up work" (p. 181). Likewise, Richards & Farrell (2005) go beyond the traditional understanding of team teaching and proposes that in team teaching the team teachers share responsibilities for planning and teaching as well as evaluation and assessment of a course. In other words, team teaching consists of "a cycle of team planning, team teaching, and team follow-up" (Richards

& Farrell, 2005, p. 159). Generally, in foreign language teaching team teaching is conducted as one teacher is a native speaker while the other is a non-native speaker but more experienced in teaching (Benoit & Haugh, 2001). Although there are various patterns and models of team teaching, it is worth noting that the distinguishing factor in all team teaching models is "power and responsibility" and the extent to which they are shared among team members (Bailey et al., 1992; Nunan, 1992). It is also important to note that there is not a universal model of team teaching that can fit best to each class or program. Based on the needs of students and teachers and requirements of the curriculum, the appropriate type can be selected or adapted. Besides, teachers' own decision making in doing team teaching and choosing their own teaching partners are essential to minimize the possible drawbacks (Bailey et al., 1992; Nunan, 1992; Richards & Farrell, 2005).

On the other hand, although team teaching is considered to contribute to teachers' professional development and cited in the contemporary literature on CPD, the number of research conducted on team teaching is either too limited to a few studies on co-teaching and special education (e.g., Gürgür & Uzuner, 2011; Gürgür & Uzuner, 2010) or not existent at dissertation level in the EFL context in Turkey according to the search results of the online database of the National Dissertation Center of the Higher Education Council. Furthermore, despite the collectivistic tendency in Turkish culture which might be rooted in *imece custom* (Gannon & Pillai, 2013), where group norms and traditions are highly valued, teachers in Turkey have been found to co-operate only at a level of "exchanging ideas and information" rather than doing explicit "professional collaboration such as team teaching", observing a colleague's class or giving feedback to each other (OECD TALIS, 2008). In this respect, these results might indicate a common view in Turkey about the classroom's being the teacher's private space (Aslan, 2015) and raise questions about Turkey's collectivistic culture. What's more, despite its benefits on teacher professional development, research on team teaching and its relation to Turkish EFL teachers' professional development have not been investigated either through quantitative or qualitative research methods up to now. Although there have been more and more studies investigating EFL teachers' CPD needs, perceptions, practices and the effectiveness of CPD programs (e.g., Doğan, 2016; Korkmazgil, 2015; Önkol, 2011; Şahin, 2012), there is not any research that aims to describe

English language teachers' professional development through team teaching so far. However, considering the requirements of globalization and the nature of recent CPD practices, it seems essential to research and integrate teacher collaboration as an element of CPD for English language teachers.

Further, team teaching has generally been conceived as a practice in which two teachers teach the same class at the same time. Despite the attempts made by Bailey et al. (2001) and Richards & Farrell (2005) who suggested some phases for team teaching to remark the significance of pre and post team teaching arrangements, little is known whether and how teachers are introduced to team teaching, or whether they evaluate team teaching to improve their practice and share experiences with colleagues to spread knowledge throughout the process. For this reason, there might be a need for additional phases such as preparation, evaluation and dissemination in team teaching arrangements to enrich it as a CPD practice for English language teachers. Furthermore, contemporary perspectives on CPD highlight more *teacher-led, research-based*, *student-focused*, *contextual*, *collaborative* and *reflective* practices which are based on teachers' actual needs. However, team teaching as a CPD practice might not suffice to offer all of these features on its own unless such features are integrated into team teaching on purpose. Thus, to transform team teaching into a more contextual, collaborative, research-based, reflective and student-focused practice, it is possible to receive support from other CPD practices which constitute such practices within their nature and scope.

It is noteworthy that team teaching can facilitate the professional development of English language teachers. However, it might be better facilitated by harmonizing additional phases and other developmental CPD practices into team teaching. Based on this, this qualitative study intend to bring a new perspective on team teaching as a CPD model with five developmental phases; (1) preparation, (2) research, (3) planning and implementation, (4) evaluation and (5) dissemination. Besides, it has been improved with the integration of other CPD practices; action research, lesson study, peer observation, self-observation, student-led CPD, professional learning visit and teaching portfolio into these suggested phases. Proposing a new CPD model with the above-mentioned features, this study aims to provide an in-depth description of three non-native English language teachers'

professional development with regard to their professional needs, reflection and perspectives on team teaching.

1.2. Significance of the Study

This study is significant in many ways. First, there has been no study that investigates the relationship between team teaching and English language teachers' professional development in Turkey. Thus, the findings of the study are expected to bring new insights into EFL teachers' professional development through team teaching. More importantly, moving beyond the traditional understanding of team teaching, this study excels in providing a new perspective on team teaching with five developmental phases enriched with other CPD practices. For this reason, the findings of the study may contribute to the literature of team teaching and CPD for EFL teachers both at national and international level.

Another significance of the study is based on its research design. This study is used a qualitative case study design which has provided a comprehensive account of three non-native English language teachers' experiences, reflections and perspectives regarding their professional development through team teaching. In contrast to quantitative research studies, qualitative case studies can offer a deeper understanding of the participants' views, experiences and perceptions within the boundaries of the context. Likewise, this qualitative study has offered a detailed description of the teachers' professional needs, reflections and perspectives through in-depth interviews, observations, analysis of documents and audio visual materials. In this respect, this study can provide teacher trainers, school administrators and experts in teacher education with a better understanding of EFL teachers' CPD needs and experiences, which might also help with planning and implementation of CPD programs in the future.

Next, this study has benefitted from other CPD practices: action research, lesson study, peer observation, self-observation, student-led CPD, professional learning visit and teaching portfolio by integrating them into the phases of team teaching. These are believed to improve team teaching with their own strengths and contribute to the teachers' professional development. For this reason, this study is not limited to team teaching as a CPD practice but it can serve as an important source of data about other CPD practices, their strengths and effects on EFL teachers' professional

development. Thus, it is believed to help teacher trainers and school administrators to gain new insights on the use and effectiveness of other CPD practices within the scope of in-service training programs.

Besides, this study is significant as it has evidenced that CPD which is situated or contextual can enable teachers to make sense of their professional development more with hands-on experiences and help practice what they have theorized and form theories from what they have practiced in their own workplaces. This way, it might provide decision-makers, school administrators, teacher trainers and teachers with a better understanding of seeing workplaces as actual sites for professional development.

Lastly, the first research question of the study seeks to identify the professional needs of the novice teachers. The results of the quantitative and qualitative data have indicated that the novice teachers' perceived and actual needs have shown a little discrepancy. This finding is significant as it reveals that quantitative data may not suffice to determine the actual needs of teachers and might be better supported with qualitative data to obtain more reliable results. Accordingly, experts in education, school administrators and teacher trainers may approach the issue of needs assessment with more attention to the use of quantitative and qualitative data collection tools together to make right and better decisions about teacher needs before the implementation of CPD programs.

1.3. Purpose of the Study

The aim of this qualitative case study is to provide an in-depth description of three non-native English language teachers' professional development through a new perspective on team teaching with regard to their professional needs, reflection on experiences and perspectives. Framing the study in light of a new perspective on team teaching, the researcher seeks to investigate what professional needs the teachers have, in what areas team teaching might contribute to the teachers' professional development, how the teachers reflect on their experience in the phases of team teaching as well as what perspectives the teachers develop on the CPD practices used within the scope of the study.

1.3.1. Research Questions

This qualitative research study aims to address the following research questions in line with the purpose of the study:

RQ1: What are the team teachers' professional needs?

RQ2: In what areas does team teaching with a new perspective meet the team teachers' professional needs?

RQ3: How do the team teachers reflect on their experience during *preparation, research, planning and implementation, evaluation* and *dissemination* phases?

RQ4: What are the team teachers' perspectives on the CPD practices used within the frame of team teaching with a new perspective?

1.4. Limitations of the Study

This study employed a qualitative case study design to respond to the research questions. More specifically, the study has used a single case study design which focuses on the reflections and perspectives of only a particular group of English language teachers with no intention to generalize the findings. For this reason, it is not possible to suggest that the results from this study are applicable to either other English language teachers or other Foreign Language Departments. Similarly, this might also be attributed to the sampling strategy used in the study. Typical case sampling was selected in the study to illustrate "what is typical and normal" in the Department to the people who are not familiar with the context (Patton, 2015). In other words, the participants of the study are comparable in age, gender, major, and experience to each other. Thus, the findings of the study cannot be generalized to other teachers either in the same institution or other institutions.

Another limitation of the study is related to the researcher's role which changed from an active-participant to a non-participant throughout the study. Although the researcher is accepted as an instrument of data collection in case studies, it might cause some "unusual problems of ethics. An unethical case writer could so select from among available data that virtually anything he wished could be illustrated" (Guba & Lincoln, 1981, p.378). That is to say, when the researcher took active participation in the study, her views, opinions and experiences might have

influenced the findings into a different direction. To minimize this effect, the researcher paid particular attention to disguise her views and feelings during the interviews, observations, meetings as well as reporting the findings.

1.5. Definition of Terms

Continuous Professional Development (CPD): in this study, continuous professional development and professional development will be used interchangeably to describe "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 and which contribute through these to the quality of education in the classroom" (Day, 1999, p.4). It also refers to the process of attaining and developing knowledge, skills and attitudes required for "professional thinking, planning and practice.' (Day, 1999, p.4).

Teacher Collaboration: teacher collaboration, in this study, refers to the process in which two or more teachers with a common vision and purpose exchange knowledge, skills and experiences as well as share professional responsibilities such as planning teaching and learning, implementing and evaluating lessons to increase the quality of teaching and student learning.

Team Teaching: in contrast to its traditional definition as a technique to teach a class with more than one instructor, team teaching, in this study, refers to a developmental process consisting of five phases; preparation, research, planning and implementation, evaluation and dissemination. With an overall aim of enhancing student learning, it is enriched with other CPD practices through which a team of teachers with a shared purpose and teaching philosophy work together to set goals, plan and teach courses, research and evaluate teaching and learning by exchanging knowledge, skills and experiences.

Action Research: action research is a teacher-directed, either alone or with peers, classroom research which aims at identifying and solving issues and problems on teaching and learning.

Lesson Study: lesson study is a collaborative professional development activity accepted as a specific form of classroom research with a focus on instructional growth in teaching and learning through a cycle of research lessons, which is disseminated to other colleagues in the end.

Peer Observation: peer observation is a process during which a group of teachers carefully observe either a whole or a part of each other's lessons and exchange ideas and feedback with an aim to improve teaching practice

Professional Learning Visit: professional learning visit is a form of in-service or professional development practice in which teachers are provided with the opportunity to visit another department, school or institution where they can observe, talk with other colleagues, exchange knowledge and experience, learn from each other and broaden their understanding.

Self-Observation: is an individual process of a teacher's observation and evaluation of her teaching practice to get a better understanding and control over her thinking and behavior.

Student-Led CPD: student-led CPD is a type of professional development practice which supports the idea that hearing student views and involving them into the process of decision making can enhance teaching and learning and contribute to the quality of education.

Teaching Portfolio: teaching portfolio is a form of teacher-led professional development practice which documents information about a teacher's background, thoughts, beliefs, skills and performance and can help review and reflection for professional development.

2. LITERATURE REVIEW

2.1. Introduction

The focus of this study is to provide a new perspective on team teaching as a Continuous Professional Development (hereafter referred to as CPD) model for English language teachers. Primarily, this chapter introduces a literature review on professional development of teachers with a focus on the principles of effective CPD models and types of CPD practices. In the next section, collectivism in Turkish culture, teacher collaboration and its impact on teacher professional development are addressed respectively. In the following section, team teaching, the main types of team teaching as well as its benefits and challenges are provided. The final section presents some research studies on team teaching and teacher collaboration for CPD.

2.2. Teacher Professional Development

"An education system is only as good as its teachers" writes UNESCO (2014) joint message in the event of the World Teachers' Day. It is emphasized that "the quality of education in an institution cannot exceed the quality of its teachers". For this reason, teacher professionalism and professional development have become increasingly debated issues for enhancing the quality in teaching and learning in the 21st century.

With its apparent effects on a number of fields such as business, medicine, technology, tourism, etc., globalization in the 21st century has similarly changed the understanding of education and expectations from teachers. Now, 21st century education is generally characterized by the idea of "innovation and change" in "knowledge", "beliefs", "attitudes", "understanding", "self-awareness" and "all teaching practices" (Bailey, 1992; Jackson, 1992, Yurtsever, 2012). Darling-Hammond (1999) suggests that, "An effective teacher is one who learns from teaching rather than one who has finished learning how to teach" (p. 3). Accordingly, teachers are expected to pursue learning continuously and possess up-to-date knowledge and skills required for their own professional development. For this reason, teachers involve in professional development practices which are expected contribute to their knowledge and skills.

Professional development with regard to teacher professionalism is defined in several ways in the literature. An early definition of professional development for teaching profession is made by Lange (1990, cited in Bailey, et al., 2001, p.4) as "a process of continual intellectual, experiential, and attitudinal growth of teachers". Later, Day (1999) defines professional development as:

> the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes 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 through each phase of their teaching lives. (p.4)

Day (1999) further emphasizes that professional development involves "all natural learning experiences, conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom" (p.4). A broader definition for professional development of teachers is suggested in the OECD (2008) Teaching and Learning International Survey (TALIS) as "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (p.49).

According to Guskey (2000), professional development is a set of "processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students" (p.16). The recent approach in professional development is described by (Cochran-Smith & Lytle 2001, as cited in Broad & Evans, 2006, p.13) as follows:

> The general orientation of the new approach to professional development is more constructivist then transmission-oriented – the recognition that both prospective and experienced teachers (like all learners) bring prior knowledge and experience to all new learning situations which are social and specific. In addition it is now generally understood that teacher learning takes place over time rather than in isolated moments in time, and that active learning requires opportunities to link previous knowledge with new understandings (p.45-46).

Richards & Farrell (2005) suggest that professional development encompasses "teachers' knowledge of themselves and of their teaching situations" and includes a teacher's thinking about her teaching practice for reflective thinking. It is emphasized that professional development needs to have long-term goals such as: "understanding the process of language development, change in teachers' roles according to the kind of learners, the kinds of decision-making during lessons, reviewing one's own theories and principles of language teaching, developing an

understanding of different styles of teaching, and determining learners' perceptions of classroom activities" (p.4).

Regarding the current perspective on professional development, OECD's (2005) review writes that:

> *Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities (p.95).*

Referring to Day's (1999) definition of professional development, Borg (2015a) suggests that professional development is multifaceted as it addresses teachers' behavior, knowledge, emotions, and thinking and it happens naturally through experiences at the workplace. According to Borg (2015a), the positive effects of CPD might extend from "individuals to groups and to institutions and ultimately to the quality of education in the classroom" (p.2). It is also highlighted that professional development is essential to enhance teacher quality, effectiveness of organizations as well as student learning. In light of these, it can be acknowledged that teacher professional development needs to be continuous, critical and reflective. It needs to encourage teachers to take responsibility for learning and needs to have long-term goals that can raise teachers' awareness by enhancing their professional knowledge, beliefs, attitudes and skills to improve students' learning and quality of education ultimately.

2.2.1. CPD for English Language Teachers

Rapid developments in the 21st century have changed the understanding of and practices in English language teaching. In order to meet the expectations of the new world, English language teachers need to engage in professional development activities which help them enhance their knowledge, beliefs, attitude and skills in teaching and learning English. CPD is essential particularly for English teachers as they need to be endowed with recent techniques and resources and tend to use them with their students in their classes (Chisman & Crandall, 2007).

On professional development of language teachers, Mann (2005) states that it:

- is a bottom–up process,

- values the insider view rather than the outsider view;

- is independent of the organization but often functioning more successfully with its support and recognition;

- is a continuing process of becoming and can never be finished;

- is a process of articulating an inner world of conscious choices made in response to the outer world of the teaching context;

- is wider than professional development and includes personal, moral and value dimensions;

- can be encouraged and integrated in both training and education programs" (p. 105).

Although CPD has become a strong tradition for English language teachers around the world, it mainly assigns a role of "knowledge consumers" for teachers (Borg, 2015b, p.5). Most of the time, CPD activities are in a form of one-shot workshops or programs which provide teachers with theories and practices in ELT. Similarly, longer-term in-service training programs expect teachers to attend lessons and do assignments at the end of which teachers are given certificates. However, it is argued that, in both cases teachers, as knowledge consumers, are required to take externally-generated information to their classes without internalizing it themselves. Although such activities or certificates may contribute a lot to the development of teachers, teachers often think that they are not based on their actual needs, not have much influence on what is happening in the classroom (p.5).

In the related literature, traditional forms of CPD such as "training" and "one-shot workshops" are frequently dismissed due to their limitations (Borg, 2015a, 2015b; Brown-Easton, 2004; Feiman-Nemser, 2001; Lieberman, 1995; Little, 1999). According to Borg (2015b), CPD activities which are "one-shot, short-term and externally-driven" may bring about many disadvantages such as: teachers might get "dependent on others for their professional development, rather than learning to take charge of it themselves; they undervalue both their own knowledge and experience, believing that what they receive from trainers is more important and it may limit the contributions teachers can make to both its content and process; the predominant mode of learning for teachers is often individual rather than collaborative" (p.5).

When all is taken into consideration, it is possible to define CPD for English langue teachers as a continuous, collective, context-specific and institutionally-supported process based on the teacher's own needs and led by the teacher's own decision-making mechanism which aims at enhancing professional knowledge, skills, attitudes and beliefs of the teacher with an ultimate aim of increasing student learning and quality of education.

2.2.2. Principles of an Effective CPD Program

There is no precise agreement on the principles of an effective CPD program, but it is possible to report what is generally suggested in the relevant body of literature. Guskey (1995) offers some principles needed for an effective CPD process. In line with this, effective CPD programs need to "recognize change as being both an individual and organizational process; think big, but start small; work in teams to maintain support; include room for feedback; provide continuous follow-up and support ; integrate programs" (p.127).

In addition, Corcoran (1995) states that, "teachers need opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and their classroom practice" (p.3). From the constructivist paradigm, teachers' active involvement in professional development is believed to enhance teaching practices and students' learning. Corcoran (1995) suggests eight principles for effective professional development programs. Accordingly, such programs: "stimulate and support site-based initiatives; support teacher initiatives as well as school or district initiatives; are grounded in knowledge about teaching; model constructivist teaching; offer intellectual, social and emotional engagement with ideas, materials, and colleagues; demonstrate respect for teachers as professionals and as adult learners; provide for sufficient time and follow-up for teachers to master new content and strategies to integrate them into their teaching; are accessible and inclusive" (p.3).

In the same vein, Hawley and Valli (1999, cited in Broad & Evans, 2006, p. 29) propose the following principles for designing and implementing effective professional development programs. They suggest that effective CPD activities are:

- driven by attention to goals and student performance

- built upon teacher involvement in identifying learning needs and shaping the learning opportunities and processes

- school-based emphasizing job-embedded learning

- collaborative and problem solving

- continuous and supported over time

- information rich with multiple sources of information for evaluation of the outcomes

- based in theoretical understanding and utilizing evidence and research to develop, support and advance learning

- part of a comprehensive change process connecting individual and collective learning to larger organizational issues and needs (p.29).

Another important point that is suggested to lead to effective CPD is conducting needs assessment. Before the implementation of CPD activities, carrying out needs assessment to identify teachers' professional needs is suggested to initiate an effective CPD program. According to Guskey (2002), "Well-designed needs assessments are considered essential in planning well-targeted and highly efficient professional development programs and activities" (p.57). Moreover, Craig, Kraft, & Plessis (1999) note that it is important to "determine the goals, content, best delivery method, and evaluation of the activity, whether it be a specific in-service training program or larger ongoing support program" for effectiveness of CPD.

More recently, Broad & Evans (2006) emphasize the common elements that are prominent in the current literature on CPD as:

- student learning and achievement;

- instructional expertise and the use of data to inform instructional decisions;

- connections to context;

- responsiveness to the learners' diverse professional needs and ways of learning;

- the use of learning strategies that incorporate inquiry and collaboration;

- attention to the broader processes of educational change; and attention to professional jurisdiction, recognition and motivation (p.29).

It is also emphasized that there are six elements that effective professional development activities need to include. These are "collegial learning; peer-assisted learning; teacher researcher/practitioner; teacher-as-student; independent learning and integrated approaches". It is stated that various strategies and delivery modes exist in each of them and each of these orientations has the elements of collaboration and inquiry at some level. (Broad & Evans, 2006, p.27).

On the other hand, the positive impact of CPD on classroom and quality of student learning is another criterion that is frequently cited in the literature. It is remarked that CPD would satisfy the needs of everyone if all the needs were well known from the beginning until the end of the CPD process (Muijs, Day, Harris & Lindsay, 2004). Thus, evaluation plays a major role for teachers to assess what impact CPD has made on teaching and learning despite the fact that assessing students' learning is not as easy as assessing teachers' learning. Since CPD is usually subjective, it is difficult to evidence student learning and to what extent CPD has affected it. The impact of CPD on student learning has been referred to only in some cases, and they are usually affective and behavioral impact instead of academic achievement and acquisition. Cordingley, Bell, Rundell, Evans (2003a) report that in line with teachers' behavioral change, students claim that they become more enthusiastic, motivated, their confidence and performance in their work increase, they participate in lessons more and organize their work better. From teachers' point of view, students' attitudes and behavior improve; interest and participation increase, and rapport between a teacher and students is built (McAteer, Foster, Groves, Hallet, Jones, & Rutter, 2005).

With regard to the impact of effective CPD , Harland and Kinder (1997, cited in Rose & Reynolds, 2009, p.223) suggest the possible outcomes as: "materials and resources such as worksheets or activities; "informational outcomes about new policies or schemes; new awareness such as teachers' becoming aware of new ideas and values; value congruence – the extent to which teachers' own values and attitudes fit in with those which the CPD is trying to promote; affective outcomes – how teachers feel emotionally after the CPD, may be negative (e.g. demoralized) or positive (e.g. confidence); motivation and attitude – such as enthusiasm and

determination to implement changes; knowledge and skills – both curricular and pedagogical, combined with awareness, flexibility and critical thought; institutional outcomes – on groups of teachers, such as consensus, collaboration and support; impact on practice – The ultimate aim of CPD: what effect does it have on the pupils?".

Such outcomes as increased enthusiasm and motivation for teachers at the end of CPD are suggested as the indication of high quality CPD.   Based on Rose & Reynolds' (2009) research on the impact of CPD in the relevant body of literature, possible earnings from CPD are stated as: "development of reflective and critical practice; an enquiry-based approach to pedagogy; development of practitioner dialogue; development of problem-solving skills with reference to teaching practice; increased links, collaboration and cooperation with other teachers, with modeling and sharing of best practice; opportunities for promotion; and personal satisfaction". Additionally, it is noted that teachers generally acknowledge that they are provided with the chance and time to pursue professional learning as well as expand their thinking through which critical thinking and questioning skills are enhanced" (p.224).

Likewise, drawing on a huge body of literature on CPD, Borg (2015b) outlines the characteristics of effective CPD as: "relevance to the needs of teachers and their students; teacher involvement in decisions about content and process; teacher collaboration; support from the school leadership; exploration and reflection with attention to both practices and beliefs; internal and/or external support for teachers (e.g. through mentoring); job-embeddedness (i.e. CPD is situated in schools and classrooms); contextual alignment (with reference to the institutional, educational, social and cultural milieu) critical engagement with received knowledge ; a valuing of teachers' experience and knowledge" (p.6). It is suggested that when CPD activities involve these characteristics, teachers are more likely to be "active generators of knowledge" rather than passive knowledge consumers. Besides, when they are involved "in collective professional inquiry that generates new understandings from within", CPD may result in positive impact on quality of education, teacher development and student learning (p. 6). Borg (2015a) adds that effective CPD comes with "an approach which addresses the needs of teachers, students and organizations, gives teachers choice and ownership, enables them to

learn with and from each another, and also provides appropriate guidance and support" (p.3).

Moreover, for designing effective CPD programs, "professional development should draw on the expertise of teachers and take differing degrees of teacher experience into account" (Corcoran, 1995, p.3). Similarly, Borg (2015a) says that CPD options need to be selected and conducted by taking into consideration teachers' "prior experience, knowledge and beliefs and as well as characteristics of the educational systems in which teachers work" (p.4). For this reason, effective professional development needs a support from administrators who:

> *work with staff members to create the culture, structures, and dispositions for continuous professional learning and create pressure and support to help teachers continuously improve by better understanding students' learning needs, making data-driven decisions regarding content and pedagogy, and assessing students' learning within a framework of high expectations (Wei et al., 2009, p. 3).*

Last but not least, there needs to be follow-up to CPD programs if positive outcomes are desired in the end. Effective professional development is the one which "provides for sufficient time and follow-up support for teachers to master new content and strategies and to integrate them" (Corcoran, 1995, p.3.) Accordingly, Waters (2006) adds that in-service training programs "stands or falls on the basis of its potential for effecting meaningful follow-up" (p.49). Thus, designing a follow-up program is important to get the most out of a CPD program.

2.2.3. Models of CPD Practices

There are several paradigms that are used to describe teacher professional development in the literature (Broad & Evans, 2006). Some follow *deficit paradigm* and assert that teachers need specific subjects in order to make up for their deficiency in knowledge and skills. Some others adopt *professional growth paradigm,* which is more self-directed, and acknowledge that teachers should involve in professional development to increase their knowledge and skills which keep them up-to-date and meet students' needs accordingly. Feiman-Nemser (2001) underlines that "professional development should be built into the ongoing work of teaching and relate to teachers' questions and concerns" (p. 1042). On the other hand, *educational change paradigm* supports that change needs to be the main aim of professional development (Warren-Little, 2001), while in *problem-*

solving paradigm professional development is expected to offer solutions to the problems teachers may experience in profession (McLaughlin & Zarrow, 2001).

Furthermore, there are some researchers who adopt *integrative view of professional development* and support that professional development should be made up of a combination of all the above paradigms. For example, Guskey (2000) proposes an alternative model, *the Model of Teacher Change*, and states that "New views of professional development have led to new professional models and designs" (p.22). Accordingly, the models of staff development are classified into seven as: "training; observation/assessment; involvement in a development/improvement process; study groups; inquiry/action research; individually guides activities, and mentoring". However, it is emphasized that "significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning" (p. 383).

Likewise, Villegas-Reimers (2003) asserts that,

> *with the new conception of teachers as professionals, and of their preparation as being a lifelong learning process, where they are active participants in their own growth and development as teachers, the concept of teacher training, whether pre-service or in-service, is no longer fitting (p. 67).*

Further, Villegas-Reimers (2003) classify professional development models into two categories: "organizational partnership models" and "small group or individual models". The models in organizational partnership "require and imply certain organizational or institutional partnership in order to be effective" (p.70). This group includes university-school partnerships, teachers' networks, and distance education. On the other hand, small group or individual models are conducted on a smaller scale such as case-based studies, action research, seminars, coaching, and portfolios in schools or classrooms. It is underlined that "most professional-development initiatives use a combination of models simultaneously, and the combinations vary from setting to setting" (p. 69). Below Table 2.1 illustrates suggested models of professional development by Villegas-Reimers (2003, p.70):

Table 2.1: Professional Development Models by Villegas-Reimers

Organizational partnership models	Small group or individual models
Professional development schools	Supervision: traditional and clinical
Other university-school partnerships	Students' performance assessment
Other inter-institutional collaborations	Workshops, seminars, courses, etc.
Schools' networks	Case-based study
Teachers' networks	Self-directed development
Distance education	Co-operative or collegial development
	Observation of excellent practice
	Teachers' participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action research
	Use of teachers' narratives
	Generational or cascade model
	Coaching/mentoring

Source:.Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris, UNESCO.

According to Tallerico (2005), professional development models can be classified into five as: *individually guided*; *collaborative problem solving; observation* and *assessment of teaching*, *trainings,* and *action research.* On the other hand, Kennedy (2005) offers nine models of CPD which are illustrated in Table 2.2 below:

Table 2.2: Professional Development Models by Kennedy

Model	Explanation
Training	"focusing on skills with expert delivery, and little practical focus"
Award Bearing	"given in conjunction with a higher education institution"
Deficit	"addressing shortcomings in an individual teacher, individually tailored, but good for confidence and is unsupportive of the development of a collective knowledge base within the school"
Cascade	"relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning"
Standards Based	"a system of effective teaching, not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting"
Coaching / Mentoring	"the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills"

Community of Practice	"inhibiting active and creative innovation of practice, despite having the potential to work well through combining the knowledge bases of members"
Action Research	"relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative"
Transformative	"the integration of several different types of the previous models, with a strong awareness and control of whose agenda is addressed"

Source: Kennedy, A. (2005) Models of continuing professional development: A framework for analysis. Journal of In-Service Education, 31 (2), 235-250.

Kennedy (2005) notes that "training", "award-bearing", "deficit", and "cascade" are transmission methods and they do not give much chance to teachers to manage their learning. On the other hand, "standards-based", "coaching/mentoring" and "community of practice" models are more transformational and they have more space for teacher autonomy, while the last two "action research" and "transformative models" give teachers more autonomy, and provide them with the power to pursue and control their professional development

What's more, in contrast to top-down models of professional development, where information and skills are "externally imposed" to teachers through lectures and courses with little chance for critical and reflective development, Muijs et al. (2004, cited in Rose & Reynolds, 2009, p.220) suggest that teachers should be a resource to themselves, and enable their own knowledge and experience to enhance critical and reflective thinking. Increasingly, teachers are encouraged to be "more creative to their own professional development, and stay away from traditional transmission-based methods".

2.2.4. Types of CPD Practices

Along with the models, there are several types of CPD activities proposed by researchers and scholars. For instance; "direct teaching of new ideas through courses, workshops and conferences" are significant to know about the latest approaches and practices. Additionally, "job-embedded learning" with the help of "peer coaching, mentoring, action research, planning teams and critical friendships" might provide opportunities for practice, whereas "learning out of school" with the help of "professional networks, school-university partnerships and visits to other

settings", might offer a variety of perspectives and questions which help broaden and deepen understanding Lieberman (1995, 2001, cited in Broad & Evans, 2006, p.13).

According to Richards & Farrell (2005), it is possible to suggest four types of professional development activities: "individual", "one-to-one", "group-based" and "institutional". Table 2.3 below portrays the four groups of professional development activities suggested:

Table 2.3: Teacher Professional Development Practices by Richards and Farrell

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

Richards, J., & Farrell, T. (2005). *Professional development for language teachers: Strategies for teacher learning. New York:* Cambridge University Press.

On the other hand, effective CPD constitutes "developmental, socio-constructivist or inquiry-based" elements. It embodies "participatory, social, inquiry-driven and evidence-based professional learning" which is set in context, and where teachers are the key decision-makers with appropriate expert support and leadership" (Borg, 2015a, p.3). According to Borg (2015a) there are a lot of CPD activities which have the above mentioned elements such as:

- various forms of self-study such as *teacher research*, *action research*, *exploratory practice*, through which teachers systematically investigate teaching and learning in their classrooms

- *lesson study*, which involves repeated cycles of collaborative lesson planning, teaching and reflection

- *reading groups*, where teachers meet regularly to discuss something they have read and which is relevant to their teaching

- *reflection groups*, where teachers come together for experience sharing, examining their lessons (video recordings or works of students)

- *peer observation*, where teachers work in pairs, visit one another's lessons and afterwards discuss these (in a constructive manner and without formal evaluation)

- *professional learning communities*, through which groups of teachers meet regularly to examine critical issues in their schools and classrooms

- *curriculum study groups*, where teachers collaborate to examine in detail and further their own understandings of a particular area of the curriculum they teach

- *collaborative materials writing*, where teachers, in collaboration, develop units of materials for learners

- *mentoring schemes*, through which appropriately-skilled more experienced teachers support the development of those with less experience and expertise

- *personal learning networks*, where professional development is pursued through interactions via social media (p. 3-4).

Here, Borg (2015a) warns that it is not possible to talk about "universal success" even if these suggested activities are implemented. It should be known that contextual factors may result in different outcomes in various contexts. For this reason, CPD needs to be designed and implemented in light of the local needs and features. Similar to Borg (2015a), Guskey (2000) says that no model on its own can guarantee success for everyone in all circumstances. "The appropriateness of any particular model varies depending on the goals, the content, and the context for implementation" (p. 29)

In sum, CPD activities need to provide the chance to develop understanding, knowledge and improve practice. CPD activities need to form a link between teachers and students and be driven by data. Collaboration, inquiry, peer support and learning from each other with a focus on individual needs and contextual factors should be at the heart of CPD. Teachers should actively engage in CPD, which is sustainable and supportive. In light of these requirements, the following parts will

particularly refer to the CPD activities-action research, lesson-study, professional learning visit, self and peer observation, student-led CPD and teaching portfolio, which were embedded into team teaching within the scope of this study.

2.2.4.1. Action Research

Action research is defined as "teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems" (Richards & Farrell, 2005, p.231). "Action" in the phrase action research means "taking practical action to resolve classroom problems" while "research" means "a systematic approach to carrying out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practice" (p.231). Action research constitutes a series of activities during which a problem is primarily identified, data about that particular problem is collected, then a strategy to solve that problem is devised and tried out and finally its effects are observed. It is believed to suit collaborative study more as it requires a lot of time and engagement over the course of the process. Richards & Lockhart (1996) claim that action research "typically involves small-scale investigative projects in the teacher's own classroom, and consists of a number of phases which often recur in cycles: planning, action, observation, and reflection" (p. 12).

Day (1991) proposes that the merits of action research are instant, explicit and appropriate to the needs of teachers. There are several effects of action research such as: better understanding of research, increased self-confidence, heightened awareness of teaching and learning, reflection and understanding of the social and institutional restrictions on teaching (Stevenson, 1991). It is claimed that action research offers teachers a methodology to explore and enhance their teaching and it includes reflective, evaluative thinking and practice which can lead to improvement in instruction (Brown & Macatangay, 2002; Lytle and Cochran-Smith, 1994). With the help of "review, exploration and clarification, the teacher/practitioner-researcher creates links and interpretations" which are reported and turn into an experience and contribute to teacher professional development in the end (Brown & Macatangay, 2002; Delong & Wideman, 1998; McNiff, Lomas & Whitehead, 1996).

With regard to the benefits of action research on teachers' professional development, Richards & Farrell (2005) state that action research is based on

teaching; for this reason, it can add a research dimension to existing practice of the teacher to understand better and improve practice. Action research might help teachers "develop a deeper understanding of many issues in teaching and learning as well as acquire useful classroom investigation skills" (p.231). They add that, "It also seeks to redefine the role of the teacher by giving teachers the means to set their own agendas for improvement and by shifting the responsibility for change or improvement from an outsider to teachers themselves" (p.233). In their book, Professional Development for Language Teachers, Richards & Farrell (2005) report from the teachers who carried out action research and shared that their "understanding of teaching" significantly changed, they learned a lot about their teaching and developed expertise in investigating their practice (p.233). Moreover, involving in action research or "professional inquiry" encourage teachers to become "teacher-researcher/practitioner", and data collection as part of the process help "improve student and teacher learning and performance" (Broad & Evans, 2006, p.15). Similarly, Wyatt (2011) and Atay (2008) suggest the benefits of action research as the development of research skills and enhanced teachers' feelings to make changes.

2.2.2.4. Lesson Study

Lesson study is a collaborative professional development approach for teachers which was originated in Japan and introduced in the United States in the late 1990s (Murata, 2011). It is defined as the "systematic investigation of classroom pedagogy conducted collectively by a group of teachers/students, with the aim of improving the quality of teaching and learning" (Tsui & Law, 2007, p.1294). In lesson study, teachers engage in a "cycle of instructional improvement focused on planning, observing, and revising research lessons" (Lewis & Tshuchida, 1998). Dudley (2014) states that lesson study is a "highly specified form of classroom action research focusing on the development of teaching practice knowledge" (p.1). After completing a cycle of research lessons teachers might propose a "pedagogical approach" that enhances students' learning and is shared with other colleagues (Dudley, 2014). Lesson study is claimed to include several elements of effective professional development programs: it is "site-based; practice-oriented; focused on student learning; collaboration-based and research-oriented" (Murata, 2011). Moreover, Lewis & Hurd (2011) compares the traditional practices of professional

development with lesson study and illustrates how it differs from them as shown in Table 2.4 below :

Table 2.4: Contrasting Views of Professional Development

Traditional	*Lesson Study*
Begins with answer	Begins with question
Driven by outside "expert"	Driven by participants
Communication flow: from trainer to teachers	Communication flow: among teachers
Hierarchical relations between trainer and learners	Reciprocal relations among learners
Research informs practice	Practice is research

Source: Lewis, C. C., & Hurd, J. (2011*). Lesson study step by step: How teacher learning communities improve instruction.* Portsmouth, NH: Heinemann

In addition, it is stated that lesson study brings together all features of professional learning that can enhance teaching and learning (Cordingley et al., 2004). According to Tsui and Law (2007), lesson study creates a secure environment for collaboration which can support self-efficacy and self-confidence of teachers. With regard to the benefits of lesson study, Stepanek et al. (2007) argue that lesson study encourages teachers to employ a "research stance", which means that lessons are informed by "…posing questions and problems, researching possible solutions, trying out ideas, collecting data, and analyzing findings. Teachers engage in inquiry, reflection, and critical examination of their practice. They look at the classroom as a place in which to investigate teaching and learning" (p.6). Lesson study offers teachers safe and collaborative environment where they can exchange ideas in a team with respect to each other. In addition, it can enhance teachers' self-efficacy; this way, they get "motivated and persistent in improving their craft" and they begin to think that they can influence their students' learning (p.6).

On the other hand, Lewis & Hurd (2011) outline five characteristics that might lead to teachers' professional learning through lesson study. Accordingly, lesson study:

- values teaching, teachers and professional teaching community and cultivates all of these to sustain instructional improvement.

- provides an important new learning structure –the research lesson- where teachers gather data to inform improvement. The research lesson brings together the ideas of teachers, researchers, and policy makers.

- values the long-term learning and development of students and helps teachers build students' academic learning and their development of important qualities such as curiosity and persistence that will continue to improve student learning over time.

- fosters teachers' intrinsic motivation to continue to improve their own teaching and that of colleagues.

- builds a shared knowledge base for teaching that can be tested and refined (p.6-7).

In the same vein, Dudley (2014) claims that lesson study helps teachers to "see pupil learning occurring in much sharper detail than is usually possible; see the gaps between what they had assumed was happening when pupils learned and what it is actually happening; find out how to plan learning which is better matched to the pupils' needs as a result" (p.3). Dudley (2014) continues his arguments in favor of lesson study by adding that it helps both experienced and inexperienced teachers' learning. Over the cycles of collaborative planning, observation and analysis, teachers can see the features of student learning "through eyes of others as well as through their own", and they can have the opportunity to "compare actual learning observed in the research lesson with the learning we imagined when we planned it" (p.4). This leads to awareness of things that "teachers would normally not be aware of either because we would filter it out or because it would be dealt with through our tacit knowledge system" (p.4). In sum, lesson study is one of the contemporary CPD practices, which is believed to contribute to teaching and learning with its characteristics.

2.2.4.3. Peer Observation

Peer observation refers to the process during which "a teacher or other observer closely watches and monitors a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction" (Richards & Farrell, 2005, p.126). Hendry & Oliver (2012) define peer observation as "the process of colleagues observing others in their teaching, with the overall aim of improving teaching practice." (p.1). In peer observation, a group of teachers alternates in observing one another's teaching and later data gained from in-class observation, audio or videotaping is discussed by the group members.

There are several opportunities that peer observation can provide teachers with. Bell (2001) reports that observers or "reviewers" can gain a lot "from the opportunity to observe a colleague teaching" (p.37). Peer observation is beneficial for inexperienced teachers to observe more experienced teachers. Experienced teachers also learn from peer observation as they see how another teacher teaches and manages her class. Additionally, it is possible to learn a variety of teaching techniques and strategies from another teacher. It is a way of forming collegiality, a means of collecting data about teaching and developing self-awareness of one's own teaching as well as an opportunity for receiving feedback on one's teaching (Richards & Farrell, 2005). Richards & Farrell (2005) add to the benefits of peer observation stating that peer observation brings social benefits to the observer and the teacher. It enhances collegiality by bringing "teachers together who might not normally have a chance to interact". This way, they can share ideas and expertise, and discuss their problems and concerns.

On the other hand, observation is generally associated with judgment or evaluation and there is a negative attitude towards observation among teachers (Richards & Farrell, 2005) but peer observation helps teachers become reflective practitioners. As long as the entire process is conducted in a non-judgmental way and constructive feedback is exchanged between the group members, peer observation becomes a tool for learning and appropriate approach for reflective practice. (Fullerton, 1993). Richards & Farrell (2005) state that peer observation "may trigger reflections about one's own teaching"…the observer can provide an "objective view of the lesson and can collect information about the lesson that the teacher who is teaching the lesson might not otherwise be able to gather" (p.127). Through peer observation, the observer may construct personal meanings through "observing, analyzing data, reflecting this onto their own teaching, and making decisions about further classroom work" (Engin & Priest, 2014).

With respect to the significance of trust during the process, it is emphasized that the process of observation paves the way for discussion and exchange of ideas between the teachers if it is conducted through trusting relationships (Richards & Farrell, 2005). Only when the real focus of peer observation is to help teachers improve their teaching practice, it might turn into a mutual experience in which teachers observe one another, share insights and offer assistance to each other

(Bell, 2005). In observation, the central issue is *teaching* rather than the *teacher*, so there is not any place for judgment or evaluation. Hendry & Oliver (2012) claim that learning through observing "a colleague can be just as beneficial as receiving feedback, even when that feedback is well constructed", non-judgmental and developmental.

2.2.4.4. Professional Learning Visits

It is acknowledged that when the teachers are provided with the opportunity to visit another department, school or institution, they often return with comments "that was the best CPD I've had for a long while." (Allison, 2014, p.67). In line with this, Smith (2011, cited in Allison, 2014) say that:

> *Scan the horizon to understand what's possible. Get out of school to see the best of what's around. Collaborate like mad; share like it's only just been invented! Once you find a great organization, website, network school department or pioneer, then stay close (p.67).*

Regarding the benefits of professional learning visits, Craft (1996) believes that they provide a form of in-service and professional development:

> *…whether visits to other schools, to resource centers, such as museums or galleries, or to other kinds of workplace…The key feature of any visit, however, if it is to provide professional development, is being clear about why your are undertaking it, and precisely what you hope to learn, gain, achieve or find out (p.30)*

Tobin (1998) states that employees can learn a lot from each other "by observing and talking with their colleagues" and with others "who have relevant expertise". It is claimed that, "learning doesn't take place just in training programs, but should be part of every employee's everyday activity" as we keep learning every time we read something , every time we observe how someone else is doing and every time we ask a question (para. 1). "Learning out of school" with the help of "professional networks, school-university partnerships and visits to other settings" might offer a variety of perspectives and questions which help broaden and deepen understanding (Liebermann, 1995, 2011 cited in Broad & Evans, 2006, p.13).

Liebtag & Ark (2017) suggest that school visits are "one of the best forms of professional learning". Through school visits teachers will learn a lot from visiting a new place. The benefits of school visits for teachers' professional learning are outlined as follows:

- **Hearing it from the source:** Visiting schools provides participants with the opportunity of hearing lessons from "directly from an in-service practitioner who personally navigated the challenges and witnessed the successes of change" rather than from a facilitator or PD leader who "has not actually lead the type of change they are attempting or want to try".

- **Seeing the great, "getting there" and "back to the drawing-board" ideas: "**Idealism and dreaming are important, but so is reality…Taking risks often comes easier when we understand the potential pitfalls and rewards. Dream big, but also take time to learn from others doing similar work. Seeing is believing!".

- **Stepping outside your own comfort zone: "**We often replicate what we know, what we see peers or colleagues doing or what feels comfortable. Visiting schools in different cities (or within your own city) creates a possibility to envision something different for students, or even see oneself in a teacher or a leader you meet".

- **Connecting and collaborating:** "Going on school visits allows for organic connections with teachers or leaders at other schools that might be great to collaborate with or share ideas".

- **Celebrating progress:** "Visiting other schools can be a great way to see similarities with practices you are already using or innovative ideas that your school is already implementing well". (available at http://www.gettingsmart.com/2017/03/professional-learning-the-power-of-school-visits)

Briefly, professional learning visits are suggested as one of the significant elements that can contribute to teachers' professional development.

2.2.4.5. Self-Observation

The suggested definition for "self-observation" or "self-monitoring" is "a systematic approach to the observation, evaluation, and management of one's own behavior in order to achieve a better understanding and control over the behavior" (Richards & Farrell, 2005, p.63). Self-observation can be implemented and documented by teaching journals, audio or video recording, or by preparing a lesson transcript or a

lesson report of the related part of the lesson. Self-observation "implies a professional curiosity-watching, listening, and thinking without necessarily judging" (Bailey et al., 2001, p.27). It is believed that "self-awareness and self-observation are the cornerstones of all professional development. They are essential ingredients, even prerequisites, to practicing reflective teaching" (Bailey et al., 2001, p.22).

Larsen-Freeman (1983) suggest that teachers need to have: heightened awareness; a positive attitude that allows one to be open to change; various types of knowledge needed to change; and the development of skills to "make informed choices" about their teaching (p.266, as cited in Bailey et. al, 2001, p.23). To achieve this, self-observation can be accepted as an initial stage that can initiate teacher development. Richards & Farrell (2005) state that it is essential to gather data about the teacher's own behavior and practice in an objective and systematic way so as to understand her teaching, strengths and weaknesses and make decisions about what to change. Thus, self-observation is a good beginning for teachers to plan their professional development.

By monitoring or observing their behavior, teachers can increase their awareness of knowledge, skills and attitudes (Bailey et. al 2001). Through self-observation, teachers are able to evaluate their own teaching rather than being evaluated by a manager or a supervisor (Richards & Farrell, 2005). Self-observation can support teachers in the following ways as suggested by Richards (1990, p.118) and Richards & Farrell (2005, p.65-66):

- It allows the teacher to make a record of teaching that he or she can use for a variety of purposes.

- It helps "better understand our own instructional process, thereby bridging the gap between what we actually do and what we think we do".

- It provides the teacher with feedback for ongoing professional growth, even within the constraints of busy schedule.

- It leads to critical reflection about our work, which is an important component of being able to improve.

- It "relocates the responsibility for improving teaching squarely with" us as individual teachers (rather than with external teachers, such as supervisors)

In other words, as a stimulant to awareness, self-observation is one of the CPD opportunities that has several benefits to teacher professional development.

2.2.4.6. Student-Led CPD

Student views are important to teaching as they are "authentic sources" of information with the first-hand experience of classroom (SooHoo,1993, p.386). "Student voice" is a term recently used in education literature to refer to a project which aims at "increasing the status of students and addressing their exclusion from discussion of educational issues, design and decision-making" (Fielding, 2004). "Student voice" embraces the idea of students' active involvement in decision making about issues important to both students and teachers. It is based on continuous communication and interaction between students and teachers (Lodge, 2005; Mitra, 2008).

Flutter (2007) argues that that "listening and responding to what pupils say about their experiences as learners can be a powerful tool in helping teachers to investigate and improve their own practice". When teachers and students are able to form "a spirit of trust and collaboration", this may pave the way for more positive learning culture within the school" (p.344). Allison (2014) writes that there are arguments about the positive and negative sides of the "student voice". The opponents hold the view that "student voice" can offer little to teachers and school managers. As teachers are the ones with all expertise in teaching, students should not advise teachers how to do their profession. On the other hand, the proponents of the "student voice" argue that since students attend a great number of lessons each year, they have the potential to say what goes and what does not go with their own learning. For the implementation of student-led CPD, having student-led learning walks, student question-and-answer panels, student feedback are suggested.

As is suggested by Urquhart (2001), "Not only does pupil voice help to revitalize a dialogue between teachers, pupils and learning, it also offers teachers and others a creative and practical alternative to the adult-centered bureaucracy that cramps much of modern schooling" (p. 86). Flutter & Ruddcuk (2004) add that there are

several studies which suggest listening to what students think about teaching, learning and schooling helps teachers to understand students' point of views, think of other alternative approaches, and practice, which might lead to an important change in classrooms and schools. Lastly, for the possible benefits of student feedback, Allison (2014) state that, "as schools look to improve and develop the quality of teaching, it is worth soliciting the views of students as a contribution to the overall discussion". Student-led CPD is "empowering for students and enlightening for teachers" (p.137). As can be inferred from the literature on student-led CPD, without student involvement, there is little chance for teacher development in CPD programs.

2.2.4.7. Teaching Portfolio

Teaching portfolio is "a collection of documents and other items that provides information about different aspects of a teacher's work. It serves to describe and document the teacher's performance, facilitate professional development, and provide a basis for reflection and review" (Richards & Farrell, 2005, p. 142). Brown (2007) defines teaching portfolio as "an assembly of professional handiwork, thoughts and reflections, beliefs and principles, and personal data (p. 506). Teaching portfolio is considered to be one of the teacher development practices mostly based on self-appraisal and teacher-directed learning.

Furthermore, teaching portfolio is helpful for teachers' professional development with regard to "course planning and preparation, actual teaching presentation, evaluation and feedback provision process" (Seldin, 1993). Richards & Farrell (2005) state that a teaching portfolio provides the chance to have a "holistic assessment of one's teaching" (p.102). By keeping a teaching portfolio, a teacher is able to evaluate her own performance and progress and set targets for professional development. Similarly, Brown (2007) notes that portfolios can have formative and summative nature such as they might serve as a demonstration of professional qualifications with their summative nature while they might serve as a show of progress with selected documents in relevant areas of concern with their formative nature.

In terms of the use of a teaching portfolio, teachers may keep them as a demonstration of their work and evidence of their "thinking, creativity,

resourcefulness, and effectiveness". This way, the portfolio can be shown to a supervisor or manager to prove the teacher's progress. Besides, a portfolio can serve as a means of review and reflection. Keeping a portfolio encourages teachers to begin self-assessment of her work. With the help of the portfolio, teachers can consider their priorities, goals and areas for development in the future. Another benefit of teaching portfolio is that it can encourage collaboration with other teachers. For instance, it might be used as for peer coaching or the peer reviews. "A particularly useful type of portfolio is one that is part of a team-teaching collaboration in which two teachers create a joint portfolio to accompany a class they both teach" (Richards & Farrell, 2005, p.143). Moreover, electronic-portfolios can be used as an alternative to paper-based portfolios. They have the same content and goals but they are presented on the computer (Constantino & de Lorenzo, 2002). This way, it is possible to present the work in audio, video, graphics, and text format.

Up to now, contemporary perspectives and practices in relation to teachers' professional development have been discussed. As can be inferred from the previous sections, recent perspectives highlight the significance of teacher-led, peer-supported, on-site and inquiry-based approaches to teacher development. Apart from this, teacher collaboration is frequently emphasized in the literature on professional development. In the following section, collectivism in Turkish culture and the impact of teacher collaboration on professional development will be addressed respectively.

2.3. A Brief Look at Collectivistic Culture in Turkey

Over the last decades, the terms "individualism" and "collectivism" have become the focus of cross cultural study in psychology (Hofstede, 1980; Hui & Triandis, 1986; Triandis, 1995). In individualist cultures, people tend to view themselves "as autonomous agents motivated by their own preferences and goals" and "competitiveness", "uniqueness" and "autonomy" are the main components. On the other hand, in collectivist cultures, there is a strong link among the members of the society where "the good of the group" comes before the "personal needs" and "group harmony" is not threatened (Ayçiçeği-Dinn & Caldwell-Harris, 2011, p. 10).

Cultural characteristics are so important that they are influential on the values, behaviors, attitudes and educational systems of the societies. In respect to the values attributed to the family and group, Turkey is considered as a collectivistic country, (Göregenli, 1995, Hofstede, 1991, Kağıtçıbaşı, 1996). In the index of 39 countries created by Oishi, Diener, Suh & Lucas (1999), "Turkey ranked the third most collectivistic country after China and Nigeria". According to Gannon & Pillai (2013) collectivism and achieving the goals of the group in Turkey are strongly related. This can be associated with imece custom, which is depicted as "Turkish social gathering at which everyone pitches in to help a neighbor undertake a large task, such as building a new home". In imece custom, it is the group membership, which determines the individual identity. Group norms and traditions are highly valued; "trust and reliance" between the members of the group are attached significance.

On the other hand, despite being described as a collectivistic society with many of its characteristics, Turkey does not show the same collectivistic tendency in schools in terms of solidarity and teacher collaboration. OECD (2008) TALİS research indicated that professional collaboration is not common among teachers in Turkey. Most of the Turkish teachers neither co-teach or team teach with their colleagues, nor do they observe a colleague's class or give feedback to each other. This might be attributed to the Turkish teachers' beliefs that classroom is their own private space (Aslan, 2015), which can cause isolation, hinder peer support and collegial learning. As is underlined through the saying "Isolation is the enemy of improvement" (Jamentz, 2002), it is essential that teachers engage in CPD with their colleagues to better their practice through trusting relations.

As professional collaboration can help teachers learn from each other, reflect on their teaching and improve teaching strategies, school culture plays a major role on the effectiveness and the efforts to accomplish change in schools for achievement (Şahin, 2011). Thus, "collaborative school culture", which promotes the feeling of ''we'' among the staff is important to enhance brain power, solve problems and provide the best environment for students' success (Fullan & Hargreaves 1992; Gruenert, 2005, Sergiovanni, 2005). In collaborative and supportive school culture, teachers attempt learning and academic staff gathers and shares data on the school. It is emphasized that collaboration, peer support and reflective practice are

important for "school change, the quality of instruction, student achievement, and a more formidable professional learning community" (Şahin, 2011, p.602). Thus, collective school culture is highly likely to form the basis for teachers' professional development.

2.4. Teacher Collaboration and Professional Development

There has been a growing tendency towards teacher collaboration, which comprises peer support, collegial learning and peer-assisted learning in recent professional development practices. Collaboration can be described as "volunteer interactions of at least two co-equal parties toward achieving a common goal" (Friend & Cook, 2003). Regardless of the forms it may take such as teacher networks, professional learning communities, peer coaching, team teaching or collaborative action research, collaboration is believed to fight teacher isolation and contribute to teacher development significantly (Williams, 2010). Although not all forms of collaboration lead to enhanced levels of teaching, as is frequently cited by Little (1990), "much that passes for collaboration does not add up to much" (p. 508), collaboration has the power to lead to professional growth through the "structures that break down isolation, empower teachers with professional tasks, and provide areas for thinking through standards of practice" (Darling-Hammond & McLaughlin, 1995).

In the relevant body of literature, there are several types of teacher collaboration suggested. To begin with, Little (1990) proposes four types of teacher collaboration:

- *scanning, storytelling*: sharing ideas, experiences, collecting information, developing friendships without talking about actual teaching practices in the classroom.

- *help and assistance:* offering help and advice to the colleagues who ask for it.

- *sharing:* different forms of sharing ideas and materials based on school culture

- *joint work*: sharing responsibility for teaching, "collective conceptions of autonomy, support for teachers' initiative and leadership with regard to professional practice, and group affiliations grounded in professional work" (p.519).

In a similar vein, Hargreaves & Fullan (1998) suggest four types of teacher collaboration: (a) balkanization, (b) comfortable collaboration, (c) contrived collegiality, (d) interactive professionalism. Both Little (1990) and Hargreaves & Fullan (1998) note that the first three of these collaboration types are weak in terms of enhancing teaching quality, but the fourth one: joint work and interactive professionalism are the strongest of all. Chadbourne (2004) quotes from Little (1990) and Hargreaves & Fullan (1998) and notes that:

> Collaborative practice or joint work… provides teachers with a mirror of what they actually do rather than what they say they do in the classroom; it 'shows' rather than simply 'tells' teachers what good practice looks like; and it give teachers collective confidence to take risks and be innovative (p.9).

Research studies on teacher collaboration, collaborative arrangements and their effects on professional development abound in literature. In terms of the benefits of teacher collaboration, Pugach & Johnson (2002) state that, "in collaborative working environments, teachers have the potential to create the collective capacity for initiating and sustaining ongoing improvement in their professional practice so each student they serve can receive the highest quality of education possible" (p. 6). Collaboration helps teachers learn from each other with more opportunities to learn. While collaborating, knowledge and experiences are shared and problems are solved with a number of solutions. This happens as "teachers do not learn best from outside experts or by attending conferences or implementing 'programs' installed by outsiders. Teachers learn best from other teachers, in settings where they literally teach each other the art of teaching" (Schmoker, 2005, p. 141). According to Meirink et al., (2007), "sharing of expertise is particularly powerful in terms of changing practice, as teachers can use the expertise of colleagues to adjust or improve their own teaching practice or to adjust, extend substitute, or supplement their own beliefs" (p. 148).

In line with this, having a shared purpose for which teachers are united to enhance learning and teaching is considered to maximize the functionality of teacher collaboration (Williams, 2010). It is assumed that when teachers collaborate for a shared purpose, they can improve their instruction to a great extent. When teachers collaborate on planning, decision making, and problem solving, this affords an opportunity for a sense of "collective responsibility" for the outcomes (Killion, 2012). Teachers who are united by a "common purpose and shared identity" (Harris & Anthony, 2001, p.376) can share goals, decision making, writing reports, designing

curriculum, writing reports and evaluating in addition to teaching students through mutual respect and trust (Friend & Bursack, 1996; Wigginton, 1986).

In addition, teacher collaboration was associated with positive effects on teachers' teaching strategies, "their ability to match these to their students' needs, their self-esteem, confidence and their commitment to continuing learning and development". CPD is also associated with a "positive impact upon student learning processes, motivation and outcomes". Thus, such positive outcomes as "increased teacher confidence, self-esteem, enthusiasm and commitment to continuing to learn about teaching" are also believed to address significant issues with regard to "teacher retention and recruitment" (Cordingley et al., 2003a, p.8). It is also found that CPD programs which "were extended over time, involved a substantial number of hours and were planned so that they enhanced collaboration and joint work in schools tended to result in improved learning and reports of teacher efficacy" (Ingvarson et al., 2005, cited in Broad & Evans, 2006, p.29). Through collaboration and peer support, teachers

- feel more pleasant talking about their teaching experiences with their colleagues than with administration,

- get continuous peer support which can offer the opportunity for talking about contextual issues,

- have supportive environment and get the chance to improve and attempt new teaching and learning strategies (Rose & Reynolds, 2009).

In addition, a research study done by the Goodall et al. (2005, cited in Broad & Evans, 2006), suggested that working in collaboration, teachers can help student learning and it leads to positive changes in student behavior and attitudes.

Team teaching is placed in the fourth level of teacher collaboration based on Little's (1990) typology, because of "its closest interdependence among teachers, as teachers work together in the same classroom, sharing responsibilities of students' performance and implementing teaching activities together" (Tsai, 2007, p.29). Team teaching, along with peer coaching and collaborative action learning, is described as "the most difficult, most powerful and least practiced form of teacher collaboration". It is argued that in this type of "joint classroom-based work", teachers cannot claim private ownership of their classes. This type of collaboration demands

teachers "to have robust self-concepts, high levels of trust and openness and non-judgmental attitudes toward their colleagues". (Chadbourne, 2004, p.5). In line with this, the following section addresses team teaching with a more comprehensive focus.

2.5. Team Teaching

Team Teaching, a variation of co-teaching, is a term that refers to a pedagogical technique for teaching the same class with more than one teachers. It has been favored by many teachers, particularly in Japan and South Korea, due to its impact on student achievement (Anderson & Speck, 1998). In team teaching, instruction is shifted from an individual teacher to a team of teachers with an aim to enhance quality of education (Buckley, 2000). Team teaching can be traditionally defined as "a group of two or more persons assigned to the same students at the same time for instructional purposes in a particular subject or combination of subjects". (Johnson & Lobb, 1959). However, this early definition of team teaching is criticized as not being comprehensive enough to cover practices that are related to collaborative teaching (Bailey et al., 1992). Davis (1995) states that team teaching is "all arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course" (p. 8). Another definition is suggested by Buckley (2000) who states that:

> *A team of instructors working purposefully, regularly, and cooperatively to help a group of students learn. As a team, the teachers work together in setting goals for a course, designing a syllabus, preparing individual lesson plans, actually teaching students together, and evaluating the results. They share insights, arguing with one another. And perhaps even challenging students to decide which approach is correct. This experience is exciting. Everybody wins! (p.4).*

A more recent definition of team teaching is provided by Richards & Farrell (2005) suggesting that, "Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class. The teachers share responsibility for planning the class or course, for teaching it, and for any follow-up work associated with the class such as evaluation and assessment" (p.217).

The idea and practice of team teaching is not new in teacher development as opposed to the common belief that it is "new and untried" (Buckley, 2000; Shafer, 2000, cited in Rabb, 2009). In contrast, it has been in use for many centuries as in the form of Socratic dialogue or public medieval debates, but it has changed form

and developed in time. Sturman (1992) explained that team teaching, as part of "a cooperative venture" between the British Council, Cambridge English School (CES) and the Board of Education in Koto, was born in Japan in order to meet two demands: (1) the need to communicate in English in Japan and (2) "internal and external pressures" on Japan to get more internationalized (p.141). This cooperative venture developed into "Koto-ku project" within the scope of which "qualified and experienced" ESOL teachers from British Council and Cambridge English School (CES) would team teach with Japanese English teachers in Tokyo to secondary school students. It is also noted that during the postwar period when there were not adequate number of teachers, team teaching was used to teach classes with a lot of students. Cook & Friend (1995) mentioned that educators have been putting emphasis on the idea of "two teachers' sharing one classroom" for the last decades and co-teaching was recommended as a strategy for reorganizing secondary schools in the United States as well as in England. Team teaching as "a variation of co-teaching" was preferred in open-concept schools in 1970s and an interest in co-teaching in middle schools increased in 1990s (p.1).

According to Nunan (1992), in language education, teachers, learners, researchers, and curriculum specialists may collaborate for several reasons. First, they may seek to implement different techniques for organizing teaching and learning or they may want to promote a philosophy of cooperation. Besides, they may want to establish a platform in which learners, teachers and researchers teach and learn from one another or they may wish to try new ways of integrating principles of learner-centeredness into their curriculum (p.1). In foreign language teaching, team teaching is usually conducted as one of the teachers in the team is a native speaker of the language while the other teacher is more experienced in teaching but a non-native speaker. On the other hand, team teaching is also conducted in some countries as two student teachers are the native speakers of the target language and they "teach with other student teachers or cooperative teachers" (Benoit & Haugh, 2001). Accordingly, next section will focus on the types of team teaching with more details.

2.5.1. Types of Team Teaching

There is not only one method suggested to use in team teaching. According to Davis (1997), team teaching involves two or more teachers whose collaboration needs to

extend outside the classroom. It should involve collaborative planning, content integration, teaching, and evaluation of all teaching and learning process. Buckley (2000) suggests that in a weak form of team teaching, two teachers teach a class on different schedules with no interaction whereas in stronger form, a group of teachers teach each other's classes with continuous interaction. Teachers may come from the same discipline or different disciplines and their responsibilities and roles may vary. Bailey et al. (2001) state that, "only a small part of team teaching actually happens with teachers working together in classrooms. A great deal occurs before lessons, and might more properly be called "team planning" (p.181). After the lessons, such responsibilities as "marking students' papers, and/or exams, meeting with students, evaluating our lessons, and beginning the planning and teaching cycle again " constitute another great deal. For this reason, Buckley (2000) notes that all suggested variations of team teaching differ depending on the "needs and professional resources", so it is not possible to suggest "one-size-fits-all" approach to team teaching (p.5).

On the other hand there are some general patterns suggested by Cunningham (1960, cited in Bailey et al., 1992, p.163):

- **Team Leader Type:** One team teacher with a higher status than the others. He or she may be a "team leader" or "chief instructor".

- **Associate Type:** There is no designated leader. Leadership develops as a result of interactions among the team teachers and decision-making is shared equally.

- **Master Teacher/Beginning Teacher:** Team teaching is used to foster the acculturation of new teachers into the school or the profession. The beginning teacher may have less power in decision-making.

- **Coordinated Team Type:** There is no joint responsibility for teaching the same group, but there is joint planning by two or more teachers who are teaching the same curriculum to different group of learners.

Another suggestion is made by Maroney (1995) and Robinson & Schaible (1995, cited in Day & Hurrell, 2012). Accordingly,

- **Traditional Team Teaching**: Team teachers divide the delivery of content to students.

- **Collaborative Teaching**: Team teachers design and teach the course together through discussing ideas and theories in front of the learners. Small-group work and student-led discussion are used as teaching techniques.

- **Complimentary / Supportive Team Teaching**: One team teacher is in charge of teaching, whereas the other is responsible for doing follow-up activities or exercises.

- **Parallel Instruction**: Class is divided into two groups. One team teacher takes the responsibility for instructing the entire class, while the other teacher moves around the room and offers individual support.

- **Differentiated Split Class**: Class is split into smaller groups on the basis of learners' needs. Each teacher supports each group of learners with the instruction that can meet their needs.

- **Monitoring Teacher**: One teacher is responsible for instructing the entire class, while the other teacher circulates the room and monitors learners' understanding and behavior.

Further, Cook & Friend (1995) suggest five approaches which vary in relation to the "subject matter being taught, age and maturity of the students, and creativity of the teachers". However, it is highlighted that there is not any "best or worst type" and each one of them may be conducted alone or with another in any discipline. It is also stated that these approaches are in a "developmental order" with regard to the amount of planning, trust, and comfort required by the team teachers:

- **One Teaching, One Assisting:** One team teacher teachers the class while the other teacher takes care of individual students.

- **Station Teaching:** Teachers divide the content and students into parts.

- **Parallel Teaching:** The class is divided in half and each team teacher is in charge of the half of the class to teach the same lesson.

- **Alternative Teaching:** One teacher teaches the main lesson to a larger group of students, while the other teacher works with a smaller group of students on a different lesson.

- **Team Teaching:** Both teachers share the instruction of students (p.6-9).

Bailey et al. (1992) remark that the distinguishing factor in all team teaching models is "power and responsibility" and to what extent they are shared among the team members. They refer to Nunan's (1992) use of the term "collaborative teaching" which calls for "shared power and shared decision making" (p.164). It is suggested that there is not a single approach or a type of team teaching that can fit best to each class or program. Depending on the needs and characteristics of students, requirements of curriculum, profiles of teachers, the appropriate type can be selected or adapted to benefit from the variety of skills of teachers. Besides, teachers' own decision making whether to do team teaching or not and choosing their own teaching partners are essential to minimize the possible drawbacks.

2.5.2. Benefits and Challenges of Team Teaching

The advantages of team teaching on enhancing student learning and contributing to teachers' growth is frequently cited in the literature (Bailey et al., 1992; Bailey et al., 2001; Buckley, 2000). What is commonly stated is that team teaching is not appropriate for every person. As noted by Nunan (1992), "not every experienced professional can or wants to teach in a team" (p. 139). It requires collaborative skills which need to be improved. If the right match-partner is ensured, the benefits of team teaching are noteworthy. It is important that team partners be familiar with each other and they value each other (Bailey et al., 1992). Moreover, team teachers' interaction and the content of team teaching requires careful planning and consideration.

With regard to the advantages of team teaching, there are numerous benefits suggested in the relevant body of literature. For instance, Armstrong (1977, cited in Bailey et al., 2001, p. 181) proposes five advantages of team teaching as: "permitting team members to take advantage of individuals; spurring creativity-we teach for our colleagues as well as our students; facilitating individualized instruction by providing situations of close personal contact with teachers for individual learners; providing better decisions (e.g., re-pacing, sequencing, etc.)

because the ideas of an individual team member are verified by at least one other; building program continuity over time".

Moreover, team teaching allows team partners "to synchronize their efforts" and bring "their individual strengths and resources together for the course" (Davis, 1997, p.14). White, Henley & Brabston (1998) highlighted the advantages of team teaching for "instructor synergy, functional integration; and team building" as: "alternative viewpoints on same topic; a mix of teaching methodologies; promotion of creativity; more brainpower in classroom; integration of disciplines; less doubling up of subjects/topics; increased mix of skills; improved teacher/student ratios; team building within and across discipline boundaries; and role modeling and mentoring for students around team-work" (p.14).

According to Goetz (2000), team teaching has the potential to provide a supportive environment for the team teachers by helping overcome teacher isolation, leading to the emergence of new approaches in teaching, offering solutions in relation to problematic students and paving the way for intellectual development. In Benoit & Haugh (2001), advantages of team teaching are suggested as having the potential to reduce teacher-student ratio by two of the teachers actively engaging in managing and teaching the lesson such as using different activities, grouping students, interacting with students. Further, team teaching is helpful for teacher professional development. Teachers, with the help of a partner, can set objectives, plan, implement and evaluate lessons together. This way, they can get inspiration and receive constructive feedback with regard to their teaching. This way, the quality of lessons can be improved.

In language classrooms team teaching can provide the following advantages:

- presenting interactive activities such as role-plays with one another

- providing different linguistic models for the learners

- doing peer observation which allows to see another person implementing a lesson plan with which we are very familiar

- debriefing after a lesson with another person who has a potential stake in the lesson's success allows for in-depth exploration of what worked, what didn't, and why (Bailey et al., 2001, p.182).

The synergy that grows out of effective team teaching through which team partners "are able to capitalize on one another's strength" are noted by the proponents of team teaching (Bailey et al, 2001, p.190). According to Chadbourne (2004), the number of teachers who could improve through team teaching, peer coaching, and action learning cannot be underestimated as long as these programs are "self-determined and collegially-based" (p.10). In team teaching, team partners, in general, share responsibilities in equal terms for the different phase of teaching process. They share "planning, decision making, teaching, and review that result serve as a powerful medium of collaborative learning" (Richards & Farrell, 2005). Despite the difficulties of logistics in relation to implementation, there are several benefits to involving in team teaching:

- **Collegiality:** team teaching promotes collegiality among teachers and enables them to learn about each other and develop a closer professional and personal relationship.

- **Different roles:** when colleagues share a class, each gets the opportunity to change between teaching, observing or assisting, providing a change from the pace and demands of a solo-taught class.

- **Combined expertise:** when team teachers plan and teach a class, they can learn from each other's strengths, get different ideas on how to deal with difficulties in the lesson. Their combined knowledge and expertise can lead to a stronger lesson plan a new perspective on teaching and learning for teachers.

- **Teacher development:** it provides a ready-made classroom observation situation, but without any evaluative component. As two teachers observe each other teach, they can contribute constructive comments and feedback.

- **Learner benefits:** learners also benefit from having two teachers present in the class. They hear two different models of language, depending on where the teachers are from. They experience two different styles of teaching. There is also more opportunity for individual interaction with a teacher. Team teaching thus facilitates individualized instruction because it creates learning environments involving closer personal contact between teacher and learner (p.218).

In the same vein, Carless & Walker (2006) suggest the benefits of team teaching as (a) being able to demonstrate dialogue with each other; (b) being more available to support students; (c) being able to better monitor group activities within the larger class; (d) diversity, balanced by respect for different approaches to teaching.

When it comes to the challenges of team teaching, Horwich (1999) emphasizes that lack of training in team teaching may cause conflict between team teachers and result in ineffective lessons. So far, team teaching has been implemented without clearly stated objectives (Benoit & Haugh, 2001). It might pose a problem if instructional distribution between the team partners is not considered well. Conditions that will lead to increased student outcomes and teacher effectiveness need to be taken into consideration while planning team teaching. According to York-Barr et al. (2007), the following issues should be considered in all team teaching arrangements: losing autonomy in instruction and decision-making, reducing flexibility and creativity of a teacher due to the presence of another teacher in the classroom, increasing the need for communication among teachers because of instructional interdependence; confusion about sharing roles and responsibilities; teachers' feeling anxious about making their instruction public; teachers' having different teaching philosophies.

Further, Rabb (2009) state that the rules and roles must be clearly stated and all parties must be aware how their efforts will contribute to the whole process. It is likely that learners are confused unless the teaching is well planned or there might happen a struggle of power between the partners if they do not share the same opinions about the goals or teaching philosophy. If team partners can select their own team teaching situation and their teaching partners, then these challenges might be overcome (Bailey et al., 2001). The biggest challenge for team teachers as is proposed by Rabb (2009) is the "time and energy" needed to work as a team. The time needed to spend before team teaching in a class, a great number of meetings held during implementation as well as many informal discussion sessions may pose a challenge for teachers.

In line with this, for team teaching situation to achieve success, it needs to involve the following requirements:

- the need for team members to share a common philosophy and values,

- the fact that successful team teaching is reflective work and must include opportunities for reflection,

- team teaching partners must have ego strength and that there was a balance between "having confidence in oneself and recognizing the gifts the other members bring to the team",

- the use of relational metaphors to describe team teaching (Shannon & Meath-Lang, 1992, cited in Bailey et al., 2001, p.175-176).

Chadbourne (2004) points to the fact that team teaching or similar programs of joint work will accomplish only if they are administered effectively. It is underlined that, "unless the interactive professionalism within team teaching, peer coaching and collaborative action learning is of high quality, it is unlikely to build teachers' capacity to get better at teaching" (p. 10). Successful team teaching depends on the coordination between the teachers so that student will not feel that lessons are disconnected. Another significant issue is that team teachers must know each other's teaching style well and they can alter and make good transitions between different teaching styles properly. The success of team-teaching also relies on the skills of the teachers and their clear understanding of their roles within the team. The teams must be set up appropriately and each team member must know and follow agreed roles within the team. Moreover, while planning for team teaching, teachers need to be aware of the types of team teaching arrangements so that they can choose or adapt the ones which best fit their situation (Richards & Farrell, 2005). Rabb (2009) presents some factors which are essential to have "a successful team teaching program: well matched and like-minded team members; mutual dedication to team teaching and continuing communication; an interest in relating the content or curriculum to real life; a strong desire to excite the students' learning". Moreover, the goals of the program, teacher and administration roles should be made clear to have successful team teaching (p.3)

Bailey et al. (1992) state that collaborative language teaching offers benefits not only to teachers but also for learners. According to Anderson & Speck (1998), students who are team taught can benefit from teachers' guidance with the help of a number of methods and materials and the chance for more class participation. When taught by two teachers, students are provided with greater opportunities

individual and/or small group support. They feel more motivated with the help of team teaching because of being exposed to varied and more authentic input from the two teachers (Carless & Walker, 2006). Owen (2015) reported that team teaching could lead to "improved student engagement", in some students improved social skills; emotional and self-confidence; independence and personal management skills, and creative capacities (p.65). So far, team teaching, its types and benefits have been presented. In the next section, research on team teaching and teacher collaboration for CPD will be provided with a special focus on some of the studies at national and international level.

2.5.3. Research on Team Teaching and Teacher Collaboration for Professional Development

This section will address some research studies on team teaching and teacher collaboration for CPD around the world and in Turkey. Primarily, some of the research studies on team teaching and its impact on teacher and student learning will be presented. Then, some research studies on collaborative CPD will be provided. To start with, the research study conducted by Shannon & Meath-Lang (1992) with 25 language teachers on team teaching reported some important elements in "successful team teaching". The three out of four emerging themes from the study were categorized as the need for shared philosophy, the opportunity for reflection and ego strength. Based on the research findings, all of the participants underlined the need for collaborators to share a sense of common purpose. Twelve of the sixteen people stated that shared philosophy was a more necessary condition than a similarity in teaching style. Another theme emerged from the study was that team teaching led to an opportunity for reflection. Nineteen people stated that collaboration led to "thoughtful and critical pedagogy" and the self-awareness that emerged from expressing one's plans, ideas, and hopes to another professional was a kind of "growth as well as an opportunity to look at one's own teaching through a new lens" (p.128). In addition to this, team teaching was found to produce "more active, thoughtful listening" between teacher-teacher and teacher-student. This way, students could watch their teachers communicating with each other as well as teachers could observe how students interacted among themselves and with the other teacher. This "triangulated listening" was reported to bring about the opportunity for "immediate feedback" (p.130). The study also proved

that "collective insight and collaborative wisdom" led to "better learning and classroom interaction".   In addition, Shannon & Meath-Lang (1992) remarked the significance of having a "compatible philosophy and appropriate content" for successful team teaching. Furthermore, the teachers' teaching experience and the personality along with their value systems were found to be important while forming a team. As a warning before team teaching arrangements, it was underlined that team teaching is not a remedy for "time constraints or staff efficiency". All of the people in the study stated that "more time to negotiate and dialogue" was needed, while ten people in the study reported "a need for structured, planned time together", stressing "the need for a debriefing that would enable them to see what worked, what did not work, where they were going next" (p.139).

In another research that was conducted by Peter Sturman (1992) in Japan, the results of the team teaching by native speaker teachers of English and Japanese teachers in English lessons in Tokyo were presented. The study focused on the problems the participants reported while doing team teaching. Accordingly, the study emerged the following themes as related problems: personality: "some people are more difficult for one person to get on with than others"; professional respect: professional respect does no develop automatically and it can only develop over a reasonable period of time as the two teachers begin to appreciate each other's qualities" (p.147); time: "All teachers want the team teaching to be a success, but not everyone has the time available for the lengthy discussions that can be necessary to ensure this" (p.152).

Another study which was conducted by Bailey et al. (1992) researched team teaching in an advanced oral communication course. The procedures followed during the study were described in three phases: pre-teaching collaboration, in-class collaboration, post-lesson collaboration and the advantages and disadvantages of team teaching in each phase were reported. For pre-teaching collaboration, which was conducted through weekly lesson planning, the participants reported that they "had the feeling that "two heads are better than one" when it came to lesson planning even if only one teacher would be physically present in the classroom". It was also added that every one of them contributed to lesson planning "with ideas about the class, but in addition, we both get new ideas from talking to our partner" (p.167).

With regard to in-class collaboration, the participants appreciated working as a team stating that, "variety of things that two teachers can do better than any one of us alone" (p.167). Besides, the students were exposed to more than one advanced speakers of English at the same time, with the help of which they could hear "a more natural discourse than most tape-recordings as well as two "models of the target language" which could provide "varied input, regional dialects, different viewpoints and cultural norms" (p. 168). Another advantage of team teaching in in-class collaboration was reported as the presence of two teachers in the classroom space or "having a trusted teaching partner …for clarification or an explanation, and for immediate feedback as to how the lesson is going". (p.169). It was also stated that team teaching paved the way for more group work activities in class, which increased student-talking time and "types of speaking opportunities students get". Further, students had more guidance from the teachers, individual questions were responded more and their individual needs were recognized (p.170). The participants of the study also underlined that "having a teaching partner is also helpful in those inevitable moments when something goes wrong" such as camera not working, more photocopies needed, or the overhead projector turning off. In those moments, it was good to know that "one person can continue working with the students, while the other tries to solve the technical problem" (p.170).

When it comes to the advantages of post-lesson collaboration, Bailey et al. (1992) suggested that collaborative teaching yielded two main benefits in this phase: evaluation of both learners' and teachers' performance. It was reported that "this process lends greater face validity to the marks of we award, but the collaboration also helps incorporate more information in the assessment process" (p.171). In addition to this, team teaching provided the teachers with "two perspectives for self-evaluation of our team teaching as well as the other person's perspective on our individual work", which was described as a source of professional development (p.171). For lesson reviews, it was stated that it helped "provide two points of view on the next most appropriate steps to be taken as a follow-up to that lesson. In addition, discussing a lesson with one another afterwards has often given us new ideas for what we might do differently the next time we cover similar material". (p.171). Initiation of the coaching process was further mentioned with the help of "two partners teach together and observe each other by "focusing on specific

teaching bahaviours" and repeat the process by switching the roles in team teaching (p.172).

On the other hand, Bailey et al. (1992) reported some of the drawbacks of team teaching in their study. The first disadvantage mentioned was that the teacher's "giving up total-decision making and implementation power" might cause discomfort. Moreover, collaborative teaching requires a great amount of coordination for planning. It was stated that, " the amount of pre-teaching coordination involved in trying to collaborate on goal setting, syllabus design, and lesson planning, may seem inordinate". Despite this, it was added that, "…this demanding aspect of planning is minimized in second and subsequent collaborative efforts…" (p.173).

A more recent research study on team teaching was conducted by Sobolev & Güven (2009) at Middle East Technical University in Turkey for a year with 11 in-service trainee English language teachers and 190 students. The findings of the research indicated that all the teachers with a teaching experience of 0-5 years found that team teaching was beneficial and the researchers discussed that it is helpful for the training of new teachers. However, the importance of compatibility of teachers' knowledge, personality and teaching philosophies for successful team teaching was underlined by the researchers. Moreover, 97, 5 % of the students who were taught through team teaching reported that they "had no difficulties learning" in team teaching lessons and team taught lessons enhanced their motivation, participation with "more efficient use of class time", more "exposure to input" from teachers and "real-life English", "more attention from teachers" and "better classroom management" (p.4). Besides, 80 % of the students want to participate more in team teaching lessons in the future.

Concerning the research studies on collaborative CPD, Cordingley et. al. (2003a) provided a review of a number of research and studies available in the literature to find evidence about ""sustained, collaborative CPD and its effect on teaching and learning" (p.1). In line with their findings from the 14 studies they reviewed, they suggested that, "the collaborative CPD was linked with improvements in both teaching and learning; many of these improvements were substantial". These improvements are presented under three headings as improvement on: teachers, students and the CPD practices. With regard to the changes in teacher behavior, the studies produced the following outcomes as: "greater confidence amongst the

teachers; enhanced beliefs amongst teachers of their power to make a difference to their pupils' learning (self-efficacy); the development of enthusiasm for collaborative working notwithstanding; initial anxieties about being observed and receiving feedback; a greater commitment to changing practice and willingness to try new things" (p.4). In most of the studies the similar problem reported by the participants was described as "time for discussion, planning and feedback, and access to suitable resources" (p.4).

In terms of the benefits of collaborative CPD on students, Cordingley et al. (2003a) present the following outcomes: "demonstrable enhancement of student motivation; improvements in performance such as improved test results, greater ability in decoding, enhanced reading fluency; more positive responses to specific subjects; better organization of work; increased sophistication in response to questions; the development of a wider range of learning activities in class and strategies for students" (p.4).

Cordingley et al. (2003b) elaborated on their findings with regard to the impact of collaborative CPD reported that it led to " increased pedagogical knowledge" with "greater insight into students' thinking, understanding of new teaching strategies such as advance organizers, or decoding skills in reading" (p.6). Studies also revealed that teachers altered either the content of lessons through "specific teacher activities, or in generic learning processes such as greater use of computers for teaching and problem solving, more effective planning for pupils with special needs, or the use of specific student support strategies" (p.6). Since teachers took advantage of "more active learning opportunities", they could reflect it on their teaching practice "with greater focus on active student-learning" and they began "to teach with less telling" and use "student problems as a focus for learning", give more feedback to students, thus teaching became learning (p.7).

With regard to student outcomes, the studies revealed that collaborative CPD resulted in "changes in pupils' attitudes and behaviours, or in their learning". Most of the studies reported "observable improvements in attitudes to learning and included increased active participation in lessons and enhanced motivation and enthusiasm as well as pupils' increased confidence". Additionally, collaborative CPD was found to lead to "greater pupil-teacher collaboration in the classroom". It was also evidenced that students began to "question each other, evaluate each

other's work and show an interest in the process of their own learning"., which shows that "teachers' modelling and engagement in collaborative learning generated an enthusiasm for creating similar opportunities for their students" (p.7-8). It was also found that the most frequently cited issues in the CPD interventions were: "observation; coaching; analyzing efforts at implementing new approaches through professional discussions; peer support; use of outside expertise; teacher ownership of the focus of the CPD; collaborative planning, experimentation and implementation by teachers" (p.8).

The review of literature on CPD, teacher collaboration and team teaching has indicated that collaborative CPD practices which are based on actual teacher needs, advocate teacher inquiry, reflective practice, collegial learning, observation, student-centered thinking and context-sensitiveness have the potential to contribute to the professional development of teachers and positively impact student outcomes.

3. METHOD

3.1. Introduction

This chapter provides detailed information about the methodological principles of the study. In the first section of the chapter, the research design is presented. The second section focuses on the participants and sites of the study. The third and fourth sections highlight the researcher's role and data collection procedure during the study. In the final sections of this chapter, procedures for data analysis, ethical issues and trustworthiness of the study are presented respectively.

3.2. Research Design

There are certain philosophical theories and principles behind the methodology of all scientific researches. It is the research paradigm that determines what research methodology should be employed. Guba & Lincoln (1998) associate the research paradigm with "ontology" (how the researcher defines "the truth and reality"), "epistemology" (how the researcher knows the truth and reality) and methodology (what method the researcher applies in the research) concepts. In this regard, the whole research process is set around these three concepts. While quantitative methodology is based on the positivist research paradigm and puts emphasis on testing hypotheses and measuring variables with empirical data (Marczyk, DeMatteo & Festinger, 2005; Sarantakos, 2005), qualitative methodology lies in the interpretive, naturalistic and constructivist paradigm that presumes that reality is multifaceted and can only be approached holistically within its natural context (Candy, 1991). This explains how quantitative and qualitative methodologies differ from each other.

Quantitative methodology theorizes that human behavior can be predicted and explained. In contrast to quantitative methodology, qualitative methodology regards human behavior as "being fluid, dynamic and changing over time and place" (Johnson & Christensen, 2012, p.35). For this reason, making generalizations beyond a particular human behavior is not a concern for qualitative researchers. In qualitative methodology, it is argued that "reality is socially constructed" (Guba & Lincoln, 1989), and social constructions, reciprocally, affect people's perceptions, thinking and behaviors. According to Johnson & Christensen (2012), "qualitative research uses "a wide-and-deep-angle lens" to investigate human choice and

behavior thoroughly without intervening into "the natural flow of behavior" (p.35) by asking questions, collecting data, making interpretations, and recording what is observed rather than employing a standardized instrument.

Qualitative research methodology has gained wide acceptance in the social sciences for the last two decades and has developed through several disciplines and fields. Denzin & Lincoln (1998) comment on this trend as follows:

> *For more than two decades, a quiet methodological revolution has been taking place in the social sciences. The social sciences and humanities have drawn closer together in a mutual focus on an interpretative, qualitative approach to research and theory. Although these trends are not new, the extent to which the 'qualitative revolution' has overtaken the social sciences and related professional fields has been nothing short of amazing (p.vii).*

With regard to qualitative research methodology, Creswell (2013) advises that qualitative researchers should identify their approach first so that they can present their research as a "sophisticated study". Then, they should offer it to reviewers as a specific type to be properly assessed. In line with this, Creswell (2013) suggests five approaches that inform the procedures of the qualitative research: "narrative research", "phenomenology", "grounded theory research", "ethnographic research" and "case study research". Accordingly, narrative research reports the experiences "as expressed in lived and told stories of individuals" (p.70). Phenomenological study "describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon" (p.77). In grounded theory, a researcher comes up with a theory by examining people "who share in the same process, action, or interaction", but the individuals do not have to be in the same place or interacting frequently. On the other hand, an ethnographer examines the "entire-culture sharing group" (Harris, 1968) and "describes and interprets the shared and learned patterns of values, behaviors, beliefs, and language" (p.90). Creswell (2013) proposes case study research as the fifth qualitative methodology approach and describes it as:

> *A case study is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case themes. (p.97)*

Case study as a research method has become widely used in the field of psychology, sociology, anthropology and education. It has been used in many situations to enrich the researcher's knowledge of an individual, group or an organization as well as social, political and related phenomena (Yin, 2009). As is claimed by Gall, Gall & Borg (2003), case study is "the most widely used approach to qualitative research in education" (p.433). What differentiates and makes case study more preferable than other qualitative research methods is that it has the potential power to answer "why" and "how" questions that are posed by the researcher. It also helps to focus on the phenomenon in its real context when the researcher does not have much control on it (Yin, 2009). In terms of the rationale for employing the case study research, Yin (2009) argues that the case study research generally emerges from the researcher's "desire to understand complex social phenomena" and it allows the researcher to see "holistic and meaningful characteristics of real-life events" (p.4) in all their details using a variety of data sources.

Creswell (2013) mentions that while some researchers (Stake, 1995) prefer to view the case study as "a choice of what is to be studied" rather than being a methodology, some others (Dentin & Lincoln, 2005; Merriam, 1998; Yin, 2009) hold the view that case study is a "methodology or a comprehensive research strategy". In contrast to the former view, Creswell (2013) considers the case study research to be "a methodology: a type of design in qualitative research that may be an object of study, as well as a product of the inquiry" (p.97). According to Gall et al. (2003), case study research is "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" (p. 436). Yin (2009) defines the case study research as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p.18). Baxter & Jack (2008) add that in the case study research, the issue is explored through various lenses, which helps the researcher understand the phenomena from different angles. Based on the numerous definitions suggested for case study research, Duff (2012) concludes that "the bounded and singular nature of the case", "the significance of the context", "the multiple information sources or

multiple perspectives" and "the interpretation" as well as "the in-depth analysis" (p.22) are recurrent principles in most definitions of case study.

There are different types of case study designs. Depending on the number of cases in the study, the case study research can be done with one case (single-case) or several cases (multiple-case). The single-case study design is particularly chosen when there is a need to gain in-depth understanding about a "revelatory", "critical", "unique" or a "representative" case through a detailed description of the context. In more detail, a single-case study design might arise from the need to "reveal" or "reflect" a "real life situation" that has not been studied before or to test a theory in relation to a critical case or when the specific phenomenon is so unique that it is important to conduct research on it. The fourth logic to employ a single case study design might be to examine and inform about the conditions of a common event through a "representative or typical case" (Yin, 2014). On the other hand, the multiple-case study research might be preferred when the researcher has a desire to display several cases from several "sites" about the issue under study. Yin (2014) suggests that multiple-case studies might help the researcher theorize and generalize (which is hard to do in qualitative research) by means of replication of the procedures for each single representative case from different contexts.

According to Yin (2014), the same case study might include several units of analysis when the researcher pays attention to a subunit or subunits. This time, a case study can be "holistic with a single unit of analysis" or "embedded with multiple units of analysis". Holistic design may catch the whole case better particularly when the theory behind the case study has a holistic or global nature in itself and no subunits for the case are determined. In the embedded case study design, on the other hand, a case study might involve an "examination of subunits" to get a more comprehensive view of the case.

Referring to the purpose of the study, Stake (1995) proposes intrinsic case study when the primary aim is to describe a unique, individual case with an in-depth understanding. Yin (2014) calls this type of case study as descriptive since it gives a thorough description of a single case within its real context. Another type of case study is instrumental, which is conducted to explore a particular case to gain a wider understanding of a phenomenon (Stake, 1995). Instrumental case study is also known as exploratory case study (Yin, 2014), when the primary concern is to form

a theory or learn about the phenomenon rather than the case itself. On the other hand, in collective (Stake, 1995) or explanatory (Yin, 2014) case study, the aim is to make comparisons between several cases to examine a phenomenon to explain "how" and "why" it occurs. Here, the concern is hypothesis-testing or arriving at a general conclusion using multiple cases either in the same context or in multiple contexts. What instrumental and collective case studies have in common is that both types of studies lend themselves to generalizations about the multiple cases, while intrinsic case study deals solely with a single case with no specific intent to make generalizations.

When all these principles are considered, this qualitative research study followed an intrinsic (descriptive) and holistic single-case study design to be able to describe particular needs, reflection and perspectives of English language teachers who teach English at a foundation university in Turkey through a new perspective into team teaching. This research study is believed to be an intrinsic (descriptive) case study as it aims at developing an in-depth understanding about how and in what areas a new perspective into team teaching will help this particular group of English language teachers in relation to their professional development. In other words, the main focus of the researcher is specifically this selective group of English teachers, i.e. "the case itself" and their professional development (Stake, 2003) rather than building or testing theories regarding the phenomenon under study.

This research study is also considered to be a holistic single-case study constituting a single group of English language teachers who teach in the same foundation university. In addition, this study aims to explore the experiences of this particular group through team teaching with special consideration for their professional needs. It may also be asserted that it is a revelatory single-case study in which the researcher intends to "observe and analyze" a unique experience, which has not been previously studied within this context to gain comprehensive and thorough understanding of this phenomenon using various information sources.

3.3. Participants and Sites

Sampling is an important phase in case study research. Creswell (2013) recommends that researchers should primarily decide what case study design will best suit their research, then identify which case or cases will be appropriate to

depict the phenomenon under study and shed light on the research questions. The purposeful sampling is a widely employed sampling strategy in qualitative research. Patton (2015) proposes that "purposeful sampling applies specifically to qualitative research" and the "logic and power of purposeful sampling lie in selecting information-rich cases for in-depth study" (p.265). The next step in the study is to decide the type of purposeful sampling that will be used in selecting cases.

In this research study, the purposeful sampling was employed to select the participants from whom the data were to be collected. The researcher chose a group of teachers that would inform the researcher best about the phenomenon being studied. More specifically, among the purposeful sampling methods, typical case sampling was employed, believing that a typical group would reflect the general teacher profile and contextual particularities better even though generalization is not a focus of the study. In the typical case sampling method, the cases are selected to illustrate "what is typical and normal" to the people who are not familiar with the context (Patton, 2015). In the context of this research, most English language teachers are comparable in their characteristics such as age, gender, major, and experience in teaching. Accordingly, the researcher formed a typical group of three non-native English language teachers to take part in the research on a voluntary basis.

The researcher primarily developed a needs analysis questionnaire and administered it at the Department of Foreign Languages. The aim of employing needs analysis in the study was to identify the teachers who were interested in team teaching as a CPD practice and identify their professional needs prior to the implementation stage of the research. There were 31 teachers who responded to the questionnaire. The results of the questionnaire indicated that five of the respondent teachers were willing to take part in the team teaching practices. After identifying these teachers, the researcher proceeded with the formation of the main team. Then, the researcher analyzed each voluntary teacher's profile in terms of their age, gender, educational qualifications and teaching experience finding that four of them had almost the same profile with regard to their characteristics. This also reflected the general profile of the English language teachers in the Department at the time of the research. The fifth teacher whose professional profile was different from the others also showed enthusiasm to do team teaching. So as not to

discourage the teachers from focusing on their professional development according to their own preferences, the researcher decided to form two teams of teachers. In the first team, which involved the main participants of the research, there were three English language teachers with almost the same characteristics on the basis of their age, gender, educational background and teaching experience. As it is displayed in Table. 3.1., English language teachers, with pseudo names, Elif, Hülya and Sevgi had similar ages, teaching experience as well as the same gender and major of graduation. Surprisingly enough, this small group of teachers mirrored the overall teacher profile in the Department with their characteristics even though this research has no intention of generalizability of the findings due to the nature of qualitative research study.

Table 3.1: The participants' profile

Participants (Pseudonyms)	Age	Gender	Education	Teaching experience
Elif	26	F	MA: Educational Technologies BA: English Language Teaching	3
Hülya	25	F	MA: Teaching Turkish as a Foreign Language BA: English Language Teaching	2
Sevgi	26	F	MA: English Language Teaching BA: English Language Teaching	3

On the other hand, the second team with the rest of the teachers worked as a group of two and implemented team teaching in a more traditional way, functioning more as substitute teachers in case of an unexpected leave of the main participants from the study before the research was complete.

Accordingly, this study was implemented with a team of three English language teachers who taught at the Department of Foreign Languages at a foundation University in Ankara. The research was conducted for a period of 18 weeks (September 2016-February 2017) in the 2016-2017 academic year fall semester. The data were collected at the Department of Foreign Languages where the

teachers had been working since they graduated from university. The researcher gathered in-depth information from the teachers through interviews, observations, document analysis and interactions at their working place, which was the natural setting of the study.

In the context of the study, all English language teachers work on a yearly contractual basis and their teaching load is 20 hours a week. Apart from teaching, they perform other academic and administrative duties such as invigilation of exams, marking and translation. They work full time from all weekdays and when they do not have a class, they either conduct office hours or organize extracurricular activities for students. They have one half-day off each week when they do not have to be at the University as well as two half-days to be able to pursue and complete their M.A., M.S. or Ph.D. programs in other universities.

Due to their academic and administrative responsibilities, the teachers often complain about participating extra professional development activities, particularly one-shot and with-outside-expert ones. They claim that they cannot complete their main duties when they "have to" spend time attending those CPD activities during busy working hours. For this reason, the administration pays particular attention to having more context-specific and teacher-oriented CPD programs. It is also believed that all CPD practices should reflect the teachers' preferences and respond to their actual needs. Thus, as part of the CPD philosophy of the Department, each teacher selects and conducts a CPD practice either on his own or with a colleague each semester and shares this experience in an in-house ELT event, ELT FUSION, at the end of the semester. For this reason, the voluntary involvement into this research study was essential for the participants who were expected to work for 18 weeks as a team and fulfill the requirements of this suggested CPD model in addition to their main responsibilities in the Department.

Prior to the implementation, the participants were given a consent form through which they all agreed to take part in the research, to be interviewed, audio and video-taped within the scope of the study. They also agreed to provide lesson plans, lesson reports, materials, observation forms and all other related documents for the researcher as long as they were presented with pseudo names in the study.

3.4. Researcher's Role

The researcher's role and position in qualitative research studies are important to take into consideration. To emphasize the significance of the researcher's role, Patton (2015) states that "in qualitative inquiry, the researcher is the instrument" and skills, competence, even the personal life of the researcher might either affect the trustworthiness or distract the course of the research (p.14). Referring to the researcher's role in qualitative research, Patton (2002) advocates different roles with varying degrees such as: participantness, revealedness, intensiveness and extensiveness. The participantness, which is the degree of participation of the researcher into the research, varies from the full participant to the complete observer. In full participation, the researcher engages in full social interaction with the participants, which might help a better rapport and get in-depth information on the phenomenon under study. On the other hand, when acting as a complete observer, the researcher does not interact with the participants; rather s/he solely observes and takes notes without involving the research environment. Creswell (2013) suggests that a good qualitative observer change his/her role in the course of the research, changing from a nonparticipant role to a participant, or vice versa.

Another role that the researcher may assume is concerned with the degree of revealedness; that is, how much the participants know about the research. Regarding this, Patton (2015) suggests full disclosure at one hand of a continuum and complete secrecy at the other. What is recommended from the start of the study is to have full disclosure in which the participants are informed about the purposes of the research by true and complete explanations. Here, however, Patton (2015) also warns against the possibility that people's attitudes may sometimes change when they are provided with full explanations about the purpose of the research. This, in the end, might influence qualitative research and prevent the researcher from exploring the phenomenon as it really is. So, it is might be advised that the researcher should justify choosing to portray the main purpose of the research to the participants with exact explanations or to conceal it throughout the study.

In the third place, the researcher's role may vary from intensiveness to extensiveness depending on the purpose of the study. In other words, the researcher needs to make sound decisions about the length of the time that will be spent with the participants and the reasons to do so. According to Patton (2015), at

the initial phases of the study, it might be crucial, particularly for the inexperienced researchers, to spend a lot of time with the participants to establish a trusting relationship. For this reason; extensiveness might be more suitable for the experienced researchers who, for instance, can build a confiding atmosphere for an in-depth interview in a few minutes.

In this research, the researcher's role varied a great deal, starting as an insider with full participation as a member of the team turning into an outsider as a complete observer who solely listened to, observed, probed questions and took notes. Initially, in order to build rapport and "establish trusting relationships" (Merriam, 1998) with the participants, the researcher tended to listen to, understand feelings and empathized with concerns as none of the teachers worked as a team before. To overcome this, the researcher became a team member as a senior teacher at first. She had a responsibility of introducing team teaching with a new perspective to the other team members by providing them with useful reading texts and websites. The researcher also arranged the first weekly meetings and moderated them until the teachers got over their initial shyness and hesitations in the study. Once the teachers felt more comfortable and confident with the teamwork, the researcher turned more into an observer only attending the meetings to observe the team's interactions for lesson planning and review, teaching practices and collecting the documents which would shed light into the research.

With regard to the revealedness, the researcher preferred to have a full disclosure, explaining to the teachers why this research study was being conducted, what roles the researcher would assume throughout the study, how the research data would be collected and how long the research would take place. Despite the fact that full disclosure might influence the natural flow of the research, the researcher did not want the teachers to feel deceived or misdirected by the researcher. Thus, at the start of the research, she arranged a preliminary meeting with the teachers and explained the rationale for conducting the research, length, and data collection tools with a 15-minute PowerPoint presentation. Then, the researcher requested the teachers' consent to participate in the study, which would entail regular weekly meetings, interviews, audio and video recordings, observations and all other materials they would use and prepare for team teaching.

As a novice qualitative researcher, the researcher also took a stance on intensiveness so as to form trusting relationships and establish rapport with the teachers until the end of the study. Beginning as a senior team member and acting like a "participant observer" helped the researchers learn the teachers' experiences and perceptions through natural and informal interactions. Likewise, while conducting face-to-face semi-structured interviews, the researcher tried to build a confident atmosphere in which the teachers would feel their perceptions were respected and they would not be judged by their opinions and feelings. In other words, as is suggested by Patton (2015), the researcher's role was to establish rapport as well as maintain neutrality throughout the study.

3.5. Data Collection Procedures and Tools

In qualitative research, data are collected by analyzing documents, observing behaviors and conducting interviews. Instead of using or relying on other researchers' instruments, qualitative researchers develop their own data collection tools (Creswell, 2013). In case studies, data might be collected from "multiple sources of information" such as "documents, direct observations, participant observation, interviews, archival records and physical artifacts" (Yin, 2014). In the current research study, the researcher gathered data from various forms of data collection instruments. This consisted of a needs analysis survey, semi-structured interviews, observations, documents and audio-visual materials. Then, the researcher triangulated the findings from all these sources to establish the validity of the study. The table 3.2 below illustrates the data collection procedures and tools used in the study to respond to the research questions.

Table 3.2: Data Collection Procedures and Tools

Research Question	Data Collection Procedures	Data Collection Tools
RQ1	Needs Assessment	-Needs Analysis Questionnaire -Individual Professional Development Plan
RQ2	Interview, Observation, Documents and Audiovisual Materials	-One-to-one, focus group -Participant and non-participant observation -Teaching philosophy, lesson observation form, observation field notes, lesson plans, activity worksheets, audio and video recording of the lessons, reflective lesson report, team teaching research report, meeting minutes, reflective composition, *ELT Fusion* presentation file
RQ3	Interview, Observation, Documents and Audiovisual Materials	-One-to-one, focus group -Non-participant observation -Lesson observation form, observation field notes, lesson plans, activity worksheets, reflective lesson report, team teaching research report, meeting minute, reflective composition*, ELT Fusion* presentation file
RQ4	Interview, Documents and Audiovisual Materials	-One-to-one, focus group -Lesson observation form, reflective composition, reflective lesson report, team teaching research report

3.5.1. Needs Analysis Questionnaire

Identifying teachers' professional development needs through an initial needs analysis is of utmost significance in order to design and maintain effective CPD programs. In this regard, a needs analysis questionnaire with 70 questions was developed by the researcher and distributed among all English language teachers in the Department to identify specific professional development needs of the teachers and respond to one of the research questions of the study.

The questionnaire consisted of four sections: Personal Information, Professional Background, Experience in Continuous Professional Development and Needs for Continuous Professional Development. Except for the personal information in

Section 1, the questionnaire was composed of 67 items, including 12 close-ended questions and 1 open-ended questions as well as 54 Likert-scale type items in Sections 2, 3 and 4. Participation in the questionnaire was held on a voluntary basis.

The first three questions in Section 1 elicited personal information from the teachers: gender, age, and major. The items in Section 2 focused on the teachers' professional background: teaching experience, educational qualifications, the grades at which English was taught at and received certificates and diplomas (Questions 4-8).   Section 3 sought information related to the teachers' experience in CPD in particular (Questions 9-13). Section 4 was composed of two parts. In Part A, there were two questions on teachers' perceptions of the challenges in their teaching practice and professional development (Questions 14-15). Part B included items which aimed at revealing teachers' specific CPD needs (Questions 16-70).

The items in Section 4-Part B were adapted by the researcher using three CPD Frameworks for English Language Teachers: Cambridge Teaching Framework, British Council CPD framework and The European Profiling Grid, all of which provide a detailed description of knowledge, skills and professional practices which are needed at different stages of teachers' careers.

To ensure the validity and reliability of the questionnaire, the procedures adopted were as follows: Initially, a questionnaire with 95 items was prepared. Three experts from the field of English Language Teaching and one expert from the field of Curriculum Development checked those items which were then reduced to 67 items as used in this study. Next, the experts were consulted about the format and appropriateness of the questionnaire. Based on their views and suggestions, the items were refined and the questionnaire was modified in terms of clarity of language, phrasing of the questions, and grouping of the items.   Then, the questionnaire was given its latest format before its distribution to the participants.

3.5.2. Interviews

Interviews are one of the most significant information sources in the case study research (Yin, 2014). Qualitative interviews are conducted to discover what cannot be directly observed in people. According to Patton (2015), interviewing helps "enter into the other person's perspective". As feelings, thoughts and intentions are not observable, the researcher needs to ask people questions regarding these things.

Yin (2014) suggests that interviews have to be conducted on two levels simultaneously: fulfilling the needs of your research, while at the same time asking "friendly" and "nonthreatening" questions in open-ended interviews.

Interview types might change from unstructured and flexible ones to more structured and inflexible ones. Yin (2014) proposes three types of case study interviews: "in-depth interview", "focused interview", and "survey". Similarly Patton (2015) suggests three approaches to qualitative interviews: "the informal conversational interviews", "the general interview guide approach", and "the standardized open-ended interview". All these types differ from each other in terms of the way the questions are formatted and standardized before being conducted. Here, the significant thing to consider is that in qualitative interviews, interview questions should be neither "strictly structured" or nor completely "non-directive". Instead of depending heavily on "ready-made categories and schemes of interpretation" (Kvale, 1996, p.31), it might be better to construct the interview questions in such a way that they will lead essential themes and ideas to emerge naturally.

In light of these, semi-structured focused interviews were conducted in this research study as this type of interview helps to "understand the complex behavior of members of society without imposing any à priori categorization that may limit the field of inquiry" (Fontana & Frey, 2000, p. 653). Prior to the interviews, the researcher developed the interview questions for each interview concerning the research questions to ensure the relevancy of the questions to the study. Then, she received an expert opinion from an instructor of English who was doing a PhD. in the Department of English Language Teaching at Hacettepe University to review the questions. In the next step, the researcher asked one of the teachers in the Department to read the questions and explain what she understood from them. Upon receiving feedback from the teacher, the researcher made necessary changes in the questions and gave them a final shape.

In this study, semi-structured interviews were conducted in two formats: One-to-one and focus group interviews, believing that each interview type has its own advantages. To clarify, in one-to-one interviews it is possible to reach in-depth information regarding participants' opinions, feelings and experiences. On the other hand, in focus group interviews, it is possible to increase the validity of the research with a number of participants and triangulate the data. Accordingly, each team

member (teacher) had 6 semi-structured interviews by the end of the study, 5 of which were one-to-one interviews, and the last one was a focus-group interview. Before the interviews were conducted, the teachers signed a consent form to be interviewed.

The interviews were conducted at the beginning of the study and at the end of each phase of team teaching. The focus group interview was held at the end of the study when all the phases were complete. The interviews lasted approximately 15 to 60 minutes and all of them were audio taped upon the consent of the teachers. During the interviews, the teachers were free to use either Turkish (their native language) or English as a medium of communication. In all the interviews, the teachers preferred to speak Turkish stating that they would feel more comfortable to express themselves in their native language. After each interview, the researcher listened to the audio recordings and transcribed them. Then, the transcriptions were sent to the teachers to be checked for any misunderstandings or problems in the use of language. During the analysis of the interviews, the researcher translated the related excerpts into English and also had the teachers verify them. Below is descriptive information for the interviews scheduled for each teacher:

Table 3.3: Descriptive information for the interviews

Interview	Int.1 One-to-one	Int.2 One-to-one	Int.3 One-to-one	Int.4 One-to-one	Int.5 One-to-one	Int.6 Focus Group
Participant	Elif	Elif	Elif	Elif	Elif	Elif-Hülya-Sevgi
Date	05.10.16	09.11.16	28.11.16	05.01.17	01.02.17	13.02.17
Duration	17 mins.	30 mins.	47 mins.	36 mins.	25 mins.	94 mins.
Participant	Hülya	Hülya	Hülya	Hülya	Hülya	
Date	06.10.16	09.11.16	28.11.16	04.01.17	01.02.17	
Duration	19 mins.	36 mins.	47 mins.	57 mins.	38 mins.	
Participant	Sevgi	Sevgi	Sevgi	Sevgi	Sevgi	
Date	06.10.16	09.11.16	29.11.16	04.01.17	01.02.17	
Duration	31 mins.	44 mins.	60 mins.	57 mins.	34 mins.	

3.5.3. Documents and Audiovisual Materials

Document analysis can be defined as a systematic method which allows the researcher to review or evaluate documents both in printed and electronic format.

Similar to other qualitative research methods, data, in document analysis, need to be analyzed and interpreted to gain understanding, elicit meaning and explore experiences (Corbin & Strauss, 2008). In this research study, the teachers' written teaching philosophies, individual professional development plans, reflective compositions, reflective lesson reports, the team research report, ELT event presentation files, lesson observation forms, lesson plans, meeting minutes, observation field notes, audio and video recordings of the lessons and case student feedback sessions were the documents and audiovisual materials examined and interpreted by the researcher. Before collecting the documents and material from the teachers, the researcher received permission to use them in the study.

The documents analyzed in this research may be grouped under 3 headings: (i) documents for preparation, (ii) documents for teaching, (iii) documents for evaluation and reflection. Among the documents for preparation were the teachers' teaching philosophies, individual professional development plans and meeting minutes. At the beginning of the study, the researcher asked each teacher to discuss and write their teaching philosophies so that they would become familiar with each other's beliefs and assumptions about language teaching and learning as they were expected to plan, teach and evaluate together throughout the study. Then, the teachers were asked to prepare an individual professional development plan of their own, in which they wrote their professional aims and objectives in team teaching, their strengths, weaknesses in their profession as well as learning goals and objectives for their students. Another type of document in this research was meeting minutes which were recorded by the meeting reporter (one of the team teachers) then edited and shared with the rest of the team members online at the end of each meeting.

Regarding the documents for teaching, there were lesson plans and activity worksheets designed by the teachers for the team teaching lessons. During the course of the study, the teachers planned and designed 3 main team-taught lessons and 3 revised lessons for each (Lesson 1A-B, Lesson 2A-B, Lesson 3A-B). In total, they prepared 6 lesson plans in collaboration with their team mates. They all approved to share these lesson plans with the researcher at the end of the study. The researcher also asked the team teachers to share all the activity worksheets at

the end of each lesson. All of these documents were also taken into consideration for data analysis.

In terms of documents for evaluation and reflection, lesson observation forms are the first to mention. Lesson observations came in 3 types throughout the study. The first type of lesson observation was done by the researcher to collect data in terms of the teachers' professional development such as implementation of the lesson plans as a team, giving instructions, teacher talking time, transition between lesson stages, student learning, participation and motivation in the whole lesson.   Another type of observation was done by one of the teachers in the team, assuming the observer role in one lesson while teaching in another. Here, the role of the observer as a team member was to observe and take notes for the previously-determined case students' attitudes, behavior and participation in a lesson. To exemplify, the observer teacher checked the number of times the students raised their hands to speak or to respond to the teachers' questions, or the number of times they interacted in English with their friends. The third type of observation was conducted four times (in Lesson 2A-B and 3A-B) by a more knowledgeable other teacher with a teaching experience of 18 years in the field and working in the institution for five years. She was invited to the lessons (Lesson 2A-B, Lesson 3A-B) by the team teachers to give feedback about the lesson as a whole. Upon completion of each team taught lesson (Lesson 1A-B, Lesson 2A-B, Lesson 3A-B) the team teachers were asked to write a reflective lesson report reflecting on the things that went well, the things that did not go well as well as the things to do differently for the next lesson. These lesson reports were also one of the data collection instruments that were used for analysis of the qualitative data in the research. The reflective composition was similar to the lesson report, but asked the teachers to reflect on their professional development throughout the study by answering several questions. The reflective composition was written at the end of the study when all the suggested phases of the new team teaching model were complete. Another document analyzed was the team research report, which was produced collaboratively at the end of the whole team teaching experience by the teachers. The report included the details such as context, purpose and implementation of the action research the team carried out as well as findings of the action research and discussion on the professional development of the teachers through team teaching.

The report was shared with the other colleagues in the Department on the team's blog. The last document which was referred to in the study was the team teachers' presentations prepared individually for the in-house ELT event. The teachers prepared them in order to share their professional learning and experience with their colleagues in the ELT event.

Lastly, audiovisual materials used in this current research study were the audio and videotapes of the lessons, interviews with the case students and photographs which were taken by the researcher during the meetings and the lessons. With the help of these multiple sources of information, the researcher triangulated the findings of the data and tried to validate the accuracy of the research.

3.5.4. Observations

Observation is another data collection tool in qualitative research studies. Angrosino (2007) defines observation as an act of taking notes about the issue under inquiry within its natural setting by means of the observer's five senses usually using "an instrument and recording it for scientific purposes" (cited in Creswell, 2013, p.166). Creswell (2013) adds that observations rest on the purpose and research questions of the study. While observing the phenomenon, the observer might watch the setting, participants, their activities, interactions as well as their conversations, and even his/her own behaviors.

According to Yin (2014), the case study research lends itself to a direct observation as the case occurs in its natural setting. The observations may change from formal ones to informal ones, in the former of which formal instruments for observations are developed and specific behaviors are assessed by the observer, while in the latter direct observations might be in the form of field visits. It is also important that multiple observers make observations during the research to ensure the reliability of the data regardless of its being a formal or informal type of observation.

There are several types of observations ranging from non-participant to participant observation depending on the researcher's purpose and role during the research. In relation to this, Creswell (2013) underlines that the observer is included in the phenomenon s/he observes for the most part regardless of the degree of participation s/he prefers. On the other hand, Yin (2014) proposes participant-observation as "a special mode of observation" in case studies, during which the

observer prefers having a more active role by participating in the events under inquiry. Participant-observation can bring several advantages to the study. For instance, one might have the ability get access to events or groups that may not be easy to reach otherwise or the ability to see the reality from insider view rather than a view of an outsider. These are believed to provide a true description of the phenomenon. Despite all these advantages, participant observation might also pose some threats to the research such as the participant- observer's getting distracted during observation while recording the data or his/her attaining supportive roles or positions in some instances, which might manipulate the natural flow of the research. Another type of observation is non-participant observation, during which the researcher acts as "an outsider of the group", solely observing and "taking field notes from a distance with no direct involvement" (Creswell, 2013, p.167).

In this study, the researcher preferred to assume a role changing from a participant-observer to non-participant observer. Observations took place during meetings, in classes and in the dissemination phase. At the very beginning of the study, the researcher had a participant-observer role to introduce team teaching with a new perspective and establish rapport with the teachers. She participated in the early meetings of the team as a senior teacher and provided the teachers with readings and suggestions about team teaching. In these meetings, the researcher sat among the teachers and took notes during their discussions, interactions and conversations. At the same time, she audio-taped the meetings upon receiving the teachers' permission and took notes regarding the teachers' appearance, verbal and physical behavior as well as personal space between the teachers. At later stages of the study, when the teachers became more familiar with team teaching, the researcher shifted her role from participant-observer to non-participant observer, only observing the teachers from a distance, taking notes without getting involved in their discussions. During the 18-week research, there were 34 meetings held by the teachers, which were also observed by the researcher. The meeting schedule was planned by the teachers depending on their availability and the meetings took approximately 45 minutes to 225 minutes. Below is descriptive information about the number, date, content, and the duration of the meetings as well as the role of the researcher in the research.

Table 3.4: Descriptive information for the team teaching meetings

No	Date	Agenda	Duration	Role of the researcher
1	23.09.16	What is team teaching? Models of team teaching? A new perspective into team teaching	47 mins.	Participant-observer
2	30.09.16	What is our teaching philosophy?	107 mins.	Participant-observer
3	07.10.16	How to create a blog and do self-observation of our lessons	56 mins.	Participant-observer
4	14.10.16	Reflection on self-observation, identifying a learning problem	53 mins.	Participant-observer
5	21.10.16	Lesson planning in team teaching, student's views on their learning problem	52 mins.	Non-participant observer
6	01.11.16	Learning goals, objectives, how to write a research question	76 mins.	Non-participant observer
7	02.11.16	How to improve listening skills and collect data for our learning goal	70 mins.	Non-participant observer
8	07.11.16	Lesson planning for Lesson 1A	73 mins.	Non-participant observer
9	08.11.16	Lesson planning for Lesson 1A	100 mins.	Non-participant observer
10	11.11.16	Lesson planning for Lesson 1A	81 mins.	Non-participant observer
11	14.11.16	Lesson planning for Lesson 1A	99 mins.	Non-participant observer
12	15.11.16	Revision of Lesson 1A and Lesson planning for Lesson 1B	73 mins.	Non-participant observer
13	25.11.16	Lesson planning for Lesson 2A	63 mins.	Non-participant observer
14	28.11.16	Lesson planning for Lesson 2A	122 mins.	Non-participant observer
15	29.11.16	Lesson planning for Lesson 2A	101 mins.	Non-participant observer
16	02.12.16	Lesson planning for Lesson 2A	123 mins.	Non-participant observer
17	06.12.16	Revision of Lesson 2A , Lesson planning for Lesson 2B	60 mins.	Non-participant observer
18	07.12.16	Feedback from a more knowledgeable other on Lesson 2B	11 mins.	Non-participant observer
19	16.12.16	Lesson planning for lesson 3A	34 mins.	Non-participant observer
20	19.12.16	Lesson planning for lesson 3A	63 mins.	Non-participant observer
21	20.12.16	Lesson planning for lesson 3A	107 mins.	Non-participant observer

22	23.12.16	Lesson planning for lesson 3A	115 mins.	Non-participant observer
23	26.12.16	Lesson planning for lesson 3A	95 mins.	Non-participant observer
24	27.12.16	Lesson planning for lesson 3A	191 mins.	Non-participant observer
25	28.12.16	Feedback from a more knowledgeable other on Lesson 3A	12 mins.	Non-participant observer
26	02.01.17	Revision of Lesson 3A and Lesson planning for Lesson 3B	116 mins.	Non-participant observer
27	03.01.17	Feedback from a more knowledgeable other on Lesson 3B	10 mins.	Non-participant observer
28	17.01.17	Writing a research report	115 mins.	Non-participant observer
29	19.01.17	Writing a research report	129 mins.	Non-participant observer
30	20.01.17	Writing a research report	128 mins.	Non-participant observer
31	23.01.17	Writing a research report	150 mins.	Non-participant observer
32	24.01.17	Writing a research report	222 mins.	Non-participant observer
33	26.01.17	Preparing the Presentation for in-house ELT Event	88 mins.	Non-participant observer
34	27.01.17	Preparing the Presentation for in-house ELT Event	97 mins.	Non-participant observer

In addition to the meetings, the researcher observed the teachers' 1 self-taught and 6 team-taught lessons. At the beginning of the study, only 1 teacher (Hülya) in the team had her lessons video-taped and observed by a colleague before, but the rest two teachers, Elif and Sevgi, had neither videotaped nor had their lessons observed. The first 3 lesson observations were done for each teacher's self-taught lesson. The observer did not attend these 45-minute lessons based upon the teachers' requests. Instead, she watched each self-taught lesson from video recordings and she took notes on a sheet of paper in detail in terms of the teachers' giving instructions, talking time, transition between lesson stages, student participation and motivation

in class activities.   The rest of the lesson observations were conducted for the 6 team-taught lessons and the researcher assumed a non-participant role in each lesson. In these 90-minute lessons, the observer was present in all classes and observed the lessons in terms of implementation of the lesson by the team teachers-their interactions, movements and body language as well as the effect of team teaching and activities on students' learning, participation and motivation. In each lesson, the observer wrote what she had observed in observation field notes. The researcher was also present as a non-participant observer in lesson reviews held by the teachers immediately after the lessons and audio taped these discussions without any involvement in the conversations. In the following section the procedures for team teaching with a new perspective will be explained in all its detail.

3.6. Team Teaching Procedures in the Study

In this study, the researcher endeavored to bring a new perspective into Team Teaching as a CPD practice for English language teachers. To achieve this, she designed a CPD framework with 5 developmental and sequential phases, some of which were enriched with the strengths of other CPD practices such as teaching portfolio, self and peer observation, professional learning visits, action research, lesson study, and student-led CPD. Prior to the first developmental phase, the Preparation Phase, a needs analysis questionnaire was developed by the researcher and conducted within the site of the study to select the participants who would take part in team teaching and identify their professional needs. The phases of team teaching with a new perspective is presented in the below Figure 3.1. :

NEEDS ANALYSIS

FORM THE TEAM

REFLECTION

REFLECTION

Research

Evaluation

- Get to know team teaching
- Discuss and write your teaching philosophy
- Video-tape a lesson and do self & peer observation
- Create a team blog to keep e-portfolio
- Meet other professionals in other institutions
- Write an individual professional development plan

- Research into students' learning problem
- Choose a learning goal for students
- Write a research question
- Investigate the research problem

- Prepare a lesson plan
- Two teach, one observes
- Video tape the lesson
- Observe case students
- Receive support from a more knowledgeable other

- Discuss the feedback from the case students and more knowledgeable other
- Revise the lesson, reteach or prepare a new lesson plan
- Write a reflective lesson report

- Report your research
- Make the report public
- Present your work
- Reflect on your experience
- Finalize teaching portfolio

Preparation

Planning & Implementation

Dissemination

Teaching portfolio
Self/peer observation
Professional learning visit

Action research
Lesson study
Student-led CPD

Action research
Lesson study
Teaching portfolio

REFLECTION

REFLECTION

Figure 3.1. A New Perspective into Team Teaching

Team teaching within the scope of this study was conducted in 5 phases: (i) Preparation, (ii) Research, (iii) Planning and Implementation, (iv) Evaluation, (v) Dissemination. Here, team teaching is believed to attain a new perspective for teachers' professional development with the support of other CPD practices, which were deliberately selected due to their emphasis on teacher collaboration, teacher research, and reflection with special focus on student learning.   In the following section, the procedures followed in each phase of the model will be presented respectively.

3.6.1. Needs Analysis

Determining the participants of the study and detecting their professional needs was the primary concern of the researcher to be able to form the team teaching group. For this reason, the researcher developed a needs analysis questionnaire with 75 items and conducted the questionnaire to all English teachers in the Department in September, 2016. One of the questions in the questionnaire (Question 12: What sort of CPD practice would you prefer to participate in the next academic year and why? Please circle only ONE) aimed at discovering those who wanted to do team teaching as a CPD practice.   Another concern was to identify what the English teachers were thinking about their professional needs at the time of the study. Before the classes began in the new semester, the needs analysis questionnaire was conducted and the responses were analyzed by the researcher in SPSS 22. The findings from the questionnaire revealed the teachers who were interested in team teaching as well as their perceived professional needs, which then led to the first developmental phase, the Preparation Phase, of the study.

3.6.2. Preparation Phase

Once the participants of the study and their professional needs were identified, a team of three non-native English language teachers was formed on a voluntary basis to do team planning, team teaching, team evaluation and dissemination until the end of the study. The aim of the preparation phase was to help the teachers to get to know each other and team teaching better. Even though the teachers chose to do team teaching on a voluntary basis, the researcher noticed that they did not know much about it in theory and practice. Thus, the first step in the preparation phase was to introduce team teaching to the teachers. To achieve this, the

researcher took a role of a more knowledgeable team member who presented and discussed with the teachers:

- definitions of team teaching

- models of team teaching

- teachers' roles in team teaching

- how team teaching is implemented in classes

- how to handle possible problems during team teaching

The researcher also provided the teachers with some useful articles and links on team teaching and asked all the team teachers to read and check them in order to have discussion on team teaching in the early meetings.

In the second step of the preparation phase, there was a focus on the teachers' teaching philosophies. The particular aim of the researcher here was to help the teachers, who would plan, teach, and evaluate together during the study, become familiar with each other's beliefs about teaching and learning. More specifically, the teachers' beliefs about how a foreign language is learned, how we teach, our teaching methods and our goals for student learning were the issues discussed among the team members. Then, the teachers were asked to write their personal teaching philosophies in a composition, which would be later archived in their teaching portfolio.

Then, in the third step, reflective practice began for the team for the first time. Each team teacher videotaped a 45 minute-lesson of their own. To achieve this, the students' consent was received to record the lessons using a video camera. Then, each teacher videotaped a 45-minute lesson to observe both their teaching practice and students' learning. The aim of this step was to have the teachers see themselves for the first time in class and open the path for reflective teaching. That was the first experience for Elif and Sevgi to have their lessons videotaped while Hülya had done this before within the scope of the CPD practice held in the previous academic year. Then, they came together with another team member, watched the lessons and gave feedback to each other. At the end of this practice, the teachers gathered to review their professional needs for a second time, concluding that their perceived and actual needs seemed to correspond to one another particularly in

managing lessons in relation to the pace and timing of the activities, checking understanding, and signaling transitions between stages of the lesson. They completed their first reflective teaching practice by writing a lesson report in which they narrated their ideas and feelings about the lesson. The first videotaped lesson is believed to spark initial reflective thoughts in the teachers' minds regarding their teaching practice and students' learning. This stage also motivated the teachers to focus more on their professional needs and learn about the ways they could improve their skills by working as a team. The researcher here assumed the role of a more knowledgeable team member and provided the teachers with some book chapters, articles and links about the areas they particularly wanted to improve.

Later in this phase, the teachers created a team teaching blog http://utaateamteaching.weebly.com/ in which they would present their work through an e-teaching portfolio and share their experience with their colleagues. To support the team with technological issues, a teacher with an interest in educational technology in the Department was invited to hold a brief seminar on how to start a blog on the web. As Hülya in the team had an interest in technology, she designed the team blog and uploaded the reports, photos and videos regularly to the blog. Additionally, the team teachers shared the articles and links they read and found most useful about their professional development and their research question on the blog. They sent an invitation to the other teachers in the Department to visit their blog and suggest further ideas about team teaching.

In the coming step, the teachers met two professionals who were teaching English in another private University in Ankara. This was a type of professional learning visit with an aim to increase communication, understanding and sharing among colleagues with similar experiences. The team teachers in the study wondered if team teaching was being conducted as part of a CPD program of any other institution in Ankara. To learn about this, the researcher contacted the heads of the CPD units of some of the universities in Ankara and received information regarding their CPD activities. In the end, she obtained information that at TOBB University of Economics and Technology, team teaching was conducted in the previous academic year by two English language teachers. She got permission from the Head of the Department to visit their CPD Unit to meet the teachers and arranged a professional learning visit there. These two teachers had sufficient experience

and knowledge about team teaching. For this reason, asking questions about their concerns, exchanging ideas, receiving practical suggestions for team teaching procedure and seeing that all went through similar experiences established rapport among the colleagues. The team teachers also felt relieved from their fears and concerns in terms of working together for a long time. As the last step of the Preparation phase, the team teachers prepared an individual professional development plan on which they wrote their areas of strength and concern in teaching, professional development goals, learning objectives for their students and expected student learning outcomes. Thinking about their strengths, areas to improve, and professional goals was another reflective practice for the teachers to contemplate their teaching. After the professional development plans were made ready by each of the team teachers, Hülya uploaded them to the blog as the second document in their teaching portfolio. While designing the Preparation phase, the researcher drew on the strengths of three other CPD practices: teaching portfolio, self and peer observation, and professional learning visit. The particular reason for the researcher to add a teaching portfolio into this developmental model was the belief that portfolios have the potential to offer teachers the opportunity to record, review, and reflect on their teaching practice on their own. Documentation of their opinions and practices with continuous review and reflection could help prove how teachers thought, worked, assessed and made progress throughout the study and shed light on their future decision-making about their careers. In this study, the team teachers preferred to keep their teaching portfolio online documenting collection of their work on http://utaateamteaching.weebly.com/our-teaching-portfolio.html. On the blog, there is a personal section for each team teacher which includes their teaching philosophy, professional development plan, reflective lesson reports and a final reflection paper on their professional development. Figure 3.2. illustrates the section on the blog on which the teachers kept their teaching portfolio.

"Alone we are strong, together we are stronger."

TEACHING PHILOSOPHY	TEACHING PHILOSOPHY	TEACHING PHILOSOPHY
PROFESSIONAL DEVELOPMENT PLAN	PROFESSIONAL DEVELOPMENT PLAN	PROFESSIONAL DEVELOPMENT PLAN
LESSON REPORT FOR TT 1A-B	LESSON REPORT FOR TT 1A-B	LESSON REPORT FOR TT 1A-B
LESSON REPORT FOR TT2A-B	LESSON REPORT FOR TT2A-B	LESSON REPORT FOR TT2A-B
LESSON REPORT FOR TT 3A-B	LESSON REPORT FOR TT 3A-B	LESSON REPORT FOR TT 3A-B

Figure.3.2. A section from the teaching portfolio on the blog

Self and peer observation was another CPD practice which contributed to the design of this developmental framework. Video-taping the lessons and writing reflective lesson reports, the team teachers found the opportunity to notice what and how they were actually doing in lessons and what they could do to improve their teaching practice. With peer observation, this time they exchanged ideas and experiences, gave and received feedback about the lesson and learned from each other about how another colleague was doing in similar situations. Another CPD practice used in this phase was Professional learning visit. By meeting other colleagues in another institution, the teachers could see that they were not alone in their profession and they were not the only group with similar desires, goals, and concerns doing this job. This could also create a sense of rapport and further cooperation by means of which they would learn about other good practices, share experiences, receive collegial support as well as create a professional network for the future.

3.6.3. Research Phase

In the research phase, the main purpose was to choose a learning goal for the students so that the team teachers could conduct research in relation to this learning goal and produce lesson plans in accordance with it. To achieve this, the team teachers gathered to discuss the difficulties their students were having in learning English. At the end of two meetings held specifically to focus on this issue, the team decided to get the answer from their own students. In this step, the teachers

prepared a two-question informal survey and asked their students first to select the language skill/s they were having the most difficulty in English and, in the second question, to specify that difficulty by describing with more details. Each team teacher conducted this mini survey in their own class and analyzed the results with their teammates. The survey results indicated that most students who responded to the survey found listening as the most difficult skill in English, and listening for specific details as the most problematic area in particular. For this reason, the team teachers decided to conduct research on teaching listening skills with special focus on listening for specific details.

Focusing on teaching listening skills, the team teachers began to do research in collaboration with their team mates and discuss what they read and learned about this specific skill in their weekly meetings. Prior to this, they decided to share workload, according to which each of them was supposed to read two articles and suggest useful links on teaching listening skills and share them on the blog with each other. The researcher also suggested some articles and links on teaching listening to the teachers as a senior team member. After completing their readings and discussions, the team teachers were ready to formulate their research question as the preliminary part of their action research.

At the time of this research study, all of the team teachers were pursuing their M.A. and/or M.S. studies and were expected to be acquainted with the idea of writing a research question. Despite this, they were hesitant about writing a good research question at the beginning. They asked the researcher to give them more information about the characteristics of a good research question before their lesson-planning phase began. Taking this into consideration, the researcher arranged a special meeting with the team about how to write a research question and presented the characteristics of a good research question by underlining the common principles and giving examples. The team teachers proposed different research questions regarding their learning goal. In the end, they reached a consensus on "What activities might help students develop listening for specific skills?" as a research question for their action research.

Now that the team agreed on the research question, they began to investigate the issue by doing more research on it. In this step, the teachers searched the activities that might help students listen for specific details. First, they conducted individual investigation of the issue by reading book chapters, articles and theses. Then, they shared what they had found to be useful and effective with their teammates on the blog. At the end of their investigation, they came to agree on integrating both bottom-up and top-down listening strategies into their lesson plans by helping students make predictions during pre-listening, focusing on note-taking skills as well as using graphic organizers, charts with visuals at the while-listening stage and helping students use language in written and spoken form at the post-listening stage of their lessons.

Other CPD practices which were integrated into the research phase were student-led CPD, action research and lesson study. Student-led CPD can be defined as "where students and teachers plan the learning together" (Allison, 2014, p.136). Helping the teachers shift their way of thinking from teacher-directed learning to a student-directed one was the preliminary step prior to lesson-planning in this new team teaching model. As students are the main focus in teaching profession, designing lessons and assessment tools based on their needs, interests and concerns was considered to have significance in empowering teaching and learning. The team teachers in this research involved the students in their own professional development by receiving their opinions on their learning problem. In the later phases, the students continued to remain at the center particularly when planning, implementing, observing and revising team-taught lessons. Another CPD practice that supported team teaching in this phase was action research. In the research phase of team teaching, the team teachers concentrated on a common learning problem and investigated it by collecting information and identifying strategies to use in their lessons. Conducting a "small-scale" research as part of their CPD can allow teachers to look at the issues in teaching and learning more in-depth during their actual teaching practice. It may also have the power to turn each teacher into a teacher-researcher whose job is to question, identify, plan, implement, analyze, reflect, report and present everything about the learning problem. Likewise, lesson study as a CPD practice aims at changing the center of learning from a teacher-centered way to a student-centered one. Carried out by a group of teachers who

work in collaboration on a research lesson based on a research question, lesson study encourages continuous evaluation, reflection and revision until the best practice is achieved in teaching. For this reason, the research phase in this study emerged from the idea that teachers' collaborative action research with a focus on students may yield significant results in relation to teacher professional development as a more teacher-directed practice.

3.6.4. Planning and Implementation Phase

In the planning and implementation phase, all of the team teachers were responsible for lesson planning and preparation. For each lesson planning, the teachers gathered approximately four or five times until they implemented what they had collaboratively planned. For lesson preparation, determining the objectives for each lesson in light of their research question was the initial step. Deciding on the objectives, they began to develop their listening activities which were expected to help the students improve listening for specific information skills. Referring to their investigation in the research phase, the team teachers began to design lessons discussing how to:

- initiate the lesson by attracting the students' attention to the topic

- activate the students' background knowledge and encourage them to make predictions by relating them to the topic

- give clear instructions and increase understanding

- introduce listening tasks and set pacing and arrange timing

- to check comprehension of the tasks

- make smooth transitions between the activities

- provide the students with opportunities for practice

- increase student-student interaction and decrease teacher talking time

- account for individual differences and group the students

- evaluate and assess how well the students learned

The schedule of each main team teaching lesson (Lesson 1A-2A-3A) was determined by the team teachers depending on their free or available time during working hours. Sometimes they had to arrange substitute teachers for their own classes or rearrange their own schedule with their actual class partners in order to attend team teaching lessons.

For each stage of the lessons, pre, while and post, the team teachers shared responsibilities for the design and production of the activities. Below is descriptive information for the distribution of responsibilities among the team teachers while designing activities:

Table 3.5: Distribution of responsibilities among the team teachers for lesson planning

Lesson Stages	*Lesson 1A-B*	*Lesson 2A-B*	*Lesson 3A-B*
Pre-Listening	Hülya	Elif-Sevgi	Elif-Hülya-Sevgi
While-Listening	Elif Activity1 Sevgi Activity2	Elif Activity1 Hülya Activity2	Elif Activity1 Hülya Activity2
Post-Listening	Hülya	Sevgi	Elif-Hülya-Sevgi

Before implementation, there were two more significant issues to consider for the team teachers. First, they needed to decide on their roles and the type of team teaching to employ in the lessons. As they were all novices at team teaching and shared similar teaching experiences, they preferred to teach as equal partners who would take equal responsibility in class concurrently. They displayed their role distribution, who and when to take the stage in class on their lesson plans even though they knew the fact that there was always room for unexpected incidences which might disrupt the flow of their lesson plan. Secondly, they needed to choose 3 case students (low-average-high profile) whose responses, participation and attitudes would be observed by the team observer throughout the lesson.

In the planning and implementation phase, the team teachers prepared 3 main lessons and 3 revised lessons for each. Each lesson was observed by the team observer and videotaped by the researcher. In Lessons 2B, 3A and 3B there was a more knowledgeable other teacher in class who observed the lessons. Below is descriptive information for the team teaching lessons:

Table 3.6: Descriptive information for the team teaching lessons

Lesson	Date	Class	Duration	Team Teacher	Team Teacher	Team Observer	More knowledgeable other
Lesson 1A	15.11.16	Charlie 2	90 mins.	Hülya	Sevgi	Elif	-
Lesson 1B	16.11.16	Charlie 1	90 mins.	Hülya	Elif	Sevgi	-
Lesson 2A	05.12.16	Charlie 1	90 mins.	Elif	Sevgi	Hülya	-
Lesson 2B	07.12.16	Charlie 2	90 mins.	Elif	Hülya	Sevgi	+
Lesson 3A	28.12.16	Charlie 2	90 mins.	Sevgi	Elif	Hülya	+
Lesson 3B	03.01.17	Charlie 1	90 mins.	Sevgi	Hülya	Elif	+

During the lessons, while two of the teachers were team teaching, the third teacher was observing the case students in terms of their attitudes, responses and participation and wrote notes in the spaces provided on the lesson observation form. The observer was also in charge of interviewing the case students at the end of the lesson to receive feedback about the lesson and team teaching by asking:

- What did you like in the lesson?

- What did you learn during the lesson?

- What class activities did you like best?

- What class activities helped you listen more effectively?

- Does team teaching help you learn better?

- What suggestions would you like to make?

The interviews with the students were held in Turkish, the students' native language, to receive as much feedback as possible. The researcher later translated the excerpts that would be used in data analysis into English.

Other people who were also present in team teaching classes were the researcher and a more knowledgeable other teacher. The researcher was responsible for videotaping the whole lesson and sharing the videotapes with the teachers after the lessons. On the other hand, the more knowledgeable other was a senior English language teacher who was invited by the researcher to attend and observe team

teaching lessons. Her role was to observe the lessons and give feedback on team teaching practice, the lesson plan and the students' participation in the lesson. After each lesson, the team teachers and a more knowledgeable other came together and did a lesson review for 10 minutes about the lesson. In lessons 1A and 1B, the more knowledgeable other was not present. The researcher was concerned about having a lot of people in the classroom in the first lesson as it might cause disruption both for the novice team teachers and the students. In the later stages, when the teachers and students got more familiar with the idea of team teaching, the more knowledgeable other was invited to the lessons. The more knowledgeable other was not present in Lesson 2A, but provided the teachers with written feedback after watching the videotape of the lesson. In Lessons 2B, 3A and 3B she attended the classes and gave both written and oral feedback to the teachers. The below Figure 3.3. displays the section on blog where the teachers kept their lesson plans and scenes from team teaching lessons.

Figure 3.3. The lesson plans and photographs of the team teaching lessons on the blog

The CPD practice which inspired the formation of this phase was lesson study. In lesson study, a group of teachers plan a lesson together to resolve a learning problem of their students, by specifically observing the selected case students in order to evaluate the progress over the course of several lesson cycles. In this study,

the observer teacher was in charge of observing the case students to monitor their participation and motivation in the lessons. The case students were also interviewed at the end of the lesson by the observer teacher to get feedback about their learning. Referring to the observer's notes and feedback from the case students, the lesson was reviewed by the team teachers and they decided whether to reteach the lesson or go on with a new lesson plan. In a similar vein, in the implementation phase of team teaching, the team teachers assigned an observer teacher in the team for each lesson to observe and interview the previously chosen case students to monitor their progress. As it is done in lesson study, the case students in this phase were interviewed by the observer team teacher and the feedback from the students was evaluated by the team teachers in the evaluation phase to revise the lessons. As students and their learning needs are the primary focus in lesson study, the researcher involved this practice into this phase to be able to monitor closely how the students would show progress during team teaching lessons.

3.6.5. Evaluation Phase

There was a two-way process between planning and implementation and evaluation phases, where the teachers constantly planned, implemented, evaluated, revised and re-planned their lessons for six times. After each main lesson (1A, 2A, 3A), the team teachers came together to revise the lesson and reflect on the things that:

- went well

- did not go as they had planned

- could be done differently in the revised lesson

In addition to this, they reviewed and discussed the case students' feedback as well as feedback from the other students in class during the process of lesson revision.

The more knowledgeable senior teacher also provided oral and written feedback to the team teachers for lessons 2A (written feedback), 2B, 3A, 3B (oral and written feedback) in terms of the examples of good practices in the lessons and the things which needed revision for the next lesson.

Receiving all this information, the team teachers gathered to revise the lesson plans by making changes and additions in accordance with the feedback from the team observer, case students and more knowledgeable other. Over the course of the

planning and implementation and evaluation phases, the team teachers repeated this process 6 times with 3 main team teaching lessons and 3 revised lessons for each.

Writing a reflective lesson report was the final step in the evaluation phase. The purpose of this step was to encourage the team teachers to reflect on their experience in each of the lessons. The teachers wrote 3 individual lesson reports for (Lesson 1A-B, 2A-B, 3A-B) team teaching lessons reflecting on the:

- aspects that worked well

- aspects that did not go well

- aspects that should be done differently

- differences / improvements they noticed between the main and revised lesson

- things they learned from this experience

by considering their role, the extent to which listening activities and materials were successful, the extent to which team teaching was successful, student motivation and participation, departures made from the lesson plan, difficulties students experienced with different parts of the lesson and evidence of learning. After the teachers wrote their lesson reports, they were uploaded to the team blog by one of the team teachers (Hülya) and added to the e-teaching portfolio to be recorded for future practice.

The CPD practice that was integrated into this phase was lesson study. Similar to the "analyze and revise" phase of the lesson study, in which student progress is continuously monitored and assessed through repeated revision lessons, in the evaluation phase, here, the team teachers made evaluations, reflection and revisions of their team teaching lessons with the help of the feedback from the observers and students and the analysis of the documents such as worksheets and feedback forms.

3.6.6. Dissemination Phase

The purpose of the last phase of team teaching was to document the work, share and present it with other colleagues in the Department in order to spread knowledge and experience. As the first step in this phase, the team teachers gathered all their

documents; lesson plans, activity work sheets, observation forms, feedback forms together and began to analyze the data. Referring to their collaborative research, they produced a report, providing a detailed account of the context, objectives, approach, findings and discussion of their 18-week study. It took 5 meetings of approximately 2 hours for the team teachers to produce the research report. Upon completion of the report, the team teachers shared it with other colleagues in the Department on the team blog and printed the document for the in-house ELT event, during which they made a presentation as a team and shared their experience with their colleagues.

The next step in this phase was to present team teaching in the in-house ELT to the other colleagues. In the first place, the team teachers decided what information to share with the colleagues about this 18-week study. They all agreed to explain each phase of team teaching by referring to each step performed from the beginning until the end of the study. Working together with the other team teaching group, they formed a team of 5, in which each teacher presented 1 phase of team teaching in 10 minutes including documents, photographs and video-tapes from the study in their presentation. The researcher was present in all these meetings, observing and audio-taping the teachers' discussions and interactions as a non-participant observer, believing that the teachers felt more comfortable, confident and autonomous at the end of the study.

After preparing their presentation and presenting it to the other colleagues, the team teachers were about to complete their team teaching experience. Before the end, the researcher asked the teachers to reflect on their whole experience throughout the study. She asked the teachers to describe and explain their opinions and feelings in relation to their professional development by providing specific examples, moments and practices from the study. The team teachers wrote a composition about their reflections on the whole course of team teaching. In the end, the final reflection paper was uploaded to the team blog and added to the e-teaching portfolio of each teacher. In this way, the team teachers finalized their teaching portfolios, which involved teaching philosophies, professional development plans, lesson reports, final reflective composition and evidenced the progress they made after 18 weeks.

Reflection or reflective practice was existent in every part of the study; in other words, team teaching in this research study was surrounded with continuous reflection. From the first phase until the end, the team teachers were encouraged to reflect on their teaching practices by focusing on student learning. As a supportive CPD practice in this phase, the document and dissemination phase in the lesson study was employed in team teaching. Documenting and sharing the work with colleagues is believed to contribute to the knowledge of teachers about teaching and learning and encourage future teacher research in the field.

3.7. Data Analysis Procedures

For qualitative data analysis, there is not one particular way or method suggested in the literature (Patton, 2015) despite the existence of several guidelines for it (Creswell, 2013). For this reason, analyzing multiple forms of qualitative data is likely to pose a challenge to qualitative researchers. Patton (2015) argues that it is the "human factor", which constitutes both strengths and weaknesses of "qualitative inquiry", just like a "scientific two-edged sword" because "each inquirer" arrives at his "unique final destination" (p.433) according to his unique qualitative approach adopted. Despite this, qualitative data analysis, in general, comprises some key procedures such as organizing data, doing an initial examination of the database, coding and organizing themes, "representing the data in figures, tables or in discussion, and forming an interpretation of data" (Creswell, 2013, p.187). The procedures that were followed for data analysis in this study are shown in in Figure 3.4.:

Figure 3.4. Procedures for qualitative data analysis in the study

Pre-coding

As illustrated in Figure 3.4., data analysis in the study began with pre-coding in which the researcher organized and prepared the data for the analysis. Data collection included 5 semi-structured interviews, 1 focus group interview, observations, documents and audiovisual materials. As the first step, all of the documents and audiovisual materials were organized, grouped and named on the computer so that the researcher could create a database through which she could easily reach the data when needed. Then, the researcher copied all the files on an external hard drive so as to prevent possible data loss on computer. Next, the researcher transcribed the interviews, using Microsoft Office without making any changes and corrections in the original data. The interviews in the study were held in Turkish as for the participants' preference. The researcher analyzed the transcribed interviews in Turkish, then translated the relevant excerpts that would be used as direct quotations into English and asked the participants to check the excerpts to find any mistranslated items or phrases that might change the participants' original meaning. Then, the remaining data were all transcribed and stored into the computer.

The next step followed in the pre-coding stage was having multiple reading and/or watching or listening of the data in order to make sense of it in light of the research questions. After reading the data several times, the researcher began with "open coding", during which a code was given to an emergent concept or pattern in the data. While "breaking data apart", particular thought was given to identifying interesting patterns and categories, which were noted by the researcher on a word file using Review Tab by clicking on New Comment button for each (Corbin & Strauss, 2008, p. 195). The researcher did not refer to any pre-existing codes during the coding process, rather she preferred to be open to emerging categories or themes so as to present the whole case thoroughly without limiting it to the existing ones in the literature. Here, the researcher chose to do coding manually instead of using a computer software for data analysis as is suggested by Creswell (2011) preferring to "be close to the data and have a hands-on feel for it without the intrusion of a machine" (p.240). Still, Microsoft Office Word and Excel programs, were used for pre-coding and coding. Below Table 3.7. illustrates an excerpt from the initial data coding:

Table. 3.7: An excerpt from the coding sheet

Participant	Quotations (Interview, 2) 'What have you learned in the preparation phase?'	Codes
	Videorecoding sayesinde öğretmen olarak kendimi görme fırsatı buldum. Hatalarımı ve güçlü yönlerimi görmek açısından iyi oldu. (Through videorecording, I got the chance to observe myself as a teacher. This was beneficial to see my strengths and weaknesses.)	Self-observation Raising awareness of strengths and weaknesses
Elif	Sonra yeni bir şey deniyor olmak güzel. Team teachingi bir kere denedik ve çok olumlu yanıtlar aldık. (Then it was good to try a new thing. We tried team teaching once and received positive responses)	Positive feedback about team teaching
	İlk önce biz safe hissedemedik aslında sınıfta ama düşündükçe aslında güzel de bir deneyim olduğunu fark ettim. (At first we didn't feel safe in the classroom, but then I realized it was a good experience as who got more involved into it.	Feeling unsafe at first A good experience
	Bunun yanında öğretiyoruz her gün yaptığımız bir iş. Ama bir philosophy'im vardı ama bunun farkında belki de değildim. Bunları derleyip düşünmek de iyi oldu benim için. Artık biri bana "senin teaching philosophy'in nedir? diye sorduğunda verecek böyle derli toplu bir yanıtım var. O anlamda da iyi oldu. Apart from this, we teach and this is something we do everyday. But I have a teaching philosophy but I didn't know I have it. Thinking about this was also good for me. Now, if someone asks "what is your teaching philosophy?, I have a good response for it. This was good in that respect.	Learning my teaching philosophy

Coding

After the data were read and re-read, the researcher continued generating further codes and interacting with the data. Then, the codes were organized, compared, and refined by the researcher until the sub-themes and themes under which these codes would be grouped finally emerged. The researcher coded the data for three times, which took a lot of time, but "reduce overlap and redundancy codes" for trustworthiness of the analysis (Creswell, 2013, p.244). Furthermore, the researcher asked the guidance and assistance of a colleague, who was a Ph.D. student in the Department of English Language Teaching and her advisor to double-check the codes to ensure trustworthiness of the study.

The researcher used an excel file to arrange the codes, sub-categories and categories for the teachers' professional needs, professional development, reflection on the phases of the model as well as perspectives on the CPD practices used within the frame of the study. The direct quotations and excerpts that would be used as evidence were copied to the excel file from word and placed under the categories they belonged to. Further, the researcher paid particular attention to provide a variety of data collection tools for triangulation in order to report the data in a detailed way. Below Figure 3.5. is an excerpt from the excel document prepared by the researcher to organize the data:

RQ 1.1. IN WHAT AREAS DOES TEAM TEACHING MEET THE TEACHERS' PROFESSIONAL NEEDS?				
Categories	Interviews		Documents	Reference to Literature
A. PLANNING LESSONS				
1. Defining aims and objectives of a lesson	Elif: (3) Bu çalışmadan önce ders planlama yaparken aims ve	Hülya: (2) Bu çalışma mesleki anlamda dersten önceki · Sevgi: (4) Ders planlaması yaparken lesson aim ve	Hülya: (RP) Meanwhile, I had some confusions · Sevgi: (RP) with my teammates-achieved a great progression	Co-planning is very important for co-taught teams to effectively meet the needs of all students. Without co-planning lessons that are developed may just address the general... Team teaching provides teachers with a partner to help them set objectives, make plans, implement lessons and evaluate the results.
2. Selecting and developing appropriate listening activities	Elif: (3) Research question belirledikten sonra kendi aramızda	Hülya (2). Şu anda çok ilginç listening üzerine çok yaratıcı · Sevgi: (3) Öğrencilerin listening anlamında problemleri olduğunu	Hülya: (RP) At the end of this phase (research), I	
B. MANAGING LESSONS				
1. Signalling transitions between activities (stages of the lesson)	Elif: (5) Bu çalışmaya başlamadan önce transition between lesson stages and	Hülya: (4) Bu çalışmada bir aktiviteden sonra neden o · Sevgi: (5) Birlikte transition yapmayı öğrendik. Aslında hiç	Elif: (RP) I improved on making smooth · Hülya: (RP) For the transition issue, as a team	Sevgi: (RP) I believe that I -with my teammates- achieved a	To keep the pace of the class going smoothly, teachers should always keep an eye on each other, and the clock. Having two teachers in the class can be a real advantage with time...
2. Controlling the pace and timing of the activities	Elif: (4) Timing and pacing üzerinde durduk epeyce yani her aktiviteye	Hülya: (5) Dersi planlarken ve aktivitelerimi uyguladığım · Sevgi:	Elif: · Hülya: (RP) Timing issue was overcome in the	Sevgi:	Ideally, both teachers will share in giving directions, taking the initiative to move on to the next activity, and in adapting or curtailing an activity that is not working. Remember to have...
3. Giving and checking instructions	Elif: (4) Instruction vermede daha açık daha net olma konusunda geliştiğimi	Hülya: (4) Instruction ile ilgili yine hep çok gelişme · Sevgi: (5) Instruction'u nasıl verebiliriz dair fikirlerim var	Elif: (RP) Giving clear instructions became an · Hülya:	Sevgi: (RP) Improving in giving instructions (observations and	
4. Reducing teacher talking time	Elif: (4) Teacher talking time çok olduğunu düşünüyordum mesela. Bu	Hülya: (3) teacher talking time. Öğrencilere zaman · Sevgi: (4) Hem team teachingle girdiğimiz derslerde hem de	Elif: (RP) I made a progress about my · Hülya: (RP) I believe I became better at	Sevgi: (RP) I learned not to talk much as a teacher even if all	
5. Checking for understanding	Elif:	Hülya: (3) Uygulama · Sevgi: (4) Check understanding.	Elif: (RP) Another thing · Hülya: (RP) we checked	Sevgi: (RP) Another point I	
6. Teaching Listening	Elif: (3) Teaching listening anlamında daha çok bilgi kazandım Yani şu an	Hülya: (2) Listeninge önceden kafa yormazken listeningle · Sevgi: (3) Ne yaptıralım? Çok kez dinletelim çocuklara, çok	Hülya: (RP) When we determined our research	Sevgi:	
7. Increasing student motivation & participation	Elif: (4) Listening üzerine çalıştık. Daha iyi nasıl yapabiliriz hep bunları	Hülya: (4) Derste öğrencileri kümeler şeklinde oturtmamız · Sevgi: (4) Benim en çok kazanımlarını gördüğüm nokta	Elif: (RP) We researched, learned · Hülya: (RP) Our lessons started to be more	Sevgi:	First, in co-taught classes, students can receive more instruction and are involved more systematically in their learning than would be possible in a classroom with only one...

Figure 3.5. Sample data categorization in the study

Theorizing

At this stage of data analysis, the researcher aimed at emerging concepts from the codes and categories which were expected to provide more abstract patterns and themes related to each other. Patterns were advanced-level concepts which help to interpret the data. As is suggested by Lincoln & Guba (1985), the researcher endeavored to understand the data and interpret the findings. In this process, the researcher initially developed the codes, then formed themes from the codes, and lastly organized "themes into larger units of abstraction to make sense of the data" (Creswell, 2013, p.187).

According to Corbin & Strauss (2008), this step of data analysis go from description to conceptualization. In this study, Constant Comparative Method (Glaser & Strauss, 1967; Lincoln & Guba, 1985) was used to develop a theory from concepts and themes in relation to the participants' perspectives and reflections. To achieve this, the researcher began data analysis with a specific occurrence from the sets of data and constantly compared this particular occurrences with one another or other sets of data. At the same time, emerging categories were constantly compared to one another and this process continued until the researcher arrived at a theory and saturation was achieved. In the end, the researcher created "a theoretical narrative

by retelling the participant's story in terms of the theoretical constructs" (Auerbach & Silverstein, 2003, p.43) and then associated her interpretations with the literature.

Visualizing the Data

In the last step of data analysis procedure, the researcher represented the data with the help of the charts to assist understanding of the results (Mackey & Gass, 2012, p.234). Using Microsoft Word, the researcher created a visualization of the data to represent the findings of all research questions.

3.8. Ethical Issues

The researcher applied to the Hacettepe University Ethics Commission to get approval for ethical considerations. She submitted the research proposal within the frame of the requirements of the Commission writing the title, purpose, method, sampling procedures of the study as well as attaching the required documents such as the needs analysis questionnaire, the observation and consent forms that would be used in the study. After her proposal was examined and approved by the Commission, she was granted permission to implement the study. The participants of this study were 3 non-native English language teachers working in the same institution. Since this research study particularly focuses on the teachers' personal opinions, experiences and reflections, the researcher showed ultimate attention to conduct the study without violating the personal rights of the participants. For this reason, the teachers were informed about the aim and the scope of the research both verbally and in written form and ensured about the confidentiality of all information.

3.9. Trustworthiness

The trustworthiness of qualitative research is generally called into question by the quantitative researchers because the issue of validity and reliability in qualitative studies is not addressed in the same way as in the positivist paradigm. In qualitative research, validity is defined as an "attempt to assess the accuracy of the findings as best described by the researchers and the participants" (Creswell, 2013 p.270). It is considered as the strength of research as "the time spent in the research field, the detailed thick description and the researcher's closeness to the participants in the study all add to the accuracy of the qualitative research" (Creswell, 2013, p.250). Lincoln & Guba (1985) suggest four criteria which are "credibility", "transferability",

"dependability" and "confirmability" that qualitative researchers need to consider to establish trustworthiness of their studies with reference to internal validity, external validity, reliability, and objectivity. In this research, 4 validation strategies were used to ensure "credibility", "transferability", "dependability" and "confirmability" of the qualitative data: prolonged engagement- persistent observation, triangulation, negative case analysis and member checks.

The first validation strategy in this current research study is prolonged engagement persistent observation which refers to establishing trusting relations with participants and becoming familiar with their culture by conducting "close" and "long-term" participant-observations (Creswell, 2013; Fetterman 2010; Lincoln & Guba 1985; Merriam, 1998). In order to do this, the researcher took a "participant-observer" role in the early stages of the research and spent as much time as possible with the team teachers to learn more about them, observe their interactions, discussions and reflections more closely and explore their professional development within the immediate context of the study. The researcher also cared about the teachers' physical conditions, feelings, daily concerns or problems and had informal conversations with the teachers before each meeting, during coffee breaks or lunch time to receive more information regarding their opinions and feelings about the study. These data from the observations ad meetings were audio-taped and more casual conversations were noted by the researcher.

Another validation strategy is triangulation which refers to the "process of corroborating evidence from different sources to shed light on a theme or perspective" (Creswell, 2013, p.202). In order to increase the trustworthiness of a study and prove its validity, the use of "multiple sources of information" and a number of methods is recommended for qualitative researchers. In this research study, the researcher included several data collection instruments such as a needs analysis questionnaire, semi-structured interviews, observations, documents, audio-visual materials to validate the findings of the research.

Negative case analysis is the third validation strategy used in the study. Here the aim is to provide a realistic portrayal of the phenomenon by reporting "negative or disconfirming" evidence in addition to positive one while analyzing the data. It is believed that what constitutes reality is both positive and negative in real life (Creswell, 2013). For this reason, the researcher attached significance to provide a

full and realistic account of the research data by providing negative evidence as well as positive and conforming evidence.

Member checking is the last validation strategy which is considered as the "most critical technique for establishing credibility" (Lincoln & Guba, 1985, p. 314). In member checking, data-analyses and transcriptions - are generally sent back to the participants so that they can examine how accurate and credible the researcher's account is. They might "be asked to check the drafts of the researcher's work" (Stake, 1995, p.115) and suggest modifications in the language used. In this research, the researcher sent the translated interview excerpts to the teachers on-line and requested to check the language and make necessary corrections if needed. It was a time-consuming task for the teachers but each of them checked the translated transcripts and approved the correctness of the language.

On the other hand, reliability in qualitative research is conceived as the "stability of responses to multiple coders of data sets" (Creswell, 2013, p.204). To enhance reliability of qualitative data in this research, intercoder agreement strategy was employed by using 2 coders –the researcher, and an English language instructor in the institution. First, the researcher coded the data herself and asked a second coder who was an English language instructor in the institution to check codes and themes that emerged out of the analysis. Then she consulted her supervisor to check the codes and themes throughout the data analysis process. The final categories emerged after all the coders reached agreement based on the codes and themes.

4. RESULTS

4.1. Introduction

This chapter presents the results of the study in light of the research questions. The results are submitted in accordance with the concerns of the study, which are the team teachers' professional needs, areas in which team teaching with a new perspective met the team teacher's professional needs, the team teachers' reflection on each phase of team teaching in the study and their perspectives on the other CPD activities used within the frame of team teaching in the study.

4.2. RQ1: What are the team teachers' professional needs?

The first research question of the study focused on the team teachers' professional needs. To address this research question, data were collected from the analysis of the needs analysis questionnaire and the teachers' individual professional development plans. The needs analysis questionnaire was conducted at the beginning of the study to the whole academic staff in the Department first to identify the teachers who wanted to do team teaching as a CPD activity, then to identify the specific professional development needs of those teachers who wanted to participate in the study.

Another data collection instrument was the individual professional development plan that each participant teacher of the study was supposed to fill in before they began team teaching. The individual professional development plan was completed by the teachers after they watched the video tape of their individual lessons and reflected on their teaching for the first time. Here, the teachers were asked to provide information in terms of their areas of strength, areas of concern, professional development goals and learning objectives for their students. In the following sections, results of the needs analysis questionnaire and the analysis of the individual professional development plans will be presented to reveal the team teachers' professional needs.

4.2.1. Results of the Needs Analysis Questionnaire

The needs analysis questionnaire consisted of four main sections: Section 1: Personal Information, Section 2: Professional Background, Section 3: Experience in Continuous Professional Development and Section 4: Needs for Continuous Professional Development. The data to address the first research question of the study were obtained from the analysis of Section 4: Needs for Continuous Professional Development while the first three sections in the questionnaire were used to identify the participants of the study. Section 4 in the questionnaire comprised six parts: (a) the learner and learning, (b) planning teaching and learning, (c) managing the lesson, (d) teaching language skills, (e) knowledge and skills in assessment, (f) self-perception about the use of the target language. Under each main heading, there were related items that would help specify the teachers' professional development needs.

The overall analysis of the items, as displayed in Table 4.1. below indicated that the lowest mean score (M=2.00, SD=0.000) was ascribed to item 32 "I can respond to unexpected classroom events" and item 41 "I can establish and maintain classroom discipline" under the heading managing the lesson. The item 60 "I can apply the principles and practice of assessment to design tasks for measuring my students' progress" and item 63 "I can engage my students in self-assessment and peer assessment and develop their self- and peer assessment skills" under knowledge and skills in assessment also received the lowest mean score (M=2.00, SD=0.000) by the team teachers in the questionnaire.

The second lowest mean score (M=2.33, SD=0.577) in the questionnaire was obtained for item 28 "I can describe how my students' understanding will be checked or assessed" below planning teaching and learning. Item 31 "I can control the pace and timing of activities", item 36 "I can check understanding" and item 43 "I can signal transitions between stages of the lesson", item 50 "I can reflect on my lesson management, identify strengths and weaknesses and make adjustments" below managing the lesson also had the second lowest mean score (M=2.33, SD=0.577). The results of the descriptive statistics revealed that item 54 "I can conduct listening activities successfully in my lessons" and item 55 "I can conduct speaking activities successfully in my lessons" below teaching language skills and item 59 "I have

knowledge of key concepts and principles in assessment" below knowledge and skills in assessment obtained the second lowest mean score in the questionnaire.

As the lowest mean score in the questionnaire meant the professional needs of the teachers, these findings, on the whole, revealed that the teachers' professional needs were primarily in item 28 "I can describe how my students' understanding will be checked or assessed", item 31 "I can control the pace and timing of activities", item 32 "I can respond to unexpected classroom events", item 36 "I can check understanding", item 41 "I can establish and maintain classroom discipline", item 43 "I can signal transitions between stages of the lesson", item 50 "I can reflect on my lesson management, identify strengths and weaknesses and make adjustments", item 54 "I can conduct listening activities successfully in my lessons", item 55 "I can conduct speaking activities successfully in my lessons", item 59 "I have knowledge of key concepts and principles in assessment", item 60 "I can apply the principles and practice of assessment to design tasks for measuring my students' progress", item 63 "I can engage my students in self-assessment and peer assessment and develop their self and peer assessment skills". These findings also portrayed that most of the items with the lowest mean scores in the questionnaire were reported primarily under managing the lesson, teaching language skills and knowledge and skills in assessment.

Table. 4.1. Results of the needs analysis questionnaire

Item No	N	Mean	SD
The learner and learning			
16. I can describe my students in relation to their learning needs	3	2,67	,577
17. I can understand my students' learning styles and strategies	3	2,67	,577
18. I can notice individual differences of my students (motivation, aptitude, etc.)	3	3,00	0,000
19. I can notice differences in teaching contexts (young learners, adults, mixed ability classes etc.)	3	3,00	0,000
20. I have knowledge of general learning theories and concepts (behaviorism, constructivism, multiple intelligences, scaffolding, etc.)	3	2,67	,577
21. I have knowledge of approaches and methods and concepts for language teaching	3	3,00	0,000
Planning teaching and learning			
22. I can define aims/learning outcomes that meet my students' needs and the course objectives	3	3,00	0,000
23. I can select, adapt and exploit course book and supplementary materials	3	2,67	,577

24.	I can select, adapt and develop the activities which engage my students	3	3,00	0,000
25.	I can select and describe interaction patterns for different activities during the lesson	3	2,67	,577
26.	I can select teaching aids and digital resources	3	3,00	0,000
27.	I can develop effective strategies for locating appropriate digital resources	3	2,67	,577
28.	I can describe how my students' understanding will be checked or assessed	3	2,33	,577
29.	I can reflect on the approach and effectiveness of my lesson planning	3	3,00	0,000

Managing the lesson

30.	I can establish and maintain a positive learning environment	3	2,67	,577
31.	I can control the pace and timing of activities	3	2,33	,577
32.	I can respond to unexpected classroom events	3	2,00	0,000
33.	I can explain learning aims and content appropriately	3	3,00	0,000
34.	I can use language appropriate to my students' level	3	2,67	,577
35.	I can use elicitation techniques	3	3,00	0,000
36.	I can check understanding	3	2,33	,577
37.	I can increase my students' talking time	3	2,67	,577
38.	I can give and check instructions effectively	3	2,67	,577
39.	I can use materials effectively in the classroom with appropriate pedagogical strategies	3	2,67	,577
40.	I can provide positive and corrective feedback	3	3,00	0,000
41.	I can establish and maintain classroom discipline	3	2,00	0,000
42.	I can monitor student engagement in order to maintain motivation	3	3,00	0,000
43.	I can signal transitions between stages of the lesson	3	2,33	,577
44.	I can provide feedback on my students' spoken language	3	2,67	,577
45.	I can provide feedback on my students' written language	3	3,00	0,000
46.	I can create groups for a task or an activity	3	3,00	0,000
47.	I can monitor and check learning	3	3,00	0,000
48.	I can encourage interaction with and between students	3	3,00	0,000
49.	I can use technology in the production of teaching and learning materials	3	3,00	0,000
50.	I can reflect on my lesson management, identify strengths and weaknesses, and make adjustments	3	2,33	,577

Teaching language skills

51.	I can conduct vocabulary activities successfully in my lessons	3	2,67	,577
52.	I can conduct grammar activities successfully in my lessons	3	3,00	0,000
53.	I can conduct pronunciation activities successfully in my lessons	3	2,67	,577
54.	I can conduct listening activities successfully in my lessons	3	2,33	,577
55.	I can conduct speaking activities successfully in my lessons	3	2,33	,577
56.	I can conduct reading activities successfully in my lessons	3	2,67	,577
57.	I can conduct writing activities successfully in my lessons	3	3,00	0,000
58.	I can reflect on my strengths and weaknesses in relation to my teaching language skills	3	2,67	,577

Knowledge and skills in assessment

59.	I have knowledge of key concepts and principles in assessment	3	2,33	,577
60.	I can apply the principles and practice of assessment to design tasks for measuring my students' progress	3	2,00	0,000
61.	I can use assessment at different points in the learning process to monitor my students' understanding	3	2,67	,577
62.	I can analyze my students' errors and provide constructive feedback	3	2,67	,577
63.	I can engage my students in self-assessment and peer assessment and develop their self- and peer assessment skills	3	2,00	0,000

Self-perception about the use of the target language

64.	I can use the target language proficiently to provide a good model for students	3	3,00	0,000
65.	I can demonstrate the ability to respond to my students' output in class	3	3,00	0,000
66.	I can demonstrate the ability to identify errors made by my students	3	2,67	,577
67.	I can demonstrate the ability to interact in English with colleagues in a variety of contexts	3	2,67	,577
68.	I can analyze spoken and written language form, meaning and use at sentence level	3	3,00	0,000
69.	I can analyze spoken and written language form, meaning and use at discourse level	3	3,00	0,000
70.	I can analyze classroom language used by teachers and students	3	2,67	,577

4.2.2. Analysis of the Individual Professional Development Plans

The second data collection tool employed to identify the teachers' professional needs was an individual professional development plan written by the teachers after their first self-observed classes. Before the teachers began to teach together, each of them was expected to video tape any one of their lessons, then reflect on their teaching practice. This was a preliminary step to begin reflective practice and raise the teachers' awareness of their strengths, weaknesses and actual professional needs. By that time, only Hülya in the team had done self-observation and reflected on her teaching. Elif and Sevgi, on the other hand, had neither videotaped their lessons nor been observed by a colleague until then.

The individual professional development plan, as noted earlier, comprised four parts that the team teachers were expected to complete. In the first part, the teachers wrote the areas they found or thought themselves to be powerful in their profession. The second part asked the team teachers to write their areas of concern. In the third part, each teacher wrote her professional goals they would endeavor to achieve at the end of team teaching experience and in the last part the teachers determined learning objectives for their students. Based on the qualitative analysis of the

individual professional development plans, the data for the first research question was triangulated with the data from the needs analysis questionnaire to identify the professional needs of the teachers.

To begin with, Elif, in her professional development plan, wrote her areas of concern as "teacher talking time, transition between activities, giving clear instructions" and timing". Hülya, in a similar vein, wrote "timing, transitions between tasks, checking understanding, increasing student participation" and "improving teaching listening skills" as her areas of concern. As the last teacher in the team, Sevgi typed her areas of concern as:

> *I have some problems reducing teacher talking time which also causes some problems in timing while giving instructions (leading to the instructions with full of explanations.*

With respect to their professional development goals, each teacher determined goals that they wanted to accomplish at the end of the study. Elif, for instance, listed her professional development goals as:

> *I would like to increase student participation in my lessons, reduce my talking time and set time and pacing of lessons in accordance with the aims of each lesson.*

Hülya, in concert with her areas of concern, for her professional development goals wrote:

> *I would like to check my students' comprehension by using various techniques… and … help my students choose the most useful listening strategies for the listening texts…*

Furthermore, Sevgi set her professional goals as:

> *I want to improve my ability in the assessment of the students' ongoing progress by checking their understanding and I want to develop an increased understanding of how to teach and how to not teach listening skill.*

Professional development goals indicated that the teachers agreed to improve themselves in the areas of managing the lesson and teaching listening skills. Here, the teachers frequently cited increasing student participation, reducing teacher talking time, managing the time and pace of the activities, checking understanding, and teaching listening skills. It was found that except for Sevgi who wrote, "I want to improve my ability in assessment of the students' ongoing progress by checking for their understanding, the other team teachers, Elif and Hülya, did not refer to knowledge and skills in assessment in their individual professional development plans.

When it comes to the learning objectives for the students, the teachers wrote,

Students will be able to participate and talk more with the help of the lessons which are planned in a more student-centered way and activities in listening and … a meaningful learning can happen with smooth transitions between activities and stages of the lesson (Elif).

Students will be able to analyze the listening passages and synthesize meaningful oral and written texts in given time by themselves or in group work and …detect the key language and organize their notes while listening to a text to solve puzzles, fill in the gaps and produce written or oral language items (Hülya).

Students will be able to be engaged in almost every phase of the lesson and so feel motivated thanks to various uses of listening teaching techniques as well as some classroom management strategies (Sevgi).

The learning objectives also indicated the common areas the teachers wanted to focus on throughout the study. Here, all of the teachers emphasized improving the students' listening skills, increasing the students' participation and motivation in the lessons. It is seen that the learning objectives in each teacher's professional development plan went in accordance with their areas of concern as well as professional development goals. Again, the teachers acknowledged that their focus throughout the study would be on managing the lesson and teaching listening skills.

As a result, the results of the needs analysis questionnaire and analysis of the qualitative data in the individual professional development plans with regard to the teachers' professional needs revealed that the teachers' professional needs could be categorized under three areas: managing the lesson, teaching language skills and knowledge and skills in assessment. Moreover, the common areas emerged from both data collection tools showed that the teachers wanted to improve specifically in managing the lesson: controlling the pace and timing of the activities, checking understanding, giving instructions, reducing teacher talking time, signaling transitions between stages of the lesson, and increasing student participation and motivation, teaching language skills: teaching listening skills and knowledge and skills in assessment: designing tasks for measuring students' progress, engaging students in self-assessment and peer assessment and developing these skills. The below Figure 4.1. illustrates the team teachers' professional needs obtained from the analysis of quantitative and qualitative data in the study:
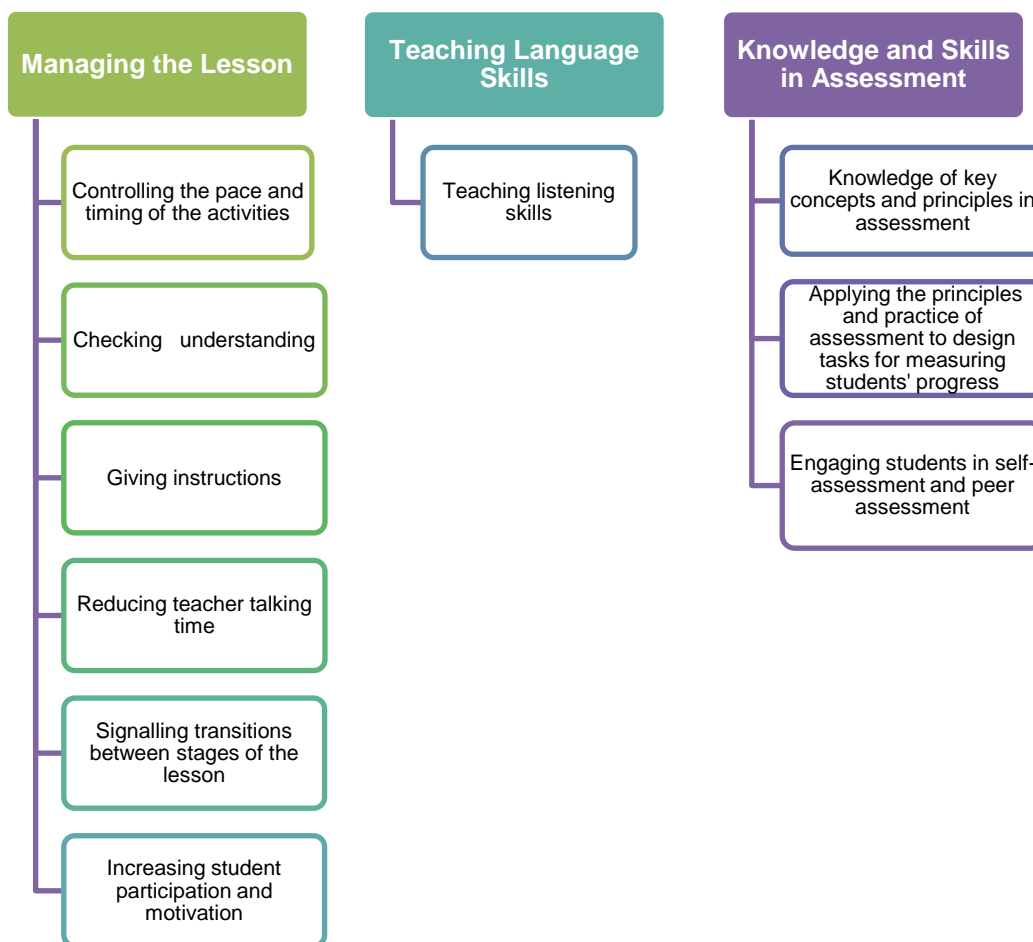
Figure 4.1. The team teachers' professional needs

4.3. RQ2: In what areas does team teaching with a new perspective meet the team teachers' professional needs?

The data for the second research question of the study, *RQ2: In what areas does team teaching meet the teachers' professional needs?* were obtained from the analysis of one-to-one interviews, focus group interview, observation field notes and the analysis of documents and audiovisual materials. In this respect, five main themes emerged regarding the areas that team teaching met the teachers' professional needs: (a) planning teaching and learning, (b) managing the lesson, (c) teaching language skills, (d) engaging in professional development, (e) enhancing teacher collaboration. As displayed in Figure 4.2., the analyzed data produced the

following themes and sub-themes with regard to the areas that the teachers' professionally developed through team teaching.
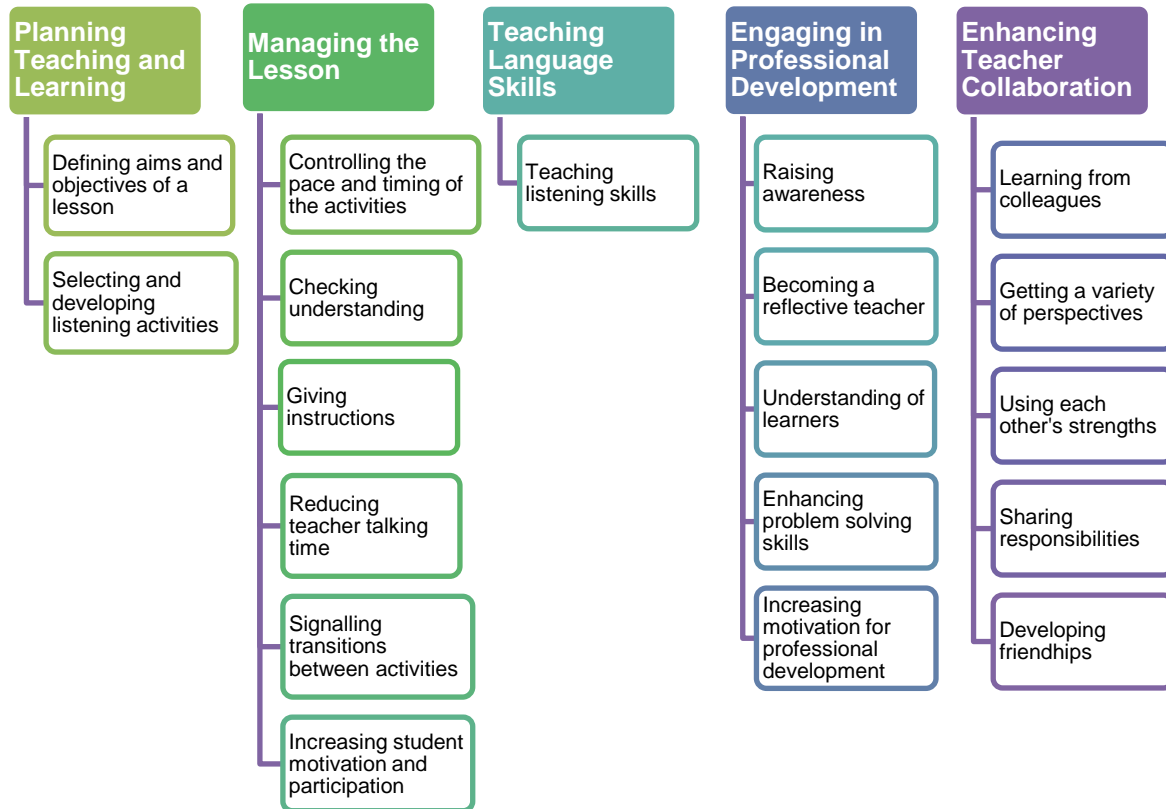
Figure 4.2. The areas of team teaching that met the team teachers' professional needs

4.3.1. Planning teaching and learning

Planning lessons suggests improved quality in teaching and learning. The teacher's defining aims and objectives of a lesson, selecting or designing appropriate materials, setting pacing and time, deciding on interaction patterns between students, describing how students understanding will be checked, what sources will be used can all add to the quality of the profession and enhance professionalism. The analysis of qualitative data proved that team teaching met the teachers' professional needs in planning teaching and learning with regard to (a) defining aims and objectives of a lesson, (b) selecting and developing listening activities.

<u>Defining aims and objectives of a lesson</u>: The first sub-theme emerged regarding planning teaching and learning was defining aims and objectives of a lesson. The teachers said that they had difficulty in distinguishing between goals, aims and objectives of a lesson prior to this study. It was added that they were not aware of the fact that they did not know how these terms differed from one another despite a four-year undergraduate study in the ELT department. However, all the teachers expressed that they showed improvement in this area thanks to the peer support they received and specific focus on lesson planning during the study. As Elif said:

> *Before this study, I used to have some difficulty in distinguishing between the concepts of aim and objective in preparing a lesson plan. The terms seemed quite similar in meaning. Hulya helped me get through it as I was planning the first lesson. She explained the differences between the respective terms, thanks to which I can dare to say I know the difference. I even respected this difference as I wrote this acquisition on my own professional development plan.*

Hülya agreed with Elif in terms of learning the difference between aims, objectives and goals of a lesson through this study. She expressed her astonishment when she realized that she did not know what these terms actually meant even though she graduated from an ELT department. However, she now felt entirely sure what the aim, objective and goal of a lesson implied by means of the study:

> *I noticed that I had not thought much about the difference between aims, objectives and goals of a lesson, which is significant to know in lesson planning. Despite the fact that we had studied them for four years at the university, which was all for the sake of passing exams, we could only realize what they really meant in teaching when we practiced them. Beforehand, there was not much need to consider them as we were just students. Now, every single thing has been settled just like a piece in a puzzle.*

Furthermore, Hülya supported her views in her reflective composition stating that:

> *I had some confusions about detecting the aims and objectives…We learned the difference between lesson aims and objectives and started to prepare our lesson plans accordingly.*

Referring to the same sub-theme in planning teaching and learning, Sevgi believed that she improved to a great extent with her team mates in terms of lesson planning. Besides, she developed a habit of defining aims and objectives of a lesson before she went to her classes after this study. She said:

> *With my teammates, we achieved a great progression in lesson planning by generating colorful ideas and complementing each other every time…It has become a new habit in my profession to think about the aims and objectives of a lesson as well as prepare a lesson plan.*

Overall, all the team teachers acknowledged that team teaching contributed to their professional development with regard to defining aims and objectives of a lesson, by raising their awareness of the difference between the terms and turning lesson planning into a habit in their professional lives.

Selecting and developing listening activities: Another sub-theme emerged from the analysis of qualitative data was selecting and developing listening activities. The teachers indicated that the study broadened their horizons in respect to finding and developing listening activities. They stressed that they were always concerned about what type of activities or exercises to bring to their classes to teach listening more effectively. Prior to the study, they had only a few ideas and activities to be used in class for listening; for this reason, they always remained dependent on the activities in the course book, which bored the students most of the time as they stated. Furthermore, they believed that working as a team provided the teachers with opportunities to hear and learn from each other. This way, they met various and useful listening activities that they could integrate into their lessons. Elif and Sevgi substantiate this in their focus group interview as follows:

> *I used to feel incompetent in finding listening activities. I believe this study has broadened my vision of listening. On the identification of research question, we had a group discussion, exchanged opinions, read many articles, and checked many links about listening. We compared hundreds of different activities, some of which were dictation exercises while others were intended for varying purposes. Actually, we compared a great number of listening activities at this phase. Even now, I have at least 3-4 alternative listening activities in mind. I can employ and tailor different activities. Of course, this is reflected on my professional life. I believe the study contributed to my development in this respect* (Elif).

> *We could tell that students were having trouble with listening, yet I, by myself, could come up with only fairly simple and common activities to overcome this problem. Through this study, I have better learned to produce listening activities suited well to classroom learning... Beforehand, I had a limited perspective in developing activities. Now, I have a better vision of what can be done, with alternatives in mind* (Sevgi).

Analysis of the qualitative data showed that the teachers believed they improved in an area (teaching listening) that they had not focused on thoroughly before. Now that they had conducted particular research on teaching listening, they could find the opportunity to meet new and interesting ideas, exercises, and activities for this skill. They also stated that this new knowledge and experience helped them to design more student-centered activities, which resulted in positive feedback from the students:

> *We had not considered thoroughly on listening, neither had we addressed it as an individual skill. Hence, I believe we have made a great progress in terms of listening*

activities and handling these in a way that benefits students. Now I know very creative listening activities. Although it has been only a short while since the beginning of the study, I started to apply these in my class. It has been a change for the students as well and received positive reactions. I think we develop more effective activities given the fact that we take into account the pedagogical aspects that will serve our purpose as well as the capacity and interests of the students rather than simply following book instructions (Hülya).

It was also pointed out in the team's research report that the new activities designed by the team teachers helped the students feel "more comfortable" and become more interested in the listening lessons, which contributed to their performance in listening:

After each interview with the students, we realized that they felt more comfortable and their interest in listening started to increase. The most important factor to be able to that was designing the materials according to our aim which was to help students improve their listening for specific information skills (Team research report).

When the reseracher's observation fieldnotes for Lesson 2B were analyzed, it was found that the listening activities and activity worksheets were well-prepared, which helped the students practice note-taking strategies. The following was extracted from the researcher's observation fieldnotes on 07.12.2016 while the teachers were team teaching for Lesson 2B.

Warm-up activity turned out to be interesting and a good preparation for the next part of the lesson. First listening activity intended for note-taking (What, when, where…) both proved to be a well-prepared and effective activity that enabled students to make note-taking practice. Many of the students were able to take notes thanks to this worksheet. The second listening activity (schedule preparation) also interested students and facilitated the listening (Observation field notes: 07.12.2016)

Based on the analysis of the transcribed interviews, planning teaching and learning was one of the areas that team teaching met the teachers' professional needs in the study. In particular, the teachers stated that they previously lacked sufficient knowledge and awareness of lesson aims and objectives and did not know to what extent well-planned lessons could improve the quality of lessons. It was also stated that the teachers used to be course-book dependent most of the time with little or no interest in the students' actual interests, needs or learning problems. By means of sharing ideas, knowledge and experience with their colleagues in the team as well as conducting collaborative research on how to teach listening, the team teachers thought that they grew professionally regarding selecting and designing more student-centered and effective listening activities on their own.

4.3.2. Managing the Lesson

There is a number of elements that teachers need to consider and deal with in order to manage lessons effectively. These range from transitions between lesson stages to giving instructions or from teacher talking time to using the voice properly. Other than planning teaching and learning, the teachers also suggested that team teaching improved their skills in managing the lesson with regard to: (a) controlling the pace and timing of the activities, (b) checking understanding, (c) giving instructions, (d) reducing teacher talking time, (e) signaling transitions between activities, and (f) increasing student motivation and participation.

<u>Controlling the pace and timing of the activities:</u> One of the sub-themes emerged from the analysis of qualitative data was controlling the pace and timing of the activities. The teachers said that collaborative lesson planning, setting time and pace of the activities properly was one of their main concerns. Both of the teachers expressed that they were not able to pace a lesson well due to their lack of a habit of lesson planning. Elif acknowledged that she did not stop the activities that were going well on time; as a result, she fell behind her daily program in some of her classes. Hülya expressed the same concern as Elif saying that:

> *I used to have trouble in time allocation for activities in planning lessons. This study showed me that time-effectiveness in planning lessons would serve me well during lessons. I mean I judged this based on group discussions with my fellows and on the implementation. I believe I made a huge progress on it.*

Similarly, she reflected on her improvement in timing and pacing by writing:

> *Timing issue was overcome in the aspects of arranging the activities and lesson plans upon learning how to share roles in group and where to focus on in the planning process, so I started to allocate sufficient time for activities in class.*

As stated earlier, the teachers believed that they improved their skills in controlling the pace and timing of the activities through team teaching. By planning, teaching and reflecting collaboratively, they learned how to set time for and control pace of each activity in their classes, which also enhanced their skills in planning lessons and adherence to their lesson plans:

> *We worked on timing and pacing a lot in this study. For each activity, we allocated a certain amount of time and we tried to stick to it. This was something that was not good at previously. For instance, when an activity was going well in class, I did not use to stop it. Thus, I always fell behind my lesson plan. But now, I work hard to stick to my lesson plan and try to be more conscious about time management in class (Elif)*

Two of the teachers in the study reported that they developed a habit of controlling the pace and timing of the activities in their lessons thanks to team teaching. They stated that they became more conscious of its significance when planning and teaching in collaboration with their colleagues.

Checking understanding: The next sub-theme emerged from the data analysis is checking understanding. Based on the analysis of quantitative and qualitative data for the first research question, "*What are the team teachers' professional needs?*", it was reported as one of the professional needs of the team teachers. Checking understanding is essential for teachers to understand what their students already know and what and/or whether they have learned. The team teachers admitted that despite being aware of its importance, they used to avoid checking understanding in their lessons. In line with this, Hülya said that she learned there was a need to check understanding after each activity without having sharp transitions. She also added that receiving feedback from students in order to check understanding was among the things she learned with the help of team teaching. She elaborated on this saying:

> *As I observed during implementation, checking understanding is very important. Although I knew this before, I somehow skipped it. I understood that it should be done in the aftermath of each activity. Now, I try to avoid a sharp transition between two activities and receive feedback to ensure their learning. I can say that I learned how to do it.*

Sevgi reported her development in a similar way emphasizing that she used to avoid checking whether her students understood the topic or not, and skipped to the next stage of the lesson without making sure her students' thorough understanding. She said:

> *Probably, most of us proceed with the next section without checking students' understanding as we go through the stages regardless of the allocated time for that stage. I used to proceed without checking, though I could manage a good transition. Now, this study taught me how important checking understanding is, otherwise you cannot entirely ensure students' learning.*

One of the teachers, Elif, in her reflective composition, referred to checking understanding as "evidence of learning" and she wrote with regard to her development in this area as "another point I realized was that checking the students' understanding was an indispensable part of this process as it was the evidence of learning, but I was not aware of that crucial fact before the study".

In lesson report 2 (A-B), Sevgi reflected on checking understanding and noted that in the first lesson (2A), the team teachers forgot to check understanding although it was written on the lesson plan. They showed the answer key to the students before making it sure that all the students understood well. As a result, the students were not able to answer the questions. Then in the revised lesson (2B), the team teachers asked the students some comprehension questions to check their understanding, which, they stated, helped the students answer the questions:

> *… we did not elicit the answers from the pairs first in contrast to the lesson plan (actually we forgot it) but we showed the answer key on the slide. Therefore, it could be said that we did not check the students' understanding. As a result, they could not answer the questions that we asked after the answer key was shown on the slide, and we as teachers did not have any idea about what they knew in fact because we could not see the evidence of learning. However, in Lesson 2B, we revised that part by eliciting answers one by one and then checking them on the slide. This time the students were able to answer the comprehension questions that were asked by the teachers about the schedule as in Lesson 2A.*

At the end of her lesson report, Sevgi referred to checking understanding, too. She wrote that she would check understanding in all her lessons in future because she realized that "it was closely associated with the aims" of the lessons. She also believed that in order to see if a lesson "reached the aims or not", it is critical to check understanding. Besides, she hoped that this awareness would benefit them a great deal in their profession:

> *…a major key point is to check understanding issue I think, and I was able to see how it is important when I compare the first (lacking it in fact) and second lesson, so I will always take this key point into consideration not just in the next lesson but in every lesson. Actually it is closely associated with the aims we set for the activities because we are checking in fact if we have reached the aim or not. And I strongly believe that we will gain a lot with all this awareness.*

Elif, similarly, touched upon the team's deviation from the lesson plan in Lesson 2A and stated that it resulted in having no evidence of learning as well as "underachievement" of the students in the next activity. Realizing this, the teachers decided to put particular emphasis on checking understanding and observed that most of the students' understood the lesson better in Lesson 2B :

> *In Lesson 2A, we made a departure from our plan and instead of eliciting the answers from the pairs first, we showed the answer key on the slide. Thus, we didn't have the chance to see the evidence of learning. We asked some comprehension questions afterwards, but we didn't get sufficient answers. This situation even led to underachievement in the post-activity. In Lesson 2B, we elicited the answers one by one, then checked them on the slide, and later we asked comprehension questions about the schedule. The answers we got showed that most of the students understood what they did.*

Further, in their team research report, the teachers reflected on their professional development with regard to checking understanding as follows:

> *Another important point we learned is the fact that understanding should be checked after each stage of the lesson, which provides us with a healthy type of scaffolding as it reinforces every step in the progress and makes us feel sure about the students' learning* (Team research report).

In the above excerpt, the team teachers made clear how their awareness increased and their practice changed in terms of checking understanding. They believed that it contributed to the reinforcement of learning process and helped them to be sure of their students' understanding and learning. According to the teachers' verbal and written accounts, the study helped the teachers see the importance of checking understanding for successful learning to take place in class as well as to change their teaching practice for the better.

Giving instructions: Giving simple and clear instructions and checking whether students understand what they are expected to do is an integral part of managing lessons for most teachers. Giving and checking instructions is another sub-theme that data analysis produced and another area in which the team teachers said they improved with the help of the study. Here, the teachers specifically put emphasis on the impact of observations and constructive feedback from the more knowledgeable other for their professional development. It was reported that previously the teachers used to keep their instructions either too long or too complicated for students to understand. They tended to believe that repeating the same instructions more than once might lead to better understanding. Another problem stated by the teachers was that they didn't provide their students with sufficient time to understand what was said by the teacher. Instead, they immediately repeated the instruction without checking understanding. Elif said:

> *Giving instructions was an area in which I felt insecure. After we recorded and watched ourselves, I made sure of that and I believe I made progress in this field. When students have any difficulty in understanding the instructions, we should either write down or let them read the instructions or put them in more simple words, and wait for a while to let them absorb. I can say that I have learned through feedback we received and self-observation to allow student some time to comprehend because when we wait for a while, at least 3-5 students understand. It takes time to settle. I mean I learned to allow this time and wait for a while, avoiding an immediate interference.*

Sevgi believed that she had now her own ideas about how to give instructions. Formerly, she was in the habit of keeping her instructions story-long, which caused her students to get lost upon hearing the instruction. She said that peer observations

and exchanging ideas and experiences between the team members helped her learn how to give instructions effectively:

> *I now have ideas about how to give instructions. Before that, I used to give instructions in five minutes like telling a story and students failed to follow. Now I know how to proceed step by step. I observed my teammates as they gave instructions. In the preparation stage, we discussed together and exchanged ideas on "how to give instructions" and "how to improve ourselves". Hence, I developed myself in giving instructions* (Sevgi).

Elif reflected on the team's improvement in giving instructions in her Lesson Report 1. She wrote that in Lesson 1A, the instruction was not very effective; therefore, the students could not fully understand what they were going to do. Upon revising the lesson in the evaluation phase, they agreed to provide the students with a clear instruction followed by checking understanding:

> *In lesson 1A, the instruction was very short and quick. After showing the main idea questions to focus on, we directly started the audio. We only said "We will listen to an interview". As a result of this, the students seemed a bit confused when they started listening. For that matter, we revised the instruction and transition part of this activity. In lesson 1B, we explained that the listening would be an interview between a researcher and a forensic scientist. Also we made students guess what kind of questions and information could be in the interview. Students were ready to identify the information in this way. We didn't check their understanding in lesson 1A, so it was a good improvement for this lesson.*

Hülya wrote in the same way as Elif in her Lesson Report 1 and evaluated Lesson 1A in terms of giving instructions, checking understanding, transitions and timing. She elaborated on this:

> *…we had issues in giving instructions, checking for students' comprehension, provide smooth transition between the activities and timing, thus we could not totally apply what we had planned.*

Then, she wrote that Lesson 1B was an improvement in many aspects and giving instructions was one of them. She believed that feedback from the students and watching the videotape of the lesson helped them change the same lesson for the better. The instructions in Lesson 1B were given clearly enough with less teacher talking time. This lesson was an improvement in terms of giving instructions among many other aspects according to her reflection for Lesson 1A and 1B:

> *On account of the previous weaknesses in the first lesson, we had an intense revision of the same lesson plan before we start the second lesson practice. Considering the student feedbacks and watching ourselves in the video recording of the first lesson with peers, we discussed and rearranged the activities, the timing of the lesson and the role share between me and my new team partner by emphasizing more smooth transitions, comprehension check and clear instructions with less teacher talking time. As a result of our gathering for revision, we had our second lesson almost just as we had planned and expected* (Hülya).

Besides, she reflected on the lessons she learned from her experience in Lesson 1A and 1B with regard to the significance of giving and checking instructions and how it could affect learning as follows:

> *…above all, there have been numerous inferences that I make. One of the main ones is that not giving clear instructions and checking for student's understanding will hinder the upcoming activity from functioning, since it is impossible to put another brick in the wall before making it sure that student are done with the building of the previous knowledge and ready to use what they learned in the next activity.*

In Lesson Report 2, Sevgi stressed the improvement of the team in terms of giving and checking instructions in Lesson 2A. She described their performance as a "successful" one upon noticing that the students were able to make predictions about the worksheet with the help of the team teachers' instructions. The instructions in Lesson 2A, she wrote, were so effective that they did not see any point in revising them for Lesson 2B. She wrote:

> *…by completing five w's chart for listening for the gist, actually we were really successful in explaining the related worksheet and checking what they were going to do by making them guess the related columns, so the students were able to understand what they were supposed to do before the listening in Lesson 2A. Therefore, there was no need to revise the instruction part for Lesson 2B.*

The teachers also appreciated the support from a more knowledgeable other, whose feedback, they believed, helped them improve their instructions. Elif and Sevgi shared the same opinion and underlied the value of the feedback from a senior teacher for their development in terms of giving instructions. The analysis of their reflective compositions demonstrated this in the following:

> *Giving clear instructions became an area in which I started to feel more confident. The feedbacks we got from each other and more knowledge other contributed a lot and I could develop strategies like giving step by step instruction when needed, keeping it simple, the correct position in the classroom etc* (Elif).

> *….improving in giving instructions (observations and senior teacher support observing team-teaching lessons contributed me –as the team teacher- a lot by having the chance to see the overall classroom practice from an outsider perspective, in giving instructions for example. I observed the way my teammates was instructing as well as getting some support –from a more knowledgeable other- about such strategic points that while giving instructions we should stand on the same point where each student has the opportunity to see us clearly as teachers (Sevgi)*

Besides, the more knowledgeable other indicated the teachers' improvement in giving instructions on her observation notes for Lesson 2A-B as follows:

> *…instructions were very clear-the instructor makes sure the students understood…after giving the instructions, you wanted the students to explain what they understood/ what they would do; this was a very good idea and also you wanted them to guess /predict what they were going to hear while checking the handout, this was also very helpful.*

As a result, all the teachers were of the opinion that they became better at giving instructions through observing each other in the lessons, receiving feedback from a more knowledgeable other as well as having discussions between the team members. They emphasized that their instructions eventually became simple and clear with less teacher talking time. It was also stated that the teacher's position in the classroom while giving instructions was another point they became aware of in the study.

Reducing teacher talking time: Teacher talking time was the next sub-theme that was obtained from the analysis of data. The amount of time teachers speak in class and whether and how it could be reduced is frequently debated. To be able to provide students with more time to speak in class, teacher talking time is suggested to be kept minimum with the highest quality. All of the teachers in the study reported that through observations they realized that they were talking too much in their classes without giving students much chance to speak. It was also stated that the problem with teacher talking time was solved to great extent when they, their classes and activities became more focused on students They thought that they gradually reduced their talking time despite not being thoroughly solved it. They reported that when students did not speak in class, the teachers used to break the silence by speaking more than the students. They became aware of the fact that their talking time was too much and it was one of the areas of concern to them prior to the study. Elif, in the fifth one-to-one interview, said:

> I used to think that I had trouble with teacher talking time as many others did. I saw this in my first lesson. As a matter of fact, when students remain silent, we try to fill the silence. In this respect, I learned to keep students in focus and hence, talk less. I cannot claim to be fully competent but I made a huge progress and developed myself.

Hülya underlined the fact that the students needed to be provided with sufficient time to be able to understand what the teacher said. Instead of speaking incessantly to stop the silence in class, the teacher should wait until she received a signal from the students, a response or a gesture to decide whether more teacher talk was needed or not. She said that in team teaching lessons, she paid particular attention not to speak too much if she noticed that her partner did so. Therefore, she believed that she got better at reducing teacher talking time:

> I believe I became better at arranging my talking time. To illustrate this, even when my partner had the mentioned issue, I preferred not to talk more to balance the

talking time if I thought adequate guidance the students needed were provided by my partner.

Sevgi put emphasis on the importance of team teaching and preparing student-centered activities which could help reduce teacher talking time. Even when her students kept silent, she thought that she "learned not to talk much as a teacher":

I learned not to talk much as a teacher even if all the students kept quiet by designing more student-centered lessons and activities with the team, so I was able to reduce the amount of my teacher talking time to a great extent.

Elif wrote that she achieved progress in reducing her talking time by keeping the students more active in her lessons and decided to concentrate on this problem after she observed her own class:

After watching myself, I saw the huge amount of it, and I focused on reducing my talking time in each stage. My solution to overcome this problem touched on another important need of mine. To be more student-centered and to set activities making students more active during the lesson gave less chance to talk to me, more to the students.

In this regard, data analysis highlighted that team teaching met the team teachers' professional needs when teacher talking time was taken into consideration. It was particularly emphasized that all of the teachers used to suffer from too much teacher talk in their classes and they were in the habit of speaking when the students were silent in the lessons. Later, it turned out that teacher talking time could be reduced to a great extent as long as the lessons were designed in a more student centered way and the students were motivated to participate in the lessons. Additionally, the teachers should offer students adequate time to understand what the teacher was saying, in the course of which the teachers remained silent until they received response from students.

Signaling transitions between activities: Signaling transitions between activities in the lesson was stated as one of the areas that the teachers showed progress in. To illustrate, Elif thought that she used to feel concerned about the transitions between activities in her classes before this study. Thanks to team teaching, she said that she learned a lot by exchanging and generating ideas with her teammates:

Before this study, transition between lesson stages and activities used to concern me. But as a team, we have produced literally a great number of ideas, and I feel more competent in this field. I mean now I can say "this is how I can proceed as I go through the stages". In this sense, teamwork has been very useful for me.

Below Figure 4.3. was a slide which was retrieved from Elif's individual presentation she prepared for the in-house ELT event. As illustrated on the slide, Elif shared with her colleagues what she learned professionally with the help of team teaching. She shared her professional development plan on the slide in order to show the areas she improved by putting a tick next to them, whereas for the areas she thought she did not improve much by putting a cross. It is clearly seen that Elif thought that she could improve herself regarding teacher talking time, transition between activities as well as giving clear instructions. On the other had, Elif thought that she did not show a lot of improvement in terms of timing.
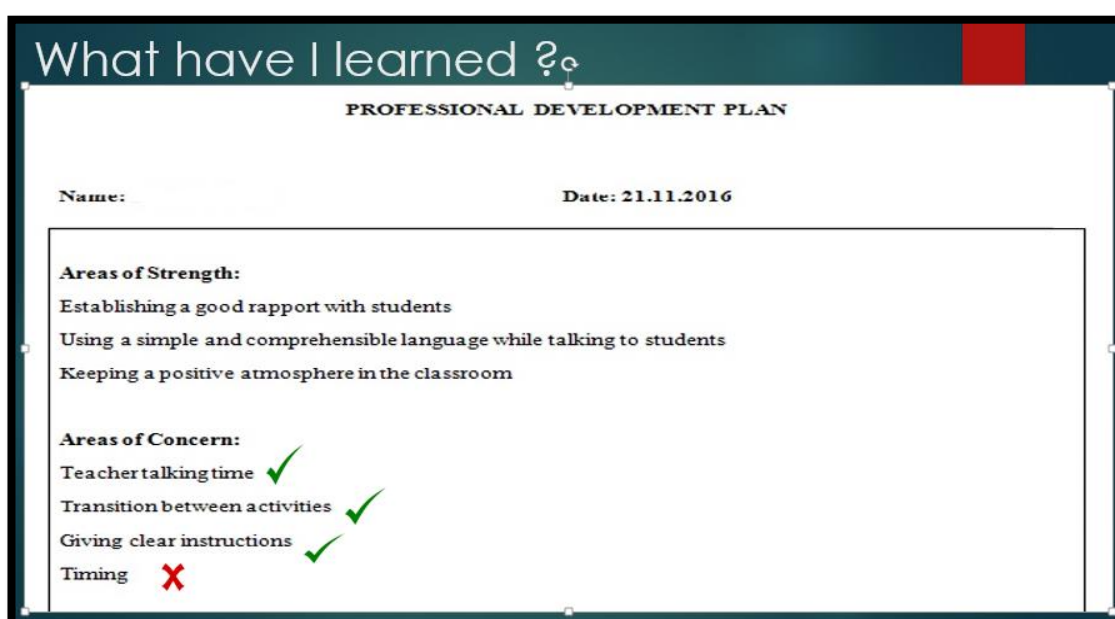
Figure 4.3. A slide from Elif's presentation displaying her areas of improvement

In the same vein, Hülya and Sevgi agreed that team teaching improved their skills in signaling transitions between activities. They stressed that they improved this skill to a great extent together due to the constant sharing of ideas while designing activities during lesson planning, which made them feel as if they became creative play writers:

> …We write activities together like play writers and make up stories for transition, which have been useful for my transition skills, i.e. "now we can say this and then skip to that part, which I believe would be very good". I believe that I -with my teammates- achieved a great progress in the transition between the stages or the activities of the lesson (Sevgi).

Furthermore, the teachers agreed that they "turned into creative minds" who began to produce activities that could engage students more into the lessons as well as improve their skills in transitions between those activities. They wrote:

….we achieved great progress in the transition between the stages or the activities by turning into more and more creative minds each day resulting in producing activities, even attention-getting ones at once (Team research report).

Hülya added that she realized one of the reasons that students felt lost in a lesson was the transitions which were not powerful and effective enough. She believed that later the lessons became much easier to follow for the students thanks to the smooth transitions she learned to make with her team mates:

I believe I have learned the necessity of a smooth transition between two activities. I did not use to pay this much attention on and appreciate the importance of transition. One of the reason why students fail to follow lesson delivery is unsuccessful transition… For the transition issue, as a team we started to think about activities to signal the beginning and ending of each stage more natural, thus, making the lesson easier to follow (Hülya).

In sum, the team teachers all admitted that team teaching contributed to their skills in managing lessons in terms of signaling transitions between activities. They acknowledged that they weren't aware of the significance of smooth transitions to focus the students' attention between different stages and activities of the lesson prior to the study and team teaching added to their professional development in this area.

Increasing student motivation and participation:

The students were repeating the English Preparatory Program for another year and they lacked motivation to attend and participate in classes (Team research report).

The excerpt was taken from the team research report, from the part where the team teachers provided information about the context of the study. The way the students were described by the teachers clearly portrays that student motivation and participation in the classes was below the teachers' expectations prior to the study. Similarly, in lesson plan 1B, the teachers gave details about the students writing that "this is a repeat class of 15 students with A2 level of English. Most of the time they do not want to participate in the activities due to the lack of motivation". In other words, the teachers expressed their dissatisfaction with their students' lack of motivation and participation. Notably, for lesson plan 2A, the teachers wrote for the students in the same classroom: "this is a repeat class of 15 students with A2 level of English. They had a team teaching experience before, in which it was observed that student participation was high". It can be inferred that even after one team-taught class, student participation, according to the team teachers' observations, got higher. Below Figure 4.4. was taken from the teachers' lesson plans 1A and 2A

to illustrate how they described their students and their motivation in class description part:

Figure 4.4. Description of the students on the lesson plan 1A and 2A

Increase in student participation and motivation was also underlined during the interviews by the teachers. Elif reported that before the study began, they were concerned whether two teachers in the classroom could distract attention of the students. Later, she stated, the students made positive comments regarding team-taught lessons. The students reported that the lesson was engaging and there was not any minute in which they felt disengaged.

> *In the first place, we were concerned whether our students would be distracted. But they did not. They all said "We could not sleep; the lesson never gave a break. I believe team teaching proved to be more to the benefit of students" We led them through one stage to another with increased motivation during the lesson before they knew.*

Elif, further, added that the listening activities developed by the team added to the student participation in the lessons, which also contributed to the teachers' professional development as they realized that the better the lessons and activities were planned, the more students interacted with each other, participated in the lesson and produced language:

> *We researched, learned and created many listening activities which were really helpful and extraordinary. These activities increased students' participation a lot, so*

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> *I saw that well-prepared lesson plans and activities involves everyone into the lesson. We proved that the more student interaction, the more participation and production. We all realized in both lessons that having 2 teachers in the classroom increased motivation and participation of nearly all of the students.*

In addition, Hülya appreciated both the team's decision to group the students in four and the activities they developed. These seemed to play an important role in increasing student interaction, participation as well as their motivation to have more team-taught lessons in the future:

> *The fact that students were seated in clusters provided more interaction than I expected. Students who do not actively participate in lesson did many things. While typically they are the help-receiving side, this made a miracle effect on them. I think the activities we developed further triggered student-student interaction such as role plays. As they prepare for role playing, all those processes such as dialogue preparation, questionnaires etc. pushed them inevitably to speak. Some students expressed that "Teacher, may we please do this activity next semester again".*

Referring to the advantages of team teaching in her reflective compositon, Hülya mentioned that the students got used to having team teaching lessons, which could be proved by looking at their attitudes and participation. Also, the presence of more than one teacher in the classroom helped keep the students on task as well as participate more:

Our lessons started to be more natural and reasonable for my students, and their participation and attitudes towards my lessons were my evidences for my claim. Another advantage of team teaching was almost ensuring a lesson in which you can make students on task with supervision of more than one teacher in a lesson. I observed that students had no other chance but participate, for they had no place to be distracted and were always on task while under control of multiple teachers at the same time. Since many teachers in a lesson means more interaction, depending on students' reactions and success, team teaching technique was proven as capable of applying more realistic and thus useful role-play activities with both teachers and increased student's participation.

Below Figure 4.5. displays a slide from Hülya's presentation in the in-house ELT event and what she shared with her colleagues regarding her professional development. As it can be seen on the left hand side on the slide, Hülya referring to her professional development plan showed the areas of progress in every concern of hers. It can be seen that in addition to task transition, checking understanding, improving her teaching skills in listening, she believed that she learned to have more

students participate in the lesson by using role-playing and interesting materials in classes.

Figure 4.5. A slide from Hülya's presentation displaying her areas of improvement

Regarding increasing student participation and motivation through team teaching, Sevgi did not say otherwise. She believed that increased motivation came first in terms of student gains from team teaching. Her classes used to lack motivated students previously. Later, the students shared that their concentration was not broken a moment and they listened to the entire lesson with the help of two teachers with full of energy as well as effective activities.

> *To my observation, the biggest benefit has not necessarily been the language acquisition but the motivation. Student motivation has dramatically increased. My class in particular used to have serious motivational problems. We even managed to attract them. In their own words: "with two teachers in the class, I cannot rest my head on the desk and sleep, so I happened to listen to the teacher." I recently received such a comment from a student who sleeps in the class and choose not to participate in the lesson despite being a good student: "It turned out that I did not sleep when the activities are good and the teachers are energetic". Presence of two teachers means energy. Task-based activities increased student participation, which resulted in more active learning.*

At the end of the study, the team teachers emphasized their having enhanced student participation and motivation by means of team teaching in the team research report once again. As opposed to the earlier descriptions of the students, who were not motivated and engaged enough, the students were reported to have increased motivation and participation with two teachers teaching the same class at the same time:

> *With all these experiences at hand, we recommend to integrate Team-teaching into productive skills as speaking and writing, which require high student participation. We all believe that it will work very well as having two teachers in a class makes students stay more engaged during the lesson and provide opportunities for teachers in terms of monitoring, which might result in high participation and motivation.*

With reference to managing the lesson, it was found that team teaching met the teachers' professional needs in the preceding areas. In their research report, the teachers reflected on their development in managing the lesson writing that:

> *When it comes to what we –as teachers- learned during the research, we all realized that we were able to reach our goals, to a great extent, in our individual development plans that we created at the beginning of our professional development. To illustrate, some of us had problems in reducing teacher talking time resulting in a sequence of instructions rather than waiting for the students to speak. Some were not good enough at setting a time limit for the activities, which required much more time than the students needed. Also, we all had some questions about how to make good transitions between different stages of the lesson. With team-teaching, we had the opportunity to improve ourselves especially in managing the class by the use of effective instructions that tell the students what they were going to do step by step in specific…. Observing team-teaching lessons contributed us a lot by giving the chance to see the overall teaching practice from outside. We also had the opportunity to learn –from a more knowledgeable other - such crucial points that while giving instructions we should stand on the same point where each student has the opportunity to see us clearly as teachers. In addition, we learned not to talk much as a teacher even if all the students keep quiet, so the problem of teacher talking time was reduced to a great extent thanks to team-teaching* (Team research report).

In the following sections, the results emerged from the analysis of data, which will demonstrate other areas the teachers professionally improved in, are presented. The next section will focus on teaching language skills.

4.3.3. Teaching Language Skills

Teaching language skills encompasses the teaching of the four skills: listening, speaking, reading and writing. When the data were analyzed, it was found that teaching listening skills was one of the areas that addressed the professional needs of the teachers' in particular. In the following section, how team teaching improved the teachers' teaching listening skills will be presented.

4.3.3.1. Teaching Listening Skills

As a result of the data analysis on the teachers' professional needs for the first research question: *What are the teachers' professional needs?*, it was seen that teaching listening skills was reported by the teachers as an area in which they wanted to improve. In line with this, data analysis for the second research question: *In what areas does team teaching meet the team teachers' professional needs?,*

revealed that prior to the study all of the teachers felt insecure about teaching listening skills. They thought that they were not able to suggest a variety of listening activities and strategies to their students in class. Instead, they used to follow the text book and could merely suggest watching videos, listening to a passage repeatedly or taking notes. However, it was stated that with the help of research focus on teaching listening in team teaching, they could find the opportunity to read about and learn the ways how to teach listening more effectively. In this regard, the team teachers described how they improved in terms of teaching listening skills as follows:

> *Listening was an undiscovered area in which I was not quite knowledgeable about what to do and unable to go beyond the book but rather stick to its content. I never dared to introduce a change. I only tried to integrate a video especially into lead-in part so that students can listen to a native speaker, and encouraged them to listen to music, watch movies with/without subtitles for the sake of native language exposure. I did not exert any extra effort. This study enlightened this area for me. We found and read many articles regarding listening. We saw what we can do in listening lessons. I believe it contributed me in this respect* (Elif).

> *In the past, I never made a change on listening activities in the book. Each activity is comprised of discussion, vocabulary and listening parts, followed by a post-activity. However, I never attempted to introduce a different course of progress but stick to the original course of delivery in the book. Now, I can say "I may change/adapt this activity; it will be better". The study enriched our perspective in this respect, too. I got angry at myself for not thinking these things about listening before; I might have done these before... No need to bore students in class* (Hülya).

> *I always resort to note-taking to teach listening. Sometimes I failed even to apply note-taking exercise due to lack of know-how. Either by "fill in the blanks" type of exercise or what? Should the blanks be filled with words or phrases? In fact, I realized that I did not know how to teach listening. This study contributed me a lot in this respect* (Sevgi).

The team teachers agreed that the new worksheets they collaboratively designed to teach listening were also helpful for the students to listen more effectively and participate more actively in the lessons. These activities involved "visual aids" and "graphic organizers" as well as real-life elements which provided a lot of guidance for listening to the students:

> *We saw that students were more interested in the worksheets which had visuals aids and graphic organizers; namely well-guided materials. These materials also helped them organize the information they heard easily while they were listening. They should not only make the information categorized but also provide visuals that explain what this categorized information means. In this way, the students are guided about what they are going to do during the activity, which is really important in terms of getting involved as an active participant in the activity….. with emphasis on meaning in addition to the organization of materials in the activities, the students could turn into active participants rather than passive recipients. When the activities include real-life connections, they become more meaningful for the students, which make them stay more engaged throughout the lesson* (Team research report).

Sevgi, in her lesson report 1 reflected on the students' performance during listen for the main idea part. This part of the lesson was taught through an information-gap activity. The listen for specific information part in the same lesson was conducted by means of a worksheet with visuals. She said:

> …the information gap activity of listening for the gist was really good in both classes because the students were impressed in pairs when they became aware of the information gap issue and started to fill in the paper with enthusiasm, which made the pair work more useful in terms of the students.

> …the second activity of listening for specific information with guided pictures on the worksheet worked better than I thought in fact because the students were able to catch the correct points that we were not expecting them to do so.

Similarly, Elif reflected on Lesson 2A and B and how the integration of a Wh-chart into the *listen for main idea part* encouraged the students to organize information and make correct guesses about the listening passage. She wrote:

> Our lesson continued with a note-taking activity as a part of listening for main idea. We used a -wh words chart to help them organize the information they hear. We made them guess what can come to each column (where, what etc.) before listening in each lesson. Guessing made students clear about their aim to listen and raised their attention.

On the other hand, Elif, for the same team-taught lesson, reflected on the things that did not go well while teaching listening and what she had learned from this experience about teaching listening skills more effectively:

> In Lesson 2A, the students listened to the entire recording, but it was a bit long. Because of that, some students got lost. That's why we divided the recording into two parts in Lesson 2B. We stopped it after the first part, and then students were asked what they heard so far. Second half of the recording was played after making sure that they were clear enough. When we compared students' charts in Lesson 2A and 2B, it was obvious that they were able to fill it more successfully when the recording was in two parts. Students were more engaged in Lesson 2B because of the same reason.

Taking all this into account, it can be suggested that team teaching provided the teachers with a new perspective on teaching listening. It was reported that it was like a black hole, because of which they always felt lacking confidence and ideas. But, after team teaching, within the scope of their research question, they collaboratively researched, learned and used the ways and techniques through which listening could be taught more effectively. Moreover, they realized that the better the activities were, the more active, interested and successful the students became in the lessons. Thus, it is possible to say that teaching listening skills is one of the areas that met the teachers' professional needs in the study.

4.3.4. Engaging in Professional Development

Data analysis of the interviews and documents indicated that team teaching helped the team teachers engage in professional development by means of (a) raising awareness; (b) becoming a reflective teacher; (c) understanding of learners; (d) enhancing problem solving skills; (e) increasing motivation for professional development.

Raising awareness: Awareness is a preliminary stage towards professional development. The team teachers all reported that this study raised their awareness of themselves as teachers as well as awareness of their professional needs. Through the steps they took through team teaching, they became aware of the fact that they were not the same teachers as they believed or thought to be so. It was frequently cited by the teachers that reflective papers and observations, in particular, offered the opportunity to realize who they really were. It was repeatedly stated that the teachers did not know what kind of teachers they were in class until they watched their videotapes, thought about their teaching philosophies and wrote lesson reports. It is also revelaed that the study provided the teachers with the chance to become aware of their strengths and professional needs. In a one-to-one interview, Elif said that the study was helpful for her to know her real self. She realized that the way she described herself as a teacher did not really match who she really was in class. For example, in her teaching philosophy, she wrote that she was a student-centered teacher. However, after she observed her lessons, she saw that she kept teaching the lesson despite noticing that her students got bored of it. She said:

> *Well, that is team teaching. But who are you? This study served rather a self-realisation and self-awareness purposes. As a matter of fact, I checked whether what I wrote reflected the reality or was exaggerated. I indicated to be a student-centered teacher. I sincerely tried to be one, but I remember forcing students to continue even if they were bored. I questioned whether I conflicted with what I indicated as my teaching philosophy in such situations. This study raised our self-awareness.*

Sevgi, in a similar vein, mentioned that she realized that she was not the same teacher in class as she thought she were. Not until she observed her lessons was she aware the fact that she did not do any task-based lessons. She expressed her ideas about how this study raised her awareness of herself as follows:

> *I realised that I am not the teacher I thought I was. I compared my teaching philosophy with my lesson report and video. I asked myself "Am I acting in consistent with what I argue?" It turned out that although I support a task-based activity approach in theory, there were activities I failed to do so in practice and I was not*

even aware of it. In my teaching philosophy I indicated that I was student-oriented. Most of them were ideas I supported, yet I could put into practice only half.

Furthermore, Hülya supported what Elif and Sevgi emphasized by stating that she realized the things she thought to be going well in class in fact did not go that way. On the other hand, she became aware of her strengths and noticed that she was good at developing materials relatively faster than her colleagues. In addition, she realized that her knowledge and skills in technology was also better than her colleagues. She said:

I came to realize that the things I thought going very well during my lessons were not in fact so when looked from the outside. This awareness enabled us to go one step forward at once. Furthermore, I did not know that I am faster in delivering materials compared to the other instructors. This study made me see it. Also, I saw that I am one step ahead of my colleagues in terms of the use of technology. I was not aware of it before this study.

In her reflective composition, Hülya wrote about the benefits of "weekly meetings and sharings" to raise awareness. She wrote that the points that she had not considered before were discussed in those meetings with her team mates and she believed she was enlightened about herself as a teacher. She expressed her ideas in her reflective compositon as follows:

Some points that I should develop was not even in my mind, but came out after we started our weekly meetings and sharings. All those enlightenments showed me that I was not considering much about students' perspectives in my lessons even though it is one of the main professional requirements of a language teacher.

It was also suggested the team teaching raised the team teachers' awareness of their professional needs. Elif said that she was able to notice her weaknesses as a teacher thanks to self-observation and feedback she received from her teammates. Formerly, she did not know that her teacher talking time was a lot and she was repeating the same instruction over and over again. However, observing her lessons and receiving feedback from her colleagues was helpful to reflect on her real professional needs. She stated:

Thanks to my colleagues, I happened to see my deficiencies and wrong-doings I could not notice on my own. It may be sometimes as simple as a body movement, behaviour or manner of speech. We received feedback on each one of them, which helped me understand and review my actual needs. Besides, though I knew I had some problems with teacher talking time, I did not think it was as irritating as that. But when you watch, you understand what you really need in professional sense (One-to-one interview).

I used to repeat the same instruction in a different way most of the time. I used to feel the need of speaking if there was silence in the classroom or students didn't give any response. I have realized that I had more professional needs after a short while we started the study (Reflective composition).

In her reflective composition, Hülya addressed how self-observations and weekly meetings of team teaching raised her awareness with regard to her professional needs which she had not realized before. She noted:

> *After watching myself, I realised I was not paying attention to the significance of transitions between the activities. I realised I did not spend enough time on warm-up activities, thus, I did not use to attract my student's attention enough to maintain their engagement for the rest of the lesson. Some points that I should develop was not even in my mind, but came out after we started our weekly meetings.*

Sevgi mentioned that team teaching gave an opportunity for self-observation, which raised awareness of one-self. As she had never observed either herself or a colleague in class before, she understood that she did not know what she needed professionally. She said:

> *Team-teaching enabled us to observe ourselves and assess our professional needs. We had never had the chance to sit down and watch ourselves or our colleagues to see how they were delivering the same material. Apart from that, my teacher-talking time was too long. I saw this when I watched myself. For instance, when I asked a question and received silence in return, I used to try to fill the silence without giving the answer, supposing that they needed help. It turned out that I could not think in a student-oriented way because I spoke myself, acting in a teacher-oriented way. Hence, when I read my teaching philosophy again, I understood that what I wrote was very important but remained in theory.*

In this regard, data analysis highlighted that team teaching raised the teachers' awaress of themselves and their professional needs. It was frequently stated by the teachers that observations, reflective compositions and feedback received from colleagues contributed significantly to their understanding of who they really were and what they needed to focus on to be able to improve in their profession.

Becoming a reflective teacher: It was also seen that team teaching met the team teachers' professional needs in terms of becoming reflective teachers. Before they conducted team teaching, the teachers stated that they were not in the habit of looking at themselves with critical and reflective eyes. Engaging in reflective process, the team teachers began to question themselves as well as their teaching practice. Elif pointed out that with the help of team teaching, she started to ask herself questions she had never asked before. She said:

> *I realized that I started to question myself in terms of my reflection skills. At the end of the day, I started to ask myself the questions I had never asked before. Unfortunately, we never seek to improve ourselves. To be honest, I am not someone who is fond of reading and developing oneself. Now, we ask ourselves the questions of "how did it go, and what did we do?" at the end of lessons even if we do not use the team-teaching technique.*

Similarly, Hülya emphasized that now reflection became a part of her daliy routine. She learned that this should not be constrained with reflecting on teaching only after classes but it needs to be something that all teachers keep doing in their profession. She said that, "Reflection does not necessarily follow a lesson. I have incorporated it into my life. I think we should keep reflecting even in our dreams."

Sevgi agreed with Elif and Hülya in terms of becoming a reflective teacher and emphasized that reflection was a critical point, which helped gain experience and solve problems in one's profession. She added that she has now started to reflect on everything in her life. She expressed her ideas and feelings as given in the following excerpt:

> Through this study I realized that I failed to be much reflective and learned how to reflect. I have been working as a teacher for two years. I used to think that "Sevgi, this activity did not work well" but I realized that I had not thought it through. At this stage, now I feel forced to think thoroughly on "what is working/not working" even as I plan a normal lesson. As far as I am concerned, being reflective is the key point. When I am reflective in class, I gain a different experience every day. For me, being reflective is the solution to many problems. I made reflection a part of my life from now on.

Briefly, the teachers agreed that team teaching helped them to reflect on themselves as teachers. They realized that they had never contemplated what reflection really meant, and to what extent it could contribute to a teacher's professional development. It was also reported that reflection became a usual part of their lives, which they would want to keep doing for their development from then on.

Furthermore, team teaching provided the teachers with the chance to reflect on their practice with regard to managing the lesson. Here, the significance of student feedback, self-observations, evaluation meetings, and reflective lesson reports on triggering reflective thinking was frequently cited. Elif thought she became a "more reflective teacher than before" through team teaching. She wrote in her reflective composition:

> Overall, I learned to reflect on my teaching in this study, which can be the most important part of it for me. With interviewing with students, watching the lessons, discussing on them and writing a report after each lesson, I was able to reflect in every aspect, so I can say that I became a far more reflective teacher than before.

Elif, in her first reflective lesson report, reflected on the things that went well and that did not go well in her class. She wrote:

> One of the things which went well is that student participation was more than I expected and more than general. They thought critically and mentioned really good points. I tried to ask follow-up questions for making them speak more and give

specific examples. I gave positive feedback to students, especially the creative ones. Although I made some mistakes, I used a simple language that students can easily understand. Because of the speaking task, teacher talking time was less than normal.

There were some aspects that didn't work well. One of them is that the students switch to Turkish most of the time. I warned them and said "in English" many times, but sometimes I couldn't help it and I answered their Turkish questions in English or I commented on their Turkish sayings in English as if they spoke in English. They made a lot of pronunciation and grammar mistakes. Even if student participation was high, some of the students were lost during the discussion. When it comes to me as a teacher, my plan was moving on with listening after speaking and completed it before the lesson ended. However, it didn't happen. I liked the discussion atmosphere and didn't interfere. I should have stopped it at some point and achieved my goal. My time management was not good because of that. While students were giving ideas, I wrote them on the board (the columns). After a while, I realized that I wrote some of the ideas in the wrong column.

Next time, even though a part of a lesson goes really well, I should stick to my plan and make a smooth transition to the next part implicitly. I should be more careful while using the board and organizing the ideas. I can push students harder to prevent them from using mother tongue. I can try different techniques to involve silent students in the lessons.

It is understood that Elif began reflecting on her teaching by thinking about the strengths and weaknesses of the lesson, and narrating her examination regarding student participation, giving feedback, teacher talking time, students' use of first language, lesson planning, and classroom management. In the last paragraph, she wrote the actions that she would take next time to improve the weaknesses in this lesson. This could also indicate that Elif began to develop reflective thinking about her teaching and decided to change her behavior, actions and teaching practice for the next class.

Likewise, Hülya in her lesson report provided her evaluative opinions in terms of the things that went well and that did not so. She reflected on lesson planning, timing, and student engagement as the things that went well; on the other hand, the students' not being on task, grouping students, and teacher talking time as the things that did not work well as follows:

…several parts of the lesson have worked well...I could apply virtually everything I plan. No time remained functionless, also the active time of the lesson was wholly functional as far as my colleagues and I could observe. In addition, my students were focused on me during the whole lesson but few of them. They seemed eager to participate in activities and they put some efforts to show accomplishment of their comprehension by trying to give answers to my questions, though I was the one who answered more often.

There has been some points that did not fit with what I intended to do. First of all, the students were not on task all the time, and the reason for this may have been it was a writing lesson. I should have arranged different grouping activities with several tasks to engage my students more. For instance, I could have distributed them some piece of papers to obtain their ideas for the examples about "who" "what" "where" "when". Secondly, relevant to the previous statement, teacher talking time was not

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an ideal one for a language lesson. …Thirdly, transitions were immediate and sharp which might not affect student's logic flowcharts well. Just in case, their affective filter should always be considered, and every single task and activity should be well arranged in a way not to irritate but to comfort their learning process. In this case, various transition fun activities could be implemented into the flow of the lesson where the transitions take place.

Through reflection on her teaching upon self-observation, Sevgi, took decisions about what needed to be done in the next lesson. After she examined the strengths and weaknesses of the lesson, she decided to pay more attention to giving shorter instructions, involving students more and keeping them on task during the lesson. At the end of her report, she wrote that she learned a lot from this experience, which could prove her professional learning through reflection on her teaching. She wrote:

Next time, together with more organized and shorter instructions, the presentation part could be in such a way that the students could be active participants (reduces the teacher talking time). Maybe the students may be used as the presenters who are responsible for explaining the words to their friends (especially the ones with higher knowledge of the so-called vocabulary). Also in this way, I do not lose a student during the lesson because he, himself, will be on task. The lesson I learned from my first record of myself is that the key point is to have the ability of making a lesson a task-based one even if there is not a single task in it.

Taking into account what the teachers reported and wrote, it is possible to say that team teaching encouraged examination of oneself as a teacher and teaching practice in relation to managing the lesson through observations and reflective reports. Although the teachers' early reflections were mainly based on evaluations of individual lessons regarding their teaching practices, in the following phases of the study, the teachers continued reflection by evaluating their team taught lessons through discussions while planning and revising the lessons.

Understanding of learners: The teachers reported a change in their understanding of learners in terms of turning into more student-centered teachers, building empathy with their learners and discovering their potential after the study. To begin with student-centeredness, the team teachers indicated that before they involved in team teaching, they used to put themselves into the center of teaching and learning process instead of their students. Despite frequently referring to student autonomy and focusing on learners, they realized that they did not know what student-centeredness actually meant and how it could be put into practice in a class. Team teaching, as it was reported, raised the teachers' awareness of involving students into every phase of teaching and learning for their own professional development. The excerpts below demonstrate how the teachers

professionally changed their views and behaviour with respect to student-centeredness. They said:

> *I try to change towards an approach that "student comes before me" as far as I can. In my professional development plan, I indicated that "Our students are not self-dependent enough. How can we improve them? I do not think we know much about this matter". With this study, we started to be more focused on students. At the end of this process, I gained the understanding that "we should involve students in the process as much as possible so that they become self-dependent. This process made a great impact on us in terms of student-oriented thinking. I actually believe that I have changed a lot. I mean we prepared 6 lesson plans, all student-centred (Elif).*

> *I gained awareness about the significance of student-centred thinking. I realised that asking for students' ideas and feedbacks is one of the most authentic way to determine and overcome a learning problem. Teachers' predictions or observations are not enough alone to choose a focus which will work the same on each student (Hülya).*

Hülya stated that she had always wanted to be student-centered teacher in her lessons, but she noticed she had somehow ignored being so. Now, she started to concentrate more on what and how students would learn, what skills and gains they would accomplish at the end of the lesson; in other words, learning became more important than teaching for Hülya with the help of team teaching. Hülya described this change as "revolution". She said:

> *Student-centred thinking was an attribute I always wanted to have. We realized that until then we had failed to think in a student-oriented fashion, and hence, started to focus on being student-oriented. Their learning became more important than how we teach. Beforehand, we did not think thoroughly on the skills –which they were expected to gain through that activity or by the end of that week- and the strategies they would develop, but rather focused on teaching them what the book has to offer. We now started to think what they should learn and gain. In this respect, I can say this has been revolutionary.*

Likewise, Sevgi implied her professional change regarding the understanding of learners stating that she now had a new definition for team teaching, which involved students as well as teachers in it. She reported that before she took part in this study herself, she could define team teaching merely as two teachers teach the same class without giving reference to students. However, she realized that without a focus on students, we, the teachers were not able to run teaching and learning process properly. She said:

> *If you ask me now to define team teaching, I make a definition involving both students and teachers. My original definition did not necessarily involve students, but only two teachers teaching a class. Now it involves students, too. I realized that we cannot work things out otherwise.*

Moreover, analysis of qualitative data demonstrated that the teachers' understanding of the students' opinions, feelings and problems was also enhanced

through team teaching. The teachers saw that students' attitude could change in the opposite way in class as lons as their opinions and ideas were taken into consideration. It should be considered that monotony of some of the activities in the text books might cause boredom in classes for students. It was also said that if teachers can put themselves into the shoes of their students, students could be the ones who did most of the job in class instead of teachers. Elif said:

> It was good to meet at a common point with students. This is not an ordinary thing for us… We observed how the students' attitudes change when we ask them their opinions and offer them something in which they would be interested. For instance, we dedicated a lesson on their favourite movies, cars, and their participation and motivation levels reached the top. When I think of the activities on the books, I can see that the students are possibly bored with them. I came to understand this. We empathized with them…We put ourselves in their place both during the lesson planning and the implementation.

With regard to receiving students' opinions about their actual needs, and developing activities and lessons accordingly, Hülya believed she gained a lot in this respect in the study. Similar to Elif, she emphasized that focusing on students' needs, interests and motivation was always at the heart of team taching. However, she realized that she did not used to ask students' opinions this much previously. She said:

> I will ask the students what they need most and I am of the opinion that I have acquired too much experience in relation to determining what generally attracts the interests of students and integrating these into the activities. Now, we put ourselves into the place of the students… I can say that the thing that I have learnt from this study is realizing our goal by considering real needs, motivations and the activities attracting the interests of the students. Beforehand, we were not used to ask their opinions that much.

Sevgi reflected on group work activities in class and realized that teachers sometimes expected too much from students while they were working in groups. However, it might pose too much challenge to students to work with someone whom they did not know very well or when the groups were not arranged by the teachers in accordance with students' unique profiles. She admitted that she developed empathy with students only after she experienced how it was like working in a group in team teaching:

> We certainly increase the interactions of the students in group works; however, we also expect students to work in harmony within the groups. Actually, most of the times we did not pay attention whether they were well adjusted individuals or not. We used to form groups by saying "become a pair with the person next to you" or "these four students, become a group" without thinking much. For instance, we, three of us, feigned reluctance while preparing lesson plan and we said "I want to work on my own, I can think on my own". Maybe they can also think on their own. I did not realize that it was a hard thing while asking the students to do so. That is to say, maybe we should consider this harmony during group works as in team teaching.

Next, the teachers shared their astonishment upon discovering the students' potentials which they had not realized before. During team-taught lessons, they observed that the students went beyond their expectations and performed very well. Elif said, "I think most of the students have gone beyond our expectations". Similarly, Hülya said, "I can say that I did not expect that good performance from my students in my classes". It was also pointed out that if students were provided with effective guidance, they could achieve everything. Regarding this, Sevgi reported that, "…when I explain everything step by step and guide the student correctly, the student can do everything even if she/he has a low learning capacity." In other words, as long as students were afforded with student-centered lessons, which took into account their needs, opinions and feelings, teachers could discover their students' potentials.

Enhancing problem-solving skills: Another sub-theme emerged from data analysis was enhancement of problem-solving skills. Here, the role of teacher collaboration on the development of problem-solving skills was frequently cited. At the beginning of the study, the teachers began looking for a learning problem for their students as part of their action research. For this reason, they ran a small-scale collaborative action research embedded within team teaching, which, they believed, helped them focus on the research problem with the help of exchanging and generating ideas together during the meetings. Constantly sharing ideas and experiences in their conversations and feedback sessions, the teachers thought they were able to develop their problem solving skills. Hülya reported that through this study she could identify a learning problem of students and solve it in collaboration with her team mates. She said that, "I learned how to detect a real language learning problem and solve it in a collaborative study with all necessary phases and steps". In a similar vein, Elif thought that she became a "solution-oriented" teacher, which improved through reflection on and revision of the lessons. She stated that, "I learned how to solve problems with reflecting and revising our lessons, which made me a more solution-oriented teacher". Sevgi described her growth in problem-solving as "real progress" for herself especially when her prejudices at the beginning of the study were taken into consideration. She emphasized that, "thinking and working together", reflecting on the team teaching

lessons, they all turned into more creative teachers who could suggest solutions to problems. She wrote:

> *When my prejudice about working as team rather than individually was taken into account, this was a real progress for me as we –all together- turned into more and more creative minds while thinking and working together for solving the problems upon the reflections we made for our lessons.*

Sevgi underlined that prior to team teaching, she used to focus on problems instead of solutions. She stated that later, the more she involved into team teaching, the more she started to generate ideas to solve the students' learning problem. She also put emphasis on her growth in relation to acceleration in her thinking skills. She said:

> *It is crucial to be a solution-oriented teacher. Sometimes, I used to act as problem-oriented; I used to see it in myself. As I went through the study and started to get acquainted with team teaching more closely, different ideas started to come. Due to the fact that we should always create new ideas, we should ask ourselves "What can be done for the children… What can we do for solving this learning problem?" I guess after I realized that it was a beneficial process and after that awareness was raised, sudden ideas started to come… I think it increased my thought speed and the ability to create solutions in terms of my occupation. For example, it took me one step forward in creativity. Therefore, it became easier for me to find solutions… It contributed to my work in terms of being solution-oriented.*

<u>Increasing motivation for professional development</u>: Data analysis further indicated that team teaching motivated the teachers to pursue their professional development practices because a new perspective on team teaching seemed to stimulate them to try new things and learn from each other. It was indicated that once the teachers became aware of their strengths and weaknesses, they undersood they needed to learn and practice more to grow professionally. This way, their willingness to pursue professional development increased and they felt encouraged to do this with the help of other CPD activites in the future. The following excerpt demonstrated Elif's motivation for professional development:

> *I want to try new things. We have really become involved in this work. At first, we had doubts like "how can we do this" etc. I listened to all the positive and negative things with my all ears; I am aware that for now, I am nothing. There are lots of factors that I should improve and I will struggle… This will not be my first study in which I participate and be involved. I will try different things in the future, as well.*

Further, Sevgi implied that she received adequate institutional support for their professional development from the administration. Even if she weren't supported institutionally in the future, she would keep trying new CPD activities to improve herself as a teacher. She also stated that she learned to show the courage towards her professional development. She said:

> *For instance, even if we did not perform any professional development events at school, I would like to try new things from now on and deal with the topics on which I want to improve myself…I can try new things and maybe not recording with a camera but I can tell my partner "Come and observe me, is it going well?" We should keep evaluating ourselves throughout our career. Furthermore, when I encounter with a problem in any area, I have learned to have the courage to try and say "Yes, this area can be improved, there is a good way, and there is something like this".*

Similarly, Hülya wrote in her reflective composition that professional development should not end and should be done with the help of colleagues who could contribute to you with their experience and opinions. She said that, "this study showed me development is a never ending process both for me and for my students, and it is even more invaluable if shared with true people who will support this process with their priceless views".

In the end, data analysis revealed that the team teachers engaged in professional development through team teaching with increased awareness, activated reflective skills, a change in their understanding of learners, increased problem-solving skills as well as more motivation for their professional development. The teachers frequently emphasized the value of sharing, and learning from other colleagues as well as reflective thinking to their professional development.

4.3.5. Enhancing Teacher Collaboration

Another area emerged from the analysis of qualitative data in relation to the second research question of the study was enhancing teacher collaboration. The teachers worked in a team of three throughout the study and reported that this paved the way for their learning from each other, gaining different perspectives, benefitting from each other's strengths, sharing responsibilities and deeping their social relations with each other.

Learning from colleagues: The team teachers stated that team teaching provided them with the opportunity to learn from each other. It was highlighted that while they were team teaching, they saw good practices from each other and this way, they improved their teaching practice in their areas of concern. The teachers learned from their team mates about the points they did not feel secure in the lessons. For example, Sevgi said that she tended to avoid group work activies in her classes because she was thinking that students did not learn much that way. However, through conversations and dialogs in the team, she understood that group work could benefit students a lot as long as it was planned and conducted properly.

Another thing she stated to learn from her team mates was to integrate a variety of activites in the lessons, towards which she had approached cautiously before. Through observations and discussions in team teaching, Sevgi reported that she learned to take risks in her classes. She said:

> *I used to think that I could not be efficient with group work and the students also could not learn anything with group work. However, when I talked to my friends, I learnt that communication among the students would be so useful, that depended only on my method and if I could manage it well, yes, it would be very beneficial… I learnt to increase the numbers of activities which would involve interaction among the students from my friends; because there are friends of mine who prefer this method… Particularly, regarding 'how will I make groups from the students in listening session or will the student only take notes or fill the small gaps or should I give them worksheet during listening session?' These various methods did not use to come to my mind or I did not use to apply those methods, since I did not know how to handle them. Here, I have learnt not to be afraid of some activities through being inspired by our team mates and when we get everything settled, everything would go well. This has really helped me so much… they possess lots of creative ideas. For example, I think I have learnt taking risk from Hülya. Actually, I have learnt how to create an activity which normally does not exist as long as you are eager to find one. Hülya generally applies this method.*

Observing Hülya and teaching together in class, Sevgi further noticed that Hülya was really good at voice projection and intonation while she was teaching. She appreciated Hülya's being good at using her voice appropriately since she considered her own voice to be very monotonous. She said that, "Moreover, in my opinion, Hülya was good at use of voice. For example, I sometimes get monotonous. I cannot raise my voice. Hülya used to talk to her students so much by using intonation. That was the thing attracting my attention about Hülya".

Elif agreed with Sevgi about learning from each other in terms of taking risks in classes. Similar to Sevgi, she said she was always cautious and avoided taking big steps as a teacher. In the team, however, she turned into a more risk-taking teacher with the help of her colleagues: She said:

> *I can say that I have learnt taking risks from my team mates. I am a person who avoids risky ventures. I hardly take new and big steps and this is the case with my classes, as well. Thus, while I generally approach with caution to everything, I see that my team mates are more venturous and braver than me. That is, I can say that I have learnt from them that taking some risks might be good.*

Further, Hülya, as Elif reported, inspired her in lesson planning stage while Sevgi became a model for her in terms of being a student-centered teacher. She reported:

> *I am of the opinion that Hülya mostly affected me in terms of planning phase. I like Sevgi's being student-oriented, as well. That is, she can always think like her students both during and before the lesson. And she can clearly identify the needs of the students within the classroom at that very moment. I also benefitted from that.*

Hülya put emphasis on the role of peer feedback on the teachers' learning from each other. She thought she benefited from her team mates' experiences and observation of their teaching practices. For instance, she said that she learned from Sevgi how to use the board effectively, to use visuals that could attract students' attention in class. She said the following with regard to the things she learned from her colleagues:

> *At this phase, peer feedback event was pretty important for me; because I saw lots of things that my other team mates had, but I did not. I can benefit from their experiences. They organize their lessons differently compared to me. I have realized that while my lessons are processing a little cyclical, they determine the phases of their lessons more clearly. While a method may be better in some classes, my method may be better in some classes; however, I have learnt to teach in that way, as well. I can say that this is also an improvement for me… In her lesson, Sevgi can integrate the blackboard very well with all the activities. This attracts the interest of the students and she really uses visuals very well. She is able to catch the attentions of the students by combining both the blackboard and the visuals together.*

In addition, Hülya underlined in her reflective compositon that she learned from her colleagues about their teaching practice and preparation for the lessons. Besides, she learned how to interact with students as well as to check understanding. She wrote:

> *I kept learning from my group partners in the aspects of their teaching style and preparation. For instance, I saw how to communicate better with the students without putting them under an extra stress. I learned to give them some space to process the knowledge they just had and check it after a while in a nicer manner.*

As it was pointed out by the teachers, team teaching provided them with the opportunity to learn from each other about their personalities as well as their teaching styles and practices while planning and teaching. This was reported to be afforded through observations, discussions and interactions between the teachers.

Next, Elif said that when working as a team, it was more likely to suggest better ideas and practices. Some significant points might go unnoticed while working alone. Working as a team, another team mate was always there to see the things you did not notice. She believed that every one of them learned and saved a thing for themselves thanks to the supportive learning environment in team teaching:

> *When you are on your own, it may be difficult to put some thoughts into practice or that idea may not come to your mind. However, when we come together, good things show up. When we come together, we can choose a better activity, the thing that I cannot see can be realized by my friend or vice versa. For example, we are writing objectives together and we gather all the things so well. Writing lesson objectives on your own may be difficult and this, naturally, causes professional development. Another example is that in my opinion, the lessons could not be that successful if I were on my own. If one of us had a starting idea, the other one would develop it… I*

think, all of us have learnt something in this environment and increased our know-how.

Team teaching was reported to support learning by offering the team teachers the opportunity to learn from each other. Data analysis revealed that the team teachers benefitted from exchanging ideas, learning about different point of views, sharing opinions with the team mates, receiving feedback from each other, which, they believed, created an environment for professional learning.

Getting a variety of perspectives: The teachers indicated that team teaching presented them with the chance to learn various perspectives of each other. They demonstrated that they heard from each other the ideas they had never thought on their own. Particularly, exchanging ideas and doing brainstorming during the weekly meetings, lesson observations, feedback sessions led to seeing and hearing what other teachers were thinking and doing in terms of teaching and learning. Analysis of the interviews conducted with the team teachers revealed the following about getting a variety of perspectives. Elif said:

> *We exchanged ideas or we had the points on which we said "I did not think like that". I have not been involved in the teaching of my friends and heard their opinions that close before. We have very general conversations among us. However, I had the chance to observe and listen to others deeply with this study. This process has helped me acquire a new perspective such as "It can be also thought in that way". For instance, we brainstormed among us in order to write a research question… There, some suggestions which normally would not come to my mind came from my team mates. Thanks to that, I had the opportunity to hear different points of view.*

Hülya appreciated the role of exchanging ideas, giving and receiving feedback on hearing multiple perspectives, which created an environment for learning. She said:

> *I think we have got over this process very well through the information exchange among us. From the beginning, we have shared a lot of information with each other theoretically. First of all, we focused on what team teaching was. We exchanged some information regarding team teaching models. There are many people within the team and most of them give feedbacks. Maybe, when I expressed myself to them similarly, they might acquire some different point of views. When all things come together, a nice learning environment is being formed.*

In the same vein, Sevgi stated that continuous brainstorming with the team mates help them broaden their perspectives. Interactions and observatios in the team contributed to their professional learning in terms of getting a variety of perspectives:

> *We are brainstorming and improving our point of views by benefiting from the ideas of each other. Acquiring this kind of point of view already happens with the help of our friends. Right from the starting day of this team teaching, actually it was clear that we were going to acquire those kinds of views and we accomplished it in each step. In addition, we did not observe ourselves or wondered how our friend did the same thing and observed her/him. Team teaching taught us to acquire some more different points of view professionally.*

Hülya described team teaching as, "one is better…two is better than one". She said that this environment was motivating for learning and getting various perspectives from colleagues. There was a constant exchange of ideas, feedback and sharing of experiences due to the presence of many people in the team:

> If we think as ""One is better… Two is better than one", we both motivate ourselves and get more different information. Exchange and share of information all the time brings in something to us. In this respect, I can say that it is useful… There are lots of people and many of them give feedbacks. By this means, when I express myself to them similarly, it must provide them with a different perspective. That is to say, I think when all these factors come together, a great environment is formed.

The teachers all agreed that team teaching was helpful to hear and observe different perspectives of colleagues as well as develop their own perspective through brainstorming, exchanging feedback, having observations and interactions between the team members. All agreed that this influenced their professional development by creating a professional learning environment for the teachers.

Using each other's strengths: Analysis of the data indicated that the teachers recognized their own strengths and benefitted from each other's strengths throughout the study. Elif believed that she was able to demonstrate her strength of building rapport with students while she was teaching with Hülya. When she noticed that some of the students were timid about interacting with Hülya, Elif reported that she went near the students to make them feel more comfortable and secure to overcome their feeling stressed due to a new teacher in class. She described this experience as follows:

> One of the strengths of mine is establishing good relationships with the students. For example, Hülya was a new teacher in our class while watching our own lesson, but I already knew the students. I realized that some of the students were sometimes shy of Hülya in personal interaction. I relaxed them, laughed and tried to make jokes… At that stage, I struggled to use that strength of mine.

Besides, Elif stated that her quiet and calm personality might have assisted their team during a time of crisis and helped the other team mates feel calmer by soothing them. "I usually stay calm in such crisis environments. I tell people "Okay! We can do it. Just stay calm!" Therefore, I might relax and calm down my friends". Hülya felt proud of herself when she recognized that she could show her strength of using technology by creating the team's blog on her own and made it possible for her team mates to present their work on-line to other colleagues in the department. She emphasized that team teaching provided her with a platform to display her strong sides as well as contribute to her team. She said that she gained invaluable

experience in the study by learning how to open an online-blog and putting this into practice for her team. She said:

> *I can say that opening a blog was the best phase of this study for me. I am greatly interested in technology and I have a passion for creativity. That served a platform which I could exhibit this. I can say that I made some contribution to the study. It was a great experience for me. Even though it was only the start, I think I learnt lots of things. The portfolio on which we can exhibit our studies and will always be at our hands will serve us within this blog.*

With her creativity, Hülya believed she stood out in the team by designing activites and materials for the post stages of team teaching lessons. She said, "…for example, I mostly took part in preparing activities and materials in the production phases due to the fact that I was more inclined it and it was my favourite area". As it was mentioned by the teachers, they were able to demonstrate their own skills and abilities to support each other, improve team teaching and increase their experience.

In addition to using their own strengths, benefitting from each other's strengths was also highlighted by the team teachers. It was stated that each one of them afforded their skills and abilities, which assisted for role distribution in the team. For example, while Hülya was dealing with technical issues such as blog and videos, Sevgi was helping with ELT theories and academic language as she was doing MA in ELT. She pointed out:

> *Hülya demonstrated her technical skill again. She was very helpful in blog, videos and everything. On the other hand, I realized that Sevgi was good at English academic language. She already had an ELT master's degree and was good at reporting. That is, she was more helpful in that sense.*

In a similar vein, from Hülya's perspective, she was the one with extreme ideas, designing creative activities in the team, Sevgi was analyzing information and Elif was putting everything into a logical framework. She reported this as follows:

> *…for instance, I was the one who gave the most extreme idea in relation to an activity. Sevgi was analysing it and Elif was putting it into a sensible framework. To give an example, headset activity almost belongs to me. As a matter of fact, preparing activities is my favourite thing to do. I wonder how my activities shall proceed by devoting myself more and I am trying to present them there.*

Sevgi agreed with her colleagues regarding the assistance of each other's strength to facilitate role distribution in the team. She mentioned that Hülya was suggesting creative ideas, she, herself was asking "why" questions, while Elif was the one who kept asking "how" in the team. She said, "…generally, Hülya had the creative ideas.

I was the one asking "why" question, and Elif was the one asking "how can we do this".

In the aspect of benefitting from each other's strengths, Hülya wrote that they became "faster" due to "a silent agreement" they made within the team. The more they shared ideas, the more they realized their strengths and the better they knew how to work in the team. One again in her reflective composition she underlined that she was able demonstrate her own strengths as well as benefit from her team mates' strengths in team teaching. She wrote:

> *Sharing our ideas, benefiting from each other's strengths, we started to be faster as we stepped forward in this phase …we developed a silent agreement between us about how and what to work on. I had the chance to show my strengths through Microsoft Office tools and my creativity on activities and material design. My group partners made my ideas more adaptable into lessons by analysing them and filtering their practicability to serve our lesson aims and objectives.*

In sum, team teaching seemed to provide a professional platform where the teachers could make use of their own skills and abilities for the good of the team. After they became aware of each other's strengths, the teachers could save time, work faster and more efficiently thanks to a silent role distribution naturally formed in the team.

Sharing responsibilities: Another area that met the teachers' professional needs regarding teacher collaboration was related to sharing responsibilities. The teachers mentioned that they shared responsibilities in and out of class, which led to a consensus of ideas and feelings most of the time. When the things went either well or wrong, they shared both success and failure and solved problems together. In addition, the teachers seemed to appreciate sharing responsibilities in relation to solving problems. They stated that being in a team made them feel safer and less anxious when they were confronted with problems. It was emphasized that they could have felt lonely and helpless unless they had worked as a team. It was also indicated that working as a team paved the way for the teachers to reach a lot of information in a short time while they were doing research. Here, the teachers mentioned that they shared responsibility to reach specific information in a short time with the assistance of being more than one. The teachers said:

> *When we failed, we got upset and we changed it together; and we were proud when it was good eventually. That is, I think sharing a common idea and being together emotionally worked out well. We stood behind the work we did; if I had been on my own while performing the work, I might have got anxious, because it was my job. We felt very well after the lessons which were proceeding well. We told each other*

"Okay, we are going to change the bad together". I mean, I am sure that if it was a personal thing, I would be more upset and feel bad. Or I would not be that happy… But at this point, the benefit of being a team showed up (Elif).

We cannot reach a lot of information in a short time if we are alone; so it is important to work as a team. In this respect, everybody could produce different things by reaching different information and we had the opportunity to think over many resources in a short time (Hülya).

Sevgi particularly emphasized the importance of sharing responsibilities in terms of solving problems. It was underlined that team teaching could help save time and and energy by providing the chance to share, discuss, and think together about the same problem. It was similar to the case of students who were getting preparared for a presentation with their friends from her perspective. Sevgi reported on how team teaching assisted them in case of a problem:

As a teacher, I cannot be sufficient in solving the problems when I think on my own. I need a longer time for this. This process can be accelerated in team teaching… It is a little challenging… We need to share, discuss, think over and chew over a little more… However, when this is handled by two or three individuals, this process gets much shorter… I can say that team teaching is solving the problems faster by sharing the responsibilities.

…Let's suppose that we are students and we are expected to prepare a presentation as a group. We deal with that presentation together; I would have difficulty in preparing the presentation if I was on my own; as I said before that would take more time and efforts. Actually, for me, it is like a thing on which everybody thinks over and comes to a common point… It was like we were thinking over something and trying to solve it. How can we make it better? We are trying to produce something. In my opinion, we have produced many effective things together.

Apart from saving time and energy to solve problems, the teachers put emphasis on the advantages of team teaching in class. Most importantly, it was indicated that since responsibilities were shared in class, classroom management became easier due to the presence of three teachers in the classroom. Especially when the teachers felt the need to monitor group work activites, it made the teachers' job much easier. Another point mentioned was about dealing with unexpected problems such as technological issues in class. Existence of another teacher seemed to be appreciated in the case of technological problems. At those times, while one of the teachers kept on teaching, it was the reponsibility of the other to handle the problem without breaking the flow of the lesson. This was described by Elif and Hülya as follows:

In addition, the presence of two teachers within the classroom naturally facilitated the classroom management to a degree. And of course, management even got easier when the chance of monitoring increased. Normally, while in the past one teacher used to manage four groups, now we are divided as two teachers to two groups; so it greatly facilitated the management (Elif).

> *There were some unexpected problems within the class, for example technological problems… While one of us was handling the class, the other was trying to solve the problem. This relived us by sharing the responsibilities and not hampering the course of the lesson* (Hülya).

It can be inferred that team teaching relieved the teachers' stress in relation to in and out of class concerns. Sharing reponsibilites prevented them from feeling alone and helpless when they conducted research, solved problems and faced unexpected issues in class. It was underlined that team teaching saved their time and energy with regard to the previously stated issues.

<u>Developing friendships:</u> In addition to developing the teachers' teaching practices, data analysis revealed that team teaching led to the development of a friendship between the team teachers. The teachers admitted that they had not known each other quite well before despite teaching in the same department. The study, though, encouraged formation of a good friendship after spending time, sharing work and responsibility for a four-month period. At the end of the study, they felt that they became both colleagues and good friends to each other. They said that their interactions turned into a daily conversation between three close friends who had known each other for a long time. They thougt that it could be an expected outcome of team teaching as they consistently exchanged ideas, shared feelings and experiences, which might lead to knowing each other more and better. They said:

> *Previously, I did not use to talk to Sevgi and Elif too much; but now, we really have a warm environment. I can say that we are both friends and colleagues. After a while, an environment in which we can always talk and discuss things was formed. That is, we started to ask many things to one another, not only in terms of team issues. This is awesome!* (Hülya).

> *As Hülya stated, this study created a friendship; that is, it could create a friendship, independent from the study. We have come together with those people at least three times a week for four months and we have spent time all together. You have to say what you think all the time. You are expressing your own ideas even if it is related to the lesson. When one expresses their own ideas every day, that person actually introduces themselves to the others… We have started to talk about our likes and dislikes as if we were sitting in a café and chatting. We have already comprehended the styles of each other after chatting* (Sevgi).

> *For example, I did not know Hülya in my social life and I had no idea about her personality. But now, we are going to see a dietician together and meet outside. We have become good friends* (Elif).

All of the team teachers touched upon the development of a good friendship as a consequence of team teaching. It was underlined that frequent meetings, interactions and conversations started a friendship and built trust between the team

teachers. They emphasized that they wished to extend this to their personal lives out of school too.

4.4. RQ3: How do the team teachers reflect on their experiences during the phases of team teaching?

As for the third research question *RQ3: How do the team teachers reflect on their experience during preparation, research, planning and implementation, evaluation and dissemination phases?*, data analysis revealed that the team teachers reflected on the phases of team teaching in accordance with what they learned and did, what they thought and how they felt in each phase of the study. Data for the teachers' reflection on the phases of team teaching were collected from the interviews, reflective compositions and lesson reports, presentations, observation field notes as well as the team research report. Below Figure 4.6.demonstrates the themes and sub-themes emerged from the analysis of the data regarding the teachers' reflection on the phases of team teaching:

Preparation Phase	Research Phase	Planning and Implementation Phase	Evaluation Phase	Dissemination Phase
What did I learn?	**What did I learn?**	**What did I do?**	**What did I learn/do?**	**What did I learn/do?**
a. who am I? b. what is team teaching? c. who are you?	a. what to focus on in research b. how to teach listening c. addressing the right learning problem d. how to write a research question	a. adjusting to team teaching	a. revising the lesson b. involving the students in team teaching c. support from a more knowledgeable other	a. analyzing the research results
What did I think?		**What did I think?**		**What did I think?**
a. am I the right person for team teaching? b. a difficult process with many meetings		a. challenges of collaborative lesson planning b. advantages of collaborative lesson planning c. improvement in team teaching in class		a. challenge of research report writing b. professional growth c. overcoming prejudices
How did I feel?		**How did I feel?**	**How did I feel?**	**How did I feel?**
a. concerned		a. uncomfortable and incompetent in the beginning b. comfortable, productive and confident in the end	a. pleased	a. excited about the presentation on the stage b. increased self-confidence c. feeling proud in the end

Figure 4.6. The Team Teachers' Reflection on the Phases of Team Teaching

4.4.1. Reflection on the Preparation Phase

In the first phase, Preparation, we started to get to know team teaching via reading, discussions, and sharing ideas about team teaching during the meetings. We had never recorded our lessons before, so each of us recorded a lesson and then watched and discussed our experiences. Thinking upon our teaching strategies, we wrote our teaching philosophies to know ourselves and each other better as a teacher. Next, we created a blog account http://utaateamteaching.weebly.com/ upon a mini-session upheld by a technology expert colleague in which we learned how to use the blog effectively. We used this blog as a sharing platform, an e-portfolio, for the team members and others who might show interest in our research. We also used the blog to share several articles and useful links about a variety of listening activities and team teaching (Team research report).

The above excerpt retrieved from the team research report was the description of the preparation phase by the team teachers. It provided information about each step followed by the teachers in the first phase of the study. The preparation phase of

the study was coined as a phase of awareness by the teachers during the focus group interview. The phase was initiated after the team was formed in accordance with the results of the needs analysis questionnaire. As narrated by the teachers in the team research report, the team teachers got acquainted with team teaching and with each other's teaching practices for the first time in this phase. For this reason, the teachers believed that the preparation phase raised their awareness of themselves and their colleagues' teaching styles. The role of self-observation and peer observation was frequently cited by the teachers for helping them to raise their awareness of who they really were with their strengths and weaknesses. Further, writing their teaching philosophies and professional development plans was reported to help them think about their beliefs about how students learn best and how a foreign language is learned. The team teachers underlined that they came to know what team teaching was and how it could be conducted in their context during the preparation phase. The below excerpt from Sevgi's reflective composition gives an overview of what the preparation phase entailed. She wrote:

> *We started with the preparation phase which made me aware of myself as a teacher at first by the help of making an individual development plan and writing about my teaching philosophy, followed by the observation of my individual lesson.*

Analysis of qualitative data produced that the teachers reflected on the preparation phase referring to what they learned, what they thought and how they felt with the sub-themes that will be presented in the next section.

4.4.1.1. What did I learn?

<u>Who am I?</u> : The teachers all agreed that they realized who they were as teachers with the help of the steps they took in the preparation phase. Elif stated that this phase raised their awareness of themselves. She said that "now we have had an awareness regarding both ourselves and our team mates". It was underlined that the teachers had not thought about their teaching philosophy or did not know what teaching philosophy was before they involved in team teaching. It was reported that through this phase, they were able to question themselves, focus on how they taught and how their students learned. Elif said:

> *What kind of teachers are we? How do our students learn? And what kind of philosophy do we have? We have looked over ourselves once more. We are teaching, this is the thing we do every day. But I had a teaching philosophy of which I was not possibly aware. Gathering and thinking over these was beneficial for me, as well. When a person asks me "What is your teaching philosophy?", now I have a decent answer; so this is good.*

Hülya agreed that they could find the chance to focus on themselves and their teaching by thinking about her teaching philosophy. She said:

> *We had some discussions regarding our teaching philosophy and eventually we wrote a composition about that. We had the opportunity to focus on ourselves at that period. We tried to determine what to consider, what to focus on, what to take into consideration in short and long-term.*

Sevgi stated that she turned into a different teacher after she thought about her teaching philosophy. She described the time as an "unforgettable moment when she noticed the difference between her thoughts about teaching and her actions in class".

> *It was really an unforgettable moment for me when thought of the things I wrote in teaching philosophy, specified them verbally and in written and saw the difference in the implementation. Actually, I discovered myself. I can say that I have become a different teacher.*

The role of observations in raising the teachers'awareness was also emphasized by the teachers. The teachers implied that both self and peer observation initiated reflective thinking by leading them to cosider their own teaching. They said:

> *Okay then, who am I? We discovered ourselves. We stood back and watch ourselves in order to observe us better. What kind of teacher or person am I? These are revealed within the classroom* (Elif).

> *We had the chance to follow up our personal lessons both on ourselves and with our friends. In that respect, we assessed our teaching style* (Hülya).

> *I cannot forget watching myself. Therefore, the self-observation we made at that stage gave me the opportunity to discover myself* (Sevgi).

Elif underlined that "knowing yourself better" was essential to be able to work in a team. She mentioned that she got to know herself better and became aware of her concerns at the end of the preparation phase. She composed her ideas in her reflective composion as follows:

> *Before starting the process, we should know ourselves better as a teacher. So we discussed our teaching philosophies and wrote a composition. Then we videotaped our lessons and practiced self and peer observation here. At the end of this phase, I started to know myself better as a teacher, I was aware of my areas of concern and I knew what team teaching was.*

Further, the teachers mentioned that they came to know themselves better by realizing their strengths, weaknesses as well as their professional needs in this phase. They pointed out that thinking about teaching philosophy, observing lessons and making a professional development plan contributed to our awareness raising. Elif said that, "… after identifying our weaknesses and strengths, we also planned what we needed in order to improve ourselves". The teachers believed that these kind of practices added to their professional development. Focusing on the areas of

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needs and getting the chance to improve them, Hülya believed these helped them develop professionally. She said:

> *…We discovered the areas to improve and understood that we could focus on them by acquiring an opportunity for improvement. In that respect, I am of the opinion that it has highly contributed to our professional development.*

Elif and Sevgi both referred to the observations in supporting them to notice their own and their colleagues' strengths and weaknesses. As Elif mentioned, "As a teacher, I observed the strengths and weaknesses both of mine and my colleagues". This was as Sevgi wrote a "turning point" in their lives because both of them had not experienced similar practices before. Sevgi believed that this way she was able to understand what she really needed to be able to improve professionally. She wrote that, "I watched myself for the first time and also, I watched my colleagues for the first time. It was the turning point to decide my professional needs".

In sum, during the preparation phase the teachers primarily reflected on "who am I?" referring to their teaching philosophy, doing self and peer observation, and writing their professional development plan. These were reported to raise their awareness about themselves, about their beliefs and practices in relation to language teaching as well as their strengths and weaknesses as teachers.

What is team teaching? : Another sub-theme that the team teachers reflected on during the preparation phase was team teaching itself as a CPD activity. Prior to the study, the teachers were not familiar with the idea of team teaching and they used to define it only by saying as "two teachers teach at the same time the same class". As was noted by Elif, "in the preparation phase, I got familiar with the idea of team teaching which was quite new for me. I read articles and researched on it", the teachers read about, searched and discussed what team teaching was in the preparation phase. In a similar vein, Sevgi wrote that, "I found the opportunity to familiarize with the idea of team teaching in this phase with the help of the articles we read and discussions we made. I was surprised with the fact that team-teaching was included in co-teaching and it also had many types" and she mentioned that she learned about the types of team teaching as well.

As team teaching was new to the teachers both in theory and practice, they had many questions about it. Here, it was indicated that reading articles, watching the videos of team taught classes, and talking about it with the team mates aroused the

teachers' curiosity and increased their knowledge and confidence about team teaching. Elif reflected on her experience in preparation phase as follows:

> *First of all, team teaching was just a name for me or I did not know anything about it. Thus, we discovered it all together. We read lots of articles, watched videos, held meetings and discussed about it. That phase was so beneficial for me; because dealing with something like that without knowing it is really difficult. Then, we learned the existing models in detail. And trying something different was nice. Frankly, having a background information to start with is increasing self-confidence.*

Similarly, Hülya emphasized the significance of the preparation phase for introducing them with team teaching, its models and its implementation. She said:

> *Due to the fact that team teaching was a new phenomenon in our life, we had lots of question marks and doubts about from where to start and how to proceed. At first, we exchanged a lot of theoretical information. We mainly focused on what team teaching was. We made some exchange of information regarding team teaching models. Then, we made some researches about how they were applied. First of all, the thing that would guide us was the way of applying it. Therefore, preparation phase was highly significant for us.*

Sevgi said that they were able to focus on theory and practice of team teaching, which provided them with some ideas about how they could implement it in their own classes. Since team teaching was a new and different experience to them, she was curious about how they would conduct it in their team. She said:

> *We focused on what team teaching was both in theory and practice. Apart from that, we mentioned that it had various versions. Team teaching was not a familiar concept; so it was different for us. I was more curious in preparation phase actually due to the fact that it was different. How was working as a team? How could it be helpful for the class or us? I can say that preparing phase adjusted us to the idea of team teaching.*

As can be understood from the teachers' accounts, the preparation phase introduced team teaching as a CPD activity to the teachers. It was stated that the teachers' knowledge about team teaching and confidence in implementing it increased in this phase.

Who are you? : Analysis of qualitative data indicated that the teachers became familiar with their team mates, their personalities, teaching styles, and teaching practices in preparation phase. It was stated that preparation phase helped the teachers become conscious not only of themselves but also of their team mates. They reported that it was essential in team teaching to know your team mate well enough to become "compatible partners" throughout the process. Therefore, the teachers believed that it was achieved by means of discussions on each other's teaching philosophy and doing peer observations. The teachers reflected on what they thought about becoming aware of one another as follows:

> *I should recognize myself so that I can recognize the others. Maybe we have conflicting or common features with one another. I think the characteristics of individuals are not so important, because we are a team. In that sense, getting closely acquainted with ourselves and our partner really helped us. We realized on which topic we could act together and on which topic we should convince each other. In my opinion, particularly having knowledge on teaching philosophy was helpful for both me and my team mates* (Elif).

Likewise, Hülya said that the preparation phase was helpful for each to enhance knowledge of oneself as well as knowledge of their teammates, which led to becoming more compatible with each other. She acknowledged that, "This phase helped us recognize ourselves and our team mates. I can say that first of all, we determined what our self-consciousness and beliefs were, we set out our priorities regarding teaching and learning, and then we raised awareness in order to be in harmony among us". Sevgi highlighted that the preparation phase was good for adjusting to team teaching through sharing of experiences with the team mates, reading one another's teaching philosophy and observing each other's classes. It was emphasized that knowing who your team mates was essential for team teaching to go in the right direction. Sevgi focused on this issue as follows:

> *I am of the opinion that team teaching is important in terms of getting accustomed to the team work in the preparation phase, reading our philosophies, observing one another during the lessons and gaining professional skills… There will be a couple of people during implementation phase of the lesson… Those two-three people should know each other in order to enable the lesson to proceed well and make that lesson a real lesson; so it is significant to know each other.*

Data analysis showed that the teachers reflected on what they learned and did during the preparation phase with regard to becoming aware of themselves, getting familiar with team teaching and learning more about their team mates.

4.4.1.2. What did I think?

For the preparation phase, it was revealed that the team teachers reflected on their thoughts in relation to their personality for team work, and they questioned whether they were holding a lot of meetings.

<u>Am I the right person for team teaching?</u> : The analysis of data indicated that two of the teachers, Elif and Sevgi, were concerned about whether team teaching was suitable for their personality or not. In the one-to-one interview that was held after the preparation phase, they claimed that they would have preferred individual work to team work if they had been given the chance to choose between the two. Elif said:

Team teaching is not for everyone. Generally, I am also an easy-going person. At first, I thought that it would be easy and I got used to it; but now I have started to think that I am not suitable for this work; because I do not want to work with a group in some phases

In a similar vein, Sevgi reported that she did not like the idea of working in a group. Despite having no particular problem in the team, she reported that she was more into working on her own. She claimed that, "We have not encountered with any problem but I am a person who mostly likes working alone and does not like group works… however, this study requires group work". It was confusing to receive such comments as both teachers were voluntarily preferred to do team teaching as a CPD activity. This might be attributed to the teachers' lack of knowledge as well as lack of experience in team teaching and its advantages and challenges prior to the study. On the other hand, Hülya did not mention any concerns regarding her personality and its compatibility to team teaching.

A difficult process with many meetings: In the preparation phase, data analysis revealed that the teachers thought that team teaching was more difficult to do than solo teaching. They stated that the preparation phase lasted too long and it tired the teachers before they began implementation. Elif said that, "…It was much more difficult than a pretty tough lesson taught on my own. Preparation part took long time and we discussed it for weeks. Thus, I think it was a little painful process." Likewise, Sevgi thought that she went through a difficult process during the preparation phase due to the fact that they were not familiar with team teaching at the beginning. As a result, they had to spend a lot of time and energy to learn about it. On the other hand, she underlined that despite its difficulty, the preparation phase was more important than implementation in team teaching. She did not explain why she thought so but she said that she would have a teaching portfolio, which would be their own product in the end. It can be inferred that Sevgi thought she would be happy to have the product of this difficult process at the end of the study. She said:

I underwent a tough experience during preparation phase for team teaching. After learning team teaching at the first phase in detail, the thing that caught my attention was that it was really an exhausting and busy process. Maybe, it was difficult for me because I did not know team teaching completely. Now, I tell myself that actually not the application phase, but the preparation phase is important. When we see this experience as a process, a portfolio will be formed and that will be our product.

Besides, the teachers stated that the number of the meetings in a week was sometimes too often, though it did not become a real concern later. They were all aware of the necessity of the frequent meetings to coordinate team teaching better.

They cautioned against the possible challenge of doing team teaching with a full schedule of the teachers since it might cause problems to arrange several fixed times during the weekdays for everyone. Elif mentioned the frequency of the times they came together as a team saying that:

> "… we held many meetings as a team: "how is it going, what are we doing?" We generally came together and spent a lot of time for those meetings. Maybe it was necessary but we gathered a lot. I do not want to regard this as a problem; however, it was a little hard for us to allocate time for the meetings along with our lessons."

Hülya stated that she couldn't predict that they would have to meet a lot for team teaching at the beginning of the study. She said that it was understandable that a team needed coming together very often in order to think, plan and implement together, but with such busy schedule, it might cause problems in the future. She said:

> Actually, I did not expect that there was going to be that much meetings at the beginning of the study. We are expected to deal with many things at the beginning and therefore we should gather a lot; I can see that. However, I thought it would pose problem to gather that much when we had normal curriculum.

While Elif and Hülya did not seem to make weekly meetings a big concern, Sevgi reported that it was sometimes overwhelming for her to meet very often and she had difficulty to focus on what was being discussed during the meetings. She stated:

> We held many meetings throughout the preparation phase. Sometimes, I felt that the number of meetings was too many. There were times when I thought there was too much burden in my mind and I was too busy… Thus, I lost my concentration sometimes in the meetings.

The following was extracted from the researcher's observation fieldnotes of a weekly meeting that was held on 21.10.2016. The researcher described the physical and verbal behavior of the team teachers as follows:

> Today, teachers gathered for talking about lesson planning and learning problems of the students in team teaching. It is 01:45 pm. It is an early time, but teachers seem tired and reluctant. Hülya is sick and reluctant; Elif is shy and Sevgi seems to be confused. Elif and Hülya participate more actively and think thoroughly; however, Sevgi remains distant to the group and gives short answers. It is 02:20 pm. Sevgi went out by saying she was too tired. Hülya and Elif kept discussing (Observation field notes: 21.10.2016).

From the extract above, it can be understood that Sevgi's lack of concentration during the early meetings was also observed by the researcher. It was noticed that she had hard time concentrating on the topics being discussed during the meeting. Her body language indicated her tiredness and lack of concentration. Sevgi attributed this to the frequent meetings they held as a team.

4.4.1.3. How did I feel?

In terms of the teachers' reflection on the preparation phase, data analysis showed that the teachers felt concerned about the implementation, results and effects of the team teaching. They did not feel sure about the idea of three teachers' working together would yield effective results.

Concerned: With regard to their feelings, two of the teachers reported that during the preparation phase they felt concerned about team teaching, its impact and its implementation. Elif stated her concern at the beginning of the study saying that, "At the moment, I am still not sure about the outcome of this study. Now, I am more inclined to think it is not feasible". In a similar vein, Sevgi was concerned about working with two other people; how to interact with each, how to express herself in a group and how to avoid possible conflicts if any occurred. She expressed her concern saying:

> *There are two more team mates except for me in addition to its being intensive. During that process, I had such concerns as 'how and what we are going to talk to a team mate or another? maybe I feel closer to one team mate and less intimate to another'. Or there were times when I felt stressful over the concern that I might not clearly tell the things I did not like.*

To sum up, the teachers reflected on how their awareness raised about themselves and their teammates as teachers as well as how their knowledge about team teaching enhanced thanks to researc, discussions and interactions in the team. In addition, the teachers questioned their compatibility with team teaching and asked if they were the right people to work as a team. Finally, two of the teachers expressed their feelings of concern in relation to team teaching. One was not sure about the outcomes of team teaching, whereas the other was worried about working with two other people throughout the study. The next section presents the teachers' reflection on the research phase.

4.4.2. Reflection on the Research Phase

> *During the Research phase, we upheld our meetings to share our experience with team members to have an overall idea about the learning problem in regular meetings 2 or 3 times in a week. Upon the discussions, we figured out that (1) top-down and bottom-up approaches are to be applied together throughout the lessons, (2) note-taking strategies should be practiced via (3) graphic organizers, charts and visuals and (4) prior knowledge of students should be activated to make predictions* (Team research report).

The above excerpt from the team research report portrayed how the research phase was summarized from the teachers' perspectives. In the focus group interview, the team teachers named the research phase as the phase of exploration. The aim of this phase was to begin a small-scale action research by identifying a learning problem of the students and seeking ways to solve that learning problem as a team. As the first thing to do in this phase, the team teachers administered a mini-survey in their classes and asked their students to share what problems they had while learning English. Receiving the students' responses, the teachers identified that *listening for specific information* was the most difficult area for the students to achieve in English. Then, the teachers wrote a research question in accordance with the learning problem they spotted: *What activities help students improve listen for specific information skills?*. As the last step of the research phase, the teachers began to investigate into the learning problem of the students by reading articles, visiting useful links on the web, discussing what they could do to improve listening for specific information skills. In this phase, being a team was reported to enable the teachers to reach a lot of information in a relatively shorter time and narrow down a number of ideas into a more specific one. In the following sections, the results of data analysis ragarding the teachers' reflection on their learning during the course of the research phase is presented.

4.4.2.1. What did I learn?

Data analysis revealed that in the research phase, the team teachers learned what they would focus on in research, how they could teach listening, address the right learning problem and write a research question.

What to focus on in research: All of the teachers reported that the research phase had a significant role for helping them to understand what they were going to focus on in research. Since the focus of their action research was settled as helping students *listen for specific information*, the teachers were able concentrate on preparing team teaching lessons in accordance with this particular focus. In addition, with the help of the research phase, they reported that they realized their roles in the research and the whole process. To illustrate this, Elif said:

> *The research phase was a highly beneficial process. I can say we expanded our*
> *horizon and it became clearer what to do within this phase… so, I am of the opinion*
> *that that was a very important phase of the study. Particularly learning how a good*
> *listening lesson should be enabled us advance with firm steps.*

In a similar vein, Hülya felt that she came to know well what would be the focus of their research with the help of the stages in this phase. She said:

> *Thanks to this phase, I thought I knew what I really should do. I believe all the steps throughout this phase have made me feel what I have got involved in, what my role and expectations are and what the process is to be ended up with.*

Sevgi emphasized that the research phase was a fundamental part of the study as she believed they were able to specify what they would bring to class and why they would do this as a team. She told:

> *I think there certainly should be a research phase. The implementation itself cannot be performed without this phase. This research phase also acquired us some clarity about what to do when we show up in the classroom. Why do three of us go there? Therefore, that part should certainly be involved.*

As it is understood from the teachers' accounts, the research phase was helpful for them to determine their research focus and make clear the framework of the whole study.

How to teach listening: All of the teachers agreed that the research phase helped them to learn new and useful ideas, activities and strategies with regard to teaching listening. They stated that the articles they found and read, in particular, contributed to their professional development. It was also reported that they were able to learn a number of useful things they had not heard or thought before about teaching listening. Elif stated that the research phase was helpful for her to learn about how to teach listening as it used to be a skill which she felt herself to be deficient of. She said:

> *This phase was pretty useful for me. I learnt lots of things that I did not know before. I really liked the activities I read and examined regarding listening. I have not said something like that for a long time about ELT… maybe it was the listening which research part contributed at most. Personally, I had many deficiencies about how a listening lesson could be prepared. In listening part, I was dependent on the textbook. I would not add extra things; since I was afraid and did not know what to do. But I think I overcame this deficiency thanks to research phase.*

In her reflective composition, Elif wrote that "…at the end of this phase, I was more knowledgeable about all types of listening activities". Similarly, Hülya said that in the research phase she found out the ways to teach listening and learned a number of listening techniques and activities that could be used in class. She said:

> *In this phase, we examined "which techniques and activities are practical while teaching listening?" and we learned that there were so many listening techniques and activities that could be performed within the classroom in an integrated way. I realized that I did not know those. In that respect, that phase was beneficial.*

Besides, Hülya underlined the advantages of working as a team in this phase as:

In this phase, working as a team has provided benefits to us. We cannot reach much information on our own. Therefore, everybody could reach different information and put forth something different and we had the chance to think over many resources in a short time.

Sevgi elaborated that the research phase was helpful not only about learning how to teach listening but also transferring what was learned about listening to the teaching of other skills. She said:

Indeed, synthesizing the things that we read during investigation phase contributed to us in professional sense. This development is not merely for listening part. I also encounter with problems in other skills as well, for example grammar… I can apply the ideas and practices which I learnt in listening part of the study to other areas as well by synthesizing them.

In brief, the research phase was reported to be important for providing the teachers with the opportunity to discover practical and useful ideas to teach listening. Prior to team teaching, it was understood that the teachers had not considered much about what techniques and activities they could use in class to help students develop their listening skills. Team teaching was reported to give the advantage of reaching a huge amount of information in a short time with the presence of many in the team. At the end of the phase, the teachers seemed to be able to transfer their new knowledge and skills to the teaching of other skills as well.

Addressing the right learning problem: The teachers believed that they were able to focus on the right learning problem of the students by receiving their opinions through a mini-questionnaire they prepared and condcuted. The teachers believed that they could have chosen a problem which was not a real concern for the students if they had not consulted students. For this reason, this phase, they believed, led them towards the right research target to focus on throughout the study. Furher, it was reported that receiving students' opinions regarding their learning problem was important to become more student-centered teachers. In addition, the teachers seemed to appreciate student involvement into this phase as they all expressed that they could have gone to a different or a wrong direction without student guidance. Elif said:

It directed me towards a right point. I could choose an area, instead of listening, on which I do not need to study… It was beneficial to ask the students. Maybe we were going to choose something randomly such as writing and could not get that reaction or proceed as we desired.

Likewise, Hülya was of the opinion that the mini-questionnaire administered to the students helped to concentrate on the right learning problem. Also, receiving the students' opinions indicated that this was a student-centered study. She said:

> *The questionnaires we applied on our students helped us to focus on the right point. After we applied the questionnaires, we realized that our students mostly had problem with listening and we thought about which ways would be good for teaching listening… we are already performing a student-centred study and we could only realize it by asking the learners what their thoughts were.*

As for being student-centered, Elif wrote, "we decided on a learning problem which was specified by students and we started our action research here. To define it with students was really helpful to be able to more student-centered". Sevgi agreed with the idea that they could have gone to a wrong direction if they had not asked the students what learning problems they were having. She said, "It also made sense for the students. We could prefer a method on our own and work on a wrong problem". Sevgi emphasized benefitting from being a team in this phase when she saw her ideas were too broad to determine a specific learning problem. She reported that while having discussions and exchanging opinions with the team mates, there were too many ideas suggested by each but they were able to reduce those ideas into a specific learning problem in a shorter time in the end. She noted:

> *Different ideas were proposed when we worked with the team on learning problems of the students. However, my ideas were too extensive. Those ideas suddenly started to be more specific and get more to-the-point thanks to the team. We of course learned by experience; but the support of the team was undeniable in this phase. Working with the team enabled us to speed up the process a little more.*

How to write a research question: As the last thing that was learned in the research phase, the teachers stated that they learned how to write a good research question. It was underlined that previously they had not known what made up a research question and how a good research question could be written. Elif said that she had not written a research question and she did not know what constituted a good research question. She believed that she learned all about these with the help of the research phase. She told, "I had never written a research question before. Would it be specific or general? What did it include within itself or within the sentence? I had not known these, indeed. I learned these in this phase". However, Elif did not provide any examples of how she learned to write a research question in this phase. Hülya, similarly, emphasized that they wrote a research question together as a team and learned how to write a good research question. In the same vein, Hülya did not clearly indicate how she learned to write it. She said that, "We wrote a research question altogether. I learned how to write one. I dare to say what makes a good research question is now settled in my head".

Sevgi thought that in the research phase, she improved in terms of writing a good research question although in the beginning she was concerned about how to form their research question for their action research. She believed doing brainstorming with the teammates paved the way for writing a good research question. She reported that, "to be honest, I could not decide at the beginning what kind of a question it should be. But at this point I believe that together we wrote a good research question through brainstorming. I believe I made some progress in this sense".

To summarize, analysis of the data for the research phase indicated that the teachers' reflection on the research phase revolved around what they learned from the phase. As it was stated at the beginning of this section, the teachers named the research phase as the phase of exploration, during which they reported to explore their research focus as well as how to teach listening, how to address a learning problem and how to write a research question.

4.4.3. Reflection on the Planning and Implementation Phase

In planning and implementation phase, all team teaching lessons and materials were designed within this scope (research question). Before the implementation, the students were asked to sign a consent form to participate in the research on a voluntary basis. …The team conducted 6 team-teaching lessons over the course of the research. According to the dates, we checked curriculum and specified the units with the modules to focus on. For the first 4 team teaching lessons, we analyzed the topics and the recordings of the listening texts in the course book used in the curriculum. Accordingly, we designed the listening activities based on the topics of the units in the course book for Lessons 1A-B and 2A-B. In the last two lessons 3A-B, we determined the topic of the lesson and the lesson plan (See Appendix A) depending on the students' perceptions. To do this, we asked our students to share the topics they were most interested in with us. Upon receiving the students' responses, we created a listening script and arranged related activities according to the topic determined by the students. Lesson planning for each main lesson took one week with 2 to 3 meetings in total. In each meeting, we decided on the focus of the lesson and discussed the activities for each stage (pre, while, post) in accordance with the aims and objectives of the lesson. Then we shared our roles for lesson planning. After sharing the roles, each team member created the materials needed for the activity they were supposed to prepare. To end the preparation, everyone checked the activities and decided how to apply them into practice and how to conduct the lesson as a team. In this case, we did our final checks to run listening activities as equal partners in team teaching. In terms of Implementation of team teaching, two of us were actively teaching while the other team member was working as the team observer. The team observer was supposed to be different in each lesson. The role of the team observer was to observe the case students regarding their behavior, participation and responses in the lessons. There were 3 case students in each class. These students were chosen according to their level of English as well as their overall motivation and participation in the lessons. When the selected case students were absent during team-teaching practice, some other students with similar learning profiles were chosen. There was also another person who was present in class for lessons 2B, 3A-3B in order to observe team teaching practice as a more knowledgeable other. She was a senior teacher with

approximately 20 years of teaching English experience and kindly attended team teaching lessons, observed teaching practice, students participation and attitude (Team research report).

In the above excerpt from the team research report, the team teachers described what steps they went through in the planning and implementation phase. This phase of team teaching was called as the phase of action by the teachers in the focus group interview. As narrated by the teachers in the above excerpt, the team prepared 3 main and 3 revised team teaching lessons plans, which were implemented alternately by 2 of the teachers while the third one was observing the previously-determined case students in class. Except for Lesson 1, Lesson 2 and Lesson 3 were observed by a senior teacher, a *more knowledgeable other*, who provided feedback to the teachers in terms of lesson management, implementation of the lesson plan and the students' responses, attitudes and participation. Analysis of data for the team teachers' reflection on the planning and implementation phase indicated that the teachers were able to adjust themselves to team teaching and benefitted from the advantages of team work in this phase. Later, data analysis revealed that they reflected on the change in their opinions with regard to collaborative lesson planning as well as team teaching. Lastly, the team teachers reflected on their feelings and how their feelings gradually changed through the end of the phase.

4.4.3.2. What did I do?

As it was stated in the previous section, the teachers decribed this phase as the phase of action since they began to plan and implement what they had learned and searched about team teaching and listening in the research phase. Analysis of the data indicated that the teachers, in contrast to the earlier phases, were able to notice and benefit from the advantages of team teaching in this phase. It was revealed that although it came hard to be more than one person to plan a lesson at the beginning of the phase; later, it was reported to turn out to be an opportunity for the teachers to plan and implement lessons together. The teachers acknowledged that they could adjust thmeselves to team teaching in this phase and take advantage of the presence and contribution of each other to the team.

Adjusting to team teaching: Data analysis revealed that the team teachers got accustomed to working as a team in the planning and implementation phase. Since they did not know each other very well in the beginning, it seemed to be

challenging for them to plan and implement lessons together. Later, though, the more they got to know each other, the better they were afforded by the merits of team teaching. It was acknowledged that it took time to get used to each other and understand how each one of them could contribute to the team. However, it was reported that they were able to adjust themselves to team teaching and distribute roles in the team. Elif described this as becoming "a filter to each other". She mentioned it was "hard in the beginning" to work together, but it turned out to be an opportunity later since each member had something to give to the team. She elaborated on this as follows:

> *This process was hard in the beginning, but then we started to know each other and ourselves better, and it became even useful and productive in the end. One of us generated ideas, one of us analyzed and the other made it practical. We were each other's filters. Especially observing gave the chance to see every single detail in the lesson.*

Additionally, Elif emphasized that most of the team teaching was actually done outside class, particularly while they were planning lessons. She believed that it was very useful to be a team during lesson planning stage, which took a lot of time at first, but got much easier and shorter once they became adjusted to team teaching. She said:

> *…it is fortunate that things worked out this way and we came together… Actually, a large part of the job took place outside the classroom, except for the implementation. I came to realise after a while that once the lesson was planned, implementation was no big deal. The key challenge was the planning. We have gradually decreased the time spent for planning. In addition, we got used to abide by a plan and program.*

Hülya put emphasis on adjusting to team teaching and understood in what areas each could help the team in the process of time. She frequently laid emphasis on the significance of spending time together to be able to work as a whole. She mentioned that at first she felt irritated working with a lot of people and sometimes took offense at trivial matters in the team. After a while, she believed they learned how to be a team for planning lessons by sharing roles and managing their time appropriately. She said:

> *As a team, it takes time for us to better know and learn how to benefit one another. The more we spend time together, the more efficient our sharing become. The time we spent together and the experience gained through sharing rendered team teaching more meaningful. That's why, spending sufficient time together is crucial. We are expected work in a crowded environment, and I used to be distracted by the slightest reaction but I overcame this. Now I can better concentrate on achieving my objective without being distracted by anything and teaching in a result-oriented way. We as a group have learned how to handle share of tasks, manage time, and make a plan accordingly. In other words, the planning phase enabled us to become a whole.*

In her reflective composition, Hülya wrote that after the team members got to know each other, they could display the ability of sharing roles, ideas and strengths for lesson planning. She acknowleged that, "after we knew each other better, we learned how to share our roles to plan a lesson by sharing our ideas, benefiting from each other's strengths". Further, she underlined that planning and implementation phase provided them with the chance to demonstrate their strengths. She composed her reflection on this as follows:

> I had the chance to show my strengths through Microsoft Office tools and my creativity on activities and material design. My group partners made my ideas more adaptable into lessons by analysing them and filtering their practicability to serve our lesson aims and objectives.

It can be inferred that once the team members got to know each other better, they became adjusted to team teaching, gradually noticing and making use of its advantages for lesson planning. Sevgi reported the change in her ideas about team teaching stating, "Now that I have experienced teamwork, I feel more close to team teaching than individual work". She elaborated on her arguments for team teaching in her reflective composition noting thati "in planning and implementation phase, I made the use of being a team and having teammates as it was the evidence of the famous quote called 'Two heads are better than one' for me".

The researcher observed the teachers' getting used to each other and working more efficiently as a team during lesson planning on 20.12.2016 while the teachers were preparing for Lesson 3A. In her observation fieldnotes, she touched upon the teachers' high motivation, confidence and role distribution as follows:

> Today, a meeting is being held for Lesson 3 A. It is 3 pm. The team teachers have started to write audio script for listening. They have a clear picture in mind on the beginning and course of lesson. All the team members seem highly concentrated. In general, Elif is leading the team. Sevgi is taking note of the discussions, and Hülya is searching on the computer. They seem quite comfortable as they speak and exchange their ideas. They seem to have a team spirit. It is 4:17 pm, and they have been working for one hour and 15 minutes and are about to finish audio scripts. It is 4:49 pm, and the audio scripts are finished. They all seem satisfied with the script they have produced. They decide to have the script vocalized by a native speaker for recording and finalize the meeting (Observation field notes: 20.12.2016).

Overall, analysis of data indicated that the teachers could accommodate to team teaching and understood its benefits during lesson planning. It was revealed that at first it took time for the teachers to get to know each other and understand their professional and personal strengths, but in the course of time they were able to realize how each one of them could help the team. Thus, it can be said that the team

teachers achieved turning a challenge into an advantage by distributing roles, making use of each other's strengths and saving their time for lesson planning.

4.4.3.2. What did I think?

For the planning and implementation phase, the team teachers reflected on the change in their thoughts referring to the challenges and advantages of collaborative lesson planning and highlighting the gradual improvement in their team teaching in class. It was revealed that collaborative lesson planning posed a challenge at first as they did not know what to concentrate on for team teaching in the very beginning. They pointed out that it took too long to complete the first lesson plan due to the fact that they did not know each other well and there were a lot of ideas suggested at the same time. Additionally, the teachers reported that their individual personalities might have led to another challenge during lesson planning since some of them questioned if they could work as a team or not at this stage. On the other hand, after the first leson planning, the teachers seemed to notice the advantages of collaborative lesson planning, referring to spending less effort and time for planning with the help of the team mates. They stated that their distribution of work became easier and more natural and they shared their ideas with understanding and respect to each other. In addition, the teachers mentioned that their collaboration in class gradually showed improvement.

Challenges of collaborative lesson planning: Data analysis revealed that the team teachers frequently cited the word "difficult" for lesson planning stage. It was agreed that it was challenging in the beginning to get together and plan a lesson with the presence of others. Elif expressed that it was the most difficult stage of team teaching at first no matter how compatible team mates they turned into later on. She mentioned that planning a lesson as a team was more difficult than planning a lesson individually. Most of the time time, long silences in the team were only the consequence of their not knowing what to say to each other. She expressed her thoughts regarding her experience in the first lesson planning as follows:

> *I have never had this much difficulty with any phase before. Even though we were in harmony with one another, it was not always easy to prepare lessons together. We thought and worked hard. In fact, as far as I am concerned, there was nothing more challenging than lesson planning. Planning the first lesson in particular was very difficult for me because I felt uncomfortable with the crowd. It seemed more burdensome than the lessons we teach alone. In planning the first lesson, there were moments of impasse and long silence.*

Sevgi and Hülya, in the same vein, acknowledged that at first it was difficult to plan a team teaching lesson since they could not decide how they were supposed to share roles. Besides, they could not fully adapt themselves to team teaching yet. Hülya stated, "…At the beginning, we failed to make clear how to share tasks". Similarly, Sevgi stated that, "it was a bit difficult to get used to working as a team at the beginning especially in planning".

Moreover, the teachers did not know what to focus on while they were planning a lesson. They reported to have a hard time deciding what they would concentrate on a team teaching lesson. Elif said that, "for instance, we did not know what to focus on in team teaching. It was the first time we planned a lesson as a team through trial-and-error method". Hülya agreed that they did not decide what to focus on and how to distribute roles for the lesson plan, which, she believed, derived from the team members' not knowing each other very well. She expressed that, "We could not decide where to focus and did not know how to share tasks. But this can be explained by the fact that we did not know one another's strengths within the team".

In terms of the challenges of collaborative lesson planning, the teachers expressed their concerns about the length of time they spent for lesson planning. They thought that at first it took too long to complete the lesson plan, which seemed to cause losing motivation for the preparation of the following lesson plans. Elif reported on this stating:

> *The first lesson planning caused us to lose a lot of time. Team teaching planning takes a great deal of time. Generally speaking, I cannot imagine we do it every time, given that it took us two days to plan a lesson and the progress we made remained to be quite small. After two days we spent on lesson planning, it does not seem feasible to me for a moment. we plan a lesson which took us two days and we made relatively.*

Sevgi approved that the first lesson plan took too long to prepare. She thought that it needed more work and energy to plan the lesson with three teachers than to plan it alone. In her opinion, it was the most challenging part of team teaching, which required a lot of time to complete due to the presence of others. She said that suggestion of different ideas by the teachers for the same activity prolonged the completion of the lesson plan as everyone wanted to express their opinions. She said:

> *We spend a great deal of time on lesson planning. I realized that this phase requires as much intellectual efforts as planning three lessons not just one, for teaching involves more than one instructor. As I stated before, lesson planning was the most*

challenging phase. While we were trying to understand an activity, the other colleagues' interruption such as "what if … happens…" might cause some delays.

In the same vein, Hülya acknowledged that it was because they did not know each other well to decide who could take what responsibility for lesson planning. For this reason, it took too long to prepare the first lesson as the team mates were not able to express themselves and their opinions with comfort in the team. She stated:

I had never observed my colleagues while planning a lesson. I did not know them, so I worked on the basis of assumptions regarding which parts of the lesson they would choose to be active or passive without any previous information, which inevitably caused the planning phase to be longer for fear of adversely affecting the others.

The teachers' personalities were also reported to pose a challenge during lesson planning. It was understood from the interviews that while planning the first team teaching lesson, the teachers questioned themselves if they were suitable to work as a team or not. Both Elif and Hülya stated that at the beginning they preferred to plan a lesson on their own than to plan it with others. Elif said that she could not concentrate on the lesson plan in a crowd as she was used to working individually. Sometimes, she could not produce any ideas and she became stuck with the idea suggested by the other team mates, which prevented her from moving onto the next stage of the lesson plan. She expressed her ideas as follows:

Personally, I cannot concentrate on three things at once. For example, I cannot study when other people around. I need full motivation. Nothing but silence. I am distracted in a crowd. So, I realized that I could not be myself and much creative as we were planning the first lesson within crowded group. I could not concentrate much. I came to realise that while I can generate new ideas on my own, I act more passive in a crowd. I get stuck somehow, or find someone's words unreasonable or difficult to understand. In this sense, the first lesson planning was tiring and difficult for me because I was not comfortable in the crowded environment…

Hülya acknowledged that she favored working more slowly with more time available for lesson planning over working as a team with a relatively shorter time. She believed that she could have produced better activities for the first lesson plan if she had worked under the circumstances she desired to work. She said:

I am a person who prefers considering things slowly and one by one. This may be the reason why I had difficulty in planning the first lesson. If I had planned the lesson in a broader time frame as I wished, it could have been different and I could have produced more useful activities.

Advantages of collaborative lesson planning: Apart from the challenges of collaborative lesson planning, the team teachers also reported its advantages. Although in the first lesson plan the teachers touched upon the difficulties of collaborative lesson planning, data analysis revealed that their ideas for the

following lesson planning meetings, Lesson 2 and Lesson 3, changed for the positive. It was stressed that lesson planning became easier later because they spent less effort and time thanks to team teaching. In addition, as they got to know each other better as teachers, this led to a natural distribution of work for lesson planning in the team. The teachers were happy about sharing ideas with each other to construct the lesson plans and reported that there was always respect and understanding in the team, which seemed to enhance their motivation and performance to team teach.

As the first advantage of collaborative lesson planning, the teachers reported that they spent less time and effort to produce the second and third lesson plans. As they believed that planning a team teaching lesson took more time and energy than implementing team teaching, being a team of 3 gradually turned into an advantage to complete that hard work together. It was described as a share of burden between the team members, which gave them the opportunity to manage time effectively and take advantage of each other's strengths. Elif appreciated the benefits of collaborative lesson planning as follows:

> *With much less efforts than we exerted for the first lesson plan, we could plan the subsequent lessons. As far as I am concerned, working within a team of 3 has been to our advantage. Actually, a large part of the job took place outside the classroom, except for the implementation. Once the lesson was planned, implementation was no big deal. The key challenge was the planning. We have gradually decreased the time spent for planning. We tried to work in an organized and systemtic manner. That's why, I believe it is quite likely that it will teach us time management. Third lesson planning was much easier. The time we spent on planning gradually decreased. We had more opportunity to produce new ideas.*

Hülya believed that lesson planning was hard in its nature, but when they were together they could share that hard work or "burden" as described by her. She also said that being a team saved their time for the following lesson plans. She stated that, "planning phase requires much more intellectual efforts when performed alone. Sharing it meant sharing this burden. Subsequent lesson planning sessions also saved time for us".

For Sevgi, being a team of three made it easier to plan the team teaching lessons after some time. The more experience they got with team teaching, the easier it became to produce ideas to decide what to do in the lessons. They learned each other's strengths and potential; for this reason, it became an advantage to be a team of three. She said:

> *We realised that things went much easier in the subsequent lesson planning sessions. Before we knew, the ideas started to come out. That's why, although the first lesson planning was challenging, the more experience we gained, the easier it became. Now that we know one another's strengths and weaknesses, things were easier compared to the first lesson planning.*

Elif added that collaboration became a natural practice for the following lesson plans. Although it was difficult to assign responsibilities to the team members in the beginning, it later turned into a usual but a silent share of work, in which everbody knew what her responsibility was for that particular lesson plan. She reported:

> *In time, we clarified the share of tasks within the team. While at the beginning task-sharing was very difficult, now there emerged a natural and spontaneous share of tasks without any discussions. As for the third lesson planning, there was a non-verbal share of tasks.*

As mentioned earlier, Elif described this natural collaboration for the lesson planning in the team as "one of us generated ideas, one of us analyzed and the other made it practical. We were each other's filters".

Hülya elaborated on the same point during an interview stressing that it was only after they got to know each other more and better that collaborative lesson planning ended to be a problem for them. Each team member spontaneously knew what she was supposed to do for the lesson plan; therefore, they did not have to assign any responsibilities to each other. She said:

> *We almost never had a problem with lesson planning. From the very beginning, we worked in the knowledge of who can be more productive in which area. In the following planning sessions, everybody knew very well what to do. As a result of team teaching, we learned who would do what by going through which stages, and who to take as a model for what. Therefore, everyone worked in the knowledge of their role in lesson planning.*

She supported her ideas in her reflective composition noting that "…after a while I learned my group members better and learned how to share our roles to plan a lesson by sharing our ideas benefiting from each other's strengths".

Furher, working as a team was appreciated to produce interesting ideas for the lessons during lesson planning, which also contributed to creativity of the teachers as was stated by Elif, "I believe lesson planning within a team has definitely been helpful in finding interesting activities as well as increasing our creativity". Similarly, Hülya agreed that collaborative lesson planning was advantageous because there were a lot of people that you could consult or ask for an opinion when you missed something. The working environment was also reinforcing the teachers to think, share and discuss more about students and lessons as stated by Hülya. She said:

We could ask and seek immediate solutions from our colleagues in case we missed anything so that we could ensure it is more suitable to the students' level and interests. In this aspect, I believe team teaching has many benefits in lesson planning. There are a number of people who give feedback. Likewise, when I expressed myself, I suppose they also gained a different perspective. It does not mean we voiced every opinion but we had an opportunity to discuss many things. I can say that in this respect it served a place that forced us to think. There we had a platform for our discussion. We started to consult one another on many things not just issues regarding teaching.

Respect and understanding among the teachers in the team was another issue raised by the teachers. They believed that it was due to the harmony between the team members that prevented conflict or clash of ideas. It was indicated that everybody was understanding and respectful to each other and they tried to find a middle ground when a difference of viewpoints occurred. Elif expressed her thoughts regarding this as follows:

...when we achieved the right thing, I mean a group harmony. Maybe if we had not liked one another and had conflicts of idea, I am not sure whether I would be so positive about the team. But we did achieve it. There were hardly ever conflicts of ideas. Everyone was tolerant towards one another especially at the planning phase. We all offered different ideas and listened one another with respect and tried to understand. There were moments we had objection which we expressed within the due respect: "Would it be a better idea if we did not do this?"... We were all tolerant.

Sevgi appreciated working as a team for lesson planning because it taught her to accept and respect different ideas, which was not possible to learn when working on your own. She said that, "in professional sense, the lesson planning phase primarily taught me to be easy-going, to be accustomed and respectful towards different ideas".

It is clearly understood from the teachers' accounts that their ideas regarding collaborative lesson planning gradually changed and improved for the better. While the teachers agreed that their experience in the first collaborative lesson planning was really challenging, it later became an advantage to plan a lesson together.

Improvement in team teaching in class: In addition to planning lessons together, the team teachers implemented what they had planned together in class as a team. Alternately, two of them taught the same class while the third teacher was observing the case students in all team teaching lessons. Analysis of data indicated that the team teachers believed their experience in class improved for the better in time. As was the case with lesson planning, team teaching in class ceased to be a problem gradually. Elif mentioned that their harmony increased with every single experience they had together as a team. It was no longer the presence of an

intruder in someone's class but an advantage of the support of a colleague who was there to provide assistance and power. Elif said:

> We gained a wide range of experiences in each lesson. I cannot tell which is better than the other but throughout this process there were many things which went from bad towards good or less towards better for us. Being a team of three became a natural phenomenon for us. We did not feel uncomfortable by the presence of the other and even turned it into an advantage for the most of the time. The students made positive remarks such as "It was not like there were two teachers. The more we received such student remarks as "We did not get tired very much, one taught and then gave the stage to the other before letting us get bored", the more harmony we felt.

In the same vein, Hülya acknowledged that there was an improvement in team teaching lessons, "This is not a process to end… We always thought how to teach a lesson as a better team throughout the whole process. I believe we have recorded a great progress from the beginning until now".

Sevgi described their improvement and experience both in and outside class as "effective collaboration" and put it in writing in her reflective composition as "…it turned into an effective collaboration in the second and third lesson, not only in planning but also in implementing. We were supporting and complementing each other naturally while preparing the lesson plans or managing the lesson itself". She agreed with Elif regarding the creation of harmony between the team teachers in class and mentioned that every one of them endeavored to accomplish all they set out to do on the lesson plan. Further, she expressed improvement in team teaching lessons referring to Lesson 3 A and B. To show their command on the process, she said that while she was teaching the third lesson, she could easily notice if something was missed or skipped on the lesson plan. Sevgi expressed her thoughts as follows:

> We never had any disharmony within the team during the lessons. We had technical problems in one or two lessons. But as a team, we did our best to help each other, whoever we were paired with, and one of us did a part of the job while the other was doing something else. For example, I said at the end of the third lesson that "Did we miss anything? Oh, we were supposed to do this part like this according to the plan!" I could notice it immediately without any struggle. By the end of the third lesson, everything had already been settled. Moreover, we could produce new ideas instantly according to the mode and the class population.

4.3.3.3. How did I feel?

Uncomfortable and incompetent in the beginning: As for the team teachers' reflection on their feelings for the planning and implementation phase, analysis of data revealed that they felt uncomfortable and incompetent at the beginning of the

phase. They did not like the first experience with lesson planning because they were not able to express themselves and their ideas clearly enough to each other. It was like a chaos when everyone put her ideas forwad for lesson panning. They stated that their creativity was badly influenced and they felt under pressure in the team, which caused them to feel incompetent. Elif described her feelings as follows:

> *The first phase where we all stated our ideas seemed chaotic to me. That's why, I did not feel very comfortable. At first, I did the lesson planning phase. It does not mean that I did not like the ideas but I could not be myself. For example, maybe I am more creative and active or can produce much more ideas under normal conditions, but I felt incompetent and anxious, unable to take a step forward in that platform. This is how I felt when we were planning the first Lesson 1A. It may be very difficult for me to adapt and be creative in such crowded platforms where everyone is expected to produce ideas.*

Hülya put emphasis on her preference to be alone while planning lessons. She believed that she could have concentrated more and worked faster if she had not felt stressed due to working together. She said:

> *In the lesson planning phase, I could deal with certain things more quickly when I was alone because working with a group could inevitably be stressful. I would like to have some time to think on my own, which may be caused by the fact that I feel more secure this way. Before I propose something, I would like to consider it thoroughly myself. I believe to be more productive this way.*

Sevgi reported that she felt unsure of the things they were doing in the beginning and she was full of stress in the first lesson due to the presence of the other teachers in her class. She was hesitant about showing her disagreement with her team mates for the fear of hurting them if she did so. She narrated her feelings regarding this as follows:

> *We could not take firm steps throughout the phases of first lesson planning and teaching. For example, at the first lesson, I felt very stressful and that my personal space was violated. During the lesson planning phase, I abstained from expressing my opinion when I thought an idea is not feasible for the fear of hurting their feeling. To be honest, I could not fully understand the mentality of being a team. I felt as if I had to be there, even if I did not speak, while they were working. I felt forced to speak.*

<u>Comfortable, productive and confident in the end</u>: In contrast to the teachers' negative feelings towards team teaching in the beginning, it was revealed that the teachers developed positive feelings such as increased comfort, productivity and confidence through the end of the phase. As mentioned earlier, Elif found it very chaotic when everyone was sharing opinions during lesson planning. Later, she stated that her tension reduced. She was no longer worried about working as a team. In the second lesson planning, her feelings turned into positive and it was not hard for the team to prepare the second lesson plan. Since the harmony was already

created among the team members, they were feeling more relaxed and confident about what to do together. Elif described her feelings as follows:

> *I can say that I have started to feel more comfortable when everything is settled. I felt so also when we planned the second lesson. I actually felt very little anxiety compared to the first one, and that chaos was really over. In the second lesson planning, we felt that my feelings were more positive because we did not have much difficulty. I think that we were more comfortable while working together, and that the group harmony increased. Personally speaking, I was more comfortable and productive at the second round. We already got used to the work and knew what to do. I witnessed at first hand that when a harmony is achieved, it is likely to be very good.*

Hülya said that her confidence increased in terms of knowing what activities and materials to offer the students depending on their level and needs. She stated that, "Now I know what to do at which phase, or which activity is better for which student group. At the end of this phase, I have gained self-confidence".

In the earlier interviews, Sevgi had expressed her reservations about showing her disagreement with her teammates for the fear of hurting them and teaching her class with other teachers at the same time. Later, analysis of data indicated that her feelings changed for the positive towards working as a team and she was feeling more comfortable about being with other teachers both in and out of class. Working as a team to accomplish their goal seemed to relax her and she felt supported and confident for not being alone in this job. She said:

> *… Now I can easily tell aloud the things I do not like or print out the thing I like. In this sense, this relief is very good for me. The second and third lesson planning engagements have gradually increased our confidence. Now, whenever three of us come together, we make such remarks as "no need to worry, we can easily do anything, or even create something from the scratch " We have completed three lessons so far. I have raised such a self-confidence that I now can say that my partner or even someone else is welcomed in my personal space and now that is a classroom, everyone is free to watch.*

Elif said that, "I am greatly relieved by the thought that I am not alone in the classroom, we are in this together". It is understood that the teachers got more comfortable when they felt that they were not alone doing this job. It was encouraging for them to feel that they were a team and they would not leave each other alone either in or outside class.

4.4.4. Reflection on the Evaluation Phase

> *For the Evaluation phase, the team came together and revised the A lessons based on our discussions about the student's feedback, the team observer's feedback and a more knowledgeable other's feedback (if present in the lesson). As a result of this process, we made changes if needed and designed B lessons for the other class. After B lessons, we came together once again and followed the same discussion steps as in A. We watched the recordings of our lessons and we revised the*

feedback we received so far to write a reflective lesson report by considering our role, the extent to which listening activities and the materials relatively were successful, the extent to which team teaching was successful, student motivation, participation, departures made from the lesson plan, difficulties students experience with different part of the lesson and evidence of learning. Then we uploaded the reports to our team blog and added them into our teaching portfolio (Team research report).

As narrated by the team teachers in the team research report, the evaluation phase of the study consisted mainly of revision and reflection. The teachers named this phase as the phase of reflection because they reflected on what they did in planning and implementation phase such as receiving both the students' and more knowledgeable other's feedback, reflecting on the team taught lessons and revising them as well as writing individual lesson reports for each lesson they conducted as a team. Data analysis indicated that the team teachers frequently reflected on what they learned and how they felt during the evaluation phase. With regard to their learning from the phase, they talked about reflection through lesson reviews, the students' involvement in team teaching, and support from a more knowledgeable other. As for their feelings, the team teachers reported that they took a lot of pleasure from evaluating the entire planning and implementation process in the evaluation phase.

4.4.4.1. What did I learn?

Revising the lesson: As stated earlier, during the evaluation phase the team teachers conducted interviews with the students to be able to revise their lessons in accordance with students' feedback. Moreover, they discussed the team observer's notes and watched the video tapes of the lessons before they revised or prepared a lesson plan. At the same time, the more knowldegeble other provided the teachers' with feedback on the issues that went well or needed improvement in the lesson. It was stated that the evaluation phase offered the teachers the chance to gain a new perspective on teaching. Revising lessons through feedback and observations, the team teachers claimed that they realized there were some ways that helped or did not help the students learn better in listening lessons. Moreover, they were able to reflect on their own teaching as well as team teaching during the phase. It was stated that lesson revision was a kind of check to see if what had planned went well or not in class. Thus, becoming a reflective teacher in the evaluation phase was frequently cited by the teachers. In regard to lesson revision, Elif said that, "I believe lesson revision has gained me a different perspective,

especially in terms of listening such as "this type of activities does not work out this way, we should do like this". Furthermore, she wrote that "at the end of evaluation phase, I thought I became a reflective teacher and I gained new perspectives through self-peer observation and feedbacks".

Hülya and Sevgi agreed with Elif in terms of lesson revision, which helped them become reflective teachers. As Hülya noted, "this whole phase was an extended version of reflection on both my own teaching and overall team teaching experience". Sevgi added to this saying that, "evaluation has been a sort of validation of all the actions and processes we have been through. That's why, I put this phase on top as the reflection is helpful".

Revised lessons were also reported to be better and more succesful than the previous ones since the teachers had modified those lessons depending on their observation notes, feedback and reflection on that lesson. Lesson revision was considered to be an opportunity for improvement by the teachers. The excerpt from an interview with Elif indicated what she learned from revising the lesson. She said:

> *I learned that the lesson revision is quite essential in this phase because the revised lessons turned out to be better and went well. For example, when there was an instructor-caused error, we tried to correct them during lesson revision. We applied the Lesson 1 twice in our class, and as far as we are concerned, there was no problem left. I believe if we had not revised and had applied it as it was in the first place at our Charlie-1, we would not have achieved the same success. We were further relieved as we were revising the same lesson. We reviewed it, corrected and changed where necessary and hence, the lesson went well.*

Referring to the same issue, Hülya said that, "We all revised all of our observation and assessment notes and prepared for the other lesson, which helped each subsequent lesson to be better than the former". Sevgi agreed that the changes they made on the lesson plan worked well and it was really satisfactory to see that every single revision on the lesson was effective. She stated:

> *Mostly the revision we made have been effective. I believe that the most satisfying part of the team teaching has been to see that every phase of a revised lesson went well. Yes, we planned, revised and it turned out just as we expected.*

Involving the students in team teaching: Another point that the teachers reflected on the evaluation phase was the significance of involving students in team teaching. The teachers underlined the importance of the teachers' hearing their students' voices to get more effective results in the end. At the beginning of the study, the team teachers asked their students about their learning problems. Then, in the evaluation phase they receieved feedback from the students about each team

teaching lesson conducted in their classes. It was reported that this was the most student-centered CPD activity the teachers had ever taken part in. Elif stated:

> *I had been involved in CPD activities before. However, team teaching is the best one at engaging the students. I had never been a part of a professional development activity which provides first-hand student feedback and I was not even aware of its importance.*

Moreover, she composed in her reflective composition that "in consideration of the students' feedbacks, we revised our lessons and retaught them with necessary changes within the scope of lesson study". Here, it can be inferred that the students were playing a significant role for helping the teachers to make changes on the lesson plan.

Hülya acknowledged that in their team teaching they did most of the things on the basis of the students' ideas such as choosing the topic of the lesson according to their preferences and designing activities which could attract their attention. Besides, they took care of the students' interests, and their level of proficiency, all of which were reported to help the team teaching lessons become more effective. She explained the significance of the students on their experience with team teaching as follows:

> *We decided on the subject of the last class by asking students for their opinions and also paid attention on choosing the activities they would like in the previous classes also. We completed the activities not in the way as suggested by the book, but in such a way to help us achieve our goal using a pedagogical perspective. I think team teaching is more effective as we have taken into consideration both the levels and interests of the students. We put them at the heart of everything we do, which helps us accomplish better results.*

It was understood that the teachers became aware of the importance of the students and involving them in the CPD activities for the efficiency and quality of lessons. It was concluded that when students' needs, opinions, and evaluation were taken into account, results of the CPD activities were likely to be more effective for both parties.

Support from a more knowledgeable other: The team teachers received oral and written feedback from a more knowledgeable other teacher regarding their teaching practice in team teaching lessons. The teachers reported that the feedback they received from a more experienced teacher was very helpful to improve their teaching practice. Elif said that feedback sessions with an experienced teacher were her favorite parts in which she enjoyed and learned a lot. Referring to the more knowledgeable other, Elif wrote that, "She gave us invaluable feedback which I took

advantage a lot". She summarized what she learned from a more knowledgeable other as follows:

> *Feedback sessions after the classes and comments we received from a more experienced teacher were among what I liked most and learned from. His/her comments were, indeed, so valuable. We should not stand at the very front of the class while giving instruction, for example. I used to do this. I thought it was more effective to speak in the class by going back and forth, but did not know I was losing the students sitting on either sides. Now, most of the time, I try not to forget to be in a position that I can see all students while giving instruction. After all, any feedback we received is more valuable than one another. In that sense, I do not remember taking offense at any of the criticisms.*

As she stated in the interview, Elif learned from the more knowledgeable teacher how she should be positioned in the classroom while giving instructions. Hülya expressed that she was able to notice that student participation changed for the better when they were praised by the teacher. Thanks to the more knowledgeable teacher and her suggestions, she could notice the significance of prasing students. She also highlighted that the language used by the more knowledgeable teacher when giving feedback was never critical but always developmental. She said:

> *More knowledgeable other enabled us to realize how much student participation in class can change after they are given praise. She talked about some key points that we need to use in class and made some comments that gave us food for thought. I think the feedback she gave is extremely useful…Her observations in class environment are very important. We received very positive feedback. The language she used and the points she addressed were all what we thought we had problem with and need to improve.*

After she received feedback from the more knowledgeable other, Sevgi underlined that there was always a need for a "mentor" who, with her knowledge and experience, would help and encourage inexperienced teachers to develop professionally. She also stated that she was not badly affected by the comments she received, in contrast, she showed improvement with regard to her professional needs. Among the things she learned, similar to Elif, Sevgi gave an example of a teacher's position in the classrom when giving instructions. She stated:

> *I think there should be a mentor in CPD activities who can motivate and guide people. For instance, I enjoyed asking the observer what she thinks when we finish the class. The comments made by the senior teacher did not have a bad influence on me at all psychologically, whether they were positive or negative. She told us not to walk to the middle of the class while giving instruction, for example. We keep that in mind. I think we closed most of our gaps with the help of more knowledgeable other.*

To sum, the teachers indicated that the presence of the more knowledgeable other was important to enlighten them about the points they either were not aware of or

professionally lacked. All of the team teachers were convinced that the mentor teacher contributed to their professional development with the basics of teaching.

4.4.4.2. How did I feel?

Pleased: For the evaluation phase, analysis of data revealed that the teachers reflected on their feelings as well. They agreed that the evaluation phase was a pleasure with lesson revisions, feedback sessions, a more knowledegable other and gatherings as a team. Elif said that, "The feedback sessions, our pulling together as a team, the comments more knowledgeable other made are what I liked most throughout the whole study".

Hülya stated that she liked the evaluation phase a lot, particularly, the part they revised the lessons. She reported that she started to get a lot of satisfaction when she was talking about the whole process they went through. She expressed her feelings as follows:

> *What I liked to do most during implementation is making some changes in the second class based on the experiences from the previous one. Evaluation is one of the most enjoyable stages for me. In evaluation, I did enjoy commenting on the points that need to be revised in classes and trying to deliver better one…I am totally pleased that we do assessments about lessons. More precisely, I like talking about the whole process.*

Likewise, Sevgi wrote that she liked the lesson revision part a lot as it gave her the chance to revise the lesson, revise herself as well as learn new points. She noted that "evaluation was the one I enjoyed a lot because doing a lesson review with not only my teammates but also a more knowledgeable other was like learning about new points and revising yourself as well as revising the lessons".

4.4.5. Reflection on the Dissemination Phase

During the focus group interview, the dissemination phase of the study was described as the phase of production by the team teachers. In the dissemination phase, the team teachers prepared a final report of their experience by describing in detail what they had done throughout team teaching. They analyzed the students' responses on activity worksheets, examined the students' feedback forms, watched the video tapes of their lessons again and checked the observation forms in order to produce the team research report. After the report was made ready, they shared it with other colleagues in the department on their blog to disseminate their knowledge and experience. As the last thing in the phase, they held an oral

presentation as a team in the in-house ELT event and reflected on what they did and what they learned throughout team teaching. Analysis of qualitative data indicated that the team teachers reflected on the things they did, they thought and they felt during the phase. As for the things they did, the teachers reflected on doing analysis of the research findings. When it comes to the things they thought, the teachers reported that it was challenging to write the research report, but they grew professionally and overcame their prejudices against team teaching. In terms of their feelings, it was found that they had an exciting experience on stage during presentation; however, their self-confidence increased and they got proud and happy at the end of the study.

4.4.5.1. What did I do?

<u>Analyzing the research results</u>: It was revealed from the data analysis, the team teachers frequently referred to the analysis of the research results. Elif summarized what they did in the dissemination phase writing that, "we basically ended the study by analyzing materials, reporting the research and we came up with findings". She believed that it was good to have the findings of the research by rearranging and compiling the materials produced and used thoughout the study. This way, she said, they were able to see their progress and find the answers of their research question. She claimed that the analysis of the research findings helped them to see what activities helped students listen more effectively and what activities did not. She said:

> *Analysing what we did was useful in terms of seeing the results of our study. We compiled all we had in our hands, reviewed them all one by one and reached our findings. We had the chance to see how much progress we made on this point and what questions we could find answers to. I do not know how much the students' listening skill has improved, but we have seen that we found activities that guide them through this subject and help them with notetaking.*

Hülya stated that analyzing and presenting the results was as significant as conducting research. This stage assisted them to see the important points in their research and how it contributed to their professional development. She expressed her opinions regarding the analysis of the research results as follows:

> *It is also of great importance to be able to analyse every study we carried out and to present it. Essential points regarding this study and its contributions to our professional development have come into prominence at this stage. I think analysing the results have made a significant contribution to me in terms of gaining awareness of these and understanding the importance of what we do.*

Next, Sevgi mentioned that, "it was great to see the results of what we did throughout the semester", and she added, "It was a good experience for me to analyse and report in a sort of way what we achieved and did upon carrying out such an intensive study". As can be inferred from the teachers' accounts, there was a consensus between the team teachers about the significance of data analysis to see the effects of the team's action research on the students' listening skills.

4.4.5.2. What did I think?

As for the reflection on what was thought during the dissemination phase, the analysis of data revealed that the teachers thought writing the team research report was challenging, but they were able to understand their professional progress and overcome their prejudice against team teaching in this phase.

Challenge of research report writing : All the teachers were of the same opinion that research report writing was challenging due to the teachers' lack of a similar experience before and difficulty of reporting such a lot of thing with a limited number of words in the report. Elif made a comparison between research report writing and a master's thesis writing and said that she did not have a similar experience before; for this reason, she found research report writing too difficult to do with so many details to consider similar to a thesis writing. She also confessed that she did not like this stage as they had a hard time expressing themselves, their research on listening skills and experience with team teaching well enough in the report. She explained her thoughts about research report writing as follows:

> *Putting the study into report form was quite difficult. To be honest, I had not written such detailed report before. It was quite challenging for us. We carried out this study for months. We collated all the data we had and prepared a report. As I had not had any experience of writing a report before, research report seemed like a mini-thesis to me. Therefore, we had difficulty in deciding how we should express things, what kind of a language we should use, or what parts we should mention and how and to what degree. For this reason, I cannot say that I liked writing a report much.*

In line with this, Hülya wrote that, "report writing was the most challenging one, since it was the stage that we had to analyse all of our research and findings right from the beginning with our reflections…" Sevgi, similarly, thought it was difficult to produce the research report because they had done so many things within the scope of their research. She compared it with their first experience in collaborative lesson planning and claimed that they were not able to work effectively as a team in both

stages. She elaborated on the challenge they had while writing the research report in her reflective composition:

> *In dissemination phase, I –with my teammates- had some difficulty in reporting our whole study as it was a detailed process which included lots of steps. It was similar to planning our first lesson together, in which we were not able to work as a team effectively, due to the fact that each one of us had different type of experiences no matter how well we worked together.*

Professional growth : The team teachers also stated that during the dissemination phase they could notice that team teaching helped them grow professionally. It was confirmed that team teaching met the teachers' some of the professional needs and it became more evident when they reflected on their team teaching experience to write the research report and do presentation in the ELT event.

Elif reported that she believed team teaching developed the teachers as much as it developed the students. She stated that "at the end of this phase, I was aware of the improvement I had, I knew what I learned from this process". She continued:

> *We took advantage of this study as much as the students did. As we saw in the presentation yesterday, everyone thinks they have made a progress. At this point, we became happy to see what kind of progress we made in the areas in which we had deficiencies in professional terms when we looked back on what we achieved while writing the report and preparing the presentation.*

Likewise, Hülya thought that she recognized the benefits of team teaching on her professional development in this phase. She emphasized that strengths of her team mates along with hers helped to remove each other's weaknesses. She said that, "What team teaching contributed to me became apparent at this point. I had the chance to see how our weaknesses grow stronger by using the strengths of my group mates' and mine in cooperation with each other". Sevgi agreed that she grew academically and professionally thanks to team teaching. She reported that, "I believe I made a progress in a professional sense with regard to my way of thinking and teaching".

Overcoming prejudices: The team teachers reported that at the beginning of the study they were prejudiced against team teaching and its applicability in class. Presence of another teacher in class, share of the roles between the team teachers, compatibility of the teachers with each other were among the concerns the teachers had before they came to know and conduct team teaching themselves. Then, it was revealed that the teachers' prejudices were eliminated as they gained more

knowledge and experience with team teaching. Elif expressed that she began team teaching with a lot of questions in her mind. As she did not have a similar experience before, she felt irritated about the idea of sharing her class with other teachers. However, she underlined that her ideas changed for the positive about team teaching when she harmonized with her colleagues in the team. She said:

> Whose class is this? Who will react in what way at what point? Does one of them seem more dominant in class? Does the other seem to be an assistant? How can we coordinate this? Can students feel that we are equal? These all raised a question mark in my mind regarding team teaching at the beginning of the study. I mean, what is it to be two in class; how is it perceived? Then I personally witnessed that team teaching can be very effective when you adapt yourself to it…Plus, many other people get involved in where you are always on your own and everything is planned and implemented together. It makes you scared when you first hear of it, but then I changed my mind.

Besides this, Hülya stated that all of the phases in the study contributed to her professional development although at first she "had prejudices for the upcoming unknown". She said that, "I could comfortably indicate that all of the phases were in great value for my professional development even though I had some prejudices for the upcoming unknown". In the fifth interview, Hülya stated that she was prejudiced against the presence of other teachers in the classroom. Just like Elif, she reported that she began team teaching with a lot of concerns in mind. Then, after she got into team teaching, she overcame her prejudices. She said:

> Team teaching was unknown to us at first, so we did not also know about its results. As a teacher who just started to gain experience in her profession, I had prejudgments about the presence of other teachers in classroom. I can say that I broke down my prejudices. Everything is explicit in class now and I can focus on anything accordingly…

Sevgi seemed to eliminate her prejudices against team teaching only after she became more involved into the process. Since she was not used to the idea of group work in the beginning, she was reactive against it. She thought that there would be some intruders in her class and in her mind; for this reason, she did not feel comfortable at the beginning of the study. However, she believed that she was able to eliminate her prejudice after she came to know team teaching more and better. She said:

> At first, I felt as if there was a stranger in class getting involved in my lesson and opinions. This kind of feelings are not something that exist concretely, though... We, ourselves, have understood that these are unreasonable fears and do not exist concretely... It was a relief. I enjoyed it more as I got into team teaching. I did not know much about it in the beginning...The idea sounded unfamiliar somewhat. The idea of team teaching was not something we were familiar with...Perhaps, this was what I reacted to... As I am a part of this study now and have experience in team teaching, my opinions on teamwork are now positive…

4.4.5.3. How did I feel?

When it comes to the team teachers' feelings in the dissemination phase, analysis of qualitative data revealed that the teachers felt excited while they were presenting their CPD activity to their colleagues on the stage. It was also found that the teachers ended the dissemination phase with increased professional confidence as well as felling happy about the final work and proud of their accomplishment.

Excited about the presentation on the stage: The teachers stated that they got excited before they presented their work to other colleagues in the ELT event and their exicement continued for a while on the stage until they got over this feeling. Elif expressed that she was full of excitement at first but she was able to convey well whatever they did and achieved as a team to other colleagues. She said that, "It was exciting but very good. People were curious about what we were doing. We delivered everything we wanted to tell. In short, it was exciting but a very good experience".

Hülya had not appeared on the stage before. She reported that she was overly excited but overcame that feeling a few minutes after she came on the stage to present her part in the presentation. She stated that, "I had not made a presentation on stage before. It was my first time, so I was extremely nervous. But I think I controlled my excitement in a while after I got on the stage".

Similarly, Sevgi touched upon her excitement before presentation on the stage. She thought that she had the biggest responsibility of presenting the planning and implementation phase in the presentation. For this reason, she felt a bit nervous about conveying her experience well to the audience. She said:

> *I was very anxious before the presentation. I knew that there would absolutely be a resulting product while writing the report, yet I was rather anxious about how to make a better presentation as I was responsible for the most detailed parts which are planning and implementation. I got very stressed because I felt that I had to explain everything clearly and in depth. However, when I started my presentation and realized it was what I had been doing for months that I was talking about, I did not feel much stressed at all.*

Increased self-confidence: Analysis of the fifth interview showed that the teachers completed team teaching as a CPD activity with increased confidence about themselves. All agreed that team teaching motivated them to pursue professional development practices in the future and disseminate their experience outside the university to other professionals. They mostly referred to their enhanced

confidence about the final work they produced as a team. Elif expressed her feelings regarding this as follows:

> *Now, I feel I have a good grasp of any questions regarding team teaching such as how I should start it, what I am required to do, how we will prepare a report and make a presentation. Now I believe I will be more knowledgeable with and experienced in all processes when I participate in a new professional development activity…We thought about making a presentation of our study in conferences while writing the report. And we are very enthusiastic about it.*

Additionally, Hülya stated that she gained a lot of confidence in herself after completing this CPD activity and she wanted to do try other CPD activities which might contribute to her professional development in the future. She said:

> *I can say that I was proud of myself after the presentation. There had been a lot of challenges since I started at this school. This was the last one. I thought I got through this too. It was my first presentation and I always attach a particular importance to first times. Therefore, I felt very confident. Now I am very determined to continue developing myself professionally by trying other professional development programs in the future.*

In her reflective composition, Sevgi composed what she accomplished and how she felt at the end of the dissemination phase as shown in the following excerpt:

> *I was able to write a research report and we were able to find some answers for our research question. In the end, it was priceless that I saw I could handle with all of these issues, and I became a more knowledgeable researcher who is more confident and more experienced in language teaching.*

She also touched upon her willingness to disseminate their team teaching experience to other colleagues working in other institutions. She underlined that after presentation her self-confidence increased, particularly when she saw the final product of their challenging team work, which had scared and tired her a lot in the beginning. She said:

> *In fact, our study was disseminated within the institution through this stage. It will be great if we can make a presentation also outside of the institution. We achieved good outcomes. As a matter of fact, I can say that it helped me gain self-confidence after the presentation. Thanks to what we achieved, it made me feel as if there was nothing that I would fail to manage. I was very anxious at the beginning and thought it would come to no end. I got very tired but we did really well. It was very good. You can do anything as long as you want it that much.*

<u>Feeling proud in the end:</u> Regarding their feelings during the dissemination phase, the team teachers stated that they felt proud of their final work in the end. After the team research report was produced, the teachers could not believe the amount and quality of the work they had done through team teaching. At the beginning of the dissemination phase, they did not know how to write a research report, but at the end of the phase they stated that their report was like a comprehensive research article, which left them with the feeling of pride. Elif stated

that she felt enlightened when she read the team research report and they did not realize what they accomplished while they were conducting the study. She said:

> *I didn't know how to write a report. One day before the presentation, when we were done with the report, Sevgi and I went over it and the presentation. We were enlightened at that point. We told ourselves that what we read was our product as a whole. We were not really aware how it turned out while writing. Then I thought about other articles I read before. This time I was reading an article that was written by me, Hülya and Sevgi. I was proud of all of us.*

The dissemination phase left Hülya with the feeling of overcoming another big challenge which she was very proud of. She said that, "As I said before, I had a lot of challenges ahead of me since I started this profession… At the end of this study I overcame another challenge and I was proud of myself". Likewise, Sevgi was of the opinion that they produced a quality work at the end of the study and the team research report was thoroughly a kind of reflection on their experience as a team. She stated that she had the sense of achievement after they solved their research problem. She added that this was not the achievement of one but achievement of their team. She expressed her feelings in the following excerpt:

> *I think we produced something with good quality. Three of us did a large-scale reflection and combined three reflections here. It was good that they were all integrated as our common reflections, and I think something very good came out… Plus, I think it feels successful to solve a problem together that we identified at the beginning of the study. I mean this is not a single person's success but the team's. Seeing that something is going well affects my energy positively.*

4.5. RQ4: What are the team teachers' perspectives on the other CPD practices used within the frame of team teaching?

The fourth research question addressed in the study was *RQ4: What are the team teachers' perspectives on the other CPD practices used with the frame of team teaching?* Data for the fourth research question was collected from the team teachers' interviews, reflective lesson reports, team teaching research report as well as reflective compositions. The below Figure 4.7. illustrates the teachers' views about the other CPD activities used in the study which were: action research, *lesson study, peer observation, professional learning visit, self-observation, student-led CPD and teaching portfolio.*
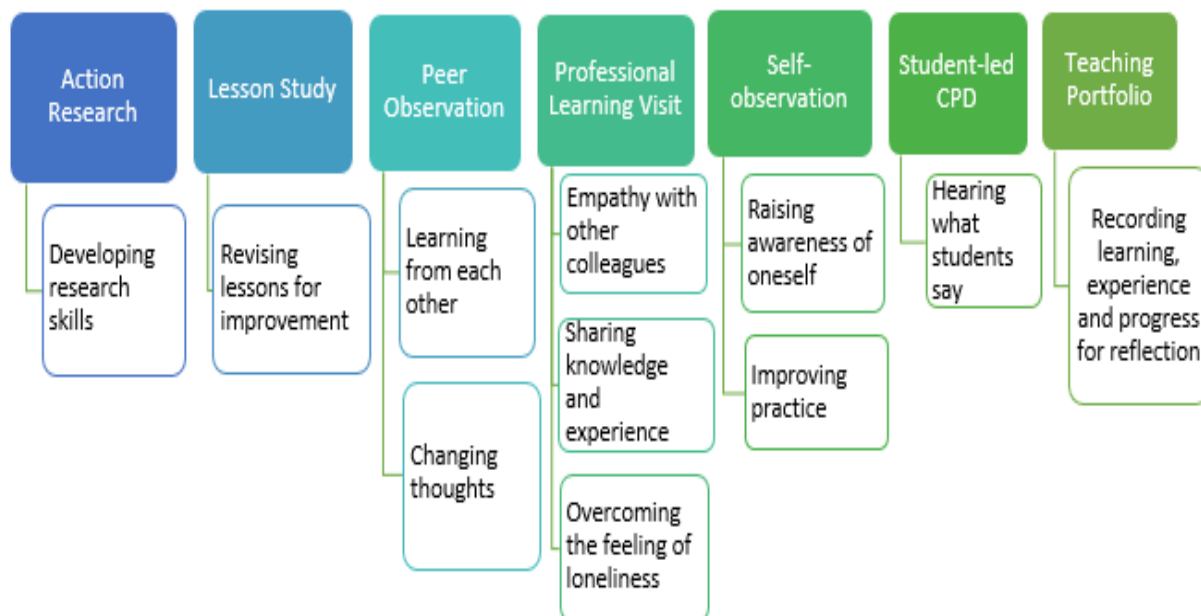
Figure 4.7. The team teachers' perspectives on the other CPD practices used within the frame of team teaching

4.5.1. Action Research

The team teachers conducted a small-scale collaborative action research within the scope of team teaching, for which they determined a learning problem, wrote a research question, collected data and tried to solve that learning problem with the help of the self-produced materials and tasks. Analysis of qualitative data showed that the teachers' perspectives on the action research they conducted throughout team teaching were mostly about the development of their reseach skills.

Developing research skills: It emerged from the data analysis that the teachers thought action research throughout the study developed their research skills. All the team teachers agreed that they had not carried out a classroom research before; for this reason, they did not know how to initiate, implement and end action reseach when they had began team teaching for the first time. To illustrate, Hülya wrote that, "I learned how to categorise a research plan right from the beginning and how to run the process". Elif, on the other hand, emphasized that

she did not know how to write a research question and a research report prior to the study. Sevgi stated that, "I have learnt what kind of stages I should go through in the process of conducting a research. I have understood the name of each step we took in the research theoretically".

Another point the teachers frequently emphasized was focusing on and solving a learning problem. It was reported that the team teachers either were not aware that students could have a learning problem or they were not showing much interest into it. With the help of action research, they focused on the students' learning problem and tried to solve that problem by following the steps of action research. Elif expressed that, "I had not done a research before. The study helped me understand that a student can have a learning problem… Probably, I had never thought about whether they could have such problems". Similarly, Hülya reported that they could have the opportunity to focus on and solve a learning problem step by step, which she had not experienced before. She said that, "we had an action research in this study. Thanks to this, I gained a problem-based thinking". Hülya elaborated on her views as follows:

> We happened to observe step by step how to solve a learning problem. We sought ways to overcome this learning problem by examining various teaching methods and techniques I did not ever know and tried before and by discussing their pros and cons.

Sevgi agreed that they started the research "moving from a real learning problem" and solved the problem "by observing, evaluating, analyzing, and revising". Here , it was reemphasized that conducting action research helped the teachers develop their research skills. Elif said:

> I believe my research skills improved with the help of what I learnt. For example, we held a brainstorming session among ourselves for research question. My colleagues suggested something that I never thought of. We all researched into different subjects in research stage and shared with each other. We reached more information in a shorter time. I did not know how to write a research question or report. I gained knowledge and experience about all these by means of the study.

In line with this, Sevgi said that they focused on a learning problem, which was specifically on improving listening skills. It was a collaborative action research, of which she was scared in the beginning. She reported that she felt that she became ready for the future classroom research and she had a command of the steps in action research thanks to team teaching. She said:

> Action research was definitely involved in the study we carried out. I mean we focused on a problem. On listening skills. We did it as a team. I was anxious about

4.5.2. Lesson study

Another CPD activity used within the frame of team teaching was lesson-study. Data analysis showed that the team teachers were not familiar with lesson study in the beginning but it was revealed that they found lesson revision part as most effective during which they received the students' feedback, evaluated lesson observation forms, watched the video tapes of the lessons and redesigned the lesson plans for the improvement of the lessons.

<u>Revising lessons for improvement:</u> Data analysis indicated that lesson revision provided the team teachers with the chance to improve the weaknesses of the main lessons (1A-2A-3A). When the things went wrong in the main lessons, the team teachers were able to make necessary changes in the revised lessons (1B-2B-3B) according to the feedback they obtained from the students, team observer and the more knowledgeable other. All of the teachers shared similar views about the effects of revising lessons on the improvement of teaching and learning. Elif thought that it was beneficial as it gave the team the opportunity to make their mistakes right and preventing them from repating the same mistakes in other lessons. She described it as a second chance which they were not likely to have in real life most of the time. She also underlined their relief upon thinking of their chance to revise the lesson when something went wrong or did not happen as they had planned in the main lesson. She said:

> *I found it quite beneficial when we revised the lessons. It was effective in terms of developing ourselves and our classes as it helped us correct certain mistakes and gave us a chance to make revision. There are not many second chances in life. Here we had a second chance and it was a relief for us. Most of the time, we had the chance to revise a class that did not go well, anyway. Considering this chance, we felt relieved as we would do better in the next class.*

Hülya in her reflective composition mentioned lesson revision by saying that, "I witnessed to see the significant influence of multiple feedbacks and revised lesson to solve a learning problem". Sevgi agreed that revising lessons was effective for improvement as they took into account the students' written and oral feedback, which paved the way for reflection on that lesson. She provided her perspective on lesson revision as follows:

Evaluating a revised lesson is like having an extra class for me. Getting student feedback was quite logical and effective, I think. Therefore, revising the lessons was like cross-checking all the processes we had been through…Assessing if it went as we planned or not, by taking opinions of both students and team mates, including the observer, was a very useful stage, the most useful one in fact, in terms of development. When the lessons are not revised, we do not have the chance to make an assessment of whether the lesson plan goes well or not. That is why it is a very important stage for being reflective.

4.5.3. Peer Observation

Peer observation was another CPD activity used within the frame of team teaching in the study. By observing each other in both individual and team-taught lessons, the team teachers reported that they could learn from each other and experienced a change in their thoughts about peer observation.

<u>Learning from each other</u>: It was revealed that the team teachers learned from each other's behavior and practice with the help of peer observation in class. Elif stated that while teaching in class, some of the things might go unnoticed by the teacher. But when you observed another teacher in class, it gave the chance to catch these important points. She said:

We may miss many things while giving instructions. I am sure I will learn a lot from that lesson for myself. I mean, positive and negative sides, the whole process itself, how it proceeds, and everything…

Hülya, on the other hand, reported that she was able to observe what type of teachers Elif and Sevgi were in class. She thought Elif and Sevgi were good at establishing rapport with their students. After observing her team mates, she decided to be a different teacher in her own classes. Their rapport with students helped her try to reflect her energy more to the students while teaching. She said that, "I think the attitudes Elif and Sevgi show in classroom create a friendlier teacher impression. Therefore, it seems to me that being with them made me feel relieved and then I became able to show such energy".

Sevgi, in a similar vein, reported that her observation of Elif and her class motivated her to be more relaxed and cold-blooded while teaching. It was interesting for Sevgi to notice that Elif never lost her temper and did not show her feelings even when something went wrong in class. Sevgi said that this kind of behavior was just one of the things that she learned from Elif. She said:

I actually learnt to be more relaxed during lessons by observing Elif. She never openly shows it when she is nervous or excited. You cannot notice any stress in her. In fact, I knew she made a mistake there. She moved back and forward and so. She was also aware of that, but she was generally relaxed and students loved that. This

attracted my attention. According to what Hülya told me, I could be a really friendly teacher and very energetic sometimes. And sometimes, you know, I could get upset easily by little things and feel down. Elif keeps it inside of herself but never shows.

Analysis of data indicated that the team teachers also learned from each other's teaching practice and they believed that they could improve their own teaching practice as well. Elif underlined that she was able to see the strengths of her teammates, which motivated her to change her practice for the better. She expressed her perspectives on this issue in the following excerpt:

I see my friends, for example, doing the same activity and the next day I practice it too. You can learn such useful things in this way. I saw what my friends are good at by observing them. I told myself that I should definitely exercise it in that way and this was very right to do. You know, you can find something to improve or contribute to yourself anytime. This is very important for development…

Likewise, Sevgi agreed that peer observations were beneficial to learn from each other. She believed that she was able to improve her practice in terms of giving instructions by observing her team mates. She said:

I would improve my instructions only through my own evaluations or I wouldn't. I observed the way my team mates give instruction. In this way I learnt what I should or shouldn't do regarding giving instruction.

<u>Changing thoughts</u>: In addition to learning from each other, the team teachers reported that their prejudiced thoughts against peer observation changed after they noticed its positive effects. Before they did peer observation within the scope of team teaching, Elif said that she was afraid of being observed by another colleague. However, her thoughts changed when she realized that peer observation helped them face themselves as teachers with their weaknesses and strengths. Peer observation, from her viewpoint, provided the teachers with the opportunity to learn from their mistakes and paved the way for development for beginning teachers. She said:

I learnt that I shouldn't be concerned about being observed by another colleague. I had different opinions about peer observation at the very beginning of the study. As a matter of fact, this is not something that many instructors would voluntarily like to do when asked. At first, it was scary for me too. However, thanks to team teaching I understood that I shouldn't be afraid of peer observation and should face the facts because we all make mistakes. I learnt that I have to face them all after the team work and that peer observation is a chance for making them right. I am at the beginning of my career yet. If we tell now the instructors who are much more experienced than me "we will videotape your lesson and also listen to it", they will probably get stressed. We have overcome that, it is no longer a problem for us who participates in lessons or who doesn't, how many participants there are and so on.

Similarly, Hülya expressed her tension at the beginning of the study when she heard that she would be observed by her team mates. Then, she understood that her concerns were all in vein and appreciated the feedback she received from her team mates. She composed the change in her thoughts as in the following excerpt:

> …I was afraid of their feedback and showing them my performance because I was timid for I did not know their attitudes and reactions to my own way of teaching. However, it turned out in the reverse way, and I was grateful for they made me realise with their feedbacks that I could be more comfortable and amiable in the lessons.

As mentioned earlier, Sevgi compared peer observation with "Big Brother" watching her all the time. Later, she wrote that she could understand the significance of peer pbservation for raising a teacher's awareness and encouraging reflection. She said:

> In fact, before the study I was feeling like as Big Brother was watching me while being observed by my teammates during teaching practice, but now I strongly believe that we can learn lots of things in this way as expanding our awareness at first and then revising what we realized. That's what we call as reflection.

4.5.4. Professional Learning Visit

The fourth CPD activity used in the study was a professional learning visit to another institution. The team teachers shared their experience and knowledge with other colleagues who were working at another institution and experienced in team teaching. Through this professional learning visit, the team teachers reported that they were able to show empathy towards each other, share their knowledge and experience and overcome the feeling of loneliness.

Empathy with other colleagues: The first theme emerged from the data analysis regarding professional learning visit was building empathy with other colleagues. The teachers emphasized that their visit to another institution helped them discover that they all had similar concerns and problems about teaching and learning. It was also motivating for the team teachers to notice that they were going through almost the same experiences in team teaching. Elif wrote that, "by this professional learning visit, we felt empathy with each other". She elaborated on her ideas stating that:

> It was a sharing of emotions and a very good one. The most important part for me was in fact the sharing of emotions. We actually found out that we had a lot in common. We heard everything we had been through from them too. We were extremely relieved when we found out that our concerns were normal and they too did not feel themselves comfortable at all in their firstteam teaching lesson. It was very good in that sense. A totally different institution, people and students… But feelings are exactly the same and the experiences are almost the same…That made me feel really good. It was like a group therapy…

Hülya reported that it was motivating to meet other teachers wih similar experiences. She said that, "I can say that we realized that we had similar experiences and that was motivating for us". Before they had done this professional learning visit, Sevgi said that she went there with negative feelings about team teaching and their potential to do it. However, after they met other teachers and learned that they had gone through almost the same feelings and experiences in their first team planning and implementation experience, she felt they were on the same boat. She said:

> We went there in negative feelings with our own team teaching experience. We were all in the opinion that we were not able to perform team teaching. It was actually a sharing of emotions when we found out that those who we spoke there also felt the same way in their first experience.

Sharing knowledge and experience: Besides having empathy with each other, it was revealed that the team teachers could find the opportunity to share their knowledge and experience though this professional learning visit. Meeting the teachers who were more knowledgeable and experienced with team teaching motivated the team teachers with the idea that they were on the right track. They reported that they learned some useful ideas which ignited other useful ideas to apply in their own institution. All of the team teachers reported their appreciation about this visit as follows:

> …I got some really useful ideas from them (Elif).
>
> … I really liked sharing my experiences wih them (Hülya).
>
> I liked the idea of talking to people to share similar experiences for supporting each other thanks to professional visits (Sevgi).

All of the teachers elaborated on their ideas stating that by sharing knowledge and experience, they could notice that they were doing the right thing and they could do more thanks to the useful ideas they learned during this visit. Elif said:

> We had a talk with two instructors in other university who practiced team teaching before we did. They shared very useful things with us… We both contributed a lot to one another in a good way. Their ideas aroused something in my mind. For that reason, this visit was very useful to me. They said that role playing encouraged students a lot. We kept that in mind, for example, tried it and it really worked.

Similarly, Hülya underlined the significance of benefitting from the experiences of others with team teaching. This way, they could see the similarities and differences between the two institutions in terms of the implementation of team teaching. She stated that they realized that they were following the right track with team teaching. She said:

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We had the chance to benefit different experiences. For example, we talked to other instructors who implemented team teaching. We got to discover how much the team teaching we practiced as a preparation at first differed from theirs or how much we had in common. And we noticed that we did not make mistakes at all.

Sevgi agreed with her team mates saying that," I wonder if it is only me doing that way, or is there any other way. Taking their opinions made me feel like okay we are doing like everyone else does, everything is going normal".

Overcoming the feeling of loneliness: Another theme emerged from the data analysis with regard to professional learning visit was the team teachers' overcoming the feeling of loneliness in their profession. It was revealed that the teachers used to believe that their classes and its problems is a unique case and no other teacher had similar problems or could understand their concerns. Elif stated that it gave them a relief to see that she was not the only one with such problems; in fact, all teachers might be going through similar experiences. To realize this, as she said, helped her get rid of feeling lonely. She said:

Sometime after you start this job, you begin to think certain things only happen in your classes. Sometimes there are things that we think only we deal with. But we saw that we had a lot in common and we were not alone in this visit. Students are indeed the same no matter in whose class they are. There was something that we thought only we had them that way but they were totally like a mirror. Then it means the problem is not with us. It is good to hear everyone experiences the same things.

In line with this, Hülya added that professional learning visit helped her feel secure by overcoming the feeling of loneliness. There used to be a lot of questions in her mind regarding team teaching before this visit, but when she saw that other teachers had had the same questions when they first began team teaching, it gave her a relief. She said:

I believe professional learning visit is something that makes you feel very safe. It feels that we are not alone… We had a lot of questions in mind before we had this interview. And we realized that they were asking the same questions too. I mean we saw that we were not alone and felt relieved.

4.5.5. Self-Observation

Self-observation is another CPD activity used within the frame of team teaching. Analysis of qualitative data indicated that the team teachers thought that self-observation helped to raise awareness of oneself and improve teaching practice.

Raising awareness of oneself: The team teachers believed that self-observation helped them to become aware of themselves as teachers. It was a new experience in the beginning; therefore, it came unusual for the tachers to watch themselves in the videotapes. Despite this, it was revealed that the teachers thought

it was like a mirror reflected on their teaching. It helped them to see their strengths and weaknesses in class. They said:

> *Watching myself in preparation phase was an unusual experience for me. It was in fact the most striking impact. How do I look from outside or my class and my students? It was quite useful in terms of seeing my mistakes and strengths. Watching yourself is something completely different. You take a look at your teaching in the mirror actually. I mean it is a good thing to criticize yourself before someone does* (Elif).

> *It helped us to become fully aware of a point that we were little aware of in real. Video recording…It was so valuable to watch yourself as well as being watched and evaluated by someone else. I think it made quite a big contribution* (Elif).

> *I used to think myself as a very outgoing and positive teacher but in fact what I feel inside is quite different from how it looks from outside. I realized this through videos. Apart from that, I found myself very tough also. I think I made progress in this respect some time later* (Hülya).

> *I started to know myself. I understood that I used to have no awareness of myself. After practicing it (self-observation), I started to be more careful in everything and get much more prepared for classes for fear of being observed any moment or, you know, observing and seeing myself in the same way* (Sevgi).

Improving practice: The next theme emerged from the analysis of the data referring to self-observation was its helping to improve teaching practice. After the team teachers watched the videotapes of their lessons, they were able to reflect on their teaching and improve their teaching practice. Elif reported that she could notice her problem with teacher talking time only after she watched herself in the videotape. Another point she noticed in the videotape was that she was not able to manage timing well in her lessons. Then, she began to pay more attention to reducing teacher talking time and managing timing in her lessons. She said:

> *While observing my own class, I began to think about things that I was not aware of before. For example, I did not know that teacher talking time took a long time and I always wanted to talk. Also I realised that I have some sort of shortcomings about timing only when I observed my classes. I got annoyed with myself thinking that was not the right way to plan the lesson. I thought I must never extend it that long and I have to stop it somewhere. It was the most important lesson I learnt from self-observation. After that, I started to think about and pay more attention to these two issues. Therefore, I believe I made a progress.*

Hülya based her improvement in giving instructions on self-observation. At the beginning of the study, she did not consider giving instructions as a weakness in her teaching. Upon watching herself and her class in the videotape, she noticed that she was moving a lot in the classroom while giving instructions, which distracted the students' attention. Then, she tried to avoid going back and forth in the classroom when she was giving an instruction. She reported that she became more careful about this thanks to self-observation. She expressed her thoughts as in the following excerpt:

> *I believe I made a progress in giving instruction after watching the videos. I did not consider instruction part as a problem for myself at the beginning of the study. When I watched myself, I saw that I moved around the class a lot during instruction and that made students become distracted. After that I was more careful about being in a less mobile position in class.*

Hülya continued to say that self-observation was a significant CPD activity that she wanted to conduct in the future to improve her teaching practice. She said:

> *Self-observation is a very useful CPD activity to find out an undetected problem in a class or an activity or a technique that we are not aware of but goes pretty well indeed. In this respect, it is very useful for us to observe and think over anything we do in class instead of forgetting about them and to discuss in what way they can help in future instructions by considering all these. And in my opinion, self-observation should continue to be practiced in future for our professional development.*

In line with this, Sevgi reported that self-observation contributed to improving her teaching practice by giving her a new perspective regarding planning teaching and learning. She also stated that she improved her weaknesses in terms of teacher talking time and keeping her energy high in classes. She said:

> *Self-observation gave me a new viewpoint about the points to consider while planning my lessons such as "I will design the activity in this way" or "No, I should definitely do a task activity". That is why it is an unforgettable experience for me. After that process (self-observation), my teaching experience began to shape in this direction; in a positive way... I also noticed that my teacher-talking time was too much and hence, the students had difficulty in being a part. In addition, I noticed the energy level in class was low from time to time. Once you are aware of all these, it becomes impossible not to develop yourself as a teacher. Now I better understand the importance of self-observation.*

4.5.6. Student-led CPD

Student-led CPD was the next CPD activity that was integrated into team teaching in the study. The team teachers emphasized that prior to the study they were not aware of the significance of hearing students' voices for their own professional development. Analysis of data indicated that the team teachers' perspectives on the student-led CPD revolved around the theme of hearing what students say.

Hearing what students say: The teachers reported that throughout their team teaching experience, students were their main focus. Elif wrote that, "Student-led CPD was into every stage of our study because our focus was students' needs and feedbacks". Likewise, Sevgi described their CPD activity as "defining a learning problem, which is directly related to the students' own feedback, showed that this study was a student-led CPD with all the aims and objectives in the lessons".

On the other hand, Hülya touched upon another significant point that prior to the study, she was not caring much about her students' views and feedback while

planning her lessons. As team teaching was completely a student-led CPD activity, she said, she became aware of the types of activities and techiques that could help them learn better. She composed her ideas as shown in the following excerpt:

> *All those enlightenments showed me that I was not considering much about students' perspectives in my lessons even though it is one of the main professional requirements of a language teacher. Receiving constant feedback from the students made us process a student-led CPD program as well and in this way, we could explicitly observed which techniques attracts and teaches them the best.*

She added that with the help of the study, they understood that receiving students' opinions and feedback was very important to assert that your main focus was always students. She said:

> *We have understood how important it is to take student opinion and feedback in order to claim that it is a student-centred study. We will carry out a student-centred study. Because of that, we have no other option but to take student opinion. That is because we are in a process in which we start and finish everything with them. As it is the students that we will shape, we need to listen what they think, feel, and want in the first place and take them into consideration.*

Sevgi believed that at the beginning of the study, it was very useful to ask students for their learning problems to determine the research question of their action research. If they had not done so, the real learning problem might have gone unnoticed by the team teachers, and the study wouldn't have been this effective on improving listening for specific information skills. She explained her views as follows:

> *It was good that we took students' opinions in order to identify the learning problem at the beginning of the study. Normally, as teachers, we knew about the learning problems of our own classes, but were unable to tell a specific problem most of the time. Almost all our students have problem with listening but in different areas… From a more general perspective, I can only describe it as "students have problem with listening" and that's it. I was able to make it more specific only when I took students' opinions in research process like some have problem with accent, some with vocabulary and some with grammar structure. Therefore, it proved very beneficial to me in terms of taking students' opinions, focusing on the right learning problem and carrying out a more meaningful research.*

4.5.7. Teaching Portfolio

The last CPD activity used within the scope of team teaching was teaching portfolio. The team teachers frequently cited that teaching portfolio they kept in the study was significant to record and reflect on what they learned, what experiences they went through and what progress they achieved throughout team teaching.

<u>Recording learning, experience and progress for reflection</u>: All of the teachers agreed that teaching portfolio was important to see and record their experiences as well as their improvement. Although its purpose and benefit was not

comprehended well by the teachers in the beginning, it was indicated that once they completed team teaching, the first thing they consulted was teaching portfolio to remind them of their past. Elif stated that she could not understand the need for a teaching portfolio at first. She said that, "I did not really see into why we should do it when we first started keeping them. But now when I look back, I feel they became meaningful for me; all we wrote down and included in there". Then, it was revealed that her ideas changed regarding teaching portfolio and she wrote that teaching portfolio was important "to keep track of every step in this study and record our improvement". Similarly, Hülya composed her views about teaching portfolio as shown in the following excerpt:

> …we had a teaching portfolio. It has become a resource to remind me where I began and how I experienced my lessons and it has been the product that involves our reflections and analyses with lesson plans, reports and reflections as evidences to demonstrate our constant professional development on points we chose.

Elif, in later interviews, kept underlining the significance of teaching portfolio to record and reflect on professional learning and experience of the past due to the fact that it was always possible to forget new experiences and feelings even in a year's time. But, portfolio would always be there to remind you of what was done, felt, practiced in the past. She said:

> We may not remember how we feel or what we do while going through something a couple of years later. But when I have a portfolio, I can say "this is what I have experience of; I did that and then felt that way; we practiced it in that way". That is why it is quite necessary… Portfolio is important in terms of knowing well about what I have experienced and examining them carefully. Most importantly for doing reflection. I will look back on it, drive lessons from and be able to see where I am two years later…I mean it says a lot about how I teach.

It was emphasized by Hülya that teaching portfolio kept everything that was done by the teachers throughout the study. But it could only be meaningful to keep a teaching portfolio if it was referred to in the future. Otherwise, it would be pointless to talk about reflection which was one of the main purposes of a teaching portfolio. She said:

> We keep record of anything we do in it. If we do not look back and take advantage of it or contribute to ourselves, it will not be of any help. It is very important for reflection… I mean something that helps us assess the progress we have made… it was, in fact, the portfolio which enabled us to assess and be aware of ourselves. Now, we are able to tell what we need and what helps us to improve thanks to it.

Likewise, Sevgi emphasized that teaching portfolio was important to hold the whole procedure in your hand. She stated her views regarding the rationale behind keeping teaching portfolio as "keeping a teaching portfolio including both our

individual development plans, teaching philosophies and any other work that we did was also a good idea to take firm steps forward by recording everything". She also stated that the teachers could learn a lot professionaly when they checked their portfolios. It provided the chance to follow and reflect on the time, energy and effort spent for the professional development. She said:

> *We really learn a lot in our profession from each stage included in the portfolio. When we keep the portfolio completely, we actually hold a process in our hands. In this process, we hold in our hands the time and energy we spend as well as the efforts we make for our professional development. We have produced something and it contributes to us in professional terms in the process of producing. We can realize it with the help of portfolio and this is important for being reflective.*

When all things were taken into consideration, keeping a teaching portfolio was thought to be an important CPD activity that achieves the whole process of professional development and encouraged reflection on the teaching practices.

5. DISCUSSION AND CONCLUSION

5.1. Introduction

This study aims to provide an in-depth description of three non-native English language teachers' professional development by addressing their professional needs, reflections and perspectives about a new perspective on team teaching as a CPD practice. Primarily, this chapter presents the discussion of the results in light of the review of literature with special reference to the following research questions: RQ1: What are the team teachers' professional needs? ; RQ2: In what areas does team teaching with a new perspective meet the team teachers' professional needs?; RQ3: How do the team teachers reflect on their experience during preparation, research, planning and implementation, evaluation and dissemination phases?; RQ4: What are the team teachers' perspectives on the CPD practices used within the frame of team teaching with a new perspective? Following the discussion of the findings, this chapter provides concluding remarks, implications of the study and suggestions for future researches respectively.

5.2. Discussion on the team teachers' professional needs

One of the elements of an effective CPD program is to identify teachers' professional needs as is suggested by Guskey (2002), who acknowledges that, "well-designed needs assessments are considered essential in planning well-targeted and highly efficient professional development programs and activities" (p.57). In line with this, team teaching in this study was initiated with needs analysis by means of quantitative and qualitative data collection tools.

As previously mentioned in Chapter 3, the needs analysis questionnaire was administered for two reasons in the study. First, there was a need to identify the participants who were interested in team teaching as it is significant to give teachers "choice and ownership" (Borg, 2015a, p.3) for taking control of their own professional learning. Second, an effective CPD program needs to be relevant "to the needs of teachers and their students" (Borg, 2015b, p.6). For this reason, there was a further need to identify the participants' professional needs. The participants of the study were novice teachers as is described by Stansbury & Zimmerman

(2000) "…those who are either fresh out of a teacher preparation program or who have been teaching only one or two years" (p.3). Analysis of the quantitative and qualitative data of this study indicated that the team teachers' professional needs were grouped under: *managing the lesson, teaching language skills, knowledge and skills in assessment.*

The findings of the quantitative data revealed that the team teachers needed development most in *managing the lesson, teaching language skills, knowledge and skills in assessment.* On the other hand, analysis of the qualitative data showed that the team teachers needed development most in *managing the lesson* and *teaching language skills* while *knowledge and skills in assessment* was not referred to as a professional need by the team teachers. The difference between the results of quantitative and qualitative data might be attributed to the teachers' lack of awareness of their actual needs. Or, the team teachers' views about their professional needs might have changed when they observed their classes, which might have initiated reflection on their teaching practice for the first time. Until they conducted self and peer observation within the scope of team teaching, they might not have been entirely aware that their professional needs were in managing the lesson; particularly in controlling the pace and timing of the activities, checking understanding, giving instructions, reducing teacher talking time, signaling transitions between stages of the lesson, increasing student participation and motivation and teaching listening skills. This finding might evidence the significance of awareness for teacher development just as Larsen-Freeman (1983) suggests that teachers need to "have heightened awareness" in order "to make informed choices" (p.266) about their teaching.

When it comes to the findings of the individual professional development plans, it can be suggested that when the team teachers observed their own and team mates' classes, they understood their actual professional needs and thought that they had to prioritize them. For this reason, *managing the lesson* ranked first before *teaching language skills* and *knowledge and skills in assessment*. Actually, when the teachers' teaching experience is taken into consideration, this order might not be surprising for novice teachers. This might indicate that beginning teachers' primary needs gather more around the practice of teaching than around theories of it. These findings also accord with the literature. Similar to the findings of this study, the

literature focuses on classroom management and discipline, time management, assessment, grading, record keeping, content knowledge, teaching diverse learners, instructional strategies, motivating students, physical classroom arrangement, communicating with colleagues, school culture in terms of the needs of novice teachers (Algozzine et al., 2007; Gordon, 1991; Feiman-Nemser, 2003; Warren, 2016). Thus, it can be understood that conducting research on the needs of novice teachers does not suffice on its own. It is essential to know that "if we leave beginning teachers to sink or swim on their own, they may become overwhelmed and leave the field" in the early years of their profession (Feiman-Nemser, 2003, p.3). For this reason, supporting them with "high-quality induction programs" which can "increase the probability that new teachers learn…from their early teaching experiences" as well as "investment in mentor teacher development" (Feiman-Nemser, 2003 p.7) and building a shared philosophy of teaching for all can help beginning teachers with early years' concerns (Melnick & Meister, 2008; Warren, 2016). For this reason, before planning and designing CPD programs for novice teachers, they need to be provided with sufficient support through effective induction and mentoring systems.

5.3. Discussion on the areas of team teaching that met the team teachers' professional needs

The positive impact of collaborative CPD practices and team teaching on teachers' professional development is frequently cited in the literature. Likewise, the results of the study indicated that the team teachers benefitted from a new perspective into team teaching in terms of *planning teaching and learning, managing the lesson, teaching language skills, engaging in professional development and enhancing teacher collaboration.* The first area that was found to meet the team teachers' professional needs was planning teaching and learning. This finding accords with what Buckley (2000), Cordingley et al. (2003b) and Richards & Farrell (2005) suggest in relation to the scope of team teaching. Most of the definitions for team teaching underline that it is more than just two teachers teaching together at the same time; it is also planning, implementing and assessing stages of instruction to teach a group of students. What's more, collaborative lesson planning is "one of the most consistently reported elements of the CPD interventions" (Cordingley et al. 2003b, p.8). The findings revealed that the team teachers showed progress in

defining aims and objectives of a lesson and selecting and developing listening activities through team teaching. This is in line with how Buckley (2000) describes the experience of team teaching; "As a team, the teachers work together in setting goals for a .course, designing a syllabus, preparing individual lesson plans, actually teaching students together, and evaluating the results" (p.4). In a similar vein, Richards and Farrell (2005) state that this way of working gives way to a "combined expertise", through which "combined degrees of knowledge and expertise are bound to lead to a stronger lesson plan" (p.218).

Secondly, as part of their action research, the team teachers identified a learning problem for their students in the research phase. Receiving the students' opinions and holding several meetings together, the team teachers agreed that the students needed to practice listening for specific information skills most. It was found that research and focus on listening skills broadened the team teachers' horizons and provided them with the opportunity to think beyond the course books. They admitted that they used to feel incompetent in selecting and designing activities for listening classes and their ideas remained limited to a few simple ideas on teaching listening. However, through "group discussions, exchanging opinions, reading articles, and checking online links on listening", they reported to learn and design new, original and effective listening activities which received positive feedback from the students and contributed to their professional development. Likewise, Cordingley et al. (2003a) agree that collaborative CPD can influence the teachers' way of preparing the content of the lessons, choosing specific activities or integration of specific strategies. It is suggested that teachers could make changes in the content of the lessons through   "specific teacher activities, or in generic learning processes such as greater use of computers for teaching and problem solving, more effective planning for pupils with special needs, or the use of specific student support strategies" (Cordingley et al., 2003b, p.6).

The findings with regard to managing the lesson suggest that the team teachers in the study improved in terms of controlling the pace and timing of the activities, checking understanding, giving instructions, reducing teacher talking time, signaling transitions between activities, increasing student participation and motivation. These areas of improvement are in agreement with the teachers' areas of concern that were stated in their individual professional development plans at the beginning

of the study. As the participants of the study were a group of novice teachers, it was revealed that their professional needs centered on lesson management skills or the basics of teaching profession. Initially, they found it hard to arrange timing and pacing of the activities both in lesson planning and teaching. Later, it emerged that when they focused more on planning and designing lessons collaboratively, their skills in timing and pacing showed progress and they gave more consideration into this issue. Also, being two teachers in the classroom was helpful in controlling the time and pace of the activities and sticking to their lesson plans. Again, this might display the benefits of teacher collaboration similar to what Bailey et al. (1992) reported from their own study stating that teachers "had the feeling that "two heads are better than one" while lesson planning (p.167). As team teachers share "planning, decision making, teaching, and review that result serve as a powerful medium of collaborative learning" (Richards & Farrell, 2005, p.218), this might lead to "increased pedagogical knowledge" (Cordingley et al., 2003b, p.6).

Other areas that the team teachers showed progress in terms of managing the lesson were checking understanding, giving instructions, reducing teacher talking time, signaling transitions between activities. Improvement in these areas were mostly associated with self and peer observation, reflection on teaching, peer and mentor feedback and exchange of ideas between the teachers. The teachers repeatedly stated that they were not aware of the significance of checking understanding, giving instructions, reducing teacher talking time and signaling transitions between activities on enhancing teaching and learning. Prior to the study, they used to begin a new activity or a stage of the lesson without checking whether their students fully grasped the topic or not. Or else, they did not know that their instructions were incomprehensible or too long for the students to understand. As stated earlier, the team teachers attributed their improvement in terms of managing the lesson mostly to self and peer observation, exchange of ideas and feedback with each other as well as the more knowledgeable other, senior teacher. Just as lesson planning, observation, coaching and professional discussions are reported as the "most consistently reported elements of the CPD interventions" (Cordingley et al., 2003b, p.8). Self-observation is suggested to contribute to teachers' professional development by providing "an awareness of what the teacher's current knowledge, skills, and attitudes" are (Richards & Farrell, 2005, p.63). Peer

observation, in a similar vein, gives "an opportunity for the teacher to see how someone else deals with many of the same problems teachers face on a daily basis. A teacher might discover that a colleague has effective teaching strategies that the observer has never tried" (Richards & Farrell, 2005, p.127). What's more, the teachers could find the chance to collect "information about teaching and classroom processes" and have "an opportunity to get feedback on one's teaching" (Richards & Farrell, 2005, p.127).

It is also worth mentioning that the team teachers appreciated the presence and feedback of the more knowledgeable other for their improvement in lesson management skills. They reported that it was due to the observations first then to the support from a senior teacher that they could see their classroom from an "outsider perspective" and learn some instructional strategies. Besides, they did not feel threatened by the presence and feedback of the more knowledgeable other; in contrast, they could learn and develop new strategies this way. Similarly, mentor support or coaching with its advantages for the improvement of novice teachers is cited in the literature. The advantages of mentor support in the CPD programs for the novice teachers are provided by Malderez & Bodoczky (1999, cited in Richards & Farrell, 2005, p. 208) as: "they can be models who inspire and demonstrate"; "acculturators who show new teachers the ropes"; "sponsors who introduce the new teachers to the "right people""; "supporters who are there to listen and to encourage new teachers who may need to let off steam"; "educators who act as sounding boards for the articulation of ideas to help new teachers achieve professional learning objectives".

The last area the teachers thought they achieved progress was increasing student motivation and participation. The findings indicated that at the beginning of the study, the teachers felt concerned whether the presence of two teachers in the classroom could cause disturbance or confusion for their students. However, it turned out that even after the first team taught class, the students gave positive feedback about the team teaching lesson underlining that with two teachers, there was no way to lose concentration and get bored; on the contrary, they became more interested and motivated to listen to the teachers. Correspondingly, the team teachers agreed that team teaching brought about a "miracle effect" on their students as there were a lot of student voice, interest and participation in the team

teaching lessons. However, the team teachers ascribed this improvement not only to team teaching but also to the activities they particularly designed in light of the needs of the students. The literature on team teaching and collaborative CPD supports the findings of the study in terms of their positive impact on student participation and motivation (Anderson & Speck, 1998; Bailey et al., 1992; Carless & Walker, 2006; Owen, 2015). For instance, Bailey et al. (1992) suggest that collaborative language teaching offers benefits not only to teachers but also to learners. In the same vein, Anderson & Speck (1998) write that students who are team taught can benefit from teachers' guidance with the help of a number of teaching methods and materials, and opportunities for class participation. When taught by two teachers, students are presented with more opportunities, individual and/or small group support. What's more, they feel more motivated with the help of team teaching because of being exposed to varied and more authentic input from the two teachers (Carless & Walker, 2006). Likewise, Owen (2015) reported that team teaching could lead to "improved student engagement", in some students improved social skills; emotional and self-confidence; independence and personal management skills, and creative capacities (p.65).

The third area meeting the team teachers' professional needs came from teaching language skills, which specifically encompasses teaching listening for specific details in this study. The findings of the first research question in relation to the teachers' needs showed that the team teachers wanted to improve their skills in teaching listening. This goes in line with the findings of the second research question which indicated that team teaching met the teachers' professional needs in this language skill. Prior to the study, all of the team teachers felt that their knowledge and skills in teaching listening were inadequate. It was commonly stated that the course book was what the teachers used to depend on most of the time in their lessons. They were not able to guide their students through listening skills and their suggestions remained limited to a few simple learning strategies. With the help of team teaching, the team teachers reported that they did research, sought strategies, activities and techniques that could support the students with listening skill. Following this, they designed their own activities which ranged from the use of note-taking skills to graphic organizers, from wh-charts to information gap activities which were enriched with real-life topics of the students' interests. The positive impact of

the newly-designed listening activities on increasing the students' interest, participation and learning was also emphasized and appreciated by the team teachers. It was highlighted that each listening lesson they planned and taught together went better than the previous one. The literature goes parallel with the findings of the study and underlines under what conditions a CPD program leads to teacher professional development. Corcoran (1995) suggests that in order to improve professionally, "teachers need opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and their classroom practice", as well as "intellectual, social and emotional engagement with ideas, materials and colleagues" (p.3), which are believed to be the main components of the new team teaching model in this study.   Moreover, Cordingley et al. (2003b) found that collaborative CPD practices helped teachers to have "increased pedagogical knowledge" with "greater insight into students' thinking, understanding of new teaching strategies such as advance organizers, or decoding skills…" (p.6), which was evidenced in this study in terms designing new listening activities considering students' feedback and motivation. It should also be noted that the team teachers were engaged in "collaborative materials writing, where they work together to design units of materials for particular groups of learners" (Borg, 2015a, p.3-4), and conducted small-scale action research on teaching listening by identifying a problem, investigating into the problem, collecting data, analyzing data and reporting the results, which might have provided them with the opportunity to "systematically investigate teaching and learning in their classrooms" (Borg, 2015a, p.3-4). Thus, it can be suggested that a new perspective on team teaching features the elements of an effective CPD program and helps teachers improve teaching language skills.

Another area meeting the team teachers' professional needs was categorized as engaging in professional development with sub-themes of raising awareness, becoming a reflective teacher, understanding of learners, enhancing problem solving skills, increasing motivation for professional development. Awareness was one of the frequently cited words by the team teachers in the study. It was found that a new perspective on team teaching enhanced the teachers' awareness in two ways: awareness of themselves as teachers and awareness of their strengths and professional needs. This self-realization was attributed to doing self and peer observation and other reflective practices used within the scope of the study such

as discussing teaching philosophies, giving and receiving feedback and writing lesson reports. Accordingly, the findings of the study are in line with how Bailey et al. (2001) describes self-awareness and self-observation as "the cornerstones of all professional development. They are essential ingredients, even prerequisites, to practicing reflective teaching" (p.22). In addition, referring to the study they conducted with 25 language teachers on team teaching, Shannon & Meath-Lang (1992) reported that 19 teachers stated that collaboration led to "thoughtful and critical pedagogy" and the self-awareness that emerged from expressing one's plans, ideas, and hopes to another professional was a kind of "growth as well as an opportunity to look at one's own teaching through a new lens" (p.128).

Becoming a reflective teacher is the next sub-theme that was emerged from data analysis. Similar to self-awareness, the team teachers described how they turned into reflective teachers in two ways. First, the teachers believed that they began asking questions about their beliefs and practices and looked at themselves with critical eyes. Second, they began to reflect on their practice with regard to managing the lesson. Reflecting on the things that went well, things that did not go well, and the things that should be done differently next time after team teaching lessons, the teachers believed that they improved their practice, which also contributed to the learning of their students. Once again, the significance of observations, student and peer feedback as well as writing lesson reports is emphasized and appreciated by the team teachers to encourage them towards reflective thinking. What the literature says about reflective practice in CPD programs and its significance for teacher development does not differ from the findings of this study. Reflective practice was suggested by Borg (2015b) as one of the characteristics of effective CPD programs as "reflection with attention to both practices and beliefs" (p.6). Borg (2015a) also suggests that effective CPD comprises "participatory, social, inquiry-driven and evidence-based professional learning", one of whose practices is "reflection groups, where teachers meet to share experiences of teaching and to examine evidence from their lessons such as video recordings of teaching or examples of student work" (p.3-4), which were all conducted in this present study. In addition, Richards & Farrell (2005) writes about the contribution of self and peer observation on reflection by noting that self-observation "leads to critical reflection about our work, which is an important component of being able to improve" (p.65), and peer

observation "may trigger reflections about one's own teaching"…the observer can provide an "objective view of the lesson and can collect information about the lesson that the teacher who is teaching the lesson might not otherwise be able to gather" (p.127).

Understanding of learners is another sub-theme proposed by the findings of the study. Overall, data analysis indicated that through a new perspective into team teaching, the team teachers were transformed into more student-centered teachers who were empathizing with their students and more aware of their potentials. The team teachers admitted that they used to include "student-based thinking", "student autonomy", "focus on learners" in their professional dialogs with colleagues, believing that this way they would achieve student-centeredness. Later, they noticed that; in contrast to their description of their own philosophy as being a student-centered one, they were not so at all. The more they focused on students and heard their voices, the more students could be encouraged to show their potentials and learning could be facilitated. The literature speaks the same language with respect to focusing on learners for teacher professional development. Students or learners are always noted among the elements of effective CPD programs, with the use of such phrases as "relevance to the needs of teachers and their students" (Borg 2015b), "student learning and achievement" (Broad & Evans, 2006). With regard to the impact of collaborative CPD, Cordingley et al. (2003b) elaborated on their findings and reported that it could lead to "greater insight into students' thinking (p.6). It is suggested by Flutter (2007) that "listening and responding to what pupils say about their experiences can be a powerful tool in helping teachers to investigate and improve their own practice". When teachers and students are able to form "a spirit of trust and collaboration", this may pave the way for more positive learning culture within the school" (p.344).

The fourth sub-theme that a new perspective on team teaching met the team teachers' professional needs was enhancing problem solving skills. Improvement in this area was mostly ascribed to the teachers' involvement into collaborative action research, which, they reported, changed their habit of focusing on problems into the habit of focusing on solutions. Thinking about a learning problem and trying to identify it by means of research, discussion, exchange of ideas and reflection, the team teachers reported that their problem-solving skills enhanced. The teachers'

development in problem-solving skills can also be attributed to the integration of action research and lesson study into team teaching. Both action research and lesson study are suggested as powerful CPD practices that focus on solving problems. But, prior to that, Hawley and Valli (1999) propose that effective CPD programs are "collaborative and problem solving" (p. 138). And "collaborative school culture", which promotes the feeling of "we" among the staff is important to enhance brain power, solve problems and provide the best environment for students' success (Fullan & Hargreaves 1992; Gruenert, 2005, Sergiovanni, 2005). In the same vein, Rose & Reynolds (2009) note that reflection and critical thinking; teacher inquiry; professional interaction; increased problem-solving skills with regard to teaching and learning are some of the impact of CPD on teacher development (p.224).

As the last sub-theme in engaging in professional development, increased motivation for professional development revealed that peer support and learning from each other encouraged the teachers to take responsibility of their professional development in the future. The findings of the study are in line with what Lewis & Hurd (2011) suggest, "fostering teachers' intrinsic motivation to continue to improve their own teaching and that of colleagues" are the elements that can lead to teachers' professional learning (p.6-7). Similarly, Cordingley et. al. (2003a) state that "increased … enthusiasm and commitment to continuing to learn about teaching" are among the positive outcomes of collaborative CPD practices (p.8). Rose & Reynolds (2009) agree that such outcomes as increased enthusiasm and motivation for teachers at the end of CPD are the indication of high quality CPD.

The last area meeting the team teachers' professional needs was enhancing teacher collaboration. The findings revealed that the teachers frequently referred to learning from colleagues, getting a variety of perspectives, using each other's strengths, sharing responsibilities and developing friendships. To begin with, it was stated that team teaching provided the team teachers with the opportunity to learn from each other about their personalities, teaching styles and practices during planning lessons and team teaching. This was attributed to the observations, discussions and interactions between the teachers. The findings indicated that the team teachers benefitted from exchanging ideas, learning about different point of views, sharing opinions, receiving feedback, which created a suitable environment

for professional learning. In line with this, Schmoker (2005) state that "teachers do not learn best from outside experts or by attending conferences or implementing 'programs' installed by outsiders. Teachers learn best from other teachers, in settings where they literally teach each other the art of teaching" (p. 141). In the same way, Broad & Evans (2006) remark that "collaboration, shared inquiry and learning from and with peers have been identified as central to professional development" (p.3).

The findings with regard to getting a variety of perspectives suggest that the team teachers were able to learn perspectives other than their own and understand that there might be more than one right way of doing things. Exchanging ideas and feedback, holding observations, having professional dialogs and brainstorming were mostly cited to broaden their viewpoints and contribute to their professional development. Similar findings were found in the research study of Bailey et. al (1992). The research revealed that team teaching provided the teachers with "two perspectives for self-evaluation as well as the other person's perspective on individual work", which was described as a source of professional development (p.171). In terms of lesson revision as a team, the same study showed that it "provides two points of view on the next most appropriate steps to be taken as a follow-up to that lesson. In addition, discussing a lesson with one another afterwards has often given us new ideas for what we might do differently the next time we cover similar material" (p.171). Richards & Farrell (2005) suggest similar opinions with the ones suggested in this study. It is noted that "each teacher will have different ideas on how to deal with any difficulties in the lesson, a different body of experience to draw on. Their combined degrees of knowledge and expertise are bound to lead to a stronger lesson plan. This gives each team member a new perspective on teaching and learning" (p.218). The team teachers seemed to agree that they were able to show their own strengths and benefit from each other's strengths throughout the study. It was found that at first team teaching provided them with an environment where they could show and benefit from their skills and abilities for the good of the team. Later, when they became more aware of each other's strengths and weaknesses, they could save time, work faster and more efficiently in the team. Referring to the power of the team work, Davis (1997) contends that allowing "the faculty team to synchronize their efforts brings their individual strengths and

resources together for the course" (p.14). In line with this, Bailey et al. (2001) draws attention to " the synergy that grows out of effective team teaching through which team partners are able to capitalize on one another's strength" (p.190).

The study also revealed that the team teachers could work their way through sharing responsibilities. It was understood that team teaching did not remain restricted to sharing of in-class responsibilities but also sharing of out-of-class responsibilities, success, failure and problems together. This way, they believed that they could save time, effort and energy. In terms of the advantages of sharing responsibilities for in-class work, the team teachers stressed that classroom management became easier with more teachers. Besides, monitoring the students while working in groups became practical with the help of team teaching. Additionally, in case of any unexpected situations in class, the teachers reported that they felt safe and relieved by the presence of a helping hand. For out-of-class responsibilities, team teaching was reported to be useful and practical to plan lessons, prepare materials, do research and solve problems. The literature presents similar accounts in relation to the advantages of sharing of responsibilities through collaborative practices. It is suggested that when teachers work together for a shared purpose, and collaborate on planning, decision making, and problem solving, this affords an opportunity for a sense of "collective responsibility" for the outcomes (Killion, 2012). Teachers who are united by a "common purpose and shared identity" (Harris & Anthony, 2001, p.376) can share goals, decision making, writing reports, designing curriculum and evaluating in addition to teaching students through mutual respect and trust (Friend & Bursack, 1996; Wigginton, 1986). For the scope of team teaching, Bailey et al. (2001) state that, "only a small part of team teaching actually happens with teachers working together in classrooms. A great deal occurs before lessons, and might more properly be called "team planning" (p.181). After the lessons, such responsibilities as "marking students' papers, and/or exams, meeting with students, evaluating our lessons, and beginning the planning and teaching cycle again " constitute another great deal. While defining team teaching, Richards & Farrell (2005) uses the word "responsibility" not only for in-class responsibilities, but they include further out-of-class work in team teaching stating that, "team teaching is a process in which two or more teachers share the responsibility for teaching a class. The teachers share responsibility for planning the class or course, for teaching it, and for any follow-up

work associated with the class such as evaluation and assessment" and they share "planning, decision making, teaching, and review that serve as a powerful medium of collaborative learning" (p.217- 218).

The last sub-theme in enhancing teacher collaboration was revealed as developing friendships. The findings indicated that working as a team contributed to the teachers' social practices with colleagues as well as to teaching practices with students. It was indicated that having a shared purpose, sharing responsibilities, holding frequent meetings, interactions and conversations paved the way for knowing each other well and initiated a friendship between the team teachers. Here, it should be noted that not all team teaching experiences can be expected to end up in the same way if harmony between the team members is not achieved. However, a good CPD program is expected to provide not only "intellectual growth" but also "social and emotional growth" as suggested by Corcoran (1995) who further claims that effective CPD should provide "intellectual, social and emotional engagement with ideas, materials and colleagues". Richards and Farrell (2005) describes this as "collegiality" and suggest that successful team teaching should "promote collegiality among teachers in a school. Team teaching enables teachers to learn a great deal about each other and develop a closer professional and personal relationships" (p.218). However, the literature always remarks the significance of partners' compatibility with each other to accomplish in collaborative CPD practices (Richards & Farrell, 2005; Shannon & Meath-Lang, 1992; Sobolev & Guven, 2009; Sturman, 1992). In brief, the results of the study revealed that a new perspective on team teaching met the teachers' professional needs in terms of planning teaching and learning, managing the lesson, teaching language skills, engaging in professional development and enhancing teacher collaboration. When the results of the study are considered, it was found that the team teachers did not express any improvement in terms of knowledge and skills in assessment. This finding might be attributed to the team teachers' prioritizing their professional needs after they began reflective practice with the help of self-observation. Becoming aware of their actual needs, they might have thought that improvement in lesson management and teaching language skills, in other words, the basics of teaching, should come before assessment and evaluation. Thus, they might have changed their opinions regarding the order of their professional needs.

5.4. Discussion on the reflections of the team teachers on their experience during the phases of team teaching

As part of this inquiry, the team teachers' reflection on their experiences during the phases of team teaching has been explored. With regard to the *preparation phase*, the findings suggest that the team teachers reflected on their learning by asking *who am I?, what is team teaching?* and *who are you?* Concerning their thoughts about the preparation phase, it was found that the team teachers questioned whether their personalites were appropriate for a collaborative CPD program and the first phase of the study was difficult with so many meetings. Along with this, the findings revealed that the teachers felt concerned about doing team teaching despite their voluntary participation in the study.

As mentioned in the results section of this study, the team teachers called this phase as *the phase of awareness,* which runs parallel with the teachers' questions: *who am I?, what is team teaching?* and *who are you?* This, once again, brings us to *awareness*, which is frequently cited as an essential element of a CPD program in the literature (Bailey et. al., 2001; Borg, 2015ab; Harland & Kinder, 1997; Richards & Farrell, 2005) In the preparation phase, the teachers primarily reflected on "who am I?" referring to teaching philosophy, self and peer observation, and individual professional development plans. It was found that all of these raised their awareness of their teaching, their beliefs and practices with regard to language teaching as well as their own and team mates' strengths and weaknesses. In this respect, "the need for team members to share a common philosophy and values" is underlined by Shannon & Meath-Lang (1992) to accomplish in team teaching. Rabb (2009), in the same vein, draws attention to the significance of team partners' sharing the same opinions about the goals or teaching philosophy; otherwise, it might cause struggle of power between the partners. Thus, it can be said that integrating a discussion on teaching philosophy into the first phase of team teaching both enhanced awareness and planted the seeds of a successful team teaching from the very beginning.

What's more, the preparation phase seemed to introduce team teaching to the teachers. It was stated that the teachers' knowledge about team teaching and confidence in implementing it increased in this phase through reading articles, watching videos and talking about team teaching with their team mates. The

teachers' taking responsibility of researching and learning about team teaching can be attributed to the constructivist paradigm of teacher professional development, which suggests that teachers' active involvement in professional development enhances their teaching practices and students' learning. Corcoran (1995) states, "teachers need opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and their classroom practice" (p.3), thus it can be suggested that the team teachers in this study were provided with the opportunity to lead and form the CPD program they would take part in.

The last question the team teachers asked in relation to their learning during the preparation phase was "Who are you?" The findings indicated that the teachers became familiar with their team mates, their personalities and teaching styles in the preparation phase, which helped them to become conscious of themselves and their team mates. The teachers' oral and written accounts showed that it is essential in team teaching to know your team mate well to be compatible throughout the process. The teachers believed that this happened thanks to discussing each other's teaching philosophies and doing peer observations. As team teaching involves peer observation in its nature, team teachers are able to gain insights and perspectives by observing each other (Bailey et al., 2001; Buckley, 2000). However, unless the right match-partner is ensured, the benefits of team teaching cannot be revealed. For this reason, it is important that team partners be familiar with each other and they value each other (Bailey et al., 1992). It is possible to say that the team teachers in this study were compatible with each other throughout the process but it might not be the case in all team teaching arrangements.

As for the thoughts of the team teachers with regard to the preparation phase, the findings revealed that at first the teachers speculated whether their personalities were appropriate to team teaching and then they thought that it was a difficult process which needed frequent meetings. Two of the team teachers expressed that they did not find team teaching to be appropriate for their personalities and they would have preferred working individually rather than working as a team. This was an interesting finding as the teachers had chosen doing team teaching on a voluntary basis before the study was initiated. As was previously stated in the results section, this might be attributed to the teachers' lack of knowledge and experience about team teaching and their thinking that "team teaching is only composed of two

teachers' teaching the same class at the same time". Nunan (1992) notes on this problem by saying that, "not every experienced professional can or wants to teach in a team" (p. 139). Similar problems in terms of personality in team teaching arrangements were reported in Sturman's (1992) research who states that "some people are more difficult for one person to get on with than others" (p.147). For this reason, Shannon & Meath-Lang (1992) warn that "the teachers' teaching experience and the personality along with their value systems are all important while forming a team" (p.139). After a year study on team teaching with in-service teacher trainees, Guven & Sobolev (2009) conclude that "ideally, team partners who work together in this professional marriage are expected to be compatible in their knowledge, personality, and teaching philosophies" (p.7).

Another point was that the team teachers found the preparation phase difficult as they needed to focus on many things in a short time and they did not expect team teaching to require such a tough preparation phase. What's more, they had to come together very often to be able to begin the process, which required a lot of time, effort and energy. Rabb (2009) agrees with the team teachers with regard to "time and energy" needed to work as a team. The time required to spend before the implementation of team teaching, a great number of meetings held during implementation as well as informal discussion sessions pose a challenge for the teachers. It is clearly understood from the findings that the team teachers had some superficial knowledge about team teaching and they had never considered that team teaching needed a lot of pre-implementation work to achieve good team work.

In relation to the teachers' reflection on their feelings about the preparation phase, the results showed that the teachers felt concerned about the effectiveness of team teaching as well as the difficulties of working with two other teachers. The feeling of "discomfort" in the early phases of team teaching was found as one of the drawbacks of team teaching in Bailey et al. (1992). First, the teacher's "giving up total decision-making and implementation power" might cause discomfort. Additionally, collaborative teaching requires a great amount of coordination for planning. For this reason, " the amount of pre-teaching coordination involved in trying to collaborate on goal setting, syllabus design, and lesson planning, may seem inordinate" (p.173). To overcome this, Benoit & Haugh (2001) suggests that "talking things through at every stage will help define individual roles within the team…honest discussion also

clears up any potential misunderstandings…these meetings will help ensure that you are both feeling comfortable and productive within the team".

The findings with regard to the team teachers' reflection on the research phase indicated that the teachers reflected only on their learning in this phase. As can be understood from the way the team teachers called it, *the phase of exploration*, the team teachers expressed that they learned what to focus on in research, how to teach listening skills, how to address the right learning problem as well as how to write a research question. First of all, it was found that learning what to focus on in reseach was frequently mentioned by the team teachers. However, since the teachers had not been involved in action research before, it was not easy to specify a learning problem and do research on it in the first step. It seemed that the teachers benefitted from being a team again. At first, they felt confused and worried about finding a learning problem but when they decided to receive the students' opinions through a mini-questionnaire, they reported to feel relieved to make this problem settled. Accordingly, the results showed that the teachers' prior concerns about the study seemed to be moderated when the focus of the research and the lesson plans were made clear. Once the team teachers determined their research focus, *listening for specific information*, the next step was to research on this specific problem to learn about the ways, strategies and activities that could help students with this learning problem. Here, the findings suggested that the teachers apreciated being a team in this phase as they could reach a huge amount of information regarding listening skills in a shorter time. It was also indicated that they had not known much about teaching listening before they involved in this study. Through investigation into the research problem, the teachers thought that their knowledge about teaching listening increased, what's more, they could transfer their learning into the teaching of other skills. Cordingley et. al. (2003) agrees that collaboratice CPD programs offers teachers "more active learning opportunities", so that they could reflect it on their teaching practice "with greater focus on active student-learning" and they began "to teach with less telling" and use "student problems as a focus for learning", give more feedback to students, thus teaching became learning (p.7).

Moreover, the team teachers expressed their happiness about receiving students' opinions in relation to their learning problem, and underlined that if they had not

done so, they might have focused on another learning problem which was not a real concern for their students. They particularly highligted the significance of student-centeredness and noted that receiving the students' opinions contributed to their research in this respect. This is in line with what SooHoo (1993) says about the importance of students as "student perceptions are valuable to our practice because they are authentic sources; they personally experience our classrooms first hand…As teachers, we need to find ways to continually seek out these silent voices because they can teach us so much about learning and learners" (p. 389).

The last thing that the team teachers reflected on this phase was about writing a good research question. The findings showed that through research, discussion and brainstorming, they were able to produce a research question for their action research, which they had not written before. As can be understood from the findings, the team teachers ended the phase feeling sure of the further stages of the study. Just as it was called *the phase of exploration* by the teachers, the research phase seemed to contribute to the team teachers' research skills and enhanced their knowledge about teaching listening. In a similar vein, Richards & Farrell (2005) report from the teachers who carried out action research and shared that their "understanding of teaching" significantly changed, they learned a lot about their teaching and developed expertise in investigating their practice (p.233).

The third phase of the study, *planning and implementation* was called as the phase of action by the team teachers. This was most probably due to the beginning of actual team teaching both in and outside the classroom. With regard to the team teachers' reflection, the findings suggest that they were able to adjust themselves to team teaching in this phase. As we can understand from the name of the phase, the team began collaborative lesson planning for the first time; for this reason, their reflections mostly centered on lesson planning with its drawbacks and advantages. The findings indicated that the team teaching lessons were thought to get better in the second and third lessons. As for the feelings about this phase, it is possible to say that it was like the two sides of the same of coin. Similar to the changing opinions about lesson planning, it was found that the team teachers' feelings changed from the feeling of discomfort and incompetence to increased comfort, productivity and confidence. To start with the deeds of the teachers, the findings show that the only theme emerged from data analysis was the teachers' adjusting to team teaching.

Data analysis suggest that the team teachers did not know each other well prior to the study, which became a challenge for them to plan and implement lessons together at first. The importance of the team partners' being familiar with each other's philophies, professional values and personalities was mentioned earlier in this chapter with reference to the related literature (Bailey et al., 1992; Guven & Sobolev, 2009; Melnick & Meister, 2008; Rabb, 2009; Shannon & Meath-Lang, 1992; Warren, 2016). So, it is possible to say that teachers' having initial concerns until all team mates get to know each other is in the nature of team teaching process. The findings indicated that the more the teachers began to know know each other, the better they realized the merits of team teaching. It was particularly emphasized that most of the team teaching was done outside class and it was very useful to be a team during lesson planning stage, which took a lot of time at first, but got easier and shorter once they adjusted themselves to team teaching. Additionally, the teachers mentioned that after they got to know each other, they could share roles, ideas and benefit from each other's strengths for lesson planning. They agreed that they all took the advantage of being a team, which could evidence the quote 'Two heads are better than one' for me". This is consistent with what Bailey et al. (1992) found in their team teaching research. Despite its challenges at first, "…this demanding aspect of planning is minimized in second and subsequent collaborative efforts…" (p.173) and the participants "had the feeling that "two heads are better than one" when it comes to lesson planning". Each team teacher contribute to lesson planning "with ideas about the class, but in addition, we both get new ideas from talking to our partner" (p.167).

The team teachers were also found to change their thoughts in relation to lesson planning as they got more adjusted to working as a team. While they believed that it was a total challenge to prepare and teach a lesson as a team, they later began to think that they were doing a great job. The teachers reported that their personalities also led to a challenge and some of them even questioned if they could work as a team or not. However, the findings revealed that the team teachers noticed the advantages of collaborative lesson planning after the first lesson plan, referring to spending less effort and time with the help of the team mates. They stated that planning a team teaching lesson required more time and energy than implementing it; for this reason, being a team became an advantage to complete

that hard work together. It was described as a share of burden between the team members, which provided them with the opportunity to manage time effectively and take advantage of each other's strengths. It was underlined that distribution of work in and outside class got easier and more natural and they could share ideas with understanding and respect to each other. The teachers also mentioned that collaboration in class gradually showed improvement. They believed that it was due to the harmony between the team members that prevented conflict or clash of ideas throughout the process. It seemed that their harmony increased with every single experience they gained together as a team. It was no longer the presence of an intruder in someone's class but the presence of a colleague who was there to provide help and give power. As a matter of fact, the team teachers' reflections for planning and implementation phase of this study seem to go parallel with the literature. It seems that it takes time for team partners to get used to planning and teaching together until they are able to learn how to work as a team. It is also clear that successful team teaching depends on the coordination between the teachers and team teachers' knowing each other's teaching styles, skills and understanding of their roles within the team. Rabb (2009) presents the factors which are essential to have for "a successful team teaching program: well matched and like-minded team members; mutual dedication to team teaching and continuing communication; an interest in relating the content or curriculum to real life; a strong desire to excite the students' learning" (p.3). But, clearly, all of these requirements for good team teaching need some time to be attained by the team. Moreover, as was found by Sturman (1992) as a particular problem; "*professional respect:* does not develop automatically and it can only develop over a reasonable period of time as the two teachers begin to appreciate each other's qualities" *(*p.147). This seems to be consistent with the initial problem the team teachers experienced in this study. They were not able to develop "professional respect" until they began to realize and welcome each other's personalities and strengths. In line with the findings of this study, the literature speaks the same. Bailey et al. (1992) found similar results in terms of the benefits of team teaching in class and appreciated working as a team stating that, "variety of things that two teachers can do better than any one of us alone" (p.167). As some of the advantages of in-class collaboration, they reported that "having a trusted teaching partner provides a resource to appeal to for example, for clarification or an explanation, and for immediate feedback as to how the lesson

is going" (p.169) or "having a teaching partner is also helpful in those inevitable moments when something goes wrong" such as videotape camera not working, more photocopies needed, or the overhead projector turning off. In those moments, it was good to know that "one person can continue working with the students, while the other tries to solve the technical problem" (p.170).

As for the team teachers' reflection on their feelings about planning and implementation phase, the findings of the study showed that they felt uncomfortable and incompetent at the beginning of the phase. They did not like their first experience with lesson planning and it was very chaotic when everyone put her own ideas forward for lesson planning. They stated that their creativity was badly influenced and they felt under pressure due to the presence of each other, which sometimes caused them to feel incompetent. They were also hesitant about showing their disagreement with the other team mates' ideas for the fear of hurting each other if they did so. On the other hand, it was also revealed the team teachers' early tensions reduced and they were no longer feeling worried about working as a team. In the second lesson planning, their feelings turned into positive and it was not hard for the team teachers to design the second lesson plan together. Since the group harmony was created among the team members, they were feeling more relaxed and confident about what to do together. They admitted that their confidence increased in terms of knowing what activities and materials to offer to the students depending on their level, needs and interests. Working as a team to accomplish their goal seemed to relax them and they felt supported and confident for not being alone doing this job. Likewise, Harland & Kinder (1997) report on the affective outcomes of effective CPD practices, which might be positive (e.g. confidence) or negative (e.g. demoralized) though. Cordingley et al. (2003b) suggest that changes from negative to positive in teachers' attitudes who involve in collaborative CPD practices are very likely and note that "positive outcomes of the impact of collaborative CPD often emerged only after periods of relative discomfort in trying out new approaches; things usually got worse before they got better". With regard to the changes in teacher behavior, Cordingley et al. (2003b) report on the studies which produced the following outcomes as: "greater confidence amongst the teachers; enhanced beliefs amongst teachers of their power to make a difference to their pupils' learning (self-efficacy); the development of enthusiasm for collaborative

working notwithstanding; initial anxieties about being observed and receiving feedback; a greater commitment to changing practice and willingness to try new things" (p.4).

The fourth phase of the study was the *evaluation phase*. The teachers called this phase as *the phase of reflection* because they reflected on the things they did in the planning and implementation phase at this stage. The findings of the study indicated that the team teachers reflected on what they learned and how they felt in the evaluation phase. With regard to their learning from this phase, revising the lessons, students' involvement in team teaching, and support from a more knowledgeable other were found as the sub-themes. As for their feelings, the team teachers reported that they took a lot of pleasure from evaluating the whole process in this phase. To begin with, revising the lesson was revealed as the first sub-theme emerged from the findings of the study. In the evaluation phase the team teachers interviewed the students to be able to revise team teaching lessons in light of their feedback. Furthermore, based on the team observer's notes and the video tapes of the team teaching lessons, they either revised the existing lesson plan or prepared a new one. At the same time, the more knowledgeable other provided the teachers' with feedback on the issues that went well or needed improvement in the lesson.The teachers reported that the evaluation phase offered them a new perspective on their teaching. Revising the lessons in light of the feedback from the students, more knowledgeable other and team observer, the team teachers claimed that they realized there were some effective and ineffective ways of teaching listening for their students. Thus, this phase seemed to add to the team teachers' reflective thinking skills. Moreover, the findings showed that the teachers thought revised lessons, Lesson Bs, were better and more succesful than the previous ones, Lesson As. The cycles of team teaching lessons in this study were designed with an inspiration from the Japanese CPD practice *lesson study*, which has repeated cycles of collaborative lesson planning, teaching and reflection. In lesson study, teachers engage in a "cycle of instructional improvement focused on planning, observing, and revising research lessons" (Lewis & Tshuchida, 1998) similar to the process the team teachers followed through the planning and implementation and evaluation phase in this study but they did this through team teaching. Similar to the team teachers' continuous emphasis on the benefits of revising the lessons, Stepanek et

al. (2007) suggest that "Teachers engage in inquiry, reflection, and critical examination of their practice. They look at the classroom as a place in which to investigate teaching and learning" (p.6) referring to the strengths of the lesson cycles in lesson study with planning, observing, and revising. In consistence with the team teachers' opinions, Dudley (2014) states that over the cycles of collaborative planning, observation and analysis, teachers can see the aspects of student learning "through eyes of others as well as through their own", and they can have the opportunity to "compare actual learning observed in the research lesson with the learning we imagined when we planned it" (p.4). This leads to awareness of things "teachers would normally not be aware of either because we would filter it out or because it would be dealt with through our tacit knowledge system" (p.4).

Another point with regard to the team teachers' learning was related to involving the students in team teaching. The teachers emphasized the significance of hearing students' voices to get more positive outcomes from teaching. In planning and implementation phase, they did most of the things on the basis of the students' ideas such as choosing the topic of the lesson considering their preferences and designing activities which could attract their attention most. Besides, they took care of the students' interests, and level of proficiency, all of which were reported to help the team teaching lessons became more effective. In addition, in the evaluation phase, they received feedback from the students about each team teaching lesson. For this reason, the teachers described this study as the most student-centered CPD practice they had involved in. Thus, the team teachers' awareness seemed to be raised about the importance of students in teaching and learning process and involving them in the CPD practices for the efficiency and quality of lessons. As previously mentioned, this study aimed at being a student-led CPD; for this reason, it sought ways to raise the team teachers' awareness of hearing students' voice more for better teaching and learning outcomes. When the findings of the study are considered, it can be said that the study achieved to help the teachers provide a new perspective on this as students' involvement in team teaching was revealed to be one of the mostly cited themes in the evaluation phase. Similar to the team teachers' opinions, Allison (2014) state that, "as schools look to improve and develop the quality of teaching, it is worth soliciting the views of students as a

contribution to the overall discussion". Student-led CPD is "empowering for students and enlightening for teachers" (p.137).

Lastly, the findings showed that receiving feedback from a senior teacher regarding teaching practice, particularly for lesson planning and managing the lesson, was helpful for the team teachers to feel improved. They received both oral and written feedback from the more knowledgeable teacher and it was reported that these feedback sessions were their favorite parts through which they enjoyed and learned a lot. They described the feedback as invaluable and noted that they learned about the teacher's position in the classroom, giving instructions, and the positive effects of praising students in lessons. It is also important to add that the team teachers appreciated the language used by the more knowledgeable teacher which was found to be not critical but always developmental. What's more, the need for a "mentor" who can help and encourage inexperienced teachers to grow in the profession was also underlined by the teachers.The advantages of mentoring is also supported by Guskey (2002) who claims that mentoring has the potential to benefit both of those involved and leads to highly productive professional relationships. In line with the team teachers' opinions about the mentor's language, Kennedy (2005) believes that mentoring can give way "to the development of a non-threatening relationship and encourage discussion, but a coach or mentor needs good communication skills". In this study, the need for a more knowledgeable teacher derived from two main reasons: (1) the participants of the study were all novice teachers who might need a more experienced teacher to offer professional guidance and assistance and (2) the presence of an expert might provide a different and an objective perspective on the study. As a matter of fact, the issue of a "knowledgeable other" is frequently discussed by lesson study practitioners and it has been noted that outside expert can add to the effectiveness of lessons (Lewis & Tsuchida, 1998; Yoshida, 1999). Cordingley et al. (2003b) report on the CPD studies they reviewed and suggest that "experts were seen as useful in providing a focus for debate, encouraging professional reflection on existing teaching practice and offering a menu of possible options which could then be modified to teachers' own contexts " (p.9).

As for the team teachers' reflection on their feelings, the findings of the study suggest that they took a lot of pleasure from the evaluation phase. It was found that

the evaluation phase was the one that the team teachers liked most with its lesson revision, feedback sessions and discussions within the team and with the more knowledgeable other. Particularly, doing a lesson review with both their teammates and the more knowledgeable other seemed to become a source of satisfaction at the end of the process. Likewise, affective outcomes, either positive or negative, of effective CPD practices are suggested in the literature (Cordingley et. al. 2003a; Harland & Kinder, 1997; Rose & Reynolds, 2009) In the evaluation phase of this study, the team teachers feelings were found to change for the positive in contrast to the prior feeling of being worried or concerned.

The last phase of the study was the *dissemination phase*. The team teachers described this phase as *the phase of production*, as they wrote a research report and made a presentation on team teaching in the in-house ELT event. The findings revealed that the team teachers reflected on the things they did, they thought and felt in the dissemination phase. As for the things they did, the teachers reflected on the analysis of action research data. With regard to their thoughts, the findings suggest that it was challenging to write the research report despite the fact that they thought they grew professionally and overcame their prejudices against team teaching. In terms of their feelings, it was found that the team teachers had an exciting experience on the stage during presentation, but their self-confidence increased and they became proud and happy at the end of the study.

To begin with, the findings suggested that the team teachers frequently referred to the analysis of the action research results with regard to the things they did in the dissemination phase. It was found to be a good experience to end the study by rearranging, compiling and analyzing the materials, reporting the research and coming up with research findings. This seemed to help them to see their progress, find the answers of their research question and learn what activities helped students listen more effectively and report the findings of the entire action research. In other words, the team teachers were found to take control of the whole research process, including the students' and their own learning into their hands and became the "key decision-makers" by leading "a participatory, social, inquiry-driven and evidence-based professional learning" activity which is congruent with the elements of effective CPD practices such as *teacher research*, *action research or exploratory*

practice "through which teachers systematically investigate teaching and learning in their classrooms" as suggested by Borg (2015a, p.3).

As for the reflections on what was thought during the dissemination phase, the analysis of data indicated that writing the research report was challenging but the teachers were able notice their professional growth and overcome their prejudice against team teaching in this phase. All of them agreed that writing a research report was challenging as they did not have a similar experience before and it was hard to report such a lot of thing with a limited number of words. What's more, research report writing seemed to remind them of their first experience in collaborative lesson planning, during which they were not able to work effectively as a team. Despite its challenges, the findings revealed that writing a reseach report helped the teachers notice their professional progress, recognize the benefits of team teaching on their professional development. It was admitted that strength of each team teacher helped remove weaknesses of the team. They could find the chance to see how their weaknesses grew stronger by using the strengths of each other in collaboration. This finding is supported by McNiff, Lomas & Whitehead (1996) who state that action research may lead to a "change in practice" or result in "professional development". With the help of "review, exploration and clarification, the teacher/practitioner-researcher creates links and interpretations" which are reported and become a learning experience. Moreover, McLaughlin & Zarrow (2001, cited in Broad & Evans, 2006, p.15) emphasize the significance of "teacher inquiry" and its possibilities for teacher development. They claim that teacher inquiry and collaboration help understand teaching and learning thoroughly.

Another sub-theme that the findings reveal in relation to the team teachers' thoughts is overcoming prejudices. At the beginning of the study, the team teachers were found to be prejudiced against team teaching and its usefulness in class. They had begun team teaching with such concerns as teaching with another teacher in class, sharing roles, compatibility of their personalities. Later, the findings of the study suggested that the teachers' prejudices were eliminated with more experience they gained through team teaching. It might be asserted that their ideas changed for the positive about team teaching when they got harmonized with each other. This study agrees with the idea that collaborative practices do not always have to be "comfortable and complacent" (Hargreaves, 1994, p. 247); for this reason, as is

underlined by Musanti & Pence (2010) "moments of conflict, tension, and resistance should be expected and also welcomed. Learning and change involves some degree of disruption to what teachers know, and resistance can become a catalyst for in depth reflection on what is taken for granted" (p.86). Thus, the team teachers' prejudices against team teaching can be accepted as a natural reaction against unknown until they came to know what team teaching really was by themselves and relieved from their early resistance and tension with every good experience they had together.

When it comes to the team teachers' feelings about the dissemination phase, it was found that the teachers felt excited while they were doing presentation on team teaching on the stage. It was also found that the teachers completed the dissemination phase with increased confidence as well as feeling happy about their work and proud of their accomplishment. It was revealed that this whole experience helped them to gain confidence in themselves and they became enthusiastic about trying other CPD practices in the future, which might contribute to their professional development as well. Moreover, feeling proud of their final work at the end of this phase was also emerged from the findings of the study. After the teachers produced the research report, they admitted that they could not believe the amount and quality of the work they had done together. The team teachers thought that they overcame several challenges together through the phases of team teaching and completed this CPD practice with increased knowledge and skills in teaching and learning, enhanced motivation to continue their professional development in the future as well as increased confidence to accomplish challenges in collaboration with other colleagues. This goes parrallel with Cordingley et al. (2003a) review of studies on collaborative CPD practices which suggest such positive outcomes as "greater confidence amongst the teachers; enhanced beliefs amongst teachers of their power to make a difference to their pupils' learning (self-efficacy); the development of enthusiasm for collaborative working notwithstanding; initial anxieties about being observed and receiving feedback; a greater commitment to changing practice and willingness to try new things" (p.4) similar to the team teachers' changes in their thoughts and feelings in this study.

5.5. Discussion on the team teachers' perspectives on the CPD practices used within the frame of team teaching with a new perspective

The final research question of the study sought an answer to the team teachers' perspectives on the CPD practices used within the frame of team teaching with a new perspective. Within the scope of team teaching, the present study involved action research, lesson study, peer observation, professional learning visit, self-observation, student-led CPD and teaching portfolio (in alphabetical order).

Action research was integrated into the research phase of the study. Within this scope, the team teachers initiated a small-scale collaborative action research and they specified a learning problem, wrote a research question, collected data and tried to solve that learning problem with the help of the materials and tasks they designed together. The findings of the study indicated that the team teachers' perspectives on action research were mostly centered on the development of their research skills. The findings suggested that through action research they learned how to categorize research from the beginning and run the process, how to write a research question and a research report as well as what kind of stages to go through in the whole research process. In terms of the effects of action research on the development of teacher research skills, the relevant literature suggests similar ideas. According to Stevenson (1991), there are several outcomes of action research such as "greater understanding of research, enhanced self-esteem and self-confidence, increased awareness of classroom events, more appreciation and tendency for reflection, and a better understanding of the social and institutional constraints on teaching". Likewise, Guskey (2002) suggests that teacher inquiry or action research with its process of selecting a problem, collecting data, studying research literature, determining possible actions and taking action and documenting results can build knowledge, increase problem solving, turn the teacher to a reflective practitioner, systematic problem solver and empower in practice and learning. Besides, Kennedy (2005) emphasizes that action research is appropriate to the classroom and helps teachers try new practices, particularly when it is done collaboratively, just as the collaborative action research conducted by the team teachers in this study.

The next CPD practice integrated into team teaching in this study was lesson study. Team teaching within the scope of this study benefitted from lesson study in the

planning and implementation, evaluation as well as dissemination phases. However, the findings indicated that the team teachers' perspectives about lesson study mostly focused on lesson revision and its positive effects on the improvement of teaching and learning. The findings showed that the teachers found lesson revision quite beneficial and effective in terms of developing their teaching practice by giving them the chance to correct certain mistakes in the revised lessons. Considering this chance, they felt relieved as they would do better in the next class. The findings also suggested that lesson revision encouraged the team teachers to be reflective teachers through evaluation of the lessons. In lesson study, teachers engage in a "cycle of instructional improvement focused on planning, observing, and revising research lessons" (Lewis & Tshuchida, 1998). Through these repeated cycles of research lessons, just as the team teachers did in this study, the teachers' self-efficacy increases; this way, they get "motivated and persistent in improving their craft" and they begin to think that they can influence their students' learning (Stepanek et al. 2007, p.6). It is possible to infer that through 6 research lessons, particularly during lesson revision, the team teachers could get the opportunity "to see the gaps between what they had assumed was happening when pupils learned and what it is actually happening"; "see pupil learning occurring in much sharper detail than is usually possible"; " find out how to plan learning which is better matched to the pupils' needs as a result"; "do all this in the context of a supportive teaching and learning community which is strongly committed to helping pupils to learn and to the professional learning of the members of the group"; " change their teaching to better support learning as a result" (Dudley, 2014, p.3).

As for peer observation, the findings of the study revealed that the team teachers learned from each other's practices and strengths by observing either solo or team-teaching lessons. This is in line with what is suggested by Bell (2001) regarding observers or "reviewers" who can gain a lot "from the opportunity to observe a colleague teaching" (p.37). They realized that their prejudiced thoughts about peer observation changed for the positive when they showed professional progress with the help of observing peers. It was agreed that it is sometimes possible for a teacher to miss or avoid some points in classes; however, when you observe another colleague in class, it can give the opportunity to catch these important points, which helps professional learning. It was also found that the team teachers learned from

each other's best practices or strengths and decided to change their own practice accordingly. This finding is in agreement with that peer observation "provides an opportunity for the teacher to see how someone else deals with many of the same problems teachers face on a daily basis. A teacher might discover that a colleague has effective teaching strategies that the observer has never tried. Observing another teacher may also trigger reflections about one's own teaching" (Richards & Farrell, 2005, p.127).

Another point the teachers focused on with regard to peer observation was their changing thoughts about it. The findings suggested that before the team teachers conducted peer observation, they were either afraid of being observed by another colleague or thought that it would be like "Big Brother" watching their classes. This might show the team teachers had been working in an institution where observation-culture was not established yet. Considering this, their early tensions or negative reactions against peer observation could be found quite natural. Richards & Farrell (2005) referring to their own experience with peer observation agree that "many teachers have a negative reaction to the idea of someone observing their classes. For many, observation calls to mind a coordinator or visitor coming to a classroom to carry out a supervisory or evaluative observation as part of the process of performance appraisal. Observation tends to be identified with evaluation, and consequently it is often regarded as a threatening or negative experience" (p.126). However, the findings later revealed that the team teachers' thoughts changed when they realized that peer observation helped them face themselves and gave the opportunity to learn from each other, which would lead to professional development in the end. Similarly, Bell (2005) states that only when the real focus of peer observation is to help teachers improve their teaching practice, it might turn into a mutual experience in which teachers observe one another, share insights and offer assistance to each other.

Another CPD practice used within the frame of team teaching was professional learning visit. As previously mentioned, during this professional learning visit the team teachers met other colleagues who were working at another institution and conducted team teaching before. The findings indicated that the team teachers thought that this CPD practice helped them establish empathy with other colleagues, share knowledge and experience about team teaching and overcome their feeling

of loneliness. Despite having reactive feelings towards this visit at first, the findings showed that it became motivating for the team teachers to understand that other teachers had the same feelings and difficulties in their first team planning and implementation experience as well. For this reason, they could empathize with each other easily. It was also found that the team teachers shared their knowledge and experience with each other during this professional learning visit. Meeting the teachers who were experienced with team teaching seemed to encourage them with the idea that they were doing the right thing with team teaching. They also received some useful ideas to practice in their team teaching lessons. Liebermann (1995) calls this as "learning out of school" with the help of "professional networks, school-university partnerships and visits to other settings" and suggest that these might offer a variety of perspectives and questions which help broaden and deepen understanding. Likewise, Liebtag & Ark (2017) thinks that "going on school visits allows for organic connections with teachers or leaders at other schools that might be great to collaborate with or share ideas". It is also added that "Visiting other schools can be a great way to see similarities with practices you are already using or innovative ideas that your school is already implementing well". With regard to the teacher isolation, Jamentz (2002) writes that "isolation is the enemy of improvement"; for this reason, it is essential that teachers engage in CPD with their colleagues to better their practice through trusting relations. Thus, collaborative practices, professional learning visit is one of them, are believed to fight teacher isolation and contribute to teacher development significantly (Darling-Hammond & McLaughlin, 1995; Goetz, 2000; Little, 1990; Williams, 2010).

With regard to the team teachers' perspectives about self-observation, the study produced two themes: raising awareness and improving practice. The findings suggested that self-observation helped the teachers become aware of themselves as teachers. As previously mentioned, except for Hülya, Elif and Sevgi had not conducted self-observation before. In other words, it was a new experience and it might have sounded unusual at first to watch themselves in the videotapes. However, the team teachers agreed that self-observation was like looking at your teaching in the mirror. It was found that it helped them to see their strengths and weaknesses in class and become aware of the points that they were little aware of in reality. Secondly, the findings showed that after the team teachers watched the

videotapes of their lessons, they could reflect on their teaching practice, which paved the way for progress. The teachers referred to teacher talking time, timing and pacing, giving instructions and the teacher's movement in the classroom to exemplify the areas in which they thought to show progress with the help of self-observation. What's more, it was found that they wanted to conduct self-observation in the future upon seeing its benefits for their professional development. As previously stated, self-observation can be considered as the first step that is likely to initiate teacher development. The findings of this study is consistent with the literature on self-observation. By monitoring or observing their behavior, teachers can increase their awareness of knowledge, skills and attitudes (Bailey et. al 2001). Likewise, Richards & Farrell (2005) suggest that it is essential to gather data about the teacher's own behavior and practice in an objective and systematic way so as to understand her teaching, strengths and weaknesses and make decisions about what to change. Thus, self-observation is a good beginning for teachers to plan their professional development. Through "self-monitoring" or "self-observation", teachers are able to evaluate their own teaching rather than being evaluated by a manager or a supervisor. Self-observation can help "better understand their own instructional process, thereby bridging the gap between what we actually do and what we think we do"; and lead to critical reflection about our work, which is an important component of being able to improve" (Richards, 1990, p.118; Richards & Farrell, 2005 p.65-66).

The next CPD practice used within the frame of team teaching was student-led CPD. The findings with regard to the team teachers' perspectives indicated that prior to the study the team teachers were not aware of the significance of students' for their own professional development. Before they were involved in team teaching, they did not use to consider much about their students' views and feedback either. However, later the teachers agreed that students became their main focus with their needs, interests, responses, and feedback throughout the study. They seemed to be convinced about the student-centeredness of team teaching they had conducted as they received constant feedback from the students from the beginning until the end of team teaching. They believed that this helped them both identify the activities and techniques that could help students learn better and improve their teaching. The literature confirms the findings of this study in relation to the significance of hearing

students' voice and favors the idea of students' active involvement in decision making about issues important to both students and teachers. To achieve this, there needs to be continuous communication and interaction between students and teachers (Lodge, 2005; Mitra, 2008). Flutter & Rudduck (2004) claim that listening to what students think about teaching, learning and schooling helps teachers to see things from the students' point of views, think of other alternative approaches, and practice, which might lead to an important change in classrooms and schools.

When it comes to the team teachers' perspectives regarding teaching portfolio, it can be said that the team teachers at the beginning of the study could not fully comprehend why they would keep it. This can be attributed to the teachers' lack of knowledge about the teaching portfolio. However, the findings showed that their ideas changed when they understood that portfolio was helpful to record and reflect on their learning, experiences and progress for reflection. It was found that the teachers recognized the significance of keeping a teaching portfolio once they began working in the evaluation phase. Since they were expected to write a research report and make a presentation on team teaching in the dissemination phase, the first thing they consulted to remember what they had done until that time was their teaching portfolio. The team teachers all agreed that keeping a teaching portfolio helped them to reflect on the whole CPD progress, which contributed to their development by evaluating the time, energy and effort spent for team teaching. Seldin (1993) agrees that teaching portfolio is helpful for teachers' professional development with regard to "course planning and preparation, actual teaching presentation, evaluation and feedback provision process". Likewise, Richards & Farrell (2005) suggest that teaching portfolio "serves to describe and document the teacher's performance, to facilitate professional development, and to provide a basis for reflection and review" (p. 142). They also remark that "a particularly useful type of portfolio is one that is part of a team-teaching collaboration in which two teachers create a joint portfolio to accompany a class they both teach" (Richards & Farrell, 2005, p.143) similar to the teaching portfolio kept by the team teachers in this study.

5.6. Concluding Remarks

This qualitative single case study aimed at developing an in-depth understanding of three non-native English language teachers' professional development through a new perspective into team teaching with special consideration for their professional

needs, reflections and perspectives on the new model of team teaching. The findings revealed that the team teachers' perceived professional needs and actual professional needs were found to be consistent only to some extent. The teachers in this study needed to develop most in *managing the lesson, teaching language skills* and *knowledge and skills in assessment.* However, there was a little discrepancy between the quantitative and qualitative data in terms of the teachers' prioritizing their needs. While the teachers ranked *knowledge and skills in assessment* as their first professional need in the questionnaire, they wrote that *managing the lesson* was the area in which they wanted to develop most. This finding might suggest that when novice teachers' awareness is raised regarding their professional needs with the help of self-observation and peer observation, they are able to make better decisions about their actual needs. In other words, needs analysis questionnaires might not suffice to describe teachers' actual needs unless they are supported with some qualitative data such as interviews, observations, reflective compositions that can raise teachers' awareness of themselves.

When it comes to the areas that a new perspective into team teaching met the teachers' professional needs, the findings indicated that team teaching helped the teachers with *planning teaching and learning*, *managing the lesson*, *teaching language skills*, *engaging in professional development* and *enhancing teacher collaboration*. However, the teachers did not mention any development with regard to knowledge and skills in assessment. This might indicate that for novice teachers to develop with regard to planning lessons and teaching language skills might come before assessing teaching and learning. This might be attributed to the mistaken view about English language teaching profession in Turkey that what English language teachers are all expected to do and know is planning lessons and teaching language skills. On the other hand, knowledge and skills in assessment is generally taken for granted or accepted as another field of expertise, which teachers do not have to know about much. The finding might also indicate that a new perspective into team teaching did not provide sufficient guidance and support to the teachers regarding knowledge and skills in assessment; for this reason, the teachers did not mention any indication of development in this area.

The findings of the study also revealed that the teachers did not use to pay much attention to lesson planning in their teaching routines. They admitted that they suffered from distinguishing between the basic terms such as aims and objectives in a lesson plan despite the fact that they all graduated from the Faculty of Education, English Language Teaching Department and attended courses which specifically focused on lesson planning. This might indicate that the significance of lesson planning and its components are not imprinted well in teachers' minds. Or, teachers might not have more experienced role models who are either aware of the importance of lesson planning or have the habit of planning a lesson before going to a class. It also seems that pre-service teacher education might fall short of providing teachers with an awareness and habit of going classes well-prepared and lesson plans designed for micro-teaching during pre-service education might have been produced for the sake of passing the course. Another interesting finding is related to the teachers' having difficulty in selecting and developing listening activities. It seems that novice teachers need to be supported and guided more in terms of materials development both in pre-service and in-service education programs. Working in collaboration with other peers might contribute to teacher learning from each other regarding materials development and it might also be encouraging for teachers to see that other teachers may have similar professional needs.

Team teaching with a new perspective also met the teachers' professional needs with regard to managing the lesson and teaching language skills. This is an interesting finding because both areas comprise the basics of teaching such as giving instructions, teacher talking time, checking understanding, teaching of four skills and systems etc. As previously mentioned, these teachers are graduates of ELT departments and have been teaching for almost 3 years. Despite this, they have problems in relation to "how of teaching". It seems that courses on pedagogy in pre-service education might not suffice for teachers to attain these skills well or in-service education might not provide enough mentoring for novice teachers to see good practices from more experienced teachers. This might also be attributed to the issue that some fundamental skills in teaching profession are taken for granted by teachers, educators, trainers or administrators believing that graduates of ELT departments are already well equipped with these skills.

Besides, the findings revealed that the teachers were engaged in professional development with the help of the practices in the new team teaching model. Teacher collaboration was enhanced and it encouraged the teachers' professional development. It was found that the teachers' professional development began with awareness raising and ended up with increased motivation for professional development. This can be attributed to the contribution of observation, peer support, teacher research and focus on student learning to teacher development. It can also be suggested that when CPD practices embody these elements, just as team teaching in this study, teachers are likely to engage more in their professional development and take responsibility for this. These practices have the potential to turn a CPD program into a more teacher-led model, which is based on teachers' actual needs, nourished by their own skills, experiences and implemented according to their own wills. Furthermore, it is possible to suggest that teacher collaboration paved the way for meeting the teachers' professional needs as they got the chance to learn from each other, get different perspectives, use each other's strengths, share responsibilities and develop friendships. However, it has been observed that teacher collaboration is not generally welcome at first place by teachers for fear of being criticized or evaluated by another colleague. To avoid collaborating with peers, teachers tend to show either resistance or reactive attitudes until they realize the positive impact of it on their development and build trusting relations with their colleagues.

Concerning the teachers' reflection on the phases of team teaching, the findings indicated that the preparation phase became most effective in terms of raising teachers' self-awareness. Although awareness is suggested as the foundation of all professional development, it seems that teachers sometimes pursue the profession with little self-consciousness. For this reason, they are not able to make much progress regarding their professional needs. The reason behind this might be the fact that we are not raised and educated in the way that we can evaluate ourselves reflectively. Most newly-graduate teachers do not know what reflection and reflective practice means and how it is implemented. This means that they might not have referred to reflection during their education. Moreover, the findings indicated that in the preparation phase the teachers questioned whether their personality agreed with team teaching or not. At first, they showed reactive attitudes to work as

a team. Thus, it is possible to suggest that team teaching is not for everyone and teachers' early reactive feelings can be accepted as a natural reaction. It can be said that team teaching needs to be done on voluntary participation and teacher resistance before self-awareness in CPD programs needs to be acknowledged as a natural phase before teacher change. Besides, in collaborative practices, regular meetings are supposed to be held for a number of reasons, yet the teachers' busy schedules along with frequent meetings for team teaching might have caused excessive work load and tiredness at the beginning of the study.

In the research phase, the findings showed that the teachers did not involve in action research before. The research phase seemed to help them learn how to conduct classroom research as a team. Working as a team, they were able to produce more ideas, spend less time and effort to reach more information regarding their research question. Since *teacher research* or *inquiry* are suggested as an important component of effective CPD programs, the new team teaching model seems to support the teachers to attain this skill to a certain extent.

In the planning and implementation phase, it was found the team mates' harmony increased despite the challenges they had while planning the first team teaching lesson. Since it was understood from the findings that the teachers were not in the habit of preparing a lesson plan for their individual classes, collaborative lesson planning became a lot harder for them. The teachers felt confused when each of them produced different ideas for the same lesson. It seemed that they did not feel competent and comfortable enough to express their own opinions in a crowd for fear of being criticized or ridiculed. This can be attributed to the fact that the teachers did not take part in any collaborative initiative before; for this reason, lesson planning with its own challenges, turned into another big challenge when conducted collaboratively. Later, findings revealed that the teachers overcame their early shyness and discomfort both in lesson planning and implementation stages and they were able to benefit from the advantages of team teaching by sharing the work, spending less effort and time, producing more ideas, benefitting from each other's strengths, giving students' more teacher support and helping with unexpected problems in class. It was also found that the teachers caught the team spirit in this phase as they stated that they had to share both success and failure together in this job. Here, there are some points to be underlined though: First, team teaching or

teacher collaboration needs time, patience and trust to be accomplished. Second, initial problems with team teaching need to be known well by trainers or mentors and explained well to the trainees. Third, when conducted well, team teaching is likely to have positive impact on teaching and learning. Lastly, it is not possible for every team teaching arrangement or teacher collaboration to end in success if team mates are not compatible with each other and harmony is not established in the team.

Next, the evaluation phase was found to be favored more than the other phases by the team teachers. This can be attributed to two main reasons: reflection and feedback. The findings revealed that the teachers had neither reflected on teaching and learning nor received mentor and student feedback before. Since both practices, reflection and feedback, are essential for teacher development, the teachers might have felt that they professionally developed most in this phase thanks to these practices. Further, the teachers emphasized that they did not use to question their teaching, consider students' opinions and feelings and think that their feedback could give way to improvement of lessons this much. The findings also suggested that in CPD programs novice teachers need a mentor teacher who will support and guide them with relevant knowledge, skills and language that will establish trust and respect between them.

The last phase of the study, dissemination phase, seemed to pose two other challenges to the teachers: reporting the action research results and presenting team teaching on the stage to other colleagues. Both practices were the teachers' first experiences, thus it was not surprising that they found these tasks difficult at first. Although they did not like the challenges and had hard time completing both tasks at first, it seems that they became proud of achieving such hard work together and felt more confident and motivated about participation in the future CPD practices. What's more, they appreciated working as a team and admitted that team teaching made it easier to face these challenges together. So it can be suggested that on the way to professional development, challenges are resisted first, appreciated later but when working as a team, it gets easier to face them.

Considering the team teachers' perspectives about the other CPD practices, the findings did not show any surprising results. It was found that action research helped the teachers develop research skills, which the teachers thought they were deficient

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of at the beginning of the study. This situation reveals a contradictory case for the teachers in Turkey. Although the terms *action research, teacher research*, *teacher inquiry*, *exploratory practice* are frequently cited for their positive effects on teachers' professional development, it seems that teachers are not provided with sufficient support to improve their research skills during pre-service and in-service education. It can be inferred that research courses are mostly based on reading theories and doing presentations. Teachers cannot practice much what they have learned from research theories in these courses. For this reason, despite their familiarity with the terms from the research courses, they might not feel competent enough to do research. Of course, pre-service and graduate education might be too late to attain research skills. It might be better to get familiar with research skills before university education.

As for lesson study, the team teachers' perspectives revolved around revising team teaching lessons. The findings revealed that reflection on the lessons paved the way for better teaching and learning. Through lesson study, the teachers' awareness raised in terms of the significance of reflection for improvement. Besides, the team teachers' way of thinking seemed to change from teacher-centeredness to student-centeredness as they realized that receiving feedback from students contributed a lot to teaching and learning.

When it comes to peer observation, perspectives of the teachers showed that it encouraged them to learn from each other's ideas, knowledge and good practices and their early concerns about being observed seemed to be diminished in the later phases of the study. In general, peer observation meets with resistance from teachers as they mistakenly believe that they will be judged, criticized or evaluated during the process and there is not much room for learning from someone with similar knowledge and experience. This might be attributed to the absence of such culture in teacher education and profession in Turkey yet. Negative attitudes might arise from teachers' not being involved in peer observation in their internships or professions. Another reason might be the lack of well-planned CPD programs or qualified mentoring systems in in-service training programs. If peer observation, its procedures and benefits are explained well to teachers in CPD programs, teachers might not feel uncomfortable about these activities.

With regard to professional learning visit, the findings revealed that the teachers agreed on its positive outcomes on their learning. It was found that they could establish empathy with other teachers who were working in another institution, share their knowledge and experience, and overcome the feeling of isolation. Although they visited another institution with very few expectations, the findings showed that they completed this visit with a lot of professional learning and sharing. Most importantly, they seemed to find the opportunity to realize that they were not the only one with similar concerns and problems in their profession. This came as great relief to the teachers and motivated them to go on with team teaching. As a matter of fact, professional learning visits between the universities are not very popular in Turkey yet. Recently, English preparatory programs of some universities try to attain more transparent policies with the initiation of accreditation and quality assurance processes; for this reason, there is more interest in the exchange of philosophies, ideas, and practices between these institutions. However, most teachers still pursue their profession being isolated from their colleagues and feeling that nobody can understand what challenges they have to deal with in their classes. Although Turkey is accepted as a country with collectivistic culture, teaching seem to be done in isolation within the walls of the classroom, which is an apparent contradiction. Thus, Turkey may not be as collectivistic country as it is claimed to be.

For self-observation, it was found that it fostered the teachers' awareness of themselves and facilitated improvement of their teaching practice. The teachers in the study appreciated self-observation as the best practice for reflection. Here, it is important to underline that through self-observation the teachers' awareness increased to the extent that they even decided to change the order of their professional needs from *knowledge and skills in assessment* to *managing the lesson.* The findings revealed that self-observation became a turning point in the teachers' professional life. The moment they saw their actual-selves in the videotapes of their classes, the first spark of reflection seemed to be fired, which was the initial step towards their professional development. First, they disliked their actual selves; next, began to face the truth; then started questioning themselves and finally sought ways to change and improve their practice. In brief, self-

observation seems to lay the foundations for the teachers' professional development.

In terms of student-led CPD, the teachers' perspectives centered on the theme of hearing what students say. The findings indicated that the teachers did not give much consideration into students, their needs, interests, criticisms and they did not use to receive any feedback from their students about their classes. They also commented that this study was the most student-focused CPD practice they involved in. Before this, teaching and teacher used to come before learning and learner for the teachers. On the other hand, their ideas seemed to change seeing that when students were really listened to, their voices could become the key for improving teaching and learning. The teachers expressed that they noticed the significance of students mostly in the research and evaluation phases due to the fact that the students' responses helped them to identify their research problem and improve their teaching during lesson revision sessions. It is clear that if teachers' way of thinking can be changed from teacher-centeredness to student-centeredness, which is not easy to achieve, they might create their own CPD practices for their professional development with little need for formal or external CPD programs. However, it is unfortunate to say that most teachers avoid hearing what their students say despite the fact that the first hand witnesses of what is going on in our classes are students.

Teaching portfolio is the last CPD practice used within the frame of team teaching. As for the team teachers' perspectives regarding teaching portfolio, it was revealed that teaching portfolio is important to keep in order to record learning, experience and progress for reflection. The findings indicated that at the beginning of the study the teachers could not get the point why they had to keep teaching portfolio. They could not understand the benefits of it until they were supposed to write a research report in the dissemination phase. They admitted that teaching portfolio reminded them of their whole experience and progress through team teaching and facilitated their reflection on the entire process. These findings might suggest that the teachers' awareness and knowledge about a teaching portfolio was very little. It is also worth noting that the team teachers have their students keep portfolios in speaking and writing lessons in the English preparatory program for a whole year; however, they could not appreciate keeping a teaching portfolio themselves until they are in need

of it to remember the past. This might be attributed to the effects of rote-learning system on most students. For instance, some teacher students read hundreds of pages on portfolios to pass an undergraduate course, but might not remember anything about the answer of the question a month later. Likewise, they listen to their classmate's Power point presentation on portfolios for 90 minutes in a graduate course, but they might not explain or discuss the advantages of keeping portfolios on student achievement in 100 words. Thus, it is possible to infer that teachers might read, hear and talk about portfolios in courses, professional dialogs, and seminars and even assign them to their students without actually knowing much what they really are.

5.7. Implications for Practice

When the results of this study are considered, it is possible to suggest a number of implications for future practice with regard to CPD programs for English language teachers. First, it is important to identify teachers' needs before planning any CPD program which is supposed to be designed and implemented in accordance with teacher needs. However, needs assessment should be conducted through comprehensive investigation into teachers' actual needs, which is based on not only quantitative data such as Likert-type questionnaires, but also qualitative data such as in-depth interviews with teachers, teachers' conducting self and peer observation and writing reflective compositions, etc.

The results indicated that novice teachers' professional needs mostly revolve around managing the lesson and teaching language skills. In light of this, CPD programs and practices for beginning teachers might be planned in such a way that content selection for this particular group would contain and meet teachers' needs in these areas. The findings also suggested that novice teachers appreciated working with a more knowledgeable teacher with whom they could establish trusting relations and receive constructive feedback. Although effective CPD programs call for teacher-initiated and directed practices, it should be noted that in the early years of their profession, teachers might seek a secure way to follow so as not to get lost. For this reason, mentoring or coaching systems, if planned and implemented properly, might bring light to novice teachers in their early years by showing good practices and providing models.

Additionally, there is not any "one-size-fits-all" CPD practice for teacher professional development. However, on the way to development, awareness is the key to open doors for improvement. Thus, self-observation, which is likely to trigger teacher awareness, initiate reflection and result in improved teacher's practice, might be suggested as the main component of all CPD programs. This way, peer observation might be encouraged among teachers who might tend to believe that it is a judgmental process and not effective for teacher improvement. For this reason, administrators, trainers, mentors or experts need to give more consideration into identifying aims and outcomes of self and peer observation. They should clearly explain the whole procedure to teachers prior to the implementation and carefully select the peers who will observe each other throughout the process.

The results also revealed that the teachers' understanding of learners changed for the positive throughout the study. It seemed that they did not consider it important to receive students' opinions and feedback about teaching and learning. With more awareness of involving students in the CPD practices, the teachers noticed that both their lessons and students showed progress. Here, it is important to note that students should be placed at the heart of all teaching practices. Teacher educators, trainers or mentors need to ensure that student-centered teaching goes a step further than being a frequently used phrase in articles, seminars, conferences. To achieve this, in-service teachers should be provided with more opportunities to experiment with students and involve in exploratory practice by doing classroom research.

What's more, the findings showed that the teachers' motivation to pursue professional development increased and they ended up with enhanced self-confidence and positive feelings. This finding might be important to remark before the implementation of any collaborative CPD practice: first, teachers' early negative feelings and attitudes towards team work might be accepted as a natural component of teacher resistance before teacher development. In this case, teachers need to be well informed about the possible challenges of collaborative CPD practices and supported by administrators or trainers to overcome their initial concerns. Second, they should hear or meet good examples who previously involved in either team teaching or other collaborative practices to share their knowledge, skills and experience through professional learning meetings or visits in or out of their schools.

What's more, team teaching might be a challenging CPD practice along with teachers' other duties such as grading papers, invigilating exams, translating documents, guiding students in office hours, etc. because it requires a lot of time and effort to prepare, research, implement, and evaluate in the whole process. Until teachers are adjusted themselves to team teaching and benefit from its advantages, they might feel uncomfortable and dissatisfied because of trying to achieve several things at one time. This might badly affect the quality of their work, decrease their motivation and might not suggest any opportunity for professional development. In this case, administrators and teacher trainers might consider alternative ways of conducting team teaching in the institutions. They might reduce the compulsory teaching hours and other assignments of team teachers so that they will find sufficient time and energy for doing team teaching.

On the other hand, despite its challenges such as personality factors, frequent meetings and clash of ideas, it was found that team teaching with a new perspective paved the way for the teachers' learning from each other, getting different perspectives, using each other's strength, learning to share responsibilities and developing friendships. With such a lot of contribution to teacher development, teacher collaboration, team teaching and their variations could be better integrated into CPD programs for in-service teachers or even encouraged more for pre-service teachers in their practicum courses. This might lead up overcoming teacher isolation, and fear of being observed by encouraging teachers to appreciate the benefits of teacher collaboration early in their career.

It should also be kept in mind that collaborative CPD and team teaching cannot be appropriate for everyone. For this reason, teachers' participation into such practices should be on a voluntary basis. Teachers should not be left with the idea that they had to involve in these programs and would be evaluated according to their performance in the end. To get the most out of CPD practices, it is essential to give teachers freedom to choose and lead their own CPD practices and help them to overcome their fear of being evaluated.

Besides, there is not only one and best team teaching model that can help to improve teaching and learning. Depending on the context, needs and participant profiles, it is possible to design a context-specific and teacher-directed team teaching with the help of which both teachers and learners would get positive

outcomes. However, as the results of the study suggested, team teaching can accomplish only when partners have shared teaching philosophies and compatible personalities with each other. Unless the participants are able to meet in the middle ground both in and outside the class, it will most probably not lead to teacher and student improvement.

Another important finding of the study was that the teachers graduated from English Language Departments thinking that they were equipped with sufficient knowledge and skills to teach English. They seemed to think that learning was finished with an undergraduate diploma and all they were supposed to do was to use and practice what they learned in the university from then on. However, by participating in the study, it was revealed that the teachers' awareness of the number of things they did not know and they had to learn about teaching and learning reminded them of the importance of life-long learning once again. For this reason, starting from the early years of education, all students should be introduced with the idea that there is no end to learning. Students' awareness of life-long learning for excellence and quality in all aspects of personal and professional life should be heightened with more focus on the issue in school curricula, course books, seminars, extracurricular activities and CPD programs.

What's more, there seems to be a strong need for collaboration and cooperation among policy makers, universities, school leaders, teacher trainers, experts and teachers to enhance the standards and quality of teaching and learning. For education system to receive more positive outcomes on teachers and students, pre-service and in-service staff need to be working side by side, exchanging ideas and experiences. There should be a continuous communication between two parties during which pre-service teachers could find the opportunity to observe and teach with senior teachers and have more time to teach in classes and reflect on their teaching. Moreover, there might be some elective courses on CPD in pre-service teacher education programs in which student teachers will become familiar with CPD and CPD practices before they step into the profession.

In this study, team teaching has been brought a new perspective with five developmental phases and the integration of other CPD practices. Conducted through voluntary participation of three English language teachers with special consideration for their needs, reflection, perspectives and professional

development, team teaching in this study indicated that teachers benefitted from all the phases and the CPD practices with regard to their professional development. The teachers mostly referred to the positive effects of self-observation, awareness, research skills, student-centeredness, collaborative planning and teaching, peer support, mentor support, revising lessons and reflective practice for their professional development. Moreover, the teachers talked about their lack of time to do team work, lack of awareness of themselves, and lack of confidence in doing team teaching. Besides, suitability of one's personality to team teaching, prejudices against observation, concerns about collaborative lesson planning and teaching were noted by the teachers as the hardships they had to face throughout the study. Accordingly, the results showed that despite the initial hardships, team teaching with a new perspective contributed to the teachers' professional development in the areas addressed in the results section of this study. Thus, it is possible to suggest that teacher collaboration with an aim to raising awareness, encouraging reflection, helping to think from the way of students, providing appropriate mentoring, and enhancing research skills might help teachers develop professionally regardless of the name of the CPD practice. So when planning and designing CPD programs, experts, mentors or teacher trainers might pay particular attention to integrating these elements into the aims and outcomes of such programs.

5.8. Suggestions for Future Researches

This qualitative single-case study aimed at providing an in-depth description of three non-native English language teachers' professional development by addressing their needs, reflection and perspectives on a new perspective on team teaching as a CPD practice. First, this study might help with the planning and designing of the future CPD practices for in-service English language teachers. However, the participants in the study were three non-native, novice English language teachers who were the graduates of English Language Department. In other words, the participants were almost alike in terms of their age, gender, major and teaching experience. For this reason, it might not be surprising to get similar findings from the teachers with regard to the research questions. Thus, future research might be conducted with English language teachers of different age, major and teaching experience to explore if and to what extent the findings would change with regard to professional needs, reflection, perspectives and development of participants.

Next, this study involved non-native English language teachers who were socially and culturally similar to each other. Therefore, it was assumed they did not experience a lot of conflict in terms of understanding and communicating with each other. The study indicated that compatible partners constituted one of the most important elements of successful team teaching and if partners could not understand each other well and respect their individual differences, team teaching would be likely to fail. As some of the institutions in Turkey employ both native and non-native English language instructors, further research with a new perspective on team teaching could be arranged with the formation of teams of native and non-native English language teachers to explore if and to what extent different languages and cultures between the team mates could affect the process of team teaching and contribute to the teachers' professional development.

Further researches might be conducted in order to receive teachers' evaluation of a new perspective of team teaching as a CPD practice. Although the team teachers' feedback was received about team teaching within the scope of the CPD program in the institution, this study did not particularly focus on the evaluation of this CPD practice. Thus, a mixed method study which will collect teachers' evaluation through the use of both quantitative and qualitative data collection tools might contribute to the improvement of the model. At the same time, the same CPD practice might be evaluated by students and accordingly differences between teachers' and students' evaluation of team teaching might be investigated with the administration of a questionnaire and holding focus group interviews.

Lastly, this study employed a single-case study design in which only a particular group of teachers' experiences, reflection and perspectives in relation to their professional development was described within its boundaries. A future research study might use a multiple case study design in which an investigation into team teaching with two or more teams of teachers is conducted to describe differences of experiences and perceptions between the teams.

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APPENDICES

APPENDIX I. APPROVAL OF COMMITTEE ON ETHICS

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

1 0 ... 2016

Sayı : 35853172/ 433 – 3010

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 22.09.2016 tarih ve 2188 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Özlem CANARAN**'ın **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü **"İngilizce Öğretmenleri İçin Bir Sürekli Mesleki Gelişim Modeli Olarak Takım Öğretimine Yeni Bir Bakış Açısı"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **04 Ekim 2016** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX II. ORIJINALITY REPORT

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
DOKTORA TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI BAŞKANLIĞI'NA

Tarih: 09/10/2017

Tez Başlığı : İngilizce Öğretmenleri İçin Bir Sürekli Mesleki Gelişim Modeli Olarak Takım Öğretimine Yeni Bir Bakış Açısı

Yukarıda başlığı verilen tez çalışmamın tamamı (kapak sayfası, özetler, ana bölümler, kaynakça) aşağıdaki filtreler kullanılarak **Turnitin** adlı intihal programı aracılığı ile kontrol edilmiştir. Kontrol sonucunda aşağıdaki veriler elde edilmiştir.

Rapor Tarihi	Sayfa Sayısı	Karakter Sayısı	Savunma Tarihi	Benzerlik Endeksi	Gönderim Numarası
09/10 /2017	268	102520	26/09 /2017	%6	859655607

Uygulanan filtreler:
1. Kaynakça hariç
2. Alıntılar hariç
3. 5 kelimeden daha az örtüşme içeren metin kısımları hariç

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

09.10.2017

Tarih ve İmza

Adı Soyadı: Özlem Canaran

Öğrenci No: N11244339

Anabilim Dalı: Yabancı Diller Eğitimi

Programı: İngiliz Dili Eğitimi

Statüsü: ☐ Y.Lisans ☑ Doktora ☐ Bütünleşik Dr.

DANIŞMAN ONAYI

UYGUNDUR.

(Prof. Dr. İsmail Hakkı MİRİCİ)

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DISSERTATION ORIGINALITY REPORT

Date: 09/10/2017

Thesis Title : A New Perspective Into Team Teaching As a Continuous Professional Model For English Teachers

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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09/10/2017	268	102520	26/09 /2017	966	859655607

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1. Bibliography excluded
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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

09.10. 2017
Date and Signature

Name Surname: Özlem Canaran

Student No: N11244339

Department: Foreign Languages Education

Program: English Language Teaching

Status: ☐ Masters ☑ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED

(Prof. Dr. İsmail Hakkı MİRİCİ)

APPENDIX III. THE CONSENT FORM

Gönüllü Katılım Formu

Bu çalışma Özlem Canaran ve Prof. Dr. İsmail Hakkı Mirici tarafından "İngilizce Öğretmenleri İçin Bir Sürekli Mesleki Gelişim Modeli Olarak Takım Öğretimine Yeni Bir Bakış Açısı" başlıklı doktora tezinin bir parçası olarak yürütülmektedir. Bu çalışmanın amacı, farklı mesleki gelişim modellerinin öne çıkan uygulamaları kullanılarak Takım Öğretimi modeline yeni bir bakış açısı kazandırmak ve oluşturulan bu yeni modelin İngilizce öğretmenlerinin mesleki gelişimlerine hangi alanlarda katkı sağladığını araştırmaktır. Bir durum çalışması olan bu araştırma, çalışmaya katılan İngilizce öğretmenlerinin mesleki ihtiyaçlarının araştırmacı tarafından geliştirilen bir anket aracılığı ile belirlenmesi ile başlayacaktır. Ardından, farklı mesleki gelişim modellerinin iyi uygulamaları araştırılacak olup; bu uygulamaların Takım Öğretiminin hangi boyutlarında kullanılabileceği belirlenecektir. Oluşturulan bu yeni sürekli mesleki gelişim modeli uygulamasının İngilizce öğretmenlerinin mesleki gelişimlerine nasıl bir katkı sağladığı ve öğretmenlerin bu yeni model hakkındaki görüşleri araştırılacaktır.

Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır. Çalışma kapsamında sizden alınan veriler gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Elde edilen bilgiler bilimsel yayımlarda kullanılacaktır. Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru olmayacaktır. Katılımınız sırasında herhangi bir sebepten dolayı rahatsızlık hissederseniz çalışmadan istediğiniz zaman ayrılabileceksiniz ve bu durum size herhangi bir sorumluluk getirmeyecektir.

Çalışma ile ilgili tüm sorularınıza araştırmacı tarafından cevap verilecek; gerekli açıklamalar yapılarak size yardımcı olunacaktır. Çalışmanın amacı doğrultusunda anket, mülakat ve gözlem yapılarak sizden veriler toplanacaktır.

Bu çalışma Hacettepe Üniversitesi Etik Komisyonu'ndan gerekli izin alınarak yürütülecektir.

Çalışma hakkında daha fazla bilgi almak için İngilizce Okutmanı Özlem Canaran (E-posta: ozlematikler@gmail.com) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman çalışmayı bırakabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Tarih:
Katılımcı:
Adı, soyadı:
Adres:
Tel:
İmza

Araştırmacı:
Adı, soyadı: Prof. Dr. İsmail Hakkı MİRİCİ
Adres: H.U. Beytepe Kampüsü Eğitim Fak. B Blok Kat:3 Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bölümü Beytepe /Ankara
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**NEEDS ANALYSIS QUESTIONNAIRE FOR A CONTINUOUS
PROFESSIONAL DEVELOPMENT PROGRAM**

Dear Colleague,

In the scope of my PhD thesis, titled, *"A New Perspective into Team-Teaching as
a Continuous Professional Development Model for English Teachers"*, I need to identify
the specific needs of EFL instructors in order to design a specific Continuous Professional
Development Program.

For this purpose, I kindly invite you to respond to the items in this questionnaire which
consists of 4 parts. It will approximately take you 20 minutes to complete the whole
questionnaire, comprising the following headings in different parts respectively:

    Part I: Personal Information
    Part II: Professional Background
    Part III: Experience in Continuous Professional Development
    Part IV: Needs for Continuous Professional Development

The questionnaire has been designed by the researcher and approved by Hacettepe
University Ethics Commission. All information that is collected in this questionnaire will
be treated confidentially and used only for the research purposes. For this reason, your
honest responses are of utmost importance to the research. Participation in the
questionnaire is voluntary and you may withdraw at any time. If you have any suggestions
or   questions   regarding   the   questionnaire,   you   may   contact   me   at
ozlematikler@gmail.com and/or via my mobile phone at 05326182002.

Thank you very much for your participation and cooperation.

<div align="center">

Özlem Canaran, PhD. Candidate
Hacettepe University
Department of English Language Teaching

</div>

PART I. PERSONAL INFORMATION
Directions: Please answer the questions circling the most appropriate choice and/or filling in the spaces provided.

Name Surname	…………………………………………………………………… ………………………………………………………….
1. Gender	**A.** Male **B.** Female
2. Age	**A.** Under 25 **B.** 25-29 **C.**30-39 **D.** 40-above

3. Major of graduation

A. English Language Teaching **B.** English
C. Language and Literature
American Culture and Literature **D.** Linguistics
E. Translation and Interpretation **F.** Other
………………………………………………………

PART II. PROFESSIONAL BACKGROUND
Directions: Please answer the questions by circling the most appropriate choice and/or filling in the spaces provided.
4. Teaching experience

A. 0-1 years **B.** 2-4 years **C.** 5-9 years **D.** 10 +

5. Educational qualifications

A. Bachelor **B.** Master's **C.** PhD

6. At which grades have you taught English so far? Please circle all that apply.

A. Primary **B.** Secondary **C.** Tertiary **D.** Other

7. Which English language courses have you taught so far? Please circle all that apply.

A. General English
B. English for Academic Purposes (Academic Writing, Academic Presentation Skills, etc.)
C. English for Specific Purposes (Technical English, Business English, etc.)

Please specify other courses:

……………………………………………………………
……………………………………………………………
……………………………………………………………
……………………………………………………………

8. Have you received a certificate or a diploma in ELT (Pedagogical formation, ICELT, CELTA, DELTA, etc.)?

A. Yes. Please specify.

1.…………………………………………
…………………………………………
2.…………………………………………
…………………………………………..

B. No. Please explain the reason(s) briefly.

1.…………………………………………
…………………………………………
2.…………………………………………
…………………………………………

PART III. EXPERIENCE IN CONTINUOUS PROFESSIONAL DEVELOPMENT
Directions: Please answer the questions by circling the most appropriate choice and/or filling in the spaces provided.

9. What is the last CPD program, event or conference you attended?

Title:…………………………………………………………………………………………
Date:…………………………………………………………………………………………
Place:…………………………………………………………………………………………

10. What sort of CPD practice(s) have you done so far? Please circle all that apply.
A. Self-monitoring   **B.** Peer coaching/observation   **C.** Team teaching
D. Action research
E. Workshops   **F.** Keeping a teaching journal   **G.** None

Please specify other practices:

…………………………………………
…………………………………………
…………………………………………
…………………………………………

11. If you haven't participated in any CPD program and done any practice, what were your reasons? Please circle all that apply.
A. Lack of time   **B.** Lack of institutional support   **C.** Lack of personal motivation
D. Lack of money   **E.** Lack of guidance   **F.** Lack of a need for CPD
G. Lack of an institutional teacher appraisal system

Please specify other reasons:

…………………………………………
…………………………………………
…………………………………………
…………………………………………
…………………………………………

12. What sort of CPD practice would you prefer to participate in the next academic year and why? Please circle only ONE.
A. Self-monitoring   **B.** Peer coaching/observation   **C.** Team teaching   **D.** Action research
E. Workshops   **F.** Keeping a teaching journal   **G.** Lesson Study   **H.** None

Please specify your reasons and other practices:

…………………………………………
…………………………………………

13. Do you think CPD programs contribute to your professional development? Please explain your reason(s) briefly.

A. Yes. Please specify.

B. No. Please explain the reason(s) briefly.

1.………………………………………

………………………………………

2.………………………………………

………………………………………

1.………………………………………

……………………………………….

2.………………………………………

………………………………………

PART IV. CONTINUOUS PROFESSIONAL DEVELOPMENT NEEDS

PART A: CHALLENGES

Directions: Please answer the questions by circling the most appropriate choice and/or filling in the spaces provided.

14. Which of the following English courses do you think is/are most challenging for you to teach? Why? Please circle all that apply.

A. General English

B. English for Academic Purposes (Departmental Courses, Academic Writing, etc.)

C. English for Specific Purposes (Technical English, Business English, etc.)

Please specify reasons and other courses:

………………………………………………………………

………………………………………………………………

………………………………………………………………

………………………………………………………………

………………………………………………………………

………………………………………………………………

15. Which of the following professional development skills do you think is / are most challenging for you? Why? Please circle all that apply.

A. Understanding my professional needs

B. Defining my career goals

C. Staying up to date with developments in teaching and learning

D. Selecting appropriate professional development activities and participating in them

Please specify reasons:

………………………………………………………………

………………………………………………………………

………………………………………………………………

………………………………………………………………

………………………………………………………………

PART B: SPECIFIC CPD NEEDS

Directions: Please indicate how much you agree or disagree with each of the following statements in relation to your professional needs as a teacher. Place an "X" mark in the box of your answer.

A.	The learner and learning	Agree (3)	Not very sure (2)	Disagree (1)
16.	I can describe my students in relation to their learning needs			
17.	I can understand my students' learning styles and strategies			
18.	I can notice individual differences of my students (motivation, aptitude, etc.)			
19.	I can notice differences in teaching contexts (young learners, adults, mixed ability classes etc.)			
20.	I have knowledge of general learning theories and concepts (behaviorism, constructivism, multiple intelligences, scaffolding, etc.)			
21.	I have knowledge of approaches and methods and concepts for language teaching			
B.	Planning teaching and learning	Agree (3)	Not very sure (2)	Disagree (1)
22.	I can define aims/learning outcomes that meet my students' needs and the course objectives			
23.	I can select, adapt and exploit course book and supplementary materials			
24.	I can select, adapt and develop the activities which engage my students			
25.	I can select and describe interaction patterns for different activities during the lesson			
26.	I can select teaching aids and digital resources			
27.	I can develop effective strategies for locating appropriate digital resources			
28.	I can describe how my students' understanding will be checked or assessed			
29.	I can reflect on the approach and effectiveness of my lesson planning			
C.	Managing lessons	Agree (3)	Not very sure (2)	Disagree (1)
30.	I can establish and maintain a positive learning environment			
31.	I can control the pace and timing of activities			
32.	I can respond to unexpected classroom events			
33.	I can explain learning aims and content appropriately			
34.	I can use language appropriate to my students' level			
35.	I can use elicitation techniques			
36.	I can check understanding			
37.	I can increase my students' talking time			
38.	I can give and check instructions effectively			
39.	I can use materials effectively in the classroom with appropriate pedagogical strategies			
40.	I can provide positive and corrective feedback			
41.	I can establish and maintain classroom discipline			

42.	I can monitor student engagement in order to maintain motivation			
43.	I can signal transitions between stages of the lesson			
44.	I can provide feedback on my students' spoken language			
45.	I can provide feedback on my students' written language			
46.	I can create groups for a task or an activity			
47.	I can monitor and check learning			
48.	I can encourage interaction with and between students			
49.	I can use technology in the production of teaching and learning materials			
50.	I can reflect on my lesson management, identify strengths and weaknesses, and make adjustments			
D.	**Teaching language skills**	**Agree (3)**	**Not very sure (2)**	**Disagree (1)**
51.	I can conduct vocabulary activities successfully in my lessons			
52.	I can conduct grammar activities successfully in my lessons			
53.	I can conduct pronunciation activities successfully in my lessons			
54.	I can conduct listening activities successfully in my lessons			
55.	I can conduct speaking activities successfully in my lessons			
56.	I can conduct reading activities successfully in my lessons			
57.	I can conduct writing activities successfully in my lessons			
58.	I can reflect on my strengths and weaknesses in relation to my teaching language skills			
E.	**Knowledge and skills in assessment**	**Agree (3)**	**Not very sure (2)**	**Disagree (1)**
59.	I have knowledge of key concepts and principles in assessment			
60.	I can apply the principles and practice of assessment to design tasks for measuring my students' progress			
61.	I can use assessment at different points in the learning process to monitor my students' understanding			
62.	I can analyze my students' errors and provide constructive feedback			
63.	I can engage my students in self-assessment and peer assessment and develop their self- and peer assessment skills			
F.	**Self-perception about the use of the target language**	**Agree (3)**	**Not very sure (2)**	**Disagree (1)**
64.	I can use the target language proficiently to provide a good model for students			
65.	I can demonstrate the ability to respond to my students' output in class			
66.	I can demonstrate the ability to identify errors made by my students			
67.	I can demonstrate the ability to interact in English with colleagues in a variety of contexts			
68.	I can analyze spoken and written language form, meaning and use at sentence level			
69.	I can analyze spoken and written language form, meaning and use at discourse level			

70.	I can analyze classroom language used by teachers and students			

Other comments and suggestions:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

This is the end of the questionnaire. Thank you very much for your cooperation.

APPENDIX V. INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

ELİF'S PROFESSIONAL DEVELOPMENT PLAN

Date: 27.10.2016

Areas of Strength:
Establishing a good rapport with students
Using a simple and comprehensible language while talking to students
Keeping a positive atmosphere in the classroom

Areas of Concern:
Teacher talking time
Transition between activities
Giving clear instructions
Timing

Professional Development Goals
List general areas you would like to improve upon:
1- I would like to increase student participation in my lessons.
2- I would like to keep my lessons as interesting as possible.
3- I would like to teach my students to be autonomous learners by using some specific techniques.
4- I would like to set time and pacing of lessons in accordance with the aim of each lesson.

Learning Objectives
List specific learning objectives tied to the goals above:
1- I will be able to reduce my talking time and increase the opportunity of speaking for students by planning the lessons in a more student-centered way and selecting more productive activities.
2- I will be able to make smooth transitions between activities and stages, so students can relate different activities on their minds and a meaningful learning can happen.
3- I will be able to use communicative activities regularly and integrate various techniques to keep class more interesting.
4- I will be able to help students by informing them about learning and studying strategies and giving tips that they can use for specific language skills like listening, speaking etc.

Expected Student Learning Outcomes
Students will be able to increase their participation and keep interested.
Students will be able to follow the flow of the lesson easily, probably without getting lost and bored.
Students will be able to use skill-based techniques for the tasks and this may enhance their success.

HÜLYA'S PROFESSIONAL DEVELOPMENT PLAN

Date: 27.10.2016

Areas of Strength:
Creativity: Music and Visual Integration
Voicing in the Lesson
Clarity in Giving Instruction

Areas of Concern:
Timing
Task Transition
Checking for Student Understanding
Increasing Student Participation
Improving Listening Teaching Skills

Professional Development Goals
List general areas you would like to improve upon:
1- I would like to plan and apply each of my lesson considering my students' needs and interests.
2- I would like to check my students' comprehension by using various techniques to design a functional follow-up lesson for each time.
3- I would like to help my students choose the most useful listening strategies for the listening texts which will improve their general knowledge of English.

Learning Objectives
List specific learning objectives tied to the goals above:
1- Students will be able to restate what they have listened with their own words when they are asked comprehension questions.
2- Students will be able to analyze the listening passages and synthesize meaningful oral and written texts in given time by themselves or in group work.
3- Students will be able to activate their mental dictionary by using oral, visual and written clues to comprehend the listening texts.
4- Students will be able to detect the key language and organize their notes while listening to a text to solve puzzles, fill in the gaps and produce written or oral language items.

Expected Student Learning Outcomes
Students will be able to use various techniques to comprehend listening texts and develop their learner autonomy.
Students will be able to understand main ideas and specific details in listening texts.
Students will be able to state their opinion about what they have listened.

Date: 28.10.2016

Areas of Strength:

I believe I can use the body language as well as the verbal one in a good way, which makes the teaching process clear.

Also, I am good at analyzing the students' profiles as well as their needs and making adaptations according to it.

What's more, I can build rapport with students easily by using a sense of humor.

Areas of Concern:

I have some problems in reducing teacher talking time which also causes some problems in timing while giving instructions (leading to the instructions with full of explanations).

Professional Development Goals

List general areas you would like to improve upon:

1- I want to develop an increased understanding of how to teach and how to not teach each skill.

2- I want to improve my classroom management skills by using some strategies both for the teacher and students.

3- I want to improve my ability in the assessment of the students' ongoing progress by checking for their understanding.

Learning Objectives

List specific learning objectives tied to the goals above:

1- Students will be able to be engaged in almost every phase of the lesson and so feel motivated thanks to various uses of teaching techniques as well as some classroom management strategies.

3- Students will be able to understand what they know and what they do not know during the learning process and make some self-evaluation.

Expected Student Learning Outcomes

1- Students will be able to produce and use language as active participants rather than passive recipients.

2- Students will be able to use critical thinking skills and be autonomous learners by reflecting upon themselves.

APPENDIX VI. INTERVIEW GUIDE

ONE-TO-ONE INTERVIEW QUESTIONS

Q1: What process did you go through during …phase?

Q2: In what ways have you gotten better in your profession in … phase? Please, give examples.

Q3: What problems have you encountered in the … phase?

Q4: What parts of the … phase did you particularly like? Why?

Q5: What parts of "Prepare for team teaching phase" do you particularly dislike? Why?

Q6: What was especially satisfying to you about the … phase?

Q7: What have you learned about yourself as you worked on the … phase ?

Q8: Have you changed any ideas you used to in your profession?

Q9: In what ways did the …phase of team teaching meet your professional needs?

Q10: If you were redesigning this phase of the model, what would you change or would do differently?

Q11: What's one thing that you have seen in your teammates' work or process during this phase that you would like to try in your profession?

FOCUS GROUP INTERVIEW QUESTIONS

Q1: What were your professional needs at the beginning of the study?

Q2: Do you think team teaching with a new perspective has contributed to your professional development?

Q3: In what areas/ways do you think has team teaching with a new perspective met your professional needs? Could you please give examples? (e.g. you as a teacher, your teaching practice in and out of class, your beliefs and opinions about teaching, students, professional development, research, collaboration, team teaching etc.)

Q4: How do you reflect on your experience during … phase? Could you please give examples?

Q5: What do you think about the other CPD practices used within the frame of team teaching?

APPENDIX VII. TEAM TEACHING SAMPLE LESSON PLAN

UTAA Department of Foreign Languages Team Teaching Lesson Plan 1A		
Class Description:	**Class:** Charlie 2 **Date:** 15/11/2016 **Hour:** 2nd - 3rd hour **Topic:** Science/Crime Lab **Unit:** Unit 7	This is a repeat class of 19 students with A2 level of English. Most of the time they do not want to participate in the activities due to the lack of motivation. Previously they reported to have difficulty in understanding specific information in listening texts. This lesson is designed to help students comprehend specific details in listening texts effectively.
Team:		**H.S. (T1) – S.K. (T2)** **E.T. (Observer)**
Model of Team Teaching:		Equal Partners
Aims (what the teachers intend to do):		
To review vocabulary related to crime for understanding the task		
To provide students with listening practice for the main idea and specific details		
To develop listening and speaking skills by producing an oral crime story		
Objectives (what the students are expected to do):		
Students will be able to recall the vocabulary related to crime and select pictures working in groups within allocated time.	**(remember)**	
Students will be able to identify the main idea of the listening passage by answering prediction and comprehension questions raised by the teacher during the first listening.	**(understand)**	
Students will be able to focus on, identify and use specific details in the listening passage to fill a cloze exercise and a note-taking sheet with pictures and questions during re-listening.	**(analyze)**	
Students will be able to check information and compare their answers for understanding by working in pairs.	**(evaluate)**	
Students will be able to produce an oral crime story by using the key vocabulary in the listening passage working as a whole class.	**(create)**	
Materials:	**Equipment:**	
Worksheet, Pictures, Story Background, and Answer Keys (through PPT Presentation)	Projector, Computer	

PROCEDURES

Stages of the Lesson	Aim	Skills	Activity Type	Teacher 1	Teacher 2	Interaction Patterns	Mins.
Warm-up	...to introduce the topic of the lesson ...to engage sts to the lesson	Listening and Speaking		1. Hatice greets the ss with the other teacher. Then, she introduces the new topic of the lesson.	2. Sevim greets the ss and introduces herself.	Teacher-whole class	appx. 1
Pre-Listening	...to activate interest and sts' background knowledge about the topic …to gain familiarity with the content	Listening and Speaking	Wh-questions for predictions	3. Hatice shows a picture of a character from a popular TV series and asks the ss some questions to activate their knowledge about the topic: **What do you know about Dexter? Have you ever watched it?**	4. Sevim also asks some questions about Dexter: **What is his job? What does he do?**	Teacher-whole class	appx. 5-6
	...to help understanding		Activity 1: Vocabulary Review Exercise	6. Hatice also continues to tell some of the words on the slide.	5. Sevim starts the process by asking sts to remember the vocabulary from the previous lesson in pairs by choosing the right picture of the word and then showing it when T tells the related word (on the slide as well)	Student - Student	
While-Listening (Re-listening)	…to listen for gist ...to check understanding of the content ...to listen for specific details in the text	Listening and Speaking	Activity 2a: Cloze exercise	7. Hatice makes the ss listen for the main idea at first **(What topics do they mainly discuss? What is the interview mainly about?)** and she gets the answers for the main topic in listening by giving the worksheets.	8. Sevim makes the ss guess the blanks on the worksheet at first before the second listening, then the ss listen for specific details to fill in the blanks.	Student - Student	appx. 10-13

		Listen ing, Speak ing	Activity 2a: Cloze exercise	9. In the second listening, she makes the ss to work in pairs after listening for checking the answers from each other (information gap), and then she shows all the answers on the slide at the end.		Student - Student	appx. 10 - 13
While-Listenin g (Re-listening)	…to listen for gist ...to check understandi ng of the content ...to listen for specific details in the text	Listen ing, Speak ing and Readi ng	Activity 2b: Note-taking exercise with pictures and guiding questions	1. Hatice makes the ss listen for specific details for the second time to take notes and answer the comprehension questions by the help of clues on the worksheet. As the last step, she makes the ss to work in groups to compare their notes. 3. During Sevim's checking for the answers, she continues with the answers left again by showing it on the slide one by one.	2. Sevim makes the ss guess the main idea of the second part of the speech by using the question at the end of the first part and then she makes the ss listen for the main idea. 4. After helping in the group work, she checks some of the answers orally at first and then showing it on the slide one by one.	Student - Student	appx. 10 - 13
Post-Listenin g	…to integrate listening and speaking skills	Listen ing, Speak ing and Readi ng	Activity 3: Producing a crime story	10. Hatice is role playing the written situation on the slide while the other teacher is reading it. Also, while the students are telling their sentences, she writes them on the slide.	9. Sevim reads the beginning of the story about Hatice on the slide to initiate a story of a crime. Then, she adds another sentence related to the first part and asks Eda to add a sentence. Later, Sevim asks each student to make a sentence by using the key vocabulary, which is shown on the right side of the slide in a column. By getting one sentence from each student, a crime story will emerge in the end written on the slide.	Teache r-whole class	appx. 10 - 12

UTAA Department of Foreign Languages Team Teaching Lesson Plan 1B

Class Description:	**Class:** Charlie 1 **Date:** 16/11/2016 **Hour:** 2nd – 3rd hour **Topic:** Science/Crime Lab **Unit:** Unit 7	This is a repeat class of 19 students with A2 level of English. Most of the time they do not want to participate in the activities due to the lack of motivation. Previously they reported to have difficulty in understanding specific information in listening texts. This lesson is designed to help students comprehend specific details in listening texts effectively.
Team:		**H.S. (T1) - E.T. (T2)** **S. K. (Observer)**
Model of Team Teaching:		Equal Partners

Aims (what the teachers intend to do):
To review vocabulary related to crime for understanding the task
To provide students with listening practice for the main idea and specific details
To develop listening and speaking skills by producing an oral crime story

Objectives (what the students are expected to do):	
Students will be able to recall the vocabulary related to crime and select pictures working in groups within allocated time.	**(remember)**
Students will be able to identify the main idea of the listening passage by answering prediction and comprehension questions raised by the teacher during the first listening.	**(understand)**
Students will be able to focus on, identify and use specific details in the listening passage to fill a cloze exercise and a note-taking sheet with pictures and questions during re-listening.	**(analyze)**
Students will be able to check information and compare their answers for understanding by working in pairs.	**(evaluate)**
Students will be able to produce a written crime story by using the key vocabulary in the listening passage working as a whole class.	**(create)**

Materials:	**Equipment:**
Worksheet, Pictures, Story Background, and Answer Keys (through PPT Presentation)	Projector

PROCEDURES

Stages of the Lesson	Aim	Skills	Activity Type	Teacher 1	Teacher 2	Interaction Patterns	Min.
Warm-up	...to introduce the topic of the lesson ...to engage sts to the lesson	Listening and Speaking		1. Hatice greets the ss with the other teacher. Then, she introduces the new topic of the lesson.	2. Sevim greets the ss and introduces herself.	Teacher-whole class	appx.1
Pre-Listening	...to activate interest and sts' background knowledge about the topic …to gain familiarity with the content	Listening and Speaking	Wh-Questions for Predictions	3. Hatice shows pictures of the characters from popular TV series and asks the ss some questions to activate their knowledge about the topic: **What do you know about these characters? Have you ever watched these series?**	4. Sevim also asks some questions about Dexter: **What is his job? What does he do?**	Teacher-whole class	appx. 5-6
	...to help understanding		Activity 1: Vocab. Review Exercise	6. Hatice starts the pairwork activity in which the ss will choose the right picture of the word and then show it when T tells the related word (on the slide as well)	5. Eda starts the process by asking sts to remember the vocabulary from the previous lesson and make students brainstorm some words related to crime orally. 7. Then, Eda also continues to tell some of the words on the slide. She checks for understanding after closing the slide by asking how many words they remember.	Student-Student	
While-Listening (Re-listening)	…to listen for gist ...to check understanding of the content ...to listen for specific details in the text	Listening and Speaking	Activity 2a: Cloze Exercise	8. Hatice explains that they are going to listen an interview between a researcher and a forensic scientist and elicit the questions and topics they may hear in this interview. **(Imagine you are a researcher. What kind of questions would you ask to a forensic scientist?)** Then, she makes the ss listen for the main idea. **(What topics do they mainly discuss? What is the interview mainly about?)** In the second listening, she makes the ss to work in pairs after listening for checking the answers from each other (information gap), and she	9. Eda checks the answers for main idea by asking the related questions. Then she explains that they will listen for the second time for specific details. She hands out worksheets and makes the ss read the instructions. Then she makes the ss guess the blanks on the worksheet at first before the second listening, then the ss listen for specific details to fill in the blanks.	Student-Student	appx. 10-13

				checks the answers orally. Then she shows all the answers on the slide and asks comprehension questions by rephrasing the answers at the end.			
While-Listening (Re-listening)	…to listen for gist ...to check understanding of the content ...to listen for specific details in the text	Listening, Speaking and Reading	Activity 2b: Note-taking Exercise with Pictures and Guiding Questions	10. Hatice makes the ss listen for specific details for the second time to take notes and answer the comprehension questions by the help of clues on the worksheet. She makes students read the instruction and focus on these clues to get some guessings for the answers. As the last step, she makes the ss to work in groups to compare their notes. After Eda's checking for the answers, she continues with the answers of the last 2 questions by checking their understanding at first and then showing it on the slide one by one.	11. Eda makes the ss guess the gist of the second part of the speech by using the question at the end of the first part and then she makes the ss listen for the main idea. After that, she gets the answers for the main idea. After helping in the group work, she checks the answers of first 2 questions to check for understanding at first and then show it on the slide one by one.	Student-Student	appx. 10-13
Post-Listening	…to integrate listening and speaking skills	Listening, Speaking, Reading and Writing	Activity 3: Producing a Crime Story	1. Eda is role playing the written situation on the slide while the other teacher is reading it. Also, in the story ending activity while ss are working in pairs, Eda tells the ss to make groups of 4 and choose the best end. At the end, ss groups give their ends in an order. Eda takes answers from 2 groups and writes them on the slide. She asks students to vote for the best end by writing the number of their choices on papers.	2. Hatice reads the beginning of the story about Eda on the slide to initiate a story of a crime. Then, she adds another sentence related to the first part and asks Sevim to add a sentence. Later, Hatice tells the ss to make pairs and write the end of the story with 2 sentences by using at least one word among the key vocabulary. Hatice takes answers from 2 groups and writes on the slide. At the end, she announces the results of voting, and adds the chosen end on the slide. Congratulates the students and closes the lesson.	Teacher-Whole class	appx. 10-12

Name Surname:

Activity 2A: For questions 1-8, listen to the first part of the recording for a second time and fill in the spaces in the statements with a word or words you hear. Before you listen, read the statements and try to guess the answers for each space. After you listen, check your answers with your friend.

The research is done for a (1) ....documentary....series about forensic science.

(2) ...TV.... drans.... don't give a true picture of what happens in a crime lab.

There are many differences between TV dramas and (3) crime lab

Crime scene analysts and scientists work in 2 separate teams.

Analysts search for and (4) ...collect.... evidence

Scientists do the tests in the lab, but in TV dramas the analysts does both things collection and (5) ...testing

Analysts have to wear rubber gloves, because they mustn't (6) ...damage....any of the evidence.

They look for finger prints, hairs and (7) ..blood... They have to take very careful notes because scientists in the lab must know where the evidence has come from.

In reality % 90 percent of scientists' work is with (8) ...burglaries or with stolen cars.

Name Surname: +, ,

Activity 2B: For questions 1-4, you will listen to the second part of the recording once. Before you listen, read the questions and try to guess the answers for each question. Please remember that the pictures and phrases will help you guess the answers. While you listen to the recording, fill in the spaces with the information you hear. After you listen, check your answers with your friend.

Q.1. What is the difference between [image] in TV dramas and actual work?

TV dramas	Actual work
Waiting for _deal cesult_	_Takes time_ _few hours_

Q.2. What are the lab rules?

1. Turn _off_ [image]

2. No $\frac{oa+}{smell}$ or _drink_ [image]

Q.3. Have there been any changes in the scientists' actual work?

1. _positive_ change in image [image]

2. [image] _young_ _people_ in crime labs

3. [image] _chemistry_ and _biology_

Q.4. What is the last lab rule? [image]

be quiet

Geoff's Schedule

Listen to the recording again and while listening fill in Geoff's schedule with the hours and events you hear in the recording. Please fill in the pink boxes with specific events and the [1] digital clocks with specific hours in Geoff's schedule. Remember if there is no digital clock, it means there is no specific hour for the event.

	Saturday	Sunday	Monday	Tuesday
Event 1	You are flying Acro ✓	Rest day ✓	Charity at school children ✓	✓ interview local TV crew meeting 11:00
Event 2			dream teacher Greeting a lecture National university 8:00	
Event 3			10 meeting for drama teachers. lunch	
Event 4			4 press conference about theatre school	
Event 5			minister children conference 6:00	
Event 6			Giving a lecture the National University 8:	

Lesson 3A Activity 1

Listen to a TV show about the actor Paul Walker and the character he played in the movie *Fast and Furious*, Brian O'Connor. While listening, please take notes for similarities and differences between Brian and Paul into the diagram below. Please do NOT write complete sentences.

BRIAN

PAUL

Police

FBI

One children
California US
1970 interesting
car

Actor

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Lesson 3A Post-listening

Name-Surname: Sadık Esbaidyle

STUDENT A

Complete the dialog below with the answers you receive from your partner.

DIALOGUE

A: Hello, I am ...... Sadik ...... (1), and you are?

B: ...... I'm Emre ...... (2)

A: What are you doing here?

B: I came to learn what happened to Brian, and you?

A: Me? The same. But I mean how do you know Brian?

B: Huh, right. I am his ...... aunt ...... (3)

A: Really? You are so similar. Especially your ...... brain ...... (4). I know him from
...... TAA ...... (5).

B: So you are also similar!

A: Yes! We both like ...... walking ...... (6). Except for our jobs, I am a ...... CeO ...... (7),
on the other hand, he chose to be a criminal.

B: oh i see, what would you like tell Brian if he were here ?

A: ...... I love you so much. ...... (8)

B: ...... me too I love you so much ......

A: ...... Good Bye ......
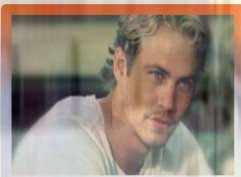
B: ...... See you ......

THE END

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LESSON 3-Activity 2

Listen to the TV Show again and fill in the ID card with relevant information you hear in the recording.

Brian O'Connor

Place of Birth:

Date of Birth:

Education:

Children:

Hobbies:

Parents:

Career:

Fate:

Paul Walker

Place of Birth:

Date of Birth:

Education:

Children:

Hobbies:

Parents:

Career:

Fate:

TODAY'S LESSON

1. We did …………………………………………………………………………………………………… in this lesson.

   Please write the things you have learned in this lesson.

   1-

   2-

   3-

   More:……

2. I liked

   ……… in this lesson

   because………

3. I didn't like

   …………………………………………………………………………………………..…………………………………….. in this lesson

   because………

   Other comments:

APPENDIX IX. LESSON OBSERVATION FORM

TEAM-TEACHING LESSON OBSERVATION FORM			
Observer:		**Date:**	
Class Code /		**Class Hour:**	
Team Teachers:	1.	2.	
Others Present:			
Topic of the Lesson:			
Learning Focus:			
Objectives of the Lesson:			
Team Teaching Model:			
Case Students & Evidence of Behavior	**Attitudes**	**Responses**	**Participation**

Observer:		Date:	07.12.2018
Class Code I	02	Class Hour:	2nd-3rd hour
Team Teachers:			
Others Present:	Özlem Çakırlar (Videorecording) (Pelin Kaura) (More Knowledgeable Other)		
Topic of the Lesson:	Global Affairs / United Nations		
Learning Focus:	Listening for specific details		
Objectives of the Lesson:	Students will be able to recognize the identity and occupation of a speaker by asking her questions		
	Students will be able to infer and explain what a Messenger of Peace is and what a schedule is from the conversation with the speaker		
	Students will be able to distinguish and practice how the word schedule is pronounced both in American and British English		
	Students will be able to identify the main idea of the listening passage by making predictions and taking notes for wh-question-chart during the first listening		
	Students will be able to focus on and select specific details in the listening passage and take notes to complete a schedule during the second listening		
	Students will be able to check information they individually recorded during listening and compare their answers with a partner		
	Students will be able to answer comprehension questions related to the listening passage and plan and produce their own schedule working in pairs.		
Team Teaching Model:	Equal Partners /Partially Station Teaching		

Case Students & Evidence of Behavior	Attitudes	Responses	Participation
AA	✓ Seems engaged (warm-up) — engaged again (1st Inteng) — focused (2nd Inten.) — interested in pairwork — motivated in the last part (studying on his own - pair) (Sadik) — engaged in the last part (schedule making) — losing motivation in the end	smiling and following the lesson — tries to take notes, listens — chooses to be quiet while giving answers — listens carefully and tries to understand (sometimes playing with his phone) but not losing attention — asking his partner (Sadik) when he wants to go to cinema ✓	answering in Turkish — participating "schedule" (in English) — explain the instruction (volunteering) — not actively participates — wanna participate and answers correctly, actively — always — in pairwork — four correct answers — in the end, talk about activities
BB	seems ✓ seems engaged (warm-up) — engaged again (1st Inteng) ✓ but seems bored sometimes (while explaining the activity) — seems very engaged (2nd Int.) BUT — showing off! (listens carefully, etc.) to partner — not so interested in last activity (looking at his book in the end) ✓ interested in schedule part ✓	tries humour, funny comments, enjoying — tries to take notes, listens — in a cooperative relationship with his friend ? → ✗ looking at the script ✗ (not listening for sure) → COPY — fills in the paper of partner? — pretends to understand the instruction (by laughing) his own — trying to fill in the schedule	asking questions all the time — correct — always gives answers ✓ when asked to class — participates by giving answers while checking partner — answers almost all the question correctly in last part ✓ (winner :) ?
SS	(just at first) ✓ seems engaged (warm-up) — (at first) tries to be interested in (1st Inteng) but loses motivation after — not listening, not engaged — not listening for sure (2nd Int.) looking at the wall, people, etc — Seems engaged in pairwork (by the help of his partner) — surprised when asked — not interested in last activity (not helping Mecit - pairs)	follows the lesson — playing with his phone (sometimes) — just looking at (friends, board, teachers) — looking at the paper, not taking notes at all, not listening ✗✗ — started to look at the notes of his friend and filling schedule — just gives irrelevant answers (sometimes) → guessing but → not correct ✗	not participating at all (talking to his friend sometimes) — no participation ✗ — after pairwork, no participation (playing with phone) — answers the question without any willingness when asked — not answering any question in the last part (just tries) ✓ gives

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APPENDIX X. OBSERVATION FIELDNOTES FORM

Date:
Place:
Start:
End:

Appearance (Clothing, age, physical appearance)	Verbal Behavior and Interactions (Who speaks to whom ; who initiates interaction; tone of voice)	Physical Behavior and actions (What people do, who does what, who interacts with whom, who is not interacting)	Personal space (How close people stand to one another)	People who stand out (Identification of people who receive a lot of attention from others)

Other:	

APPENDIX XI. SAMPLE MEETING MINUTE

TEAM TEACHING
MEETING MINUTE
23.09.2016

PARTICIPANTS	1-E.Ö., 2-S.K., 3-H.S., 4-E.T. , 5-S.N.B., 6- Ö.C. (researcher)
RESEACHER'S ROLE	Participant Observer, More Knowledgeable Other, Reporter, Moderator
REPORTER	Ö.C.
DURATION	14:00-14:47
AGENDA	1-What is team teaching? 2- Models of team teaching 3-Teachers' opinions and concerns about team teaching

The first meeting of the Team Teaching group was held on 23 September 2016 in Hayati Yazıcı Faculty Building in class Z-07.

Ö. opened the meeting at 14:00 and thanked the participants for attending and choosing Team Teaching as a continuous professional development practice this semester.

Ö. explained the aim of the research she's conducted and asked the participants to sign the *Consent Form* after being read thoroughly.

Ö. made an introductory presentation on Team Teaching & Team Teaching Models and the team discussed their concerns' regarding:

-the length of the study
-teachers' teaching load
-student attitude towards having two or more teachers at the same time in class.
-teachers' personalities and possible clashes that may occur while lesson planning and teaching
-getting behind the weekly schedule

Ö. distributed reading texts and shared some useful links on continuous professional development and Team Teaching.

The team requested that the meeting minutes to be sent to the team members via e-mail before it is finalized by the reporter. Upon being approved by all team members, the report will be saved on their computers by all team members.

The team chose the reporter for the next meeting (Sabahat).

ACTIONS   -Read on teaching philosophies
                                                   -Visit some useful pages on the web on
                                                   team-teaching

SCHEDULE FOR THE NEXT MEETING   30 September 2016, at 15:00.
AGENDA FOR THE NEXT MEETING   Philosophy of Teaching

Ö. ended the meeting at approximately 14:50 and thanked all the team members.

SEATING PLAN

The board & the projector

<u>**ÖC.**</u>

<u>**S.N.B.**</u>   <u>**H.S.**</u>

<u>**E.T.**</u>   <u>**E.Ö.**</u>

<u>**S.K.**</u>

APPENDIX XII. QUESTIONS FOR REFLECTIVE LESSON REPORTS

QUESTIONS

1. What aspects of the lesson worked well?
2. What aspects of the lesson did not work well?, Why?
3. Why do you think the lesson plan needs to be revised? What aspects of the lesson should be done differently next time?
4. What differences/ improvement have you noticed between the first and the revised lesson?
5. What aspects of the lesson should be done differently next time?
6. What have you learned from this team-teaching and observation experience (Both A and B) as a teacher?

POINTS
- **your role (teacher /observer)**
- **the extent to which listening activities and materials were relatively successful or not**
- **the extent to which team teaching was successful or not**
- **student motivation and participation**
- **departures made from the lesson plan**
- **difficulties students experienced with different parts of the lesson**
- **aspects of the lesson that the teacher felt were particularly successful**
- **evidence of learning**

APPENDIX XIII. QUESTIONS FOR REFLECTIVE COMPOSITION

Please reflect on your CPD experience this semester. Provide as many specific details as you remember and answer each item below.

1. What were your professional needs at the beginning of the study?
2. In what areas did team teaching with a new perspective meet your professional needs? Please provide specific examples and details (e.g. you as a teacher, your teaching practice in and out of class, your beliefs and opinions about teaching, students, professional development, research, collaboration, team teaching etc.)
3. Please reflect on team teaching experience during *preparation, planning, implementation, evaluation* and *dissemination* phases.
4. What are your perspectives on the CPD practices used within the frame of team teaching with a new perspective? (self& peer observation, teaching portfolio, action research, professional learning visits, lesson study, student-led CPD)

Title: A New Perspective into Team-teaching

Authors: E.T. – H.S. – S.K.

Research Question: What activities might help students improve listening for specific information skills?

Context

This research took place at the University of Turkish Aeronautical Association, Department of Foreign Languages in Ankara in 2016-2017 Academic Year fall semester. It was conducted with elementary level students who were repeating the English Preparatory Program for a second year.   The research lasted for 18 weeks from 26 September 2016 to 1 February, 2017.

In 2016-2017 Academic Year, there were 4 repeating classes (Charlie 1, 2 ,3, 4) of almost 20 students in the English Preparatory Program. This research was conducted in 2 classes , Charlie 1 with 15 and Charlie 2 with 19 students. The students were repeating the English Preparatory Program for another year and they lacked motivation to attend and participate in classes.

The team in the research was comprised of 3 English teachers who were the graduates of Hacettepe University English Language Department and had been working at UTAA, Department of Foreign Languages for three years The team primarily focused on detecting a learning problem in the students and held several meetings to determine this problem to investigate throughout the study. Then, it was agreed among the team members to collect the students' perceptions on their language learning problems. For this reason, a mini informal survey of 2 questions was used to specify the learning problem by asking:

1. In what language skill/s do you have the most difficulty in English?
2. Please specify the difficulty by giving examples and details.

The survey was conducted to the students and the results showed that the students were having the most difficulty in *listening for specific details*. Then, the team decided to investigate into *listening for specific details* with a research question: *What activities might help students improve listening for specific information skills*?
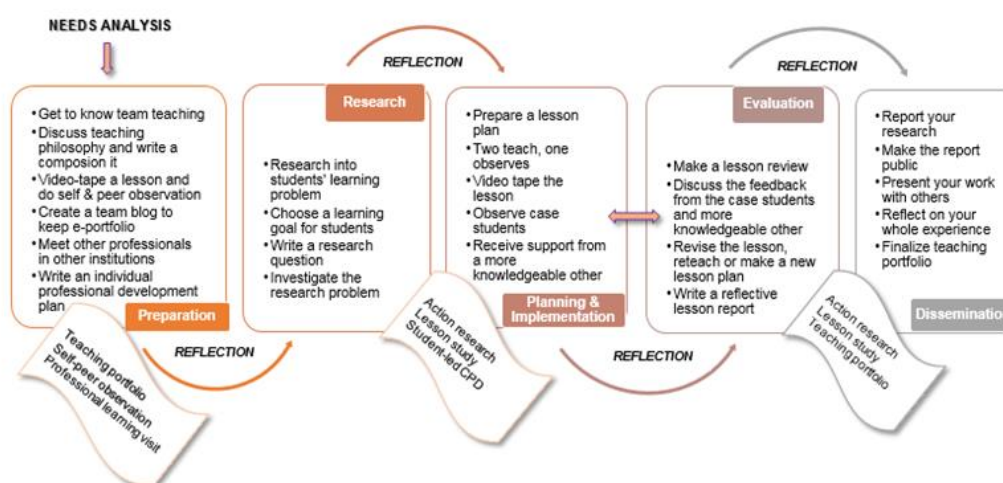
Objectives

The purpose of the research was to help the students to overcome a specific learning problem, *specific details in listening texts* via appropriate activities. This idea originated from several discussions among the team members and resulted in conducting a mini survey to detect the learning problem.

Approach

The purpose of this research was to explore the activities which might help students develop listening for specific information skills. To achieve this, a team of three English teachers collaboratively planned, implemented, monitored, revised and retaught a cycle of team teaching lessons in a period of 18 weeks. Throughout the process, the team followed 5 sequential phases shown in Figure 1 below:

Figure 1: Team Teaching Procedure in the research

In the first phase, *Preparation*, we started to get to know team teaching via reading, discussions, and sharing ideas about team teaching during the meetings. We had never recorded our lessons before, so each of us recorded a lesson and then watched and discussed our experiences. Thinking upon our teaching strategies, we wrote our teaching philosophies to know ourselves and each other better as a teacher. Next, we created a blog account http://utaateamteaching.weebly.com/ upon a mini-session upheld by a technology expert colleague in which we learned how to use the blog effectively. We used this blog as a sharing platform, an e-portfolio, for the team members and others who might show interest in our research. We also used the blog to share several articles and useful links about a variety of listening activities and team teaching.

This research was a part of our professional development and a perfect way to see and improve ourselves. So, each of us created a professional development plan to state:

- our areas of concern and strengths,
- professional development goals,
- learning objectives
- expected student learning outcomes

During the *Research* phase, we upheld our meetings to share our experience with team members to have an overall idea about the learning problem in regular meetings 2 or 3 times in a week. Upon the discussions, we figured out that (1) *top-down* and *bottom-up* approaches are to be applied together throughout the lessons, (2) *note-taking strategies* should be practiced via (3) *graphic organizers*, *charts* and *visuals* and (4) *prior knowledge* of students should be activated to *make predictions.* Accordingly, *in planning and implementation phase,* all team teaching lessons and materials were designed within this scope. Before the implementation, the students were asked to sign a consent form to participate in the research on a voluntary basis.

The team conducted 6 team-teaching lessons over the course of the research. Descriptive information for team teaching lessons is specified in below Table 1:

Table 1: Descriptive information for team teaching lessons

Lesson	Date	Class	Duration	Team Teacher	Team Teacher	Team Observer	More knowledgeable other
Lesson 1A	15.11.16	Charlie 2	90 mins.	Hatice	Sevim	Eda	-
Lesson 1B	16.11.16	Charlie 1	90 mins.	Hatice	Eda	Sevim	-
Lesson 2A	05.12.16	Charlie 1	90 mins.	Eda	Sevim	Hatice	-
Lesson 2B	07.12.16	Charlie 2	90 mins.	Eda	Hatice	Sevim	+
Lesson 3A	28.12.16	Charlie 2	90 mins.	Sevim	Eda	Hatice	+
Lesson 3B	03.01.17	Charlie 1	90 mins.	Sevim	Hatice	Eda	+

According to the dates, we checked curriculum and specified the units with the modules to focus on. For the first 4 team teaching lessons, we analyzed the topics and the recordings of the listening texts in the course book used in the curriculum. Accordingly, we designed the listening activities based on the topics of the units in the course book for Lessons 1A-B and 2A-B. In the last two lessons 3AB, we determine the topic of the lesson and the lesson plan (See Appendix A) depending on the students' perceptions. To do this, we asked our students to share the topics they were most interested in with us. Upon receiving the students' responses, we created a listening script and arranged related activities according to the topic

determined by the students. Lesson planning for each main lesson took one week with 2 to 3 meetings in total. In each meeting, we decided on the focus of the lesson and discussed the activities for each stage (pre, while, post) in accordance with the aims and objectives of the lesson. Then we shared our roles for lesson planning as shown in the Table 2below:

Table 2: Descriptive information for role distribution in lesson planning

Lesson Stages	Lesson 1A-B	Lesson 2A-B	Lesson 3A-B
Pre-Listening	Hatice	Eda-Sevim	Eda-Hatice-Sevim
While-Listening	Eda Activity 1	Eda Activity 1	Eda Activity 1
	Sevim Activity 2	Hatice Activity 2	Hatice Activity 2
Post-Listening	Hatice	Sevim	Eda-Hatice-Sevim

After sharing the roles, each team member created the materials needed for the activity they were supposed to prepare. To end the preparation, everyone checked the activities and decided how to apply them into practice and how to conduct the lesson as a team. In this case, we did our final checks to run listening activities as *equal partners* in team teaching. Another important issue was that we tried to integrate pronunciation of some words that we assumed the students could have difficulty with such as British and American pronunciation of *schedule* in Lesson 2A and 2B and *carrier* and *career* in Lesson 3A and 3B. In each cycle, the first and the main lessons were named as A lessons, and their revised versions were named as B lessons. A and B lessons were practiced in different classes.

In terms of *Implementation* of team teaching, two of us were actively teaching while the other team member was working as the *team observer*. The team observer was supposed to be different in each lesson. The role of the team observer was to observe the case students regarding their behavior, participation and responses in the lessons. There were 3 case students in each class. These students were chosen according to their level of English as well as their overall motivation and participation in the lessons. When the selected case students were absent during team-teaching practice, some other students with similar learning profiles were chosen. There was also another person who was present in class for lessons 2B, 3A-3B in order to observe team teaching practice as a *more knowledgeable other.* She was a senior teacher with approximately 20 years of teaching English experience and kindly attended team teaching lessons, observed teaching practice, students participation and attitude and gave feedback to the team teachers in the end. After the lessons, the case students in each class were interviewed with some open-ended questions to get feedback:

- What did you like the most in this lesson?
- What did you learn in this lesson?
- How do you understand what you learned in this lesson?
- Which activity did you like the most in this lesson?

- Which activity helped you to listen more effectively?
- Do you think team-teaching helped you learn more effectively?
- What are your suggestions?

For the *Evaluation phase*, the team came together and revised the A lessons based on our discussions about the student's feedback, the team observer's feedback and a more knowledgeable other's feedback (if present in the lesson). As a result of this process, we made changes if needed and designed B lessons for the other class. After B lessons, we came together once again and followed the same discussion steps as in A. We watched the recordings of our lessons and we revised the feedback we received so far to write a *reflective lesson report.* The report included:

- the aspects worked well,
- the aspects didn't go well,
- the aspects that should be done differently,
- the differences/improvements we noticed between the main and revised lesson
- the things we learned from the experience

by considering our role, the extent to which listening activities and the materials relatively were successful, the extent to which team teaching was successful, student motivation, participation, departures made from the lesson plan, difficulties students experience with different part of the lesson and evidence of learning. Then we uploaded the reports to our team blog and added them into our teaching portfolio.

Findings
The findings of the research were obtained by the team observer's and the more knowledgeable other's comments on the case students` attitudes, responses and participation in lessons as well as analysis of the students' worksheets written and oral feedback from the students (see Appendix B).   Below are the observers' notes about the case students in each team teaching lesson:

Charlie 2 15.11.2016 Lesson 1A			
Case Students & Evidence of Behavior	Attitudes	Responses	Participation
A.A.(high)	He had a positive attitude. He seems motivated and engaged. He did given tasks.	He was silent in general but attentive. In the story part, he actively participated and added many sentences.	In pair works, he was more focused and helpful for his classmates.
O.P.(mid)	He had a positive attitude. He was extremely willing to participate.	He responded to almost all the questions correctly..	He took part in the activities voluntarily. He seemed to enjoy the lesson.
T.K.(low)	He was passive in the lesson. He was not engaged enough.	He barely responded to the questions.	He did not listen to the texts in the lesson carefully. He was easily distracted. In vocabulary activity, he passively participated.

Charlie 1 16.11.2016 Lesson 1B			
Case Students & Evidence of Behavior	Attitudes	Responses	Participation
S.B.T.(high)	She was very interested. She seemed extremely motivated. She did all the given tasks.	She carefully listened each single text and the instructions.	She attempted to participate in the warm-up and the first while activity actively, however, in the second one, she preferred to listen carefully with high attention
H.E.Ç.(mid)	He was not interested in the beginning, but he started to show interest later. He attentively listens to the instructions but easily distracted.	He responded by just mumbling some words, but stayed passive for the most.	He participated in vocabulary activity. In while stage, he did not listen the texts carefully, but he worked hard in pairwork.
A.N.T.(low)	She was not interested and motivated She was doodling throughout the lesson. She was on phone.	Her responses were not much. She did not listen the tasks in general.	She took part in pairwork and filled the worksheet. She raised her hand once, but not related to the task. Story part partially took her interest.

Charlie 1 5.12.2016 Lesson 2A				
Case Students & Evidence of Behavior		**Attitudes**	**Responses**	**Participation**
S.B.T.(high)	team observer	She was very engaged and curious. She was silent in general.	She gave correct answer for almost all the activities.	She asked questions, took notes and were interested doing them, especially filling her worksheet.
	more knowledgeable other	She is generally silent, she does not seem eager to answer.	She seems to answer fill in the blanks, but she does not answer voluntarily. We cannot know if she answered correctly or not.	She is not willing to participate.
H.E.Ç.(mid)	team observer	In general, he was quite engaged and focused.	He responded in the first parts of the lesson, later he lost it in the second listening task.	He participated in the first activities, through the end of while-listening part, he lost his attention.
	more knowledgeable other	Somehow engaged in the activities but not completely. He loses his focus sometimes.	He answered the questions in the first listening activity mostly, but he did not raise his hand to participate.	For the note-taking activity, he seemed more interested. However, he was silent and answered when directed a question only if he knows the answers.
M.K.(low)	team observer	He did not show any interest but sometimes tried to fill the worksheet activity silently.	In warm-up and first listening, he did not give any oral answer.	He barely reacted to directives.
	more knowledgeable other	He seemed generally uninterested. He expected other people to respond.	In some activites, he did not even move his pen. He rarely wrote something down.	He almost never volunteered to participate. In the schedule activity, his partner does most of the work.

Charlie 2 7.12.2016 Lesson 2B			
Case Students & Evidence of Behavior	**Attitudes**	**Responses**	**Participation**
A.A.(high) *team observer*	He seems engaged in general. He is interested in pairwork and motivated in the last part, especially.	He chose to be quiet although he was taking notes and listening to responses.	He was generally smiling and following the lesson. He sometimes used his phone but did not lose his attention.
more knowledgeable other	He seemed willing to do the activities and answer.	His responses are good because he was interested.	He raised his hand to participate. He genuinely took part in the lesson. He worked alone in the pariwork activity.
O.P.(mid) *team observer*	He seemed engaged. Sometimes le was bored. He was showing on in the second listening. He was not so interested in the last activity.	He copied the information from the book, not the listening to get the answers. He pretended as if he found out them himself.	He participated in giving answers in each activity. He responded in the last part correctly almost for all because he took answers from the book.
more knowledgeable other	He seemed interested. Because of his personality, he was generally positive.	He looked at the script at the end of the book, so he was reading not listening. He was not careful about the rules.	He raised his hand or simply he just answered the questions. He sometimes talked too much to distract the others.
S.E.(low) *team observer*	He was just engaged in the first part, then he lost his motivation. In pairwork, he tried to focus on once again.	He played on his phone for the most of the time by just looking at the paper but not taking notes, not listening.	He did not participate at all. He answered the questions without willingness. He gave irrelevant answers when he was asked.
more knowledgeable other	He showed almost no interest. He checked his smartphone even if he was warned.	He cannot answer the questions, tries to copy. He did not take notes at all.	In pair activity, he did not do anything. In the game, he could not answer to any of the questions.

Charlie 2 28.12.2016 Lesson 3A				
Case Students & Evidence of Behavior		**Attitudes**	**Responses**	**Participation**
A.A.(high)	team observer	He showed interest, but did not actively participate. He confirmed what he understood with his body movements.	He gave his responses in low voice. He raised his hand but not recognized by the teacher.	He was helpful in the par and group work activities. He participated in general.
	more knowledgeable other	He had a positive attitude. His attitude may affect people around him in a positive way.	His answers are generally correct. He was aware that he can give correct answers.	He was always taking notes and raising his hand to contribute.
O.P.(mid)	team observer	He seemed unwilling at the first activity and the warm up, Then he changed his attitude.	He quickly gave the correct answer in quote's owner guessing. Even though he seemed unwilling at the beginning, he was the one who gave answers the most in the lesson.	He participated in the warm up the most. He lost his interest, did not give any response in only one activity. His motivation increased again in the role-play a lot.
	more knowledgeable other	His attitude changed into a positive one because the lesson plan was quite interesting for him.	He talked too much sometimes, his answers were not direct answers to the questions but he tried his best.	He was willing to contribute, in the role-play he was so into his role.
S.E.(low)	team observer	He played with his phone in the first activities but he followed the lesson in general.	He gave no responses individually but he gave answers in the groupwork activity.	He was quite engaged in the video activity. He was enthusiastic about the card activity and participated in the most. It was a turning point for this student, he asked for help to work on the dialogue.

	more knowledgeable other	He played with his phone time to time but he did not have a negative attitude.	He could not take notes much so could not answer most of the questions.	At beginning he was not interested in the lesson, it could be better to arrange his seat in the front part of the class.

Charlie 1 3.1.2017 Lesson 3B				
Case Students & Evidence of Behavior		**Attitudes**	**Responses**	**Participation**
A.Y.(high)	team observer	He showed interest in the pre-activity and while-listening. He had a positive attitude for the role-play.	He answered the questions about Brian and Paul and gave answers for similarities and differences.	He fully participated in warm-up, Venn diagram and ID cards. He performed two times in the role-play.
	more knowledgeable other	He seemed confident. He knows he is better than most of the students than the others in the class, and sometimes he may look down on them.	He was interested, his answers were generally correct.	He responded well than many others in the class. He seemed generally engaged in the activities and taking part in them willingly.
H.E.Ç.(mid)	team observer	He showed interest in pre-activity and he was engaged in the first listening, but not in the second. He sometimes showed negative attitude.	He responded to some questions about Fast and Furious and gave some similarity and difference as answers when asked.	He only participated in warm-up. He did not fully participate in the others.
	more knowledgeable other	He seemed somehow interested, but almost never showed much willingness to contribute.	His responses were ok, but he wasn't volunteer. He tried to check his answers and followed the activities, but he did not seem much confident.	He answered the questions, but he wasn't willing to raise his hand to take part in. It seems he was kind of interested but not participating much.
Y.E.Y.(low)	team observer	He did not show any interest during the most of the lesson.	He gave some answers for ID cards just at the beginning.	He performed in the role-play. He participated in the pronunciation activity. When listening, he was on the phone.

	more knowledgeable other	He was silent but he had no attitude problems. He was unwilling to talk in English. He was constantly interested in his smart phone.	He checked the answers on the internet most probably. He responded to the questions for ID cards	He never volunteered. He was far too much interested on his phone, but the only moment he participated was the pronunciation activity.

This findings in the research indicated that that team-teaching might help students listen for specific information effectively with useful activities as it could be understood from the interviews with the students and observations of our lessons. After completing the study and the lessons, the students had a questionnaire which included all the activities with visual reminders. This questionnaire showed that 14 out of 30 students liked *headphone activity the most.* Headphone activity consisted of questions about the main listening task directed to the students individually via headphones in 1 minute. The interviews and written feedbacks of students also revealed that they found the activities with extraordinary designs such as listening via headphone activity quite interesting.

Also, the questionnaire showed that 13 out of 30 students liked both *vocabulary picture matching activity* and *Venn diagram*. In vocabulary matching activity, they were reminded the meanings of the word that they learned in the previous lesson and they were supposed to match the pictures with the correct words upon their recalling. In *Venn diagram*, they categorized the information they caught in the listening text about similarities and differences. It was understood that they learned more through activities which included *graphic organizers* such as Venn diagram and visual materials such as vocabulary picture matching activity.

According to the questionnaire, role-play activity used in lesson 3A-B which consisted of the student's acting out a movie scene guided by dialogue completion questions was the most favored activity for 11 students. The reason might be that the role-play activity arose their curiosity due to the active participation via students' increased interaction. Also, the movie content motivated the students to act out as *an authentic material* to give them a real-life purpose to participate in the activity. *Wh-chart* and *teacher role-play activities* were favored by 8 students as well. In Wh-chart activity, students were supposed to categorize the information they hear from the listening under the titles of Wh-questions as when, what, who, what time and where. Also, role-play activity included two teachers, one as a famous person and the other one as an interviewer. It was used as a warm-up activity to activate the student's existing information and to provide a smooth transition to the lesson content. It was indicated that warm-up had an awakening effect on students which was beneficial to keep their overall interest in a lesson. Also, role-playing worked well thanks to team teaching turning this into an advantage.

On the other hand, the activities such as fill-in-the-blanks without visuals and including only script did not interest the students. It was favored by only 4 students in the questionnaire. Also, it was surprising that for note-taking activity which consisted of a colorful schedule but no pictures interested only 5 students even though it was designed as a graphic organizer as the previous one. It could be indicated that in the listening activities, graphic organizers used to facilitate note-taking should be supported with pictures since they scaffold their learning even more and associate their existing knowledge with what they listen.

From a different perspective, the students had prejudices on team teaching at the beginning. It came out later that they realized they had to participate in more as they were drawn into lesson more. Also, they had more opportunities in a lesson to get more help from more than one teacher monitoring them especially when they work in groups simultaneously. There was another factor that surprised us at that point. The seats were arranged in U shape as in Lesson 1A-1B and Lesson 2A-2B. In the last lesson, we arranged the seats in 4-5 stations of 4 students. This increased the amount of interaction between the students as they found the opportunity to work with several peers.

Discussion

This research contributed a lot to our professional development as well as our perceptions about students' learning. To start with what we learned about learning itself, we realized that focusing on students' learning problems and asking their opinions made their attitudes positive not only for the idea of team-teaching but also their willingness for participating in this research. Also, we were able to break down their prejudices about they were bad at listenings skills to some extent. After each interview with the students, we realized that they felt more comfortable and their interest in listening started to increase. The most important factor to be able to that was designing the materials according to our aim which was to help students improve their listening for specific information skills. We saw that students were more interested in the worksheets which had visuals aids and graphic organizers; namely well-guided materials. These materials also helped them organize the information they heard easily while they were listening. They should not only make the information categorized but also provide visuals that explain what this categorized information means. In this way, the students are guided about what they are going to do during the activity, which is really important in terms of getting involved as an active participant in the activity.

With emphasis on meaning in addition to the organization of materials in the activities, the students could turn into active participants rather than passive recipients. When the activities include real-life connections, they become more meaningful for the students, which make them stay more engaged throughout the lesson. In specific, role plays consisting of real-life events such as Angelina Jolie or a scene from Fast and Furious made them use the language as in real-life without

any feeling of dealing with lesson-related issues. At this point, we took advantage of being a team in the classroom as much as possible. Fun is a key factor in a language classroom, and we brought fun into our classrooms by the help of working as more than one teacher in class and using attention getting activities like Angelina Jolie role-play or headphone activity.

Thanks to team-teaching, we had the chance to monitor and facilitate the students compared to the times we were the only teacher in the classroom. As mentioned, the topic of the last lesson was decided by the students and it was obvious that even the most unmotivated student during this process participated in the activities. It proved that the topic of a lesson was vital to create a positive classroom atmosphere.

Another important point we learned is the fact that comprehension should be checked after each stage of the lesson, which provides us with a healthy type of scaffolding as it reinforces every step in the progress and makes us feel sure about the students' learning. The use of elicitation techniques not only in conducting the activities but also in giving instructions contributes to check-for-understanding issue to a great extent. In the end, we were able to guide students about how to listen specific information by teaching them to categorize this information and using phrases, not the sentences when they take notes. Also, we all agreed that working on note-taking activities on guided worksheets is a useful strategy to improve students' listening for specific information skills, which shows we met our goal that we set at the beginning of this research.

When it comes to what we –as teachers- learned during the research, we all realized that we were able to reach our goals, to a great extent, in our individual development plans that we created at the beginning of our professional development. To illustrate, some of us had problems in reducing teacher talking time resulting in a sequence of instructions rather than waiting for the students to speak. Some were not good enough at setting a time limit for the activities, which required much more time than the students needed. Also, we all had some questions about how to make good transitions between different stages of the lesson. With team-teaching, we had the opportunity to improve ourselves especially in managing the class by the use of effective instructions that tell the students what they were going to do step by step in specific. As a team of 3, we had two different roles during our lessons; being a team teacher (4 times) or the observer (2 times). Observing team-teaching lessons contributed us a lot by giving the chance to see the overall teaching practice from outside. We also had the opportunity to learn –from a more knowledgeable other- such crucial points that while giving instructions we should stand on the same point where each student has the opportunity to see us clearly as teachers. In addition, we learned not to talk much as a teacher even if all the students keep quiet, so the problem of teacher talking time was reduced to a great extent thanks to team-teaching. What's more; we achieved a great progress in the transition between the

stages or the activities by turning into more and more creative minds each day resulting in producing activities, even attention-getting ones at once. This was a real progress as we all had prejudices when we started to integrate Team-teaching into our first lessons. All in all, this was a cycle which we moved through the better in each step professionally and we learned a lot about learning; our real profession in fact.

With all these experiences at hand, we recommend to integrate Team-teaching into productive skills as speaking and writing, which require high student participation. We all believe that it will work very well as having two teachers in a class makes students stay more engaged during the lesson and provide opportunities for teachers in terms of monitoring, which might result in high participation and motivation.

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USEFUL LINKS
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Lisans	Amerikan Kültürü ve Edebiyatı / Hacettepe Üniversitesi	2004
Yüksek Lisans	İngiliz Dili Eğitimi /Hacettepe Üniversitesi	2008
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