

AMERICAN UNIVERSITY OF ARMENIA
College of Humanities and Social Sciences

Co-Teaching in the EFL Classroom: Teacher and Learner Perspectives

A thesis submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

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25 April, 2014

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Co-Teaching in the EFL Classroom: Teacher and Learner Perspectives

Be accepted in partial fulfillment for the requirements of the degree

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ACKNOWLEDGEMENTS

I greatly appreciate the guidance of my committee members, support of my peers and encouragement of my family and husband, who made it possible for me to accomplish this paper.

First and foremost, I have to thank my research supervisor Dr. Farrelly for her guidance, constant supervision, assistance, and contribution to this study.

I would like to express my gratitude to my reader Dr. Buon and other committee members for their time and support throughout the process.

My completion of this project could not have been accomplished without the support of my classmates, Nelli, Karine, Sona, Mariam, Hripsime, Serine, Hasmik, Kristine Goroyan, Kristine Verdyan, Kristine Petrosyan, Ani, Ninel, Armine, Narine, Catharine and their students who have willingly helped me with their participation in this study.

Finally, I like to express my special thanks to my family, parents, and my caring and loving husband for their encouragement, patience and understanding.

TABLE OF CONTENTS

List of Tables	vii
List of Figures	viii
Abstract.....	ix
Chapter One: Introduction	1
1.1. Purpose of the Study	1
1.2. Significance of the Study.....	2
Chapter Two: Literature Review	3
2.1. Background	3
2.1.1. Defining Co-Teaching	3
2.1.2. Collaboration in Co-Teaching.....	4
2.1.3. Models of Co-Teaching.....	6
2.2. Impact of Co-Teaching on Teachers and Students.....	10
2.3. Suggestions for Co-teaching.....	15
2.4. Co-Teaching for Teacher Education.....	16
2.5. Co-Teaching in EFL Contexts.....	19
Chapter Three: Methodology.....	25
3.1. Design.....	25
3.2. Sampling Procedures.....	25
3.3. Research Questions.....	25
3.4. Setting and Participants	26
3.5. Data Collection.....	27
3.5.1. Classroom observations.....	27

3.5.2. Individual interviews with teachers.....	28
3.5.3. Focus group interviews with students.....	28
3.6. Procedure/Data Collection and Analysis.....	29
Chapter Four: Results.....	30
4.1. Impact of Partner Selection on Teacher Cooperation.....	31
4.2. Partner Collaboration: Teacher Roles.....	34
4.3. Role of Partner’s Personal Characteristics.....	39
4.4. Role of Partner’s Professional Competence.....	42
4.5. Teachers’ Attitudes towards Co-Teaching.....	44
4.6. Students’ Experience in Co-Teaching Classroom.....	48
Chapter Five: Discussion and Conclusion	54
5.1 Summary of Findings.....	54
5.2 Pedagogical Implications.....	55
5.3 Limitations and Delimitations.....	57
5.4 Further Research.....	57
References	59
APPENDICES	62
Appendix A: Co-Teaching Observation Form.....	62
Appendix B: Student Interview Questions.....	65
Appendix C: Teacher Interview Questions.....	66

LIST OF TABLES

Table 1. Co-teaching models Co-teaching models and their description.....	9
Table 2. Participant pairings according to the way of partner selection.....	31
Table 3. Challenges pre-service teachers faced in co-teaching.....	40
Table 4. Benefits of co-teaching for pre-service teachers.....	42
Table 5. Factors necessary for successful co-teaching according to pre-service teachers.....	45

LIST OF FIGURES

Figure 1. Models and amount of employment of co-teaching by pre-service teachers.....	30
Figure 2. Pre-service teachers' experience of co-teaching according to the mode of partner selection.....	32

ABSTRACT

Over the past few decades cooperative teaching has been integrated in education programs to improve the quality of education, however, its impact on teachers' in teacher preparation programs have not been extensively studied (Graziano & Navarrete, 2012). This study explores cooperative teaching experiences of Armenian pre-service teachers during the graduate internship program. The purpose of the study is to present an overall description of cooperative practices of teachers, their perceptions of the implementation of the method, what benefits and challenges they faced while using co-teaching, as well as their students' attitudes about the method were investigated.

Graduate student teachers willing to engage in co-teaching made up pairs with one of their classmates to co-teach a group of students studying English. For this qualitative research study there were several observations were done in all those classrooms where co-teaching was applied. Later on, semi-structured interviews were conducted with student teachers and their students to find out their attitudes about co-teaching.

The findings of the study show that mostly teachers enjoyed working with a partner as co-teachers and consider it beneficial for their professional development. However, factors such as personality clashes and inconsistencies in professional competencies might be obstacles for the success of cooperation between partners. The findings from interviews with students revealed that students consider co-teaching to be more interesting instructional method which creates opportunities for individualized attention and active learning.

CHAPTER ONE: INTRODUCTION

Over time a number of methods have emerged for the purpose of improving second and foreign language instruction. One of those methods which has been put into practice in the last few decades is team-teaching, otherwise called co-teaching. Mihelcic-Chapman (2010) gives an in-depth definition of team-teaching: “It is a way to combine the knowledge and skills of more than one person to produce a better, more meaningful class experience and broaden students understanding of the course content by providing them with more than one perspective” (para. 14). This method has been applied around the world in many universities and colleges, within different subject areas, such as mathematics, physics, language classrooms, as well as in inclusion classrooms. The latter is the kind of classroom where students with disabilities study in regular classrooms alongside typically achieving students, and the co-teachers are a general classroom teacher and a teacher who specializes in learning disabilities (Pollock, Ford & Black, 2012). There have been a number of studies conducted in the above-mentioned disciplines to explore co-teaching practices; however, there is not considerable research around its application in English as a foreign language (EFL) classrooms.

1.1 Purpose of the Study

The purpose of this study is to explore co-teaching experiences of Armenian pre-service teachers (graduate students of the TEFL program at the American University of Armenia) during their internship period. Two models out of Pollock et al.'s (2012) six types of co-teaching have been applied by these teachers during their teaching period. Their experiences, as well as their students' opinions about the method are a valuable source for exploration and further developments in the field.

1.2 Significance of the Study

The significance of the study lies in the fact that there is no formal evidence or research about the application of co-teaching in an EFL context in Armenia in general, and by Armenian pre-service teachers in particular. With this study I outline the possible impact of co-teaching on teachers and learners, revealing their perceptions of the method. I also make suggestions for further development of the method in the field of teaching English as a foreign language in Armenia. This study aims to answer the following research questions:

1. What characterizes the cooperative teaching experiences of EFL pre-service teachers in an MA TEFL Program?
2. What are the pre-service teachers' perceptions of co-teaching in EFL classrooms?
3. What are the of Armenian students' perceptions of co-teaching in EFL classrooms?

The thesis consists of introduction, literature review and methodology. The Introduction gives a general idea about the scope of the study. The Literature review provides background information about the method in focus, and discusses empirical research done with the method in different fields of study. The Methodology section describes the design of the research, restates the research questions, presents sampling, data collection and data analysis procedures, discusses the findings of the study and makes recommendations for further research. The results of the study are summed up in the conclusion. There are also appendices provided with the observation form used for the classroom observations and interview questions used to collect data.

CHAPTER TWO: LITERATURE REVIEW

2.1 Background

It may seem that co-teaching is a relatively new method, but as Shafer (2000) puts it, this method emerged with teaching itself from the times of Socrates and was also used to settle medieval disputes. When team teaching emerged it was initially intended for special education to meet the needs of students with disabilities. It gained widespread popularity in the late 1950s and during the 1960s, a number of variations of co-teaching evolved (Friend, Reising & Cook, 1993). In recent years, co-teaching is also being widely used by general education teachers. Today universities and colleges try to integrate innovative techniques to spark student interest and learning outcomes, and co-teaching is one of those innovations to serve their needs. (Dugan, 2008).

2.1.1. Defining co-teaching

There are a number of definitions given by different authors about co-teaching, but before providing some definitions about the method to be discussed in this thesis it is necessary to consider the terms describing the method. Some authors call it team-teaching, while others call it collaborative teaching (co-teaching) with team-teaching being one type of collaborative teaching. To avoid causing confusion to the reader I will use the term 'co-teaching' to describe the method in general, and 'team-teaching' as one type of co-teaching.

Co-teaching is widely known as a method which suggests the joint instruction of two or more teachers to the same class in a particular subject (Bailey, Curtis & Nunan 2001). This kind of traditional definition is too narrow to refer to various collaborative teaching practices and activities. Goetz (2000) defines team teaching "as a group of two or more

teachers working together to plan, conduct and evaluate the learning activities for the same group of learners", from which it can be assumed that the presence of two teachers in the classroom isn't enough for co-teaching, and the teaching partners share lots of responsibilities other than instruction. Shafer (2000) states that in co-teaching two or more instructors who are involved in the same course may come either from closely related disciplines or from separate fields. He concludes stating: "Thus, while team teaching is frequently connected with an interdisciplinary approach to learning, the mere presence of a teaching team in a classroom does not by itself indicate a crossing of disciplines" (para. 5).

2.1.2. Collaboration in co-teaching

In co-teaching it is not necessarily mandatory for the teammates to be of the same background, age and status. It is possible to have a novice teacher with an experienced teacher, a native speaker teacher with a local one, English for Specific Purposes (ESP) specialist with English for General Purposes (EGP) specialist, etc. The main condition for co-teaching is, as the name suggests, collaboration between the teachers. Dickinson (2005) states that collaboration is a major function of the teaching role. As Goetz (2000) implies, students can benefit from seeing two teachers collaborating and cooperating towards a goal. When partners communicate throughout the semester about their teaching styles, preconceived ideas, fears, and professional growth, then both instructors and students gain positive experience (Graziano & Navarrete, 2012.)

Many studies indicate that co-teaching was initially used as a new more effective method to deal with the educational needs of students with disabilities. Most research indicates that its application is particularly effective in **inclusion classrooms** for students

with disabilities, who are being educated in regular classrooms alongside typically achieving students. Co-teaching in such classrooms is an arrangement in which collaboration occurs between professional educators, usually a general classroom teacher and a teacher who specializes in learning disabilities. A number of studies showed the positive impact that general subject and special subject teachers experienced while teaching alongside each other in the same classroom, and their students' attitudes were also claimed to be positive. The case Pollock et al. (2012) present in their book shows that after co-teaching was applied in a high school for inclusion classrooms for a few years, the students' failure rate had dramatically dropped, the achievement gap for students with disabilities had been cut in half and students had made incredible gains in their language arts skills.

Collaboration between teachers within a co-teaching setting has also proved to be effective in general education. Plank (2011) describes a course where two scientific subjects were combined in a single curriculum and team-taught by two specialists. The teacher of earth science and paleontology worked together with the specialist of molecular biology and microbiology to team-teach a single science course. They also met and agreed early on to a general theme of testing. The opportunities arising from the method applied led to the success of the course, as integration between faculties came from successive paired lectures that provided different approaches to the same topic. The success of team-teaching for the course and its effect on student success was measured by the fulfillment of the outlined outcomes, course-to-course comparisons, and students' reports on team-teaching experiences. Students overwhelmingly reported a positive experience, and teachers' reflections also showed they appreciated their experience, claiming that they had

become more reflective about their teaching (Plank, 2011). In other science classrooms as McDuffie, Mastropieri and Scruggs (2009) found out students who were taught the subject in co-taught classes statistically outperformed students in non-co-taught classes, although there wasn't a difference observed in the instructional methods in co-taught and non-co-taught classes.

Along with all successful practices of co-teaching, this teaching method cannot occur in all types of classrooms with all kinds of students. Cook and Friend (2004) imply that it should be arranged when students really need this rather intensive, in-class service delivery option. Also for the implementation of the method not only student needs, but also teacher preferences should be focused on.

2.1.3. Models of co-teaching

There are a number of organizational patterns which can be regarded as co-teaching methods. Cunningham (1960) identifies four types of co-teaching. The first three types refer to the extent to which responsibility and power are shared between the teaching partners, and the fourth distinguishes what specific group of learners is being served. Cunningham's taxonomy of co-teaching types are as follows:

Team Leader Type. In this arrangement one of the team members has a higher status than the other and he or she may have a special title, such as 'Team Leader', 'Chief Instructor', etc.

Associate Type. In this arrangement there is no designated leader. Leadership emerges as a result of interactions among the members of the team in a given situation, and decision-making power may be shared equally.

Master Teacher / Beginning Teacher. In this arrangement, team teaching is used to foster the enculturation of new teachers into the school or the profession. The beginning teacher may have much less decision-making power than the more experienced teacher.

Coordinated Team Type. In this arrangement there is no joint responsibility for a common group of learners, but there is joint planning by two or more teachers who are teaching the same curriculum to separate groups of learners.

However, Cunningham's taxonomy for co-teaching provides little to no information about the actual responsibilities of each teacher in the lesson design and delivery. As Nunan (1992) states it seems somewhat rigid and general, as it only describes sharing power and responsibility among teammates in the classroom, neglecting the many other factors influencing collaboration within the teaching team. Collaboration between teammates occurs in three stages: before the lesson, during the lesson and after the lesson. Bailey et al. (2001) notes that a great deal of collaboration occurs before lessons – in the planning stage, and likewise, a great deal of the responsibility in team teaching relates to what happens after lessons – in the stage of marking students' papers and exams, evaluating the lesson and beginning to plan again. According to Dickinson (2005), "collaboration means working with a classroom teacher to co-plan the unit by weaving the information skills into the subject being taught; to co-teach the unit, and to co-assess student learning as a result of the project" (p. 64). Here it should be noted that his concept of team-teaching relates to the collaboration between a content teacher and a library specialist. In this context, as Dickinson describes, the classroom teacher has subject content responsibilities, proven strategies of teaching that content and ideas for alternative methods, while the library media specialist has information skills and alternative strategies

as well. Together the classroom teacher and the library specialist set the collaborative unit. In general, Dickinson (2005) distinguishes three parts of collaborative teaching – co-planning, co-teaching and co-assessment. For him, co-planning means spending at least some time in organized planning sessions, during which interactions occur and develop a sense of shared goals by the teaching partners. In the co-teaching stage each part should be taught in context with each other; and in the stage of co-assessment content delivered by both teachers should be assessed. Thus we can set apart three reiterated phases of co-teaching:

- 1) Pre-instructional planning
- 2) Instructional in-class teamwork
- 3) Post-instructional follow-up work (Bailey et al., 2001)

Having these as the three main stages of co-teaching, Dickinson (2005) brings up two more stages that come before real collaboration. One is **cooperation**, which can be as simple as communication, touching base, newsletters and e-mail; the other is **coordination**, which can be defined as putting forth effort to make changes in the pace or content schedule in order to accommodate the learning happening in the classroom.

Co-teaching strategies and instructional responsibilities are important additional elements of co-teaching models. Friend and Cook (1993) describe five models of co-teaching: One teach, one assist; Station teaching; Parallel teaching; Alternative teaching; and Team teaching. Unlike Cunningham's (1960) taxonomy, here, models attempt to outline the actual responsibilities and roles of teachers in the class. Pollock et al. (2012) present another set of co-teaching categories of responsibility which are quite similar if not identical with co-teaching strategies listed by Cook and Friend (1993), with except it

includes one more category – One teach, one observe. To avoid confusion in the discussion of study results I shortly describe each of the models in the Table 1 below.

Table 1.
Co-teaching models and their description.

MODEL	DESCRIPTION
<i>Parallel teaching</i>	DESCRIPTION Teachers are teaching the same information to separate equal-sized groups simultaneously, thus being able to better assess students' understanding of content that is being assessed. The instruction is the same for both groups.
<i>Split/support teaching</i>	Students requiring additional support are placed in a small group with each group simultaneously receiving the same instruction.
<i>Station/alternative teaching</i>	The class is divided by topic, and each teacher is teaching specific content/skills/concepts to revolving groups. Small student groups are created for practice or content focus, then the groups switch places.
<i>Team teaching</i>	Both teachers are delivering the same instruction at the same time, extemporaneously stepping forward and retreating from the main teaching role as needed. In this way teachers can provide different teaching styles to students.
<i>One teach-one assist/ assistive Teaching</i>	One teacher is keeping primary responsibility for teaching while the other one circulates providing unobtrusive assistance as needed by providing feedback, re-teaching, etc.
<i>One teach - one observe</i>	While one of the teachers is teaching, the assisting teacher is carefully observing student performances, gathering specific observational information to make further adjustments to instruction and assessment.

Adapted from Pollock et al., 2012, pp. 122-123

Thus far, we can see that there are several models for co-teaching, some of which overlap in their instructional approach and distribution of responsibilities. Some of the categories are rather new ones and alongside with *team-teaching* are more common in today's co-teaching classrooms. Despite the model employed in the classroom, as Dickinson

(2005) notes, the type of co-teaching used is unimportant to the strength of the collaborative effort and should be determined as part of the co-planning sessions, as the main purpose of team teaching is collaboration between the partners.

2. 2 Impact of Co-Teaching on Teachers and Students

There are many obstacles that can influence how partners work with each other. Factors like cross-cultural misunderstanding between the partners, lack of respect for each other's competencies, inequity in sharing instructional responsibilities, and so forth, may result in conflicts between partners and ineffective cooperation (Bailey et al., 2001).

Often when two or more teachers who have been previously teaching independently are assigned to a single classroom, there is a feeling of anxiety about the coming situation rather than confidence. Professionals may be worried about how to work with someone else to maximize productivity. The same kind of feelings may also be experienced by students who are used to having a single teacher; they may suffer or be confused from the presence of two teachers in the classroom. Challenges may arise in the implementation of co-teaching, since many teachers may have no experience in effective co-teaching methods and be reluctant to try the new method giving up the traditional one (Pollock et al., 2012).

Various kinds of experiences discussed in the literature mention that applying co-teaching can be beneficial in many teaching contexts and many teachers have acknowledged its benefits.. Any two teachers, even having completely different teaching styles, can take the advantage of working alongside with each other, because there is always something to learn from your partner. Whatever partners see in each other's

teaching method, being it a successful action or a mistake, they may take it as a valuable issue to analyze for their own professional development.

According to Graziano and Navarrete (2012) there are a lot of benefits of co-teaching “including opportunities to vary content presentation, individualized instruction, scaffold learning experiences, monitor students’ understanding, and promote equitable learning opportunities for all students” (p. 109). Goetz (2000) states that through co-teaching partners can develop new approaches and different styles of planning, organization and presentation. Armstrong (1977) lists more advantages in his article, such as “spurring creativity, facilitating individualized instruction, providing for better decisions because of being verified by each other and building program continuity over time” (p.66). As Scruggs, Mastropieri and McDuffie (2007) note, for teachers in inclusive classrooms, another benefit of co-teaching is the increased competence in their colleague’s areas of expertise: special education teachers expand content area knowledge, and general education teachers learn new behavior management techniques and ideas for curriculum adaptation. Bailey et al. (2001) brings forward more advantages of co-teaching that closely relate to the language teaching context. One thing she mentions is that teaching partners can demonstrate interactive activities, such as role-plays with one another in the language classroom. If the teaching partners have different characteristics, for example one of them is a local teacher and the other is a native speaker, or they are male and female partners, then the learners will benefit from being exposed to dealing with different linguistic models and different genders. The peer observation component of co-teaching can be another benefit, if partners prepare together and share the teaching space. Co-teaching in content-based instruction is also a great advantage, because with this approach students can learn the foreign language

by studying a particular topic or content, or the content of a subject is being taught in the target language, and the language teacher in the latter case plays a supporting role (Snow & Brinton, 1997). Another benefit of team teaching arises when one of the partners is not present and the other takes over the teaching. Goetz (2000) and Cook and Friend (2004) imply that for co-teachers one of the most noticeable advantages of sharing a classroom is the sense of support it fosters. They state that partners can always share their impressions of the lesson, especially when spectacular or challenging situations occur in the class, and in those circumstances they can encounter themselves in a supportive environment.

Shafer (2000) and Goetz (2000) claim that the confusing nature of co-teaching is purposeful and meaningful, and it serves students' needs. He states that education should provide students with approaches and not mere solutions. Learners must realize that there are a lot of complex and paradoxical issues, which may be interpreted differently by different individuals, as there is no absolute certainty. They will be exposed to multiple views and will develop critical thinking in this environment, think intellectually and decide themselves to choose among alternatives.

Along with all the benefits that teachers and learners can get from classes where co-teaching is involved, there are of course some factors which may hinder the successful implementation of the method. In a metasynthesis of thirty-two qualitative investigations of co-teaching Scruggs et al. (2007) reported that although co-teachers generally acknowledge the benefits of co-teaching for themselves and for students both with and without disabilities, they also expressed a number of needs connected with administrative support, sufficient planning time, flexibility, training for co-teaching in part of

collaboration, co-teaching models, communication skills, as well as voluntary participation in co-teaching and a choice of co-teaching partner.

Many researchers state that most professionals encounter problems with the time needed for collaborative working relationships with their colleagues, and when there is little or no time available for preparation, then partners cannot be certain about the outcome of the lesson (Cook & Friend, 2004; Friend, 2008, Goetz, 2000; Scruggs et al., 2007). Retrospectively interpreting the reflection of an experienced teacher, who at the time of team-teaching was a recent graduate student, Goetz (2000) puts forward some of the issues that often result in negative co-teaching experiences. For this teacher working with a much more experienced colleague and having completely different teaching philosophies was really difficult, as there was a gap between their knowledge and ways of teaching. Also she encountered difficulties because of the unequal sharing of workload. Although this teacher acknowledged the benefits and the opportunity for professional growth through team-teaching too, in the end the two teachers chose to teach independently again.

When there is a disagreement between the co-teachers, students may also face serious obstacles in their learning process and get disappointed. According to Shafer (2000) opponents of co-teaching approach claim that it confuses and frustrates students, and when students need basic knowledge they do not know whom to believe in certain questions. Some students may even be unwilling to adopt the new learning techniques with multiple teachers, or as Goetz (2000) notes there may even be issues connected with graded assignments. In Vogler and Long's (2003) study, who co-taught an undergraduate social studies/language arts methods course, the students being future teachers were

asked how they would feel as a member of teaching team. Although the majority of students expressed interest in the method, some of them thought that it could cause conflicts in grading and classroom management, as one of the team members might be more flexible with rules and consequences than the other. Issues connected with grading were also mentioned in Graziano and Navarrete's (2012) study, during which the students expressed their concerns about how they would be graded by two teachers. For the authors, who were themselves the co-teachers, it was an opportunity to reflect on their grading structure. Alternating the structure of grading the teachers starting grading different constituents of assignments according to each teacher's areas of strengths.

Whether the teachers are comfortable with the method or not, the students' opinions about it are no less important. Some qualitative studies have touched upon this issue and found out students' perception around the topic. Jarvis and Fleming's (1965) study, which was carried out at the Devonshire Elementary School in Skokie, Illinois, a suburb of Chicago, reported the reactions of children about co-teaching. The method was applied with different subjects and interviews with elementary-level children showed that they had high positive attitudes towards co-teaching.

From all the finding that various studies give, it can be assumed that no single method is enough to get in-depth insight into a phenomenon. There is need to explore the classrooms where the new method is being implemented, and it is important that both teachers' and students' attitudes towards the method are considered.

2.3 Suggestions for Co-teaching

According to Bailey et al. (2001) problems such as finding time for pre- and post-lesson collaboration, disagreements in shared responsibilities or grading can often be overcome if teachers choose to be in co-teaching situations, and choose their partners themselves. In this way, team teaching can provide valuable opportunities for professional development. Cook and Friend (2004) state that even experienced co-teachers indicate that co-teaching should only occur if there is a consensus between both individuals who will participate. A teacher who is reluctant to work with a colleague may have valid reasons; for example, even a very experienced teacher may not be willing to change her teaching method or share instruction with someone who has an entirely different approach to it. Mostly researchers (Shafer, 2000; Friend, 2008) agree that allowing teachers to choose their partners themselves will make them professionally and psychologically secure.

An important factor for the success of co-teaching is the need for compatible teacher pairings. Scruggs et al. (2007) note that compatibility requires not only volunteer participation of partners in co-teaching, also they have to share similar thinking. Mutual trust, respect, motivation, agreement on each person's role in teaching, planning, behavior management, and how to structure the class are crucial for co-teaching success. Co-teaching is often compared with marriage, which also depends on compatibility and mutual respect (Shafer, 2000, Scruggs et al., 2007, Friend, 2008). According to Friend (2008) co-teachers have a commitment to each other to generate new strategies, try alternative solutions to emerging problem, and if partners work to bring out each other's strengths, the established positive working relationships will result in improved outcomes for students.

There are also other factors that Shafer (2000) considers essential for successful co-teaching. First, there should be careful planning, more than is required for individual teachers. Second, students should be aware of the purpose of the method applied, and they should know that teachers are there to support them. Third, teachers who are competent in co-teaching should introduce it to new teachers, who may feel insecure. Finally, administrative support is also very important; if co-teaching is to be applied along with its opportunities and challenges, then it should also be financially viable for teachers.

Even if team teachers have a good relationship there are always cases when tension or conflicts are inevitable, because they may have different perspectives about a point. To overcome those conflicts Goetz (2000) recommends that they should attempt to acknowledge each other's strengths, goals and interests and they should negotiate and discuss options in a way that is beneficial to them and their students.

If co-teaching is the method that has been selected, then teachers should be provided with some guidance in order to fulfill it successfully. First of all, they should be familiar with the types of co-teaching to choose from for the particular course. Moreover, Goetz (2000) recommends that before the implementation of the procedure, instructors should get some training in the field to learn the underlying principles of co-teaching, cooperative skills, time management skills, etc. Teachers expressed a need for training themselves, such as in the cases discussed by Scruggs et al. (2007) in the meta-synthesis of 32 studies. Co-teaching participants of those studies believed that training could "promote learning of more flexible thinking, strategies and practical skills development, collaborative consultation skills, group interpersonal skills and communicating more effectively" (p. 404).

For the beginner co-teachers, in order not to be confused about their actions in the classroom, Pollock et al. (2012) developed a teaching model, called *The GANAG Model*, which provides new clarity on teacher roles and responsibilities, and helps give effective instruction with appropriate choice of model. It is transferable to any teaching context where educators work together to enhance the learning of all students. This model reflects the stages of the lesson and the co-teaching model to be applied for each stage. Thus, cooperating teachers decide how to construct the lesson and then determine which model of co-teaching best fits for each phase of the lesson. The authors describe a lesson where the model works in this way: first, when partners set the goals for the lesson they apply *parallel teaching*; second, while assessing prior knowledge and giving feedback they can use *one teach/one assist* model, then teachers may apply *one teach/one observe* model in order to deliver new information to the class; later use *station teaching* to apply new knowledge and practice; and finally *station teaching* to review goals, generalize and self-assess. The authors believe that such a model facilitates communication between partners and supports a more efficient and purposeful delivery of instruction and formative assessment.

2.4 Co-Teaching for Teacher Education

Previous research indicates that co-teaching can serve as a useful tool for teachers' professional development. In their article Rytivaara and Kershner (2012) state that collaborative dialogue, innovation, and peer challenge may help teachers engage in knowledge construction within their practice. Their case study is an illustration of how safe and productive a co-teaching environment can be. Examining the joint efforts of two

experienced teachers – general and special education teacher in an inclusive class of young children, they recognized that through sharing knowledge teachers can be engaged in collaborative learning, which in its turn promotes professional development. Their study reflects not only the relative autonomy that teachers can demonstrate, but above all it emphasizes teachers' willingness to accept each other's **ideas** and develop new ones together. Here **creativity** is regarded as something that is practiced both inside and outside of the classroom. The learning processes of two teachers are described as knowledge construction by means of combining ideas, which requires strong feeling of **equality** and **trust** by both teachers. The participants of the study, who were general and special language teachers, reflected on their close relationship and how much they enjoyed the interaction. The researchers found that they complemented each other, often worked as one person, at the same time preserving professional autonomy and responsibility.

It has been argued by many scholars that there is a need to implement innovative **pre-service** teacher education strategies that will increase academic achievement of schoolchildren (Graziano & Navarrete, 2012). As McDuffie et al. (2009) mention co-teaching can be regarded as one of those strategies that have positively impacted student achievement. Graziano and Navarrete (2012) note, that in teacher preparation programs co-teaching should be a part of students' teaching experience. They try to prove that exploring their own co-teaching and collaborative planning experiences in an undergraduate second language acquisition (SLA) course, for which they met on daily basis to prepare for each lesson, and also met after each lesson to reflect on the day's lesson. The overall impression on their experience was positive despite many differences between the teachers, such as age and years of experience. Also one of the partners was skeptical about

teaming up with a more experienced teacher, but later in their reflections it is evident that their doubts were dispelled. They accepted that it was all right to be flexible and open in instructional decisions, assessment, and problem solving, and that it contributed to their professional development. For instance, one of the partners learnt from the other to design better activities regarding the content, and the other expanded his knowledge on instructional strategies. From this study it can be implied that co-teaching can promote professional development, because as Graziano and Navarrete (2012) stated “communication between co-teaching colleagues brings coherence to ideas and enriches one’s desire to expand his or her knowledge of pedagogy” (p. 119-120). Concluding that the experience was positive for them as instructors and for the students, the authors suggest that faculty in schools and colleges should practice co-teaching.

There is a rising tendency to incorporate co-teaching in the curriculum, where novice teachers will conduct a lesson together with master teachers. Research indicates that for pre-service teachers co-teaching with experienced teachers could be a great experience for their professional development. Hagger and McIntyre’s (2006) writing focused on the findings from semi-structured interviews carried out with student-teachers and teachers. The research found out about their experience of the procedure and their views of it as another way of learning from teachers. It was found that one of the obstacles for the student-teachers was their generally-held belief that they could learn only from a teacher having a teaching style similar to their own, and only some of the students stated that it was possible to learn from teachers with different styles. The most worthy observation students made during the procedure referred to how the activities illustrated teachers’ achievements. Student-teachers had reflected on their experience of observing teachers,

being observed and given feedback on their own teaching, teaching alongside teachers and going over lesson plans. They claimed that they would benefit from observations once they had had some experience of teaching, because at that time they would be aware of what they were looking for from the lesson observed. The findings of the research also showed that student teachers **don't** like being observed by over-critical observers, as it undermines their confidence. The kind of feedback they found helpful and from which they could best learn was one in which, while highlighting areas of the student's practice to be improved, the teacher would also make specific suggestions as to how that could be improved. It was also found out that for students it is a very positive experience to be engaged in co-teaching with teachers, as they can build up their confidence being next to a teacher who retains overall responsibility for the lesson, and most important directly draw on the teacher's knowledge. As for discussing lesson plans, students told that they benefited from assessing the teachers' reasons behind the actions observed. (Hagger & McIntyre, 2006)

2.5 Co-Teaching in EFL Contexts

Along with other subject areas team teaching has also been implemented in EFL contexts and there are a several studies which have explored the impact of co-teaching on students' general English proficiency and different linguistic skills. Many of them have revealed its positive influence. Among those studies was Aliakbari and Haghghi's (2013) research conducted in Iran with control and experimental groups with the aim to explore and compare the effectiveness of co-teaching as a model of co-teaching in the promotion of children's and adults' general proficiency in English as a Foreign Language. As it was found instruction through co-teaching was beneficial in fostering both adults' and children's

proficiency. One interpretation of the positive findings, as the authors state, might be due to preparing the students' to such instruction and carrying out the study in a private language institute where teachers had sufficient administrative support and could be flexible with their roles and ideas.

Some studies have investigated the influence of co-teaching models on particular language skills. One such study by Moradian Fard and AghaBabaie's (2013) proved the effectiveness of co-teaching for improving reading comprehension. It found significant difference between control and experimental groups' reading comprehension, and the experimental group where reading comprehension was implemented by a couple of teachers outperformed the control group. Thus, it was assumed that alternative language teaching can contribute to learners' better performance. Similarly, the difference in instruction influences the learners' vocabulary learning, as it was found in Yaghoobi and Mashhadi's (2012) quasi-experimental study. The results of that study showed that the co-teaching environment contributed to better outcomes in vocabulary learning than the single instruction approach. Igawa's (2009) study participants who were native and non-native partners team-teaching in Japanese schools thought that the method was beneficial for contributing to students' cross-cultural understanding and students listening, as well as motivation and speaking. They also recognized the importance of planning preparation, motivation and expertise from the part of both teachers.

In contrast to studies which confirm the usefulness of co-teaching pedagogical models, there are some studies that question the effectiveness of the method. Among those were studies which were conducted to find out the efficiency of the method in students' achievement. Those studies cast some doubt on the appropriateness of implementing co-

teaching in EFL contexts at least for teaching grammar. Aliakbari and Mansoori Nejad's (2010) conducted a study in Iran to find out how co-teaching influences the learning process in general and students' achievement in terms of grammar proficiency. Two different treatments in grammar instructions were employed in two different classrooms, one of the groups having a single teacher, the other having co-teachers. The findings of the study implied that there was no significance difference between the participants' performance on the grammar test. Another study by Aliakbari and Bazayr (2012) again did not lead to better results for co-teaching compared to traditional single-teaching instruction in terms of improving general language proficiency. In the latter study the learners and teachers appreciated the method citing that the reason that it did not foster better learning outcomes was this: teachers did not change their positions and roles, they had the same level of language ability, and some students felt shy and confused because of the innovative method. Thus, there was a need for the participants to be educated and culturally prepared to benefit from such an approach.

Another interesting framework of cooperation in EFL classrooms is intercultural team-teaching, when the local teacher teaches with a native speaker. This kind of teaching is very common, but still contradicting ideas exist around it. Carless's (2006) mixed research study explored the impact collaborative co-teaching had on students and teachers in a primary school. The teammates were a local English teacher and a native English teacher (NET). In this study, this kind of collaboration had a positive impact both on students and teachers. There was evidence that team-teaching prompted local teachers to reflect on their teaching approaches. Another finding of the study showed that students liked having a native speaker in the classroom. From the pedagogical point of view it creates opportunities for

students to be exposed to more authentic language use. Positive attitudes both from students and teachers towards the implementation of the method were found in Johannes's (2012) study too, in which students' perspectives on teachers' roles in the classroom were explored. The findings indicated that students perceived local Japanese teachers of English (JTE) as most suited to teaching grammar and exam preparation, and native speaker assistant language teachers (ALT) suited to teaching culture and pronunciation. Contrary to this study, Tajino and Tajino's (2000) review of a decade of cooperative practices of JTEs and AETs showed that both teachers were confused about their roles and felt anxious about co-teaching. The main reasons for the difficulties in teacher cooperation was that AETs were mostly recent college graduates with little or no teaching experience, and with little in-depth knowledge of the English language. Additionally, the JTEs did not provide the AETs with appropriate information on how to work with the class. This resulted in a painful experience for both teachers, unlike in Johannes's (2012) case study, which revealed teachers' readiness to cooperate and openness to sharing their roles and ideas. Another challenge that students in such settings may face can be because of the differences in methods of instruction practiced by the JTEs and AETs, such as the case in Hiratsuka's (2013) study. There AETs concentrated more on developing students' communicative abilities, while JTEs put emphasis on grammar, because the tests were built on the grammar material. Although students considered the lessons with AELs a meaningful learning opportunity, they also thought of it as "a release time from JTEs' more formal classes" (Hirasuka, 2013, p.12)

In one of his articles Liu (2008) argues that co-teaching in this kind of settings can contribute to the improvement of teaching quality of NETs who have lack of training in

professional teaching. Discussing different models of co-teaching Liu suggests that if those models are implemented sequentially in a meaningful order (which according to him is 'One teach-One assist' followed by 'Alternative Teaching' then by 'Station Teaching' and finally by 'Team Teaching') then NETs can gradually build up their skills and experience in co-teaching. From the studies discussed which also discussed teachers' and students' feelings and attitudes towards the method, it can be argued that mostly co-teaching was perceived to be beneficial both for teachers and learners. Aliakbari and Haghghi's (2013) study found that employing co-teaching models and strategies of instruction enables the teachers to support each other, to make use of observing, and analyzing the partner's methods in teaching. They also asserted that prior planning sharing responsibility, changing the roles, and so forth, are of crucial importance in co-teaching, and that less energy is needed from their part. For students the experience was beneficial too, as one of the teachers covered grammar in the best way, while the other taught them vocabulary.

CHAPTER THREE: METHODOLOGY

3.1 Design

This study is based on qualitative research. As Dörnyei (2007) noted, qualitative research involves “data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily with non-statistical methods” (p. 24). A qualitative method has been used in this study with interviews and observations carried out to get insight into the phenomenon. The research took place in a natural setting without an attempt to manipulate the situation during the observations.

3.2 Sampling Procedures

I used *purposive sampling* to select participants, as the sample of the study was selected because of having certain characteristics. First, I wanted to the participants of the study be graduate students (pre-service teachers) involved in co-teaching. Second, I wanted to find out what kind of attitudes students in co-taught classrooms had towards the innovative method. Thus, being a graduate student myself, I chose my peers and their students as participants, who could share their feelings and attitudes about their experiences and give deep insight about the implementation of the method.

3.3 Research Questions

This study aims at finding out how pre-service teachers perform in teaching alongside another teacher during their internship, how they manage time to plan instruction, teach together and have post-lesson discussions, how they overcome misunderstandings, and whether the presence of another teacher in the classroom is beneficial for them in their

professional development. Also the study seeks to get students' opinion about the co-teaching method applied in their classrooms. The major questions the study aims to answer are the following:

1. What characterizes the cooperative teaching experiences of EFL pre-service teachers in an MA TEFL Program?
2. What are the pre-service teachers' perceptions of co-teaching in EFL classrooms?
3. What are the of Armenian students' perceptions of co-teaching in EFL classrooms?

3.4 Setting and Participants

The study was carried out in an afterschool English language program in Yerevan, called Experimental English Courses (EEC), which aims at developing students' communicative skills in English. The classes carried out twice a week, with one hour lesson sessions. Each class was arranged according to the level of proficiency of students and consisted of no more than sixteen students.

The participants involved in this study can be divided into two groups. One group of participants was comprised of students from different schools of Yerevan attending EEC. The level of proficiency of students ranged from novice to pre-intermediate, and their age ranged from six to fifteen. The other group includes pre-service teachers teaching at EEC. They were involved in the internship as 2nd year graduate students of American University of Armenia. In the beginning of the semester the graduate students had been given the opportunity to co-teach with one of their peers for the internship. Sixteen female student teachers got involved. They were given the chance to choose their teaching partners themselves. All of the pre-service teachers involved in co-teaching agreed to be participants

in this study (i.e., to be observed and give interviews). Only one of them did not agree to give an interview about her experience. The age of pre-service teachers ranged from 21-38, most them being under the age of 26. Only two of the teachers had previous teaching experience in EFL context, and two teachers had previously been involved in co-teaching situations.

3.5 Data Collection

The study is based on data triangulation combining multiple strategies including classroom observations, focus group interviews with students and individual interviews with teachers.

3.5.1. Classroom observations

The classroom observations were done with the purpose of recording behaviors of partners in co-teaching environment, particularly investigating which models of co-teachers were applied by the partners and how meaningful their roles in those models were. Also classroom observations gave valuable information to prepare questions for the teacher interviews.

The observations were done with an observation form (see Appendix 1), which was constructed with four main categories: co-teaching approaches; lesson presentation; instruction and instructional material; teacher roles; and strategies to promote success for all students. Each category was comprised of several criteria used for evaluation.

3.5.2. Individual interviews with teachers

The semi-structured interviews conducted with teachers intended to find out teachers' attitudes towards the method in general and their experience within it in particular. With the data gathered from interviews it was intended to find out whether co-teaching practices are effective for pre-service teachers in their professional development, what were some useful things or challenges in it that need to be taken into consideration, and what factors they consider to be important for successful co-teaching. The teachers reflected on their collaborative learning and professional development, and specific examples from their experiences elaborated on why the method worked or not. The interviews also aimed to uncover suggestions for future implementation of the method.

The interview questions were structured around three main themes – reaction to the method; method implementation; professional development; and attitudes towards co-teaching (see Appendix 2). The semi-structured nature of the interviews provided flexibility to ask about some of the issues that emerged during the conversation.

3.5.3. Focus group interviews with students

The semi-structured focus group interviews with students contained questions which aimed at finding out students' general perception of the co-teaching situations they were exposed to. It was also intended to elicit some specific examples of what students liked and/or disliked about their experiences with co-teachers in order to get insights about their attitudes towards the method (see Appendix 3). The interviews were conducted in students' native language – Armenian, in order to avoid discrepancies of ideas because of learners' different ages (6-14) and proficiency levels (from beginner to pre-intermediate).

3.6 Procedure/Data Collection and Analysis

The classes lasted ten weeks and they all ran simultaneously within the internship period. The observation form was designed based on anticipated behaviors and interactions in the classroom between teachers and students. During the sixth week of the course the observation form was piloted in two of the classrooms. The final completed observation form was used during the in-class observations, which were done during the last three weeks of the course. At this time it could be supposed that both the students and the teachers had become accustomed to each other and the co-teaching method. During the last week of the course, 10-minute focus group interviews were carried out with three to four students from each class. After the end of the courses, interviews were conducted with each of the pre-service teachers except one. Interviews were recorded and later transcribed verbatim in a narrative form: teacher interviews resulted in 63 pages of transcripts; student interviews which were carried out in Armenian were translated into English and resulted in 19 pages of transcripts. Data from observations and interviews with teachers and students was categorized into the themes that emerged in the answers.

CHAPTER FOUR: RESULTS

The opportunity to co-teach was new to most of the pre-service teachers. Only two of them had co-teaching experience prior to this teaching internship. Thus, when the pre-service teachers were informed that they could choose co-teaching their initial reactions varied. Most were surprised because it was something new for them. Many of them were excited and happy and immediately decided not to lose that chance, while others were hesitant as they could not imagine how collaboration would work in teaching. As most of the participant confessed they decided to co-teach, their initial motivation being sharing the workload, supporting each other, which would make the job easier. The majority of student teachers were eager to take that experience, and few of them who were not unwilling but hesitant, decided to get into it with others' encouragement. Figure 1 shows the distribution of the two types of co-teaching that were applied, *team-teaching*, and *lead and support*.

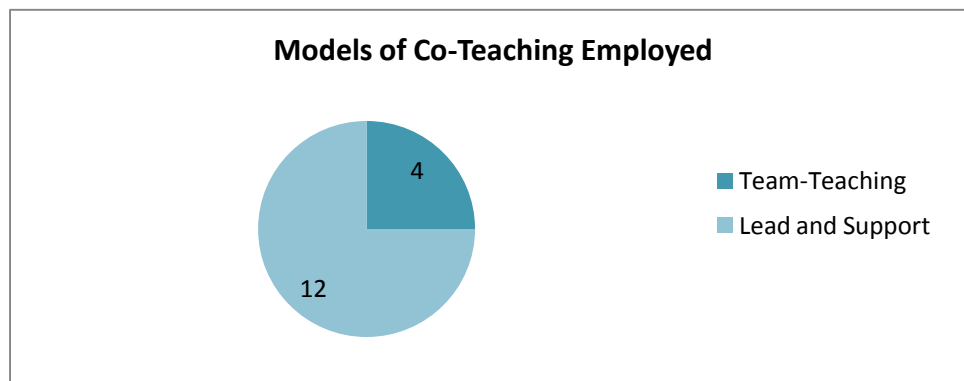


Figure 1. Models and amount of employment of co-teaching by pre-service teachers.

As the purpose of this study was to investigate the pre-service teachers' cooperative teaching experiences, in each of the following sections I describe how each factor influenced those experiences. Also I discuss participants' opinions about the role those factors in teacher cooperation.

4.1 Impact of Partner Selection on Teacher Cooperation

Observations and teacher interviews showed that partner selection can have great impact on the cooperation process. Before starting teaching the participants were given the freedom to choose their partners, and most of them chose to become partners with their friends or someone with whom they had prior collaborative experience. For others, partner selection was done with convenience choice, mainly by other people’s suggestions. In the latter case teachers who did not have a partner were ready to work with someone who was also interested in co-teaching. They were informed about such teachers by their supervisors or peers and decided to become partners with them. Thus, there were eight pairs formed, of which six were formed with deliberate choice, and two with convenience choice. Table 2 presents those pairings with the pseudonyms of participants.

Table 2.
Participant pairings according to the way of partner selection.

<i>Deliberate Choice</i>	<i>Convenience Choice</i>
Nona and Tatev	Shushan and Varduhi
Gohar and Anna	Lusine and Arevik
Anahit and Nare	
Seda and Laura	
Liana and Elen	
Nune and Arpine	

As the Figure 4.2 shows that in most cases when the teachers had chosen their partners themselves, the cooperation was effective, while for pairs having selected each other by convenience – the co-teaching experience was not very successful.

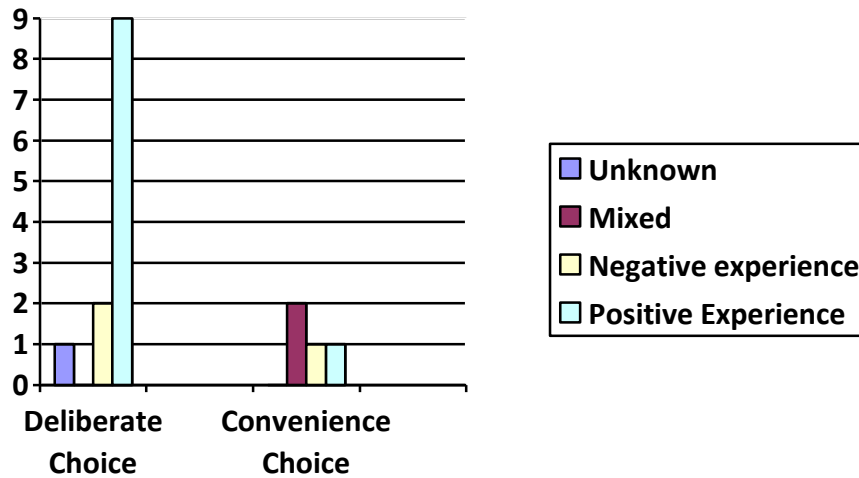


Figure 2. Pre-service teachers' experience of co-teaching according to the mode of partner selection.

After the experience, when asked about their cooperation with the partners, both those who had positive and those who had negative experiences expressed their conviction that certain qualities are important in the partner one chooses. Among those qualities, they mentioned that their personalities should match, they should have similar views on teaching, same interests so that to be able to work with and get along with each other. Another important factor mentioned was that being friends is essential for partners in teamwork.

So in general my experience with co-teaching is very positive, though I can't say how I would co-teach with a teacher that I wouldn't know before, so maybe that would cause problems. Maybe I would be shy to tell her 'you know, I don't like this activity'. With my partner I didn't have that problem mainly; I think yes, it [that we are friends] was helpful, because I am not sure it would be so easy to communicate with a person whom I don't know well. - Liana

Such attitudes were found with the majority of teachers, however, several others highlighted the importance of personality factors rather than friendship. For example

Anna, whose cooperation with Gohar was among the most successful ones, shared the following about working with someone she did not know well:

I didn't know Gohar very well, just we were good acquaintances; but we became friends; we had some similar points and similar ways of thinking that helped us during our teaching [...] I think it depends also on the partner, if your partner is experienced, supportive, it will be good to work with her. Why not, I would like to work with Gohar and with others as well if they are eager to.

Similar attitudes were mostly found in cases when teachers had less than ideal experiences. Seda and Laura were one of those partnerships whose cooperation did not succeed and both of them agreed that the reason was the difference in their ways of thinking and also character. Seda shared that “...we were good friends, and we are good friends now; but I think the main reason [of our misunderstanding] is our viewpoints towards methodology, or materials; it was different.” As for Laura, “It doesn't matter whom you are working with, if she is easy going person, you will succeed in co-teaching, if she is hard person so you are going to have problems I think.”

Here we can see that sometimes being friends may not be of help in professional conditions, and although the person may be ready to cooperate with someone other than his/her friends, there are personal and professional qualities that are required by everyone. Thus in all cases partner's personal characteristics and professional skills are of crucial importance to teachers for cooperation.

As already mentioned for some of the partners, cooperation with the each other was very difficult. There were two such pairs for whom cooperative teaching did not work at all; however, the partners had to teach together till the end of the course. To avoid conflicts in such cases, teachers expressed their desire to have the freedom to opt out of co-teaching after one or two lessons, and have separate classes.

4.2 Partner Collaboration: Teacher Roles

Pre-Instructional Planning: The first stage of collaboration between the partners was the pre-planning stage. Many of the teachers noted that they used to plan the lessons together, meeting before the class for several hours, writing the lesson plans, preparing the activities and other materials. The teachers told that initially it took them a lot of time to prepare for the lesson, but later they were doing it in less time. The main challenge teachers faced in lesson planning was the choice of activities. For some teachers it was difficult in the beginning to compromise and combine ideas for the lesson, but later they learnt how to take advantage of having different ideas. Many of them mentioned that planning the lesson together was very beneficial for them, as each of the partners brought forward their ideas and they could choose the most appropriate ones for the particular lesson. For example, for Tatev an important benefit of planning the lesson together was this: *"I may type the lesson plan and I may not notice some things which are not correct, but the other eye- my partner's eye notices it."*

Contrary to this, four pairs out of eight did not spend time on lesson planning, as they had decided to divide the workload. All of those pairs were leading and supporting teachers, and each of the partners was to be the leader for one lesson of the week and the lead teacher carried the responsibility for 'her' lesson. Although in this arrangement most of the teachers shared their lesson plans with the partner to get feedback on it and make changes if necessary, for some of them, namely for Seda and Laura, Shushan and Varduhi, Arevik and Lusine, it did not work. During the interviews they mentioned that because of time constraints or misunderstandings, after a few lessons they did not give feedback on

each other's lesson plans. Laura said that sometimes discussions with her partner ended in quarreling. As for Seda, the feedback from the partner was not useful.

...We were supposed to write lesson plans together, to give each other feedback. But I felt it was real separate work, I was doing mine, she was doing hers, and there was very little feedback by two of us, and it wasn't satisfactory feedback, it wasn't enough. We were giving feedback but very little. - Seda

Instructional In-Class Teamwork: The second stage of collaboration for the partners was the lesson, the actual process of teaching. During the observations carried out in the internship it was found out that out of the six types of Pollock et al.'s (2012) taxonomy of co-teaching, only two were used – *lead and support* and *team-teaching*.

The majority of participants used *lead and support* type of teaching, within which partners in each pair had initially agreed on their roles for each lesson. As the classes were held twice a week, they had decided that for the first lesson one of the partners would be the lead teacher and the other the supporting teacher, and for the next lesson it would be visa versa. While the lead teacher was teaching, particularly carrying out some activities, the support teacher was actively assisting the partner and the students: she was passing through the rows, monitoring, helping individual students with the tasks, answering their questions, giving clarifications if needed, as well as providing technical support to the partner by writing words on the board, cleaning the board, turning on and off the tape, etc. Some of the teachers also felt free to interject and bring ideas if needed, so both teachers' voices were heard in the classroom with lead teacher's voice prevailing. Anna shared that *"...during the lesson, the support was really great from my partner's side, she always walked through the classroom to give the helping hand whenever Ss needed it, she was very motivated."*

Regarding the roles of each teacher in the classroom within lead and support setting there were contradictions found across classrooms. In most of them both teachers were familiar with the lesson content, but the lead teacher gave instructions to all the class, and the support teacher sometimes gave instructions to individual students or small groups of students. Although the materials were only in the lead teacher's hand, both teachers were monitoring students' work, correcting mistakes, and students were comfortable with turning to any of them for help. In this way the co-teachers were involved in a meaningful work, and most of them found it beneficial.

Actually great advantage in co-teaching is not for teachers but mostly for students in the classroom, because many times there are students who...didn't understand something or maybe they didn't hear. In this case the lead teacher doesn't have to interrupt her own speech and do it, because the support teacher helps these students. - Liana

During the observations in many classes I often noticed that in some stages of the lesson, leading and supporting teachers also applied *one teach-one observe* model when the supporting teacher did not walk around or get involved in the lesson. This was especially the case when lead teacher was delivering the new content or checking the homework; and at that time the support teacher was silently observing how the lesson goes. One of the teachers, Varduhi, was also taking notes while observing, and during the interview she mentioned that she wrote down interesting activities carried out by her partner Shushan. As most of the teachers mentioned the process of observing the partner teaching was another contributing factor for their professional development.

"... you learn a lot of things, because when you see other's shortcomings, mainly you see others' shortcomings than yours, on others' experience, on others' mistakes you learn more than on yours. So whenever you see something, you try not to it in your teaching, so from that, to have two teachers in classroom is, like, one is example for you, the model to see from her, to learn from her..." - Arevik

However, in some classrooms the type of co-teaching was not exactly *lead and support* or *one teach-one observe*. It was something in between those two models, sometimes even close to individual teaching, as the supporting teacher's assistance seemed to be only in mechanical things, such as cleaning the blackboard, turning on and off the recording, distributing worksheets and sometimes discipline issues. The collaboration between partners seemed to be minimal, and as it was found during interviews this kind of support from the part of the supporting teacher was not that helpful for the lead teacher.

The second model of co-teaching, namely *team-teaching*, was applied by two co-teaching partnerships – Anahit and Nare; Tatev and Nona. In these cases, both partners were involved throughout the whole process of teaching – checking homework, delivering new content, giving instructions, carrying out activities, etc. One teacher might give the instructions to an activity, while the other would follow-up with comprehension check questions. They might also give a task and then equally monitor while the students are working. Together they would carry out whole class discussions, and often would work together to model a dialogue. For example, to explain the meaning of an unknown word or expression Nona and Tatev demonstrated short dialogues and student understood what the word meant in that situation. Here is how teacher Tatev described her and her partner's roles as team-teachers:

We were kind of models, we were role-models for Ss, and sometimes for example when I was explaining something and my partner noticed that I was saying something wrong or when She is explaining something wrong, we interfered and helped each other.

While watching their lessons I observed that both teachers were actively involved in the entire lesson. Sometimes team-teachers shared the parts of the lesson – each one being responsible for particular activities; however, the engagement into the lesson could be

noticed all the time. At times one of the partners was observing, then approaching individual students and helping them, or at times interjecting in the partner's speech and adding something important. In this way, team teaching incorporates some of the characteristics of other models, such as leading, supporting, and observing. When one of them was teaching, the other had the supporting role, then the opposite, and it helped students to stay on track and get individual support. During all the lessons both partners worked with all students; both of them seemed to be familiar with the lesson content and delivered it together or one by one, remaining engaged in the entire lesson. Whenever students had questions they turned to both teachers, whoever was closer, as they were always there to assist them. Partners shared the materials – books, blackboard, and worksheets: e.g. they passed the books to each other very smoothly and both used the blackboard. They had equal power and classroom management was a shared responsibility for them. Thus at every point of the lesson each teacher's role was meaningful and contributed to the learning process.

Post-Instructional Follow-up Work: When asked about after-class discussions, all of the teachers answered that there were no formal discussions of the lessons, but there were informal talks about what worked well during lesson and what did not. Also concerning the activities carried out, they discussed what could be done differently. While talking to their partners teachers also made comments about each other's way of teaching, and preferred methods for giving and receiving feedback, which served to improve the quality of the coming lessons.

In terms of follow-up work, the grading procedures were also discussed with the teachers during the interviews. As no graded assignments were assigned during the

lessons, the assessment of midterm and final exams were taken into account. The assessment of papers in elementary levels was not affected by the collaborative work, as the tests were constructed with closed-ended items, and the partners divided the exam sheets equally and checked them with the use of answer keys, or one of the partners checked the midterm exam and the other checked the final exam. In upper levels, however, teachers needed to work together to assess the open-ended questions. Here the partners confessed that there were some discrepancies in the grades they gave because of the absence of a grading rubric, so they had to solve the problem themselves in order to avoid subjectivity. Although some of the teachers avoided it just sharing the work, others were able to find ways and compromise.

Mainly we were checking together. At first we decided that I will check the half, she the other half, but later we saw that we were assessing relying on our own opinions... you know it is subjective, that's why we later decided to check together, in the end we could agree. -Nona

Whenever we were checking our Ss' writing assignments, I was always giving them high grades, and Liana [didn't agree]... So we decided to put something in the middle. ... One of us was checking, the other ones was 'proofchecking'. Then visa versa. - Elen

4.3 Role of Partner's Personal Characteristics

When teachers were asked about the necessary prerequisites for successful cooperative teaching, the most frequent answers referred to the personal qualities of partners. For each teacher it was important to be working with a person having certain personal characteristics which would make their collaboration easy and fruitful. Among the most important beneficial characteristics of partners were patience; punctuality; mutual understanding; respect towards the partner; good listening skills; ability to give and take feedback, willingness to collaborate; enthusiasm, interest in improving teaching; ability to compromise; being reliable, hard-working, and having complimentary personalities. For

some partners it was difficult to work with each other and the challenge in those cases resulted from certain personal characteristics, such as lack of organization; inability to compromise; inability to receive feedback; lack of flexibility (for planning, meeting), or dominant/controlling personalities. Table 3 shows the most common challenges that teachers encountered in co-teaching.

Table 3.

Challenges pre-service teachers faced in co-teaching

	CHALLENGES IN CO-TEACHING AS REPORTED BY THE TEACHERS	Number of mentions from 15 teachers
PERSONAL CHARACTERISTICS	Leader/dominant personality	5
	Inability to receive feedback	3
	Disagreement, inability to compromise, misunderstanding	3
	Lack of organization	1
	Lack of flexibility (for planning, meeting)	1
PROFESSIONAL COMPETENCIES	Difference of teaching styles	2
	Different levels of skills	2
	Similar linguistic and/or competencies	2
	Activity selection	1
	Roles in the classroom	1

One of the most important characteristics that seemed to be very important for the success of collaboration was the ability to compromise. When the partners could agree with each other the final outcome of their united work was evident.

*We were sitting and thinking about that particular grammatical topic and an idea came to me and I expressed my idea. Then an idea came to her; then **we decided which one was better**, which one was active, more engaging, and there was no problem [...]. **We equally agreed** [regardless of] whose idea is the activity. -Tatev*

In this sense both teachers and students may benefit as two heads are better than one, and as a result of compromising the cooperation of teachers ends up in better activity selection. Similarly teachers indicated another important factor in partners' relationships –

ability to give and take feedback. Being in the same classroom at the same time, consciously or subconsciously teachers observed their partners teaching and could better see the strengths and weaknesses. During the interviews, the majority of teachers indicated that they shared with each other what they noticed and what should be changed, but not all partners were able to accept each other's remarks and it often resulted in conflicts.

I think that fact was the most important one that we couldn't find ways with each other, because I told her 'you know, this thing wasn't correct in my opinion', she didn't admit it, but when she said I admitted, I said 'ok, I'm teaching you are observing, yes, you can be correct'. But she didn't admit her faults. - Laura

Another reason that hindered the cooperation of teachers was the difference of personalities. There were cases when one of the partners was more dominant, more of a leader type, and might impose her opinion on the partner.

I'm the type of person who tries to live in peace all the time. That's why I don't like to work with a "leader", maybe that I don't want to fight, to be in arguments, maybe I'll step back. Though, I'm not a weak person. I don't know. I don't want to work with a leader person. I want to work with a person who would appreciate my skills too and try to really cooperate. - Lusine

However, some of the teachers recognized their dominant personality type and realized that it could affect their partners.

[...] sometimes maybe I'm taking too much controlling. I think I'm a little bit pushy, I don't know, although I always back up and say 'if you don't mind...', but that probably doesn't help much, cause a lot of people would say 'ok, whatever you say' because of the pressure. - Gohar

While watching their partner, teachers could identify traits that they admired or wanted to possess. This reflection let them consider new ways of being and doing in class. For example, some teachers mentioned that they learnt from each other to be more quiet and relaxed in the role of teacher, be friendly with children, be an easy going person and be optimistic rather than criticizing.

4.4 Role of Partner's Professional Competence

As the observations showed and interviews with teachers affirmed, professional skills that partners maintain have an impact on their collaborative relationships. Observing each other was very helpful for teachers, and as they mentioned they learnt even more when they watched the partner teaching. Teachers could notice both positive and negative aspects of teaching and take that as a lesson for their personal practice. Thus they managed to learn a lot from their partners: selecting activities and connecting them coherently; giving clear instructions; using precise language in lesson plans and in the classroom appropriate to students' age and proficiency level; and being sensible to time (giving students time to think then answer, keeping appropriate time for activities). Table 4 lists the benefits teachers found in co-teaching in general, and it can be seen that the most important benefit was observing the partner and learning from each other.

Table 4
Benefits of co-teaching for pre-service teachers.

BENEFITS IN CO-TEACHING AS REPORTED BY THE TEACHERS	Number of mentions from 15 teachers
Observing and Learning from each other	12
Creative approaches to activity design	7
Support in conducting the lesson (carrying out activities, giving instructions, answering students' questions)	7
Technical support (boardwork, distributing worksheets, putting on/off the tape, etc.)	6
Better student-teacher interactions and greater control over the Ss' activities	6
Giving and taking constructive feedback from each other	6
Sense of confidence, low anxiety and safety	5
Shared workload and responsibility	4
Classroom management	3

Also, teachers saw some characteristics in their partners which they would like to maintain too, such as being patient, calm, creative, hard-working, devoted to teaching and putting a lot of efforts in it.

For cooperating teachers it is always useful to feel the presence of each other, especially when they see that the other is attentive to their way of teaching and gives constructive feedback. It not only helps them analyze their actions and process it, but also gives them the nice feeling that their partners care.

Her calmness and her giving time, enough time for students to process. I'm very impatient in my character, and I ask questions and I don't wait, and she mentioned it actually in her feedback; she mentioned it very nicely – "You have to give them time." I learnt that. – Gohar

It was a good idea to co-teach [...]; I learnt a lot from her. It somehow changed my attitude towards teaching. [...] These discussions were really effective, because we could choose better activities for our students, and of course during the lesson, the support was really great from my partner's side; [...] she was very motivated. –Anna

However, there were also some challenges that teachers faced because of having either similar or different professional levels. Challenges were encountered both in cases when professional knowledge and language competence of partners was similar and when it was different. In the first case the partners were challenged by some questions students asked for which both partners did not have the answers.

When we are explaining something, and we realize that we both don't know whether we are explaining correctly or not; we both have the same language level, and at that moment you just have to write it down, go find it out, then come to the next class and say 'this is the answer of that question'. This was a little challenge. - Tatev

In other cases one of the partners felt comfortable and benefited from the cooperation, while the other did not, and the reason was the difference in their competences. Teachers always mentioned that throughout the whole period they were learning from each other

and taking lessons from each other's mistakes, but some of them would prefer to teach with a more competent partner.

I like to have a person next to me, more punctual and more pushing me to something. Because whenever you see someone who learns from you, not you learn from her... so always I want to learn from somebody. Yeah, I learnt from her something, but I would like to learn more from my partner. - Arevik

For some of the teachers the difficulty was in matching different styles and methods of teaching, partners did not agree on a common way of teaching, and it resulted in a conflict.

The only problem was that we had different ways of conducting the lesson, like she put the stress on mother tongue, she was [...] teaching in a traditional way, that's why maybe we had different methods; that's why I think this is one of the main obstacles. - Shushan

Although the differences in characters and methods had a crucial impact on partners' collaboration, for one of the teachers, Seda, an additional reason for ineffective co-teaching was that having different working styles. She said that generally she prefers working alone and that might be the reason of misunderstandings she had with the partner.

4.5 Teachers' Attitudes towards Co-Teaching

The second research question targeted pre-service teachers' perceptions of co-teaching. During the interviews, the teachers expressed their opinions and attitudes towards the method discussing how useful they consider co-teaching for beginner teachers and what factors they consider necessary for it to be effective and successful (see Table 5).

Table 5.

Factors necessary for successful co-teaching according to pre-service teachers.

NECESSARY FACTORS FOR SUCCESSFUL CO-TEACHING AS REPORTED BY THE TEACHERS	Number of mentions from 15 teachers
Supportive environment	10
Understanding each other/compromising	9
Matching personalities	7
Freedom of partner selection	6
Ample background information about co-teaching (models, potential challenges, approaches to communication/collaboration)	5
Willingness to collaborate	5
Respect	4
Punctuality	4
Being patient	3
Responsibility	2
Enthusiasm, interest in improving teaching	2
Ability to give and receive feedback	2
Matching working, teaching styles	1
Being reliable	1

As evidenced by the above responses, one of the most important factors influencing the success of co-teaching is the supportive environment. Often novice teachers feel anxious and confused in the classroom, and the presence of the partner makes them feel more secure and confident. They know whenever they have trouble; there is always someone who will give a helping hand.

I became [a] more self-confident teacher. Though I have early experience in teaching, I felt it's an ascending scale in my teaching. Yes, one thing is confidence; the other is low anxiety, safety. I was more self-confident because I knew whenever I fail, Tatev will help me. – Nona

However, not all the teachers shared similar views. As mentioned in the above sections, the inconsistencies of personalities and professional skills prevented some of them from establishing effective cooperative relationships with their partners. Thus their attitudes towards co-teaching had dramatically changed to negative. One of the teachers stated that

she did not see the point in co-teaching any more, because for her the partner's presence was not so much useful as she had expected, as a result of which she was hesitant or even unwilling to experience co-teaching again.

One of the interview questions that sought out participants' eagerness of further involvement in co-teaching practices revealed contradictory results. As it turned out at the end of the internship nine teachers out of 15 had positive feelings about their experiences and had further desire to continue with the method in other courses. At the same time three teachers had negative experience, two of whom were skeptical about the usefulness of co-teaching, and only one of them stated she would co-teach again depending on who would be the partner. In addition to the personality factor, which played a crucial role in shaping attitudes towards co-teaching, the fact that some teachers had previously been engaged in co-teaching was also important. Shushan, who first experienced co-teaching during this internship, completely rejects the possibility of co-teaching ever again.

I really don't want to try it one more time, because next time I won't be sure whether I will have to face these problems again. Maybe next time if I get along with someone that I know very well maybe I will like it and manage it, but I really had such kind of bad experience, that I really don't want to continue co-teaching. It's better for me to do it alone. – Shushan

Another teacher, Arevik, for whom the cooperation with the partner was not useful either, also expressed her reluctance to work with her partner again, however, she claimed to be ready to try co-teaching in the future, depending on with whom she would work. Her explanation for such an attitude was connected with the other experience she had had before working with a friend and which was effective.

If I didn't have the first experience; maybe I would say 'no, I wouldn't teach with anybody else', but I saw both the benefits of co-teaching from the first time, and some difficulties from the second time, so depending on the partner I would teach." - Arevik

Except exploring what kind of impact co-teaching had on teachers, pre-service teachers were also asked about some other aspects of internship in terms of co-teaching. One of the questions addressed during the interviews was whether the teachers being already familiar with co-teaching, would like to co-teach with a master teacher. Although teachers recognized the potential benefits in that kind of cooperation – learning from in-service teacher, getting support and valuable advice – many of them were hesitant to engage in it. The uncertainty stemmed from their feelings that the novice teacher might always be in the shadow, in the supporting role; she/he would not have enough room to express herself and there may be misunderstandings concerning methods. Some said that much would depend on the master teacher's personality.

Another question in the interview explored the extent to which the feedback teachers got from supervisors helped them in their teaching. The teachers' reactions were positive; however, they mentioned that the feedback they got was useful in terms of improving their own teaching rather than co-teaching. They supervisors encouraged those who worked separately to collaborate more and work as partners, but it did not change the situation. If the partners could not find ways, then they would continue working independently. Also it was mentioned by some teachers that it would be nice to get feedback from people who had been engaged in co-teaching. In that case they would know what real co-teaching is and could better help them with issues connected with it.

One of the questions the answers to which would provide better decisions to further implementations of co-teaching in internship referred to pre-service teachers' knowledge and awareness of the co-teaching method. As the answers to the question revealed the majority of the teachers was not familiar with the method before the internship. There was

a session about co-teaching models with one of the supervisors who shortly presented them to the participants. The session took place after the first few lessons of the internship and the teachers could decide which model would best work for them. However, a few teachers did not attend the session. During the interview teachers were asked whether the information provided to them was sufficient for them to teach successfully. Participants having attended the session stated that the information was enough and that it was a matter of getting used to it. Others, however, confessed that they did not have an overall good idea about co-teaching, and although after the session about the method the partners' roles became clear for them, they would like to get more guidance in how to better work within particular models. Also it was mentioned that being aware of advantages and disadvantages of the method before starting the actual process of teaching would help teachers decide to get into it or not.

4.6 Students' Experience in Co-Teaching Classroom

The third research question explored how students reacted to the new method. All but one of them had only ever had a single teacher in the classroom, so this was a unique approach for all of them. Both students' and pre-service teachers' opinions were taken into account for that purpose.

According to the co-teachers, the students were surprised and a little bit frustrated in the beginning, but when they realized that two teachers were there for teaching them and not for controlling purposes, they got used to it and even liked. Some teachers, however, suggested to ask for students' opinions about being taught by more than one teacher, take

them into consideration and then apply the method, as some of the students may not feel comfortable with it.

To get in depth understanding of the impact of co-teaching on students, there were interviews carried out with three to four students from each class, and questions addressing several aspects of students' attitudes were discussed. Among the students interviewed there was only one student who had experienced having two teachers before, in the 1st and 2nd grades. For the rest of the students it was their first experience of being in a co-teaching classroom and it was a new thing for them, but as many of them mentioned they got used to being taught by two different teachers.

Student's feelings about co-teaching: Some inquiries during the interviews dealt with questions of whether students liked having two teachers or not, the reasons for their likes and dislikes about the method, and how interesting it was or was not compared to having an individual teacher. In scope of these questions most of the students expressed their positive feelings about it, saying that they liked having two teachers. Some of them said that they liked it very much, and that it was easier to learn in such classrooms. When asked about which kind of classes were more interesting (i.e., single teacher or co-teacher options), the majority of students answered "with two teachers". Some students were excited by having two teachers with different characters during the same class. One of the students, David (age 9) stated that *"...It's so good that there are two teachers... One of them is a bit joyful, the other is a bit strict, so it's great, it's more interesting"*. Another student, Lilia (age 11) said, *"What I like most is that both teachers have their own characters, that they are being different, both explain in their own ways, and the lesson goes in a more interesting way with both of them"*.

For some students, having two teachers gave them a sense of security. Eva (age 10) expressed that *“...if one teacher is ill, the other can come, and another person [a stranger, unfamiliar teacher] will not come...”*

For other students it didn't make a difference whether they were taught by one or two teachers. They felt comfortable either way and considered both approaches interesting. However, there were some students who liked co-teaching but still preferred a single teacher. A conversation with twelve-year-old Mane revealed her reason for that.

I think you get used to one teacher, but here it changes, each one has her own way...It is not difficult, just one gives the lesson in one way, the other –another way...I think it's bad. One person is better, you know, you're always being get used to her, and so go on in her way.

Knowledge enhancing factors: During the interviews students were asked, “What do you especially like in having two teachers?” In the answers to this question, it was found that students realize very well that co-teaching is there to serve their needs and that it is oriented to promote an active learning atmosphere. So they were eager to take advantage and utilize it in order to improve their language skills. As many of the students mentioned, different teachers deliver content in different ways, some of them applying different methods, and it turned out that mostly students liked this variety and it promoted comprehension and learning. Haik (age 12) shared that: *“[...] when one teacher is teaching she tells, explains one thing only, but when both are teaching, they tell us different things, so they explain it better. They explain more things when they are together”*. Levon (age 14) added that *“this is kind of more practical, more comfortable, like two teachers, two different perspectives, different methods, it's more interesting...”*. Mary (age 8) echoed this, saying, *“...you can take some knowledge from Miss Varduhi, and some from Miss Shushan, it is good in*

this way.” Finally, Qristine (age 13) said, *“Each one explains in her way, and you comprehend what was said in both ways. So it’s good, you comprehend by different means”.*

While describing in what way the co-teachers were carrying on the lesson, some students said that teachers usually modeled dialogues for them as an example for some tasks or when explaining the meaning of some words, expressions or sentences. Ani (age 13) noted that *“They bring examples, e.g. if we don’t understand a word they explain it with those examples and we can already understand.”* (Ani, 13)

Individualized attention and Time Management: One of the things, that was greatly appreciated by students was the time-saving nature of the method. Whenever there is more than one teacher in the classroom, the workload is shared, teachers manage to accomplish more tasks, and everything is done more efficiently, as each teacher has a helping hand by their side. Students noticed that with the presence of two teachers they got more attention, they were asked many questions by both teachers, and when having a question they did not have to wait long until the teacher was free. Gevorg (age 10) noted that *“they explain better when they are together. How to say, when there are both of them, they don’t ask a question to just one student, they ask everyone at the same time.”* With two teachers, they could freely ask the question to the one who was not busy, or the one who was near at that time. All those factors helped them comprehend the material better and students did not have to interrupt the teacher or their peers in order to get an explanation to their questions. Artashes (age 14) said *“just it’s good to have two teachers at once. During the class it’s more comfortable, for example when one is explaining something, suddenly you are having minor questions, and you don’t interrupt, but right away you ask the other.”* (Artashes, 14)

Classroom Management: In some classes, student behavior is a serious issue because students are very active, talkative and energetic. As a result some teachers have a hard time with classroom management. This is especially the case with young learners, large classes and those where the majority of learners are male students. With students' answers to the interview questions it could be noticed that they acknowledged the importance of controlling such classes, and many students said that with two teachers the classes went more quietly, students kept calm and were more concentrated on the lesson. One of the students Lilia (age 11) shared that *"...students are more united, more concentrated. As there are a somewhat many students, it's a bit difficult for one [teacher], but when there are two teachers, they stand in two sides [of the classroom], and students keep calm."*

Challenges and Preferences: The interviews with students attempted to uncover any challenges that students faced in their first experience of having two teachers for the English language course. However, as the interviews showed, none of the students expressed desire to change anything in the process. They were all confirming that everything was good in their classes. Students were also asked if they would prefer to be taught with one or two teachers. In general, students expressed their desire to have two teachers in their classes. However, while there were no students who did not like co-teaching, there were several for whom it did not make a difference whether they would have one or two teachers. And there were very few students who stated that they would choose a single teacher for the future.

In spite of all the challenges that teachers faced in co-teaching, the lessons I observed were overall good enough to enhance the learning process. As far as observations showed, student-centered objectives were met with a variety of activities, content matched

students' age and level and students were engaged in meaningful and challenging work throughout the period. For the most part, both teachers rotated in the classroom and helped all students, explained, gave feedback, answered their questions and provided feedback to students to guide them in learning. Partners also helped each other with behavior management issues. Generally, the pre-service teachers used respectful and proper language for particular ages and proficiency levels of students, praising them for good work, process, and product.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

The present study aimed at answering the following questions:

1. What characterizes the cooperative teaching experiences of EFL pre-service teachers in an MA TEFL Program?
2. What are the pre-service teachers' perceptions of co-teaching in EFL classrooms?
3. What are the Armenian students' perceptions of co-teaching in EFL classrooms?

The research particularly explored how the innovative approach of cooperative teaching would be practiced by student teachers and whether it would be accepted by L2 learners. It also sought out teachers' perceptions of different aspects of applying the method, what they gained due to it and challenges they encountered.

5.1 Summary of Findings

- 1. What characterizes the cooperative teaching experiences of EFL pre-service teachers in an MA TEFL Program?*

The findings of this study suggest that the benefits of co-teaching outweigh its challenges. In terms of the first research question it was found that the majority of student teachers applied lead and support model, some partners applied team-teaching, and one teach/one observe model was found to be employed by all of them in some stages of the lesson. The success of co-teaching seemed to mainly rest on interpersonal skills of partners, such as ability to compromise, willingness to collaborate, ability to give and receive feedback. Because of the inconsistencies in characters and professional competencies, partners sometimes faced challenges. However, in general most teachers assured that co-teaching had positive impact on their professional development.

2. What are the pre-service teachers' perceptions of co-teaching in EFL classrooms?

Within the second research question the findings imply that mostly student teachers had positive feelings about their engagement in co-teaching. The best features of co-teaching mentioned by the participants involved safety, confidence and the supportive environment that it fosters. Another useful factor mentioned was that co-teaching can make partners more productive as long as they continuously get innovative ideas from each other, which they may not have thought of themselves. For them planning lessons with the partner, observing each other in teaching and giving constructive feedback are very important in co-teaching. Teacher mentioned that for successful cooperation, teachers should have the chance to select their partners themselves and get more guidance before and during the process of co-teaching. In the end of the program most of the teachers expressed their eagerness of being involved in co-teaching in the future.

3. What are the Armenian students' perceptions of co-teaching in EFL classrooms?

For this study students' experiences in co-taught classrooms were no less important. Short interviews with several students from each class gave insight into how L2 learners estimated the contribution co-teachers had in their learning. It was found that learners generally liked having two teachers in the classroom and considered it interesting to have teachers with different characters. Also students noted that in co-taught classrooms they had more chances to interact with the teacher and got more individualized attention.

5.2 Pedagogical Implications

Based on the findings from this study several pedagogical implications can be drawn. As the findings of the study show pre-service teachers' and English language learners' feedback on the method was mostly positive. Consequently, the further implementation of

the method in MA TEFL graduate program internships is encouraged. This study can serve as a base to construct better programs around co-teaching.

First of all, it should be noted that in order to engage pre-service teachers in co-teaching, specific guidelines should be developed and provided to them so that they are better guided through the whole process and do not lose their interest and motivation. Student teachers should be given ample background information about co-teaching (models, potential challenges, approaches to communication/collaboration). It should be taken into consideration that for many people it will be their first experience with this method and it may shape either positive or negative attitudes towards it. While good experiences may give positive feeling to pre-service teachers, negative experiences may result in their unwillingness to ever attempt co-teaching in the future.

Second, teachers should be allowed to select their partners themselves. As seen in this study, misunderstandings between partners may be a serious obstacle for successful cooperation. Thus, it can be suggested to check in on teams throughout the experience in person and anonymously (e.g., surveys, online forum) to see how they work with each other. If cooperation between partners is breaking down because of personality factors, it is suggested to allow them to leave partnership.

Another implication drawn from this study is promoting professional collaboration in Armenian educational institutions. Through periodic workshops and/or seminars, educators in colleges and schools will be provided information on how teachers and learners can benefit from this approach. Colleges and schools of education should encourage faculty to practice co-teaching; as for teachers, it may provide opportunities for

professional development. For students the lesson may become more interesting and effective.

5.3 Limitations and Delimitations

There are several limitations and delimitations of this study, which should be taken into consideration when interpreting the results.

Among the delimitations it should be noted that the implementation of co-teaching was investigated within a graduate internship program in an EFL context, thus the findings cannot be generalized to other contexts. Also, within the application of the method only two out of six models of co-teaching were applied in the classrooms in accordance with teachers' decisions.

Regarding limitations of the study, first, there was a relatively small sample size ($n=15$) of pre-service teachers, so the findings cannot be generalized to all EFL co-teaching situations. Second, there was a short period of time for developing instruments and data collection (two months). Thus, in order to avoid attrition the observations and interviews with students were carried out at a fast pace. Third, pre-service teachers had limited time to adapt to co-teaching approach (two and a half months). If they had been engaged in co-teaching for a longer period of time, their experiences and reflections would likely differ.

5.4 Further Research

First of all, it is recommended that future studies involve a larger sample size and spread data collection over longer periods of time to increase the likelihood that findings can be generalized to similar contexts. Second, it is recommended to measure how co-

teaching influences students academic achievement compared to single teacher classrooms. Third, as co-teaching is not widespread among Armenian educators, more research is needed to understand how cultural factors influence its application in the Armenian context.

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APPENDICES

Appendix A

Co-Teaching Observation Form

Teachers' names _____

Group Level _____

Date _____

Category:	Comments:
TEAM TEACHING APPROACHES	
One Teach, One Observe teaching approach is being used, gathering specific observational information for analyzing at a later time	
One Teach, One Assist teaching approach is being used, with one teacher keeping primary responsibility for teaching while the other one circulates providing unobtrusive assistance as needed	
Parallel Teaching approach is being used, with teachers teaching the same information to separate groups simultaneously	
Station Teaching approach is being used, with each teacher teaching specific content/skill/concept to revolving groups	
Alternative Teaching approach is being used with one teacher working with the large group of students, and the other teacher working with a smaller group	
Team Teaching approach is being used, with both teachers delivering the same instruction at the same time	
LESSON PRESENTATION, INSTRUCTION AND INSTRUCTIONAL MATERIAL	
Both teachers' voices are heard in the teaching/learning process.	
Instruction looks significantly different with two adults present in the classroom.	

Both teachers work with all students.	
Both teachers are actively involved during content delivery, instruction and activities	
Both teachers appear familiar with the methods and materials with respect to the content area	
Teachers use “we” and/or “us” or parity is otherwise	
Humor is often used in the classroom by both teachers	
Materials are shared in the classroom	
The “chalk” passes freely	
Meaningful Roles for Each Teacher	
Each teacher’s role is meaningful and enhance the learning process.	
The teachers vary their roles during the course of the lesson.	
Each teacher is well suited to the role(s) he or she is assuming.	
Both teachers are comfortable with process AND content.	
Students appear to accept and seek out both teachers’ help in the learning process	
Strategies to Promote Success for ALL Students	
Both teachers provide feedback to students to guide their learning	
Behavior management is the shared responsibility of both teachers	

Student- centered objectives are incorporated into the classroom curriculum	
Students' work, process, and product are celebrated	
Students are engaged in meaningful and/or challenging work throughout the period.	

Notes:

Adapted from Gately, 2005, pp. 36-41

Student Interview Questions

- | | |
|--|--|
| <p>1. Առաջինն անգամն է, որ ձեզ դասավանդում են երկու ուսուցիչ միասին</p> | <p>1. Was it your first experience to have two teachers in the classroom?</p> |
| <p>2. Ձեզ դու՞ր է գալիս, որ երկու ուսուցիչ ձեզ միասին են դասավանդում միևնույն դասը:</p> | <p>2. Do you like having two teachers teaching the same lesson together?</p> |
| <p>3. Հատկապես ի՞նչն է ձեզ դրանում դուր գալիս:</p> | <p>3. What do you like about it especially?</p> |
| <p>4. Ո՞ր ուսուցման ձևն է ավելի հետաքրքիր – մե՞կ, թե՞ երկու ուսուցչի հետ: Ինչու?</p> | <p>4. Which way of teaching is more interesting-with one or two teachers? Why?</p> |
| <p>5. Կա՞ մի բան որ կուզեիք փոխել նմանատիպ ուսուցման մեջ:</p> | <p>5. Is there anything that you would like to change in this way of teaching?</p> |
| <p>6. Իսկ հետագա դասերի ժամանակ կնախընտրեք, որ մե՞կ ուսուցիչ դասավանդի, թե՞ երկուսը?</p> | <p>6. For further classes would you prefer to be taught by one teacher or two?</p> |

Teacher Interview Questions

1. Had you ever experienced or even heard of co-teaching before this experience?
2. What were your initial reactions when you heard you could co-teach?
3. How did you decide who you would co-teach with? Are you happy with your decision? Why/why not?
 - a. Follow up Qs:
 - i. Which of her characteristics made this an effective/ineffective partnership?
 - ii. What challenges did you face when co-teaching with her? What challenges do you think she experienced when working with you?
 - iii. Would you co-teach with her again? Why/why not?
4. How did you and your partner approach lesson planning?
 - a. Follow up Qs: What were the benefits and challenges to lesson planning together?
5. What about lesson delivery – what co-teaching model did you use (lead/support; team-teaching; parallel teaching)? What were the benefits to having two teachers in the classroom?
6. In what ways did co-teaching impact your approach to assessment?
7. In terms of being more reflective about your practice, in what ways did co-teaching help you reflect on your teaching?
 - a. Follow up Qs: observing peers, discussing after the lesson, brainstorming together during lesson planning, developing appropriate assessments
8. In addition to working with your partner, what additional support did you get when preparing lessons?
9. In general, how did co-teaching enhance your teaching skills?
10. What might be the benefits and challenges of cooperating with an experienced teacher during your teacher education (as a pre-service teacher)?
11. If given the choice, would you co-teach again?
12. What would you say are the key characteristics for a successful co-teaching partnership?
13. What is essential for effective co-teaching in general?
14. What would you recommend in terms of changes to the way this was integrated in this program? In other words, how could we better prepare and support teachers in the co-teaching experience?