



A New Model of Team Teaching for Teacher Professional Development: A Case Study of In-Service English Teachers *

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Abstract

Teachers' professional development through collaborative arrangements has been emphasized in the literature despite the lack of sufficient interest and practice in Turkey. This study proposes a new model of team teaching as an in-service professional development program that draws on the principles of effective continuous professional development (CPD) practices. The new team teaching model is practiced in five phases and contains research, collaboration, and reflection stages with a focus on learner-centered instruction. The research adopted a qualitative approach exploring a case study of three English as a foreign language (EFL) teachers regarding their reflections on the model. The data for the study were obtained from semi-structured interviews and archival records. The findings of the study suggested that the teachers' reflections on the new team teaching model centered on what they did through the phases of team teaching, what they learned thanks to the model, what they thought about the model, and how they felt from the beginning to the end of its implementation. Furthermore, the results revealed a gradual shift from negative to positive views on team teaching by the end of the study.

Keywords

Continuous professional development
Teacher collaboration
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Introduction

The 21st century has brought about sweeping changes in both society and education. Due to developments in science and technology, teachers' professional development has gained much attention altering the form and content of continuous professional development (CPD) programs. Referring to this current trend, Guskey (2000) stated "Never before in the history of education has greater importance been attached to the professional development of educators" (p. 3). To improve teaching practices, learning outcomes, and education systems, there is an increasing emphasis today on teachers' professional development through a variety of CPD practices (Borg, 2015a, 2015b; Richardson & Diaz Maggioli, 2018). Professional development was defined by Guskey (2000, p. 16) as a set of "processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students." Recent literature on professional development

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stresses that teachers should participate in CPD programs that will improve their knowledge, develop their classroom practices, and promote student learning (Darling Hammond & Bransford, 2005; Tomlinson, 2004).

In contrast to traditional programs usually held in the form of externally-driven, one-off courses with little focus on teachers' needs or practices, contemporary perspectives on CPD advocate a sustained approach where teachers are regarded as active participants and knowledge producers who can take the initiative for their own development with the goal of improving student learning (Darling Hammond & McLaughlin, 1995; Villegas Reimers, 2003). Although it is not possible to propose a general CPD model that will yield the best results in all circumstances (Borg, 2015a; Guskey, 2002), there is consensus in the literature that CPD practices should be driven by the specific needs of teachers and learners; encourage teacher research, reflection, and collaboration; and have a positive impact on student learning (Atay, 2007; Burns, 2015; Cochran Smith & Lytle, 2001; Darling Hammond & McLaughlin, 1995; Fullan & Hargreaves, 2002; Hayes, 2000; Jacobs & Farrell, 2001). It is also worth noting that without adequate support and resources from administrations or institutions, teachers are not likely to benefit from CPD programs (Borg, 2015b; Villegas Reimers, 2003).

Among the features of effective CPD programs, teacher collaboration stands out for its contribution to professional development. Teacher collaboration, in a broad sense, is defined as the volunteer interactions of individuals to achieve a shared purpose (Cook & Friend, 1995). Collaborative practices such as peer coaching, collaborative action research, lesson study, and team teaching are proposed to meet teachers for a shared aim and foster learning from each other and solving problems together (Broad & Evans, 2006; Harris & Anthony, 2001; Schmoker, 2005). It is argued that when teachers collaborate, this creates an opportunity for collective responsibility to improve instruction (Goel, 2019; Killion, 2012). In addition to benefitting instructional strategies, self-confidence, and reducing isolation, teacher collaboration is further highlighted due to its advantages over student learning, behavior, and motivation (Cordingley, Bell, Rundell, & Evans, 2003a; Darling Hammond & McLaughlin, 1995; Goodall, Day, Lindsay, Muijs, & Harris, 2005; Rose & Reynolds, 2009).

As a form of collaborative CPD practice, team teaching traditionally refers to a pedagogical technique in which two or more instructors are assigned to teach a class at the same time (Johnson & Lobb, 1959). Drawing on the current literature on professional development, the present study focused on team teaching as a collaborative CPD practice and sought to bring a new perspective to team teaching by integrating the elements of research, reflection, and evaluation into five suggested phases: (i) preparation, (ii) research, (iii) planning and implementation, (iv) evaluation, and (v) dissemination. The purpose of the study is to explore how a case of three English as a foreign language (EFL) teachers perceived the new team teaching model as a CPD practice and reflected on their experience throughout its phases.

Team Teaching as a CPD Practice

The idea and practice of team teaching is nothing new. It has been in use for centuries, such as in "Socratic dialogue or public medieval debates"; however, its form and content has changed over time (Rabb, 2009). The traditional definition of team teaching has been criticized as not being comprehensive enough to accurately describe the concept (Bailey, Dale & Squire, 1992). Buckley (2000, p. 8) thus proposed the following definition of team teaching:

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

This addresses the fact that team teaching must extend beyond the classroom with the collaboration of two or more instructors who engage in collaborative planning, content integration, teaching, and evaluation of the teaching and learning process (Davis, 1997). In foreign language teaching, team teaching has often been practiced by native and non-native speaking teachers working together to plan and teach lessons. This is also practiced in some countries by two student teachers who are both native speakers (Benoit & Haugh, 2001). In team teaching, teachers may come from the same discipline or different disciplines and their responsibilities may vary. Buckley (2000) argued that in a weak form of team teaching, two teachers teach a class together with different schedules and no interaction, whereas in a strong form of team teaching, a group of teachers teach each other's classes with continuous interaction. Buckley (2000), further, noted that all suggested variations of team teaching might differ depending on needs and resources; thus, it is not possible to suggest a unique approach. What really matters in a collaborative teaching arrangement, as suggested by Bailey et al. (1992), is how power and responsibility are shared among team members.

According to Nunan (1992), there are many reasons for collaboration in language education. We may want to implement different techniques for organizing teaching and learning or to promote a philosophy of cooperation among colleagues. Through team teaching, teachers may find the opportunity to observe their colleagues, question and reflect on their practice, notice their strengths and weaknesses, and offer students more exposure to language. Further, they may become encouraged to exchange knowledge and skills, combine expertise, and enhance interactions with their colleagues (Bailey, Curtis, & Nunan, 2001; Benoit & Haugh, 2001; Buckley, 2000; Richards & Farrell, 2005; Tsai, 2007). According to Goetz (2000), team teaching provides a supportive environment for teachers by helping overcome isolation, leading to the emergence of new approaches in teaching, offering solutions for problematic students, and paving the way for intellectual development. For students, on the other hand, team teaching is thought to bring advantages due to the existence of two teachers with different models of classroom language use and teaching styles, as well as provide more opportunities to students for individual interaction with the teacher (Jang, 2006; Luo, 2014).

Although team teaching can provide many benefits and opportunities for teaching and learning, it is not without its drawbacks. Regarding the challenges of team teaching, Horwich (1999) mentioned that a lack of training in team teaching may cause conflict between teachers and result in ineffective lessons. Furthermore, problems may be caused if the instructional distribution between team partners is not considered in advance. According to York Barr, Ghere, and Sommerness (2007), some teachers may fear losing autonomy in instruction and decision-making with reduced flexibility and creativity in the classroom in team teaching. They may also get confused about shared roles and responsibilities, or become anxious about making their instruction public and having different teaching philosophies. Therefore, Rabb (2009) stated that the rules and roles must be clearly established and all partners must be aware of how their efforts will contribute to the whole process. Unless teaching is well-planned, power struggles between teaching partners can occur, which has an adverse effect on learners. Thus, team partners are advised to collaboratively organize their team teaching situation to overcome such challenges (Bailey et al., 2001).

Another challenge for team teachers is the energy and time needed to plan and teach as a team. The time spent before team teaching, a great number of meetings held during implementation, as well as informal discussion sessions may pose difficulties for teachers (Rabb, 2009). Thus, it is important for team members to share common teaching philosophies and values, possess a good understanding of their roles and responsibilities, communicate well with each other, and seize opportunities for reflection. The teams must be set up appropriately and each team member must adhere to their agreed-upon roles within the team. While planning for team teaching, instructors need to be aware of the types of team

teaching arrangements so that they can choose or adapt those that best fit their situation (Richards & Farrell, 2005; Shannon & Meath Lang, 1992).

Collectivist Culture and Team Teaching in Turkey

Turkey is often described as a society with collectivist features, where the interests of the group precede those of individuals, and people do not feel threatened due to harmonious relationships among group members (Ayçiçeği Dinn & Caldwell Harris, 2011; Göregenli, 1995; Hofstede, 1991; Kağıtçıbaşı, 1996). This collectivist cultural tendency in Turkey might be rooted in the *Imece* custom, in which group membership determines individual identity. Group norms and traditions are highly valued, and trust in and reliance on the group has a high level of significance (Gannon & Pillai, 2013). It is further known that a society's cultural features influence its values, behaviors, attitudes, and even educational systems. In the index of 39 countries created by Oishi, Diener, Suh, and Lucas (1999), Turkey was ranked as the third most collectivistic country after China and Nigeria. However, the assumption that teachers in collectivist cultures would be more naturally collaborative might be wrong. Jandt and Jandt (2004, p. 7) opposed such an essentialist approach to culture arguing that "just knowing a person's cultural identity does not provide complete or reliable information about that one person." This argument appears to have been confirmed by the OECD's Teaching and Learning International Survey (TALIS) (2009), which found that Turkey does not display collectivistic tendencies in its education system, in terms of solidarity and collaboration among teachers. The report revealed that most Turkish teachers neither co-teach nor team teach with their colleagues, nor do they observe colleagues' classes or provide each other with feedback. According to Aslan (2015), this might result from Turkish teachers' perception that their classroom is a private space. Nevertheless, teacher isolation should be the main concern for policy makers as it is a prevalent issue in schools and a big barrier to teachers' professional development (Flinders, 1988). It might lead to teacher burnout and a feeling of incompetence as teachers can hardly receive collegial feedback and rarely share practical knowledge due to either institutional characteristics, individual traits or demands of teaching (Flinders, 1988; Lortie, 1975; Sarason, 1982). As suggested by the saying "Isolation is the enemy of improvement" (Jamentz, 2002), it is essential to engage in collaborative practices that can encourage teachers to learn from one another, reflect on their classroom practices, and improve their teaching strategies. Thus, creating a collaborative school culture, which can promote a feeling of "we" among teachers is important (Fullan & Hargreaves, 1992; Gruenert, 2005; Sergiovanni, 2005).

On the other hand, the number of previous studies exploring teacher collaboration in Turkey is limited to special education research (e.g., Gürgür & Uzuner, 2010, 2011), and this topic has been particularly underexplored in the field of EFL, except for studies conducted by Özsoy (2017), Kırış Çetin (2016), Mede (2010) and Sobolev & Güven (2009). Considering the lack of investigation into team teaching and the features of effective CPD programs as suggested in the review of recent literature, this study proposes a new team teaching model specifically designed to encourage teachers to reflect on their practices, conduct classroom research, collaboratively teach and evaluate the process, and share knowledge with other colleagues within this framework. In this respect, the study set out to answer the following research question: How do EFL teachers reflect on their experience through the new team teaching model?

Method

Research Design

As the aim of the study was to understand the participants' experiences and to record details about the views they held and how they made certain choices, a wide-angle and deep focus of a qualitative research design was needed (Yıldırım, 1999). Thus, this study adopted a qualitative research design and investigated the research question without using a standardized instrument (Johnson & Christensen, 2012). A case study design was employed to explore the participants' reflections on team teaching in the new model. The study involved three non-native EFL teachers as its research participants. With the aim of arriving at a deep understanding of the teachers' perspectives, we used a holistic single-case study framework. According to Yin (2014), single-case studies can be used when studying authentic situations that have not been studied before, or when the specific phenomenon is so unique that it is important to conduct research on it. Forming a single unit of study with the participation of three EFL teachers, we observed and analyzed how they perceived the model and how they reflected on their experiences with it.

Participants and Context

Typical case sampling, a purposive sampling strategy, was utilized to better capture the reflections of the teachers. The participants were three female teachers who were teaching English in the Department of Foreign Languages at a foundation university in Turkey. The teachers were purposefully chosen and considered to represent the research population because most English teachers in the research context were comparable in their traits, including age, gender, major, and teaching experience, at the time of the study. With this in mind, the researchers formed a typical group of three non-native English language teachers who were eager to participate in the study. Prior to the study implementation, the participants were given a consent form, in which they all agreed to participate in the research, be interviewed, audio and videotaped, and provide archival documents. Table 1 illustrates the participants' profiles. Pseudo names were used for confidentiality purposes.

Table 1. Participants' Profiles

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

In the context of the study, all English teachers had a weekly teaching load of 20 hours. Apart from teaching, they were required to perform academic and administrative duties, such as monitoring and grading of exams, holding office-hours with students, organizing extracurricular activities, and the translation of written texts. They had one half-day off each week when they did not have to be at the department as well as two half-days to be able to pursue their M.A., M.S. or Ph.D. programs. Due to their busy schedule, they were often reluctant to participate in CPD activities. Thanks to the permission and support of the administration, the participants' teaching load was reduced to 15 hours a week to do team teaching for a semester. This number could not be increased due to academic staff scheduling problems and qualitative design of the study.

The study was implemented for 18 weeks in the fall semester of the 2016-2017 academic year. At the time when the research was conducted, the Foreign Languages Department did not hold any

agreed PD philosophy and the content of the PD program was usually determined by the administration. This PD program was often realized in 90-minute seminars twice a semester by an outside teacher trainer. On a weekday, when all the teachers were present at the university, the academic staff of approximately 70 teachers gathered in a conference hall and listened to the seminar given by the trainer. There was not much interaction or sharing among the teachers during the seminars. Before the implementation of this study, neither the teachers' professional needs nor their opinions had been investigated. Almost no collaborative practices focusing on reflection and research had been performed in the Department. Some of the teachers who were attending graduate programs were sometimes assigned to give presentations on topics in courses they were taking, but they were mostly on theoretical issues in English language teaching without giving much consideration to actual classroom practice. Thus, the teachers could not take any active role in either the design or implementation of the PD programs.

Instruments

The data for this study were obtained from semi-structured interviews and archival records. The semi-structured interviews were conducted in two ways, one-on-one and focus group interviews, to obtain in-depth information and increase the validity of the study (Patton, 2015). Within the scope of the study, five one-on-one interviews and one focus group interview (Appendix 1) were held in sequence. Prior to the interviews, the researchers developed the interview questions to ensure their relevancy to the research question, but during the interviews some probe questions were posed for in-depth exploration. One-on-one interviews were held at the end of each phase of team teaching, while the focus group interview was conducted upon the completion of the model. Audio of each interview was recorded, with the interviews lasting approximately 15 to 60 minutes and was held in Turkish, as per the participants' preference.

The archival records comprised the lesson reports, reflective compositions, and a research report written by the teachers. After completing each team teaching lesson, the teachers were asked to write a lesson report reflecting on the things that went well, things that did not go as planned, and things to consider for the next team teaching lesson. The teachers, individually, wrote three lesson reports. Another archival record included the reflective composition written by each teacher when all the phases were complete. The reflective composition required the teachers to think and write about their experiences over the phases of team teaching. The third record was the research report produced by the teachers collectively. The report contained details regarding the research carried out by the team and a discussion of the professional development of the teachers that occurred through team teaching.

Trustworthiness

A variety of strategies were adopted to ensure the trustworthiness of the study. Negative case analysis was done to ensure a realistic account of the data providing negative evidence in addition to the positive data (Patton, 2002). Member checking was the second validation strategy used, in which we sent the translated interview excerpts to the teachers online and asked them to check the language and make corrections if necessary. Intercoder agreement was another strategy adopted, by using more than one coder. Initially, the first author of this article coded the data, then asked an English language instructor in the department to check the codes and themes that emerged from the analysis. Last, she consulted her supervisor (the second author) to check the codes and themes. After the coders reached agreement, the final categories were created. As the final step, the researchers triangulated the data by gathering information through interviews, reflective compositions, lesson reports, and research reports. As for the researcher's role, in the beginning, "trusting relationships" (Merriam, 1998) with the participants were aimed to be established considering that none of the teachers had been involved in a study or had participated in team teaching previously. Then, the researcher took a complete observer role, only listening, observing, asking questions, and taking notes without interfering in the natural flow of the study.

Data Analysis

Content analysis was conducted to explore and interpret the underlying categories and themes in the data. Data analysis began with pre-coding, in which the data were organized and prepared for analysis. The researchers transcribed and analyzed the interviews that had been held in Turkish, then translated the relevant excerpts into English and asked the participants to check them for any mistranslated items. Then, the remaining data were transcribed and read multiple times. In the open coding stage, codes were given to emergent patterns without referring to any pre-existing codes. The researchers generated further codes, and organized and refined them until the sub-categories and categories emerged. Direct quotations and excerpts used as evidence were placed under the categories they belonged to. Particular attention was paid to presenting evidence from a variety of sources for validation purposes.

Procedure: A New Perspective on Team Teaching

Traditional team teaching is usually conceived as teachers sharing responsibilities in teaching a subject and skills to students simultaneously (Goetz, 2000). However, as Buckley (2000) advanced, it also involves setting goals, making decisions, and planning and evaluating lessons together. Bailey et al. (2001, p. 181) suggested three phases in which team teaching can be implemented: “pre-instructional planning, instructional in-class teamwork, and post-instructional follow-up work.” Similarly, Richards & Farrell (2005, p. 159) proposed that in team teaching, instructors share the responsibilities of planning and teaching as well as evaluation and assessment of a course. In other words, team teaching consists of “a cycle of team planning, team teaching, and team follow-up.” In the present study, the team teaching model consisted of five phases: (i) preparation, (ii) research, (iii) planning and implementation, (iv) evaluation, and (v) dissemination. Considering studies emphasizing the significance of reflection (Dewey, 1933; Larsen Freeman, 1983; Richards & Farrell, 2005) research (Atay, 2007; Borg, 2015a; Guskey, 2002), and learner-centeredness (Borg, 2015b; Flutter, 2007; SooHoo, 1993) in teacher professional development, the team teaching model in the present study integrated these features into its five phases. An illustration of the new team teaching model proposed in the present study is presented in Figure 1.

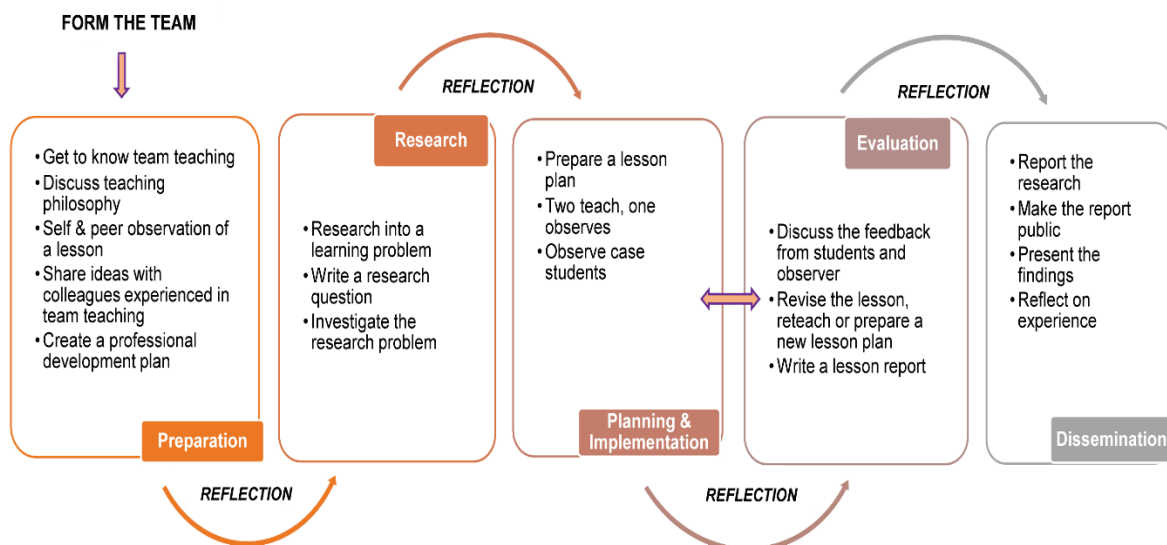


Figure 1. A New Perspective on Team Teaching

Preparation phase. The aim of the preparation phase was to familiarize the teachers with the concept of team teaching, as well as the other team members. The first step in this phase was holding two 90-minute discussions about teaching philosophies and sharing beliefs about foreign language teaching and learning. Then, the reflective practice was initiated through a video-recorded self-

observation of a 45-minute lesson with a particular focus that the teachers had determined beforehand. Each teacher thus videotaped their own lesson and reflected on it, first on their own and, then, with another team member. In the next step, the teachers met two professionals with experience in team teaching from another university. This was a type of professional learning visit. As the final step of the phase, the teachers wrote an individual professional development plan considering their strengths, weaknesses, and goals as professionals.

While designing the preparation phase, the researchers drew on self-observation, peer observation, and professional learning visits as supporting CPD practices. It is believed that through self-observation, teachers can find the opportunity to notice what and how they are doing in class and what they can do to improve their teaching practice (Bailey et al., 2001). On the other hand, Richards & Farrell (2005) stated that peer observation offers social benefits for both the observer and teacher. It enhances collegiality by bringing teachers together who do not normally have the opportunity to interact. This way, they can share ideas and expertise, as well as discuss problems and concerns. In addition, when teachers are provided with the opportunity to visit another department, school, or institution, they often return with comments such as, "that was the best CPD I've had for a long while" (Allison, 2014, p. 67). Integrating a professional learning visit into the preparation phase, the researchers sought to create a sense of rapport and cooperation among colleagues through which they would learn about other good practices, receive collegial support, as well as create a professional network.

Research phase. In the research phase, the main purpose was to choose a learning goal for students so that the team teachers could conduct research and create lesson plans based on their findings. The teachers primarily discussed the difficulties learners had in learning English. At the end of the meetings on this issue, they decided to ask the students for their opinions. To do this, an informal questionnaire was prepared by the teachers, which requested the students to select the English language skill/s they had the most difficulty with. Each teacher conducted the questionnaire in her class but they analyzed the results together. The results indicated that most students thought listening for specific details was their most problematic area in English. Thus, the teachers began to research listening skills. Having agreed upon their research question, the teachers conducted their investigation by reading sources on listening and sharing what they had found with their teammates.

Lesson study and action research were the CPD practices integrated into the research phase. The rationale for benefiting from lesson study is that it aims at shifting the center of learning from the teacher to the learner through research and collaboration (Murata, 2011). Similarly, action research is regarded as an appropriate strategy to use in the classroom, as it can lead teachers to experiment with various practices (Kennedy, 2005; Wallace, 1998). It has also been asserted that teacher research, particularly when collaborative, can serve as a form of professional development by supplementing the teacher's knowledge of teaching practices, increasing awareness of learners' capacity, and enhancing self-efficacy, motivation, and autonomy (Atay, 2007; Borg, 2006; Burns & Westmacott, 2018; Çelik & Dikilitaş, 2015). In other words, the research phase emerged from the idea that teachers' collaborative action research with a focus on learners may improve teaching and learning.

Planning and implementation phase. For lesson preparation, determining the objectives of each lesson based on the research question was the initial step. After deciding on the objectives, the teachers began to prepare the activities for lessons. The schedule of each team teaching lesson was agreed upon depending on the teachers' available time during working hours. For each stage of the lessons, pre, during, and post, the team teachers shared the responsibilities of designing and preparing the activities. They displayed their role distribution on their lesson plans, including who would take the stage and when in class, even though they knew that there was always room for unexpected incidences. Second, they chose three case students (low-average-high profiles) whose responses, participation, and attitudes would be observed by the team observer throughout the lesson.

In the planning and implementation phase, the teachers prepared three main lessons and three revised lessons. Each lesson was observed by the team observer and videotaped by the researcher. During the lessons, two of the teachers were team teaching while the third teacher was observing the case students and taking notes on the lesson observation form. The observer was also in charge of interviewing the case students at the end of the lesson to receive feedback about the lesson and team teaching. After each lesson, the teachers met together and reflected on the lesson for 10 minutes.

The CPD practice that supported this phase was lesson study. In lesson study, a group of teachers plan a lesson together to resolve a learning problem of their students, by specifically observing the selected case students to evaluate their progress over the course of several lesson cycles. As students and their learning needs are the primary focus in lesson study (Dudley, 2014), the researchers integrated this practice into the team teaching model to facilitate close monitoring of student progress during the team teaching lessons. Referring to the observer's notes and feedback on the case students, the lesson was reviewed by the team teachers and they decided whether to reteach the lesson or continue with a new lesson plan.

Evaluation phase. There was a two-way process between the planning and implementation and evaluation phases. After each main lesson, the teachers reflected on the things that went well, that did not go as planned, and that could be done differently in the next lesson. In addition to this, they discussed the case students' feedback as well as feedback from the other students in class. The team teachers repeated this process six times with three main and three revised lessons. Writing a reflective lesson report was the final step in the evaluation phase. The purpose of this step was to encourage the teachers to reflect on their experience in each lesson. The teachers wrote individual lesson reports considering the aspects they learned from the experience, whether the activities and team teaching were successful, as well as reflecting on student motivation and participation and difficulties students experienced with different parts of the lesson.

The CPD practice integrated into the evaluation phase was lesson study. Similar to the "analyze and revise" phase of the lesson study, where student progress is continuously monitored and assessed through repeated revision lessons (Dudley, 2014), in the evaluation phase, the team teachers reflected on the lessons with the help of the observers' and students' feedback, and analyzed the documents such as worksheets and feedback forms. It is suggested that over the cycles of collaborative planning, observation, and analysis, teachers can see the features of student learning from others' eyes and they can have the opportunity to compare what is actually being observed in the lesson with the learning they believe to be occurring.

Dissemination phase. The purpose of the dissemination phase was to document the work, and share and present it to spread knowledge and experience. Initially, the teachers collected their documents together, such as lesson plans, activity work sheets, observation forms, and feedback forms. Then, they analyzed the data to obtain the findings of their research. In the end, they produced a collective research report, presenting the context, objectives, approach, findings, and discussion of their 18-week study. Upon completion of the report, they shared it on-line with their colleagues in the department. As the final step, the teachers made an oral presentation on team teaching in an in-house professional development event. Before completing the study, the researchers asked the teachers to reflect on their experience with the new team teaching model by providing specific examples, referring to particular moments and practices in the study.

Reflective practice was present not only in the dissemination phase but in every phase of team teaching in the study. It has been suggested that successful team teaching is essentially reflective work, and must include opportunities for it (Shannon & Meath-Lang, 1992). Thus, the teachers were encouraged to reflect on their experience from the first phase until the end. Another supportive CPD practice in the final phase was lesson study, due to its emphasis on documenting and dissemination, which encouraged teachers to adapt the model to their own teaching context (Cerbin & Kopp, 2006).

Results and Discussion

In this section, we present the results of the study and discuss its findings with reference to the literature. The findings of the study revealed that the teachers reflected on team teaching regarding what they learned from the experience, what they thought, and how they felt throughout the phases of the model. Before presenting the results, the themes that emerged from the data analysis are categorized and displayed in Table 2.

Table 2. Themes and Categories Emerged from Data Analysis

Themes	Categories
Reflections on Learning	Who am I? Who are you? What is team teaching? What to focus on in research? Adjusting to team teaching Involving students in team teaching Analysing the research data
Reflections on Thinking	Is team teaching right for me? A process involving many meetings Advantages of collaborative lesson planning Professional growth
Reflections on Feelings	Concerned and incompetent in the beginning Comfortable, productive, and competent by the end

Reflections on Learning

The data analyses indicated that throughout the phases of team teaching, the teachers became aware of their strengths and weaknesses as teachers as well as those of their teammates. In addition, they learned about what team teaching is and what they needed to focus on while doing action research. Finally, they acknowledged that they could adapt themselves to team teaching over time and gained experience in analyzing research data.

Who am I? The teachers agreed that they gained awareness of themselves as teachers with the steps taken in the preparation phase. It was clear that they had not thought about their teaching philosophy or did not know what teaching philosophy was before they became involved in team teaching practice. It was revealed that through this phase, they could question themselves, focus on how they were teaching as well as how their students learned. Elif expressed her opinion as follows:

What kind of teachers are we? How do our students learn? And what kind of philosophy do we have? We have looked over ourselves once more. I had a teaching philosophy of which I was not aware. Thinking about this was beneficial for me, as well. When a person asks me "What is your teaching philosophy?" now I have an answer.

In addition, the teachers implied that doing self-observation initiated reflective thinking by guiding them to think about their own teaching practice. They commented as follows:

At the end of the preparation phase, I started to know myself better as a teacher with the help of self-observation (Elif).

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

Further, they realized their strengths, weaknesses, and professional needs in the preparation phase, which they believed added to their professional development. Sevgi underlined:

We discovered the areas we needed to improve and understood that we could consider them as an opportunity for growth. In that respect, team teaching has highly contributed to our professional development.

Sevgi described her experience as a “turning point” in her career because she had not tried a similar practice before. She believed that she could understand what she really needed to improve professionally. She added that:

I watched myself for the first time and also, I watched my colleagues for the first time. It was a turning point in identifying my professional needs.

The findings indicate that self-observation practice in the preparation phase raised the teachers’ self-awareness. Self-awareness and self-observation have been identified as the keys to teachers’ professional development. They are regarded as crucial components that can pave the way to reflective thinking (Bailey et al., 2001; Harland & Kinder, 1997). Richards & Farrell (2005) stated that it is essential to gather data about the teacher’s behavior and practice in an objective and systematic way through observation to understand his/her teaching strengths and weaknesses and make decisions about what to change. Self-observation can also provide motivation for professional development if teachers work in a collaborative culture where trust, support, and openness are encouraged (Hargreaves & Dawe, 1990). Thus, self-observation might be a good beginning for teachers in planning their professional development.

Who are you? The data analyses revealed that the teachers became acquainted with their teammates, their personalities, and teaching styles during the preparation phase. In team teaching, it is essential to know your partner to ensure that you are compatible with one another. Elif expressed that it was achieved by means of discussion about teaching philosophies and peer observations.

I should recognize qualities in myself so that I can recognize them in others. Maybe we have conflicting or common features. In that sense, getting closely acquainted with ourselves and our partner really helped us. We realized on which topics we agreed and on which topics we disagreed.

Hülya highlighted that the preparation phase was good for sharing experiences with the teammates, reading one another’s teaching philosophy, and observing each other’s classes. She stated the following on this issue:

Team teaching is important for getting accustomed to team work. We achieved this by reading our philosophies and observing one another during the lessons. There will be a couple of people in the classroom during implementation. These people should know each other to help the lesson go well; so, it is important to know each other.

As team teaching involves peer observation, team teachers are able to gain insights and develop broader perspectives by observing each other (Bailey et al., 2001; Buckley, 2000). Peer observation has the benefit of developing a sense of collegiality and helping reflection, promoting discussion and sharing of good practices, and enhancing teachers’ self-confidence (Bandura, 1977; Bell, 2005; Donnelly, 2007). However, unless teachers’ partners are well-matched, the benefits of team teaching will not be incurred. For this reason, team partners should be familiar with each other and value each other’s opinions. The findings of the study showed that the new team teaching model advanced in the present study achieved this aim.

What is team teaching? Prior to the study, the teachers were somewhat familiar with the idea of team teaching. However, the activities in the preparation phase encouraged them to search and discuss what team teaching really was. Sevgi wrote:

I found the opportunity to familiarize myself with the idea of team teaching in this phase with the help of the articles we read and the discussions we had.

Similarly, Hülya emphasized the significance of the preparation phase for introducing them to team teaching. She said:

As team teaching was a new phenomenon in our lives, we had lots of questions and doubts about it. At first, we exchanged a lot of theoretical information. We mainly focused on what team teaching was. We exchanged information regarding team teaching models. Then, we did some research on how they were applied. Therefore, the preparation phase was highly significant for us.

At every phase of team teaching, clarifying what issues might pose a problem is essential to the comfort and productivity of the team (Benoit & Haugh, 2001). In addition, while working in teams, teachers may feel more enthusiastic about investigating, discussing, and employing alternative teaching practices (Kain, 2001). In the preparation phase, the teachers' taking responsibility for learning about team teaching might be attributed to the constructivist paradigm of teacher professional development. Corcoran (1995) states that teachers need opportunities that will allow them to explore, question, and discuss to be able to transfer newly acquired knowledge into their practice. We can suggest that our teachers in the study took the initiative to explore, question, and discuss team teaching which they will practice in the following phases.

What to focus on in research? All the teachers agreed that the most important aspect of the research phase was deciding what they were going to focus on during research. Since the focus of their action research was on listening for specific information, the teachers concentrated on preparing team teaching lessons in accordance with this area. Elif commented:

The research phase was a highly beneficial process. I can say we expanded our minds and it became clearer what to do within this phase. Particularly learning how a good listening lesson should be enabled us to proceed with firm steps.

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

I think there should be a research phase in team teaching. The implementation phase itself cannot be performed without this phase. This research phase also offered us some clarity about what to do when we show up in the classroom.

In addition, the teachers believed that they focused on the right learning problem by collecting students' opinions through a mini-questionnaire. They pointed out that they could have chosen a problem that was not a real concern for the students if they had not asked for their opinions. Elif explained as follows:

It (the research phase) directed me towards an important point: It was beneficial to ask the students. Maybe we were going to choose something randomly such as writing and could not get that reaction or proceed as we desired.

The research phase was thus a kind of exploration phase for the team teachers. Cordingley et al. (2003a) agreed that collaborative practices offer teachers more active learning opportunities to reflect on their teaching practices with a greater focus on student learning. This way, teachers can begin placing students at the heart of their teaching. Additionally, the teachers highlighted the significance of receiving students' opinions during their research to identify important areas of student need. This is in line with what SooHoo (1993) suggested about students in teaching and learning, that students and their perceptions are real and authentic sources of feedback on our teaching practice. A similar conclusion was reached by Lodge (2005), stressing that students should be actively involved in decision making about teaching and learning processes. Thus, we need to find ways to hear their views because they are the ones who can teach us the most about learning and learners.

Adjusting to team teaching. The data analyses revealed that the teachers became accustomed to team teaching during the planning and implementation phases. Since they had not known each other at the beginning of the study, it was challenging to plan and implement lessons together. Later, however, it seemed that the more they got to know each other, the more they were convinced of the merits of team teaching. Elif mentioned that it was “hard in the beginning” to work together, but it later turned out to be an opportunity since each member had something to contribute to the team. She elaborated on this point as follows:

This process was hard in the beginning, but then we started to get to know each other and ourselves better, and it got even more useful and productive in the end. One of us generated ideas, one of us analyzed them, and the other made them practical. We became each other’s filters.

Hülya emphasized that, at first, she felt irritated working with other people and sometimes took offense at trivial matters. After a while, she noticed that they learned how to be a team. She said:

It took time for us to get to know each other better and learn how to benefit from one another. The more time we spent together, the more efficient our sharing became. The time we spent together and the experience gained through sharing rendered team teaching more meaningful. That’s why spending sufficient time together is crucial in team teaching. We are expected to work in a crowded environment, and I used to be distracted by the slightest reaction, but I overcame this.

The data analyses suggested that the teachers’ not knowing each other well prior to the study was a challenge in planning and implementing lessons at the beginning of the study. However, the better the teachers got to know each other, the more they recognized the benefits of team teaching. Jang (2006) has shown that teachers can adjust well to team teaching and benefit from its opportunities if differences in their personalities and their expectations are well understood and if disagreements about teaching strategies are resolved. It was also emphasized that most of the team teaching was done outside the classroom and it was very useful to be a team during the lesson planning stage. This is consistent with the findings of Bailey et al.’s (1992) team teaching study. Despite its challenges, they found that the hardships of lesson planning were reduced in the later stages of the study. The participants stated that they “had the feeling: two heads are better than one” while they were planning lessons. Each team teacher contributed their ideas in the lesson planning stage and they also learned new ideas from their partners (p. 167).

Involving students in team teaching. In the research phase, the team teachers asked students about their learning problems. Then, in the evaluation phase, they received feedback from the students about the team teaching lessons. The teachers agreed that it was the most student-centered CPD activity they had ever taken part in. Elif stated:

I had been involved in CPD activities before. However, I had never been a part of a professional development activity providing first-hand student feedback and I was not even aware of its importance.

Hülya acknowledged that in team teaching they did most of the things based on students’ ideas such as choosing the topic of the lesson and designing activities that would engage them. Furthermore, they took note of the students’ interests and their proficiency levels, which they reported helped increase the effectiveness of the team teaching lessons. She explained it as follows:

We decided on the subject of the final lesson by asking students for their opinions, and paid attention to choosing activities that they enjoyed in previous classes. I think team teaching is more effective as we have taken into consideration both the levels and interests of the students. We put them at the heart of everything we did, which helped us achieve better results.

We understood that the teachers appreciated involving their students in team teaching for enhancing the quality of team teaching lessons. The literature is in line with the view that when students’ needs, opinions, and evaluation results are taken into consideration, CPD activities are likely to be more effective (Flutter, 2007; Flutter & Rudduck, 2004; Urquhart, 2001). Similarly, Allison (2014)

agreed that schools that look for ways to improve the quality of teaching and learning should value learners' views. In this study, the teachers' awareness of the role of students in improving instruction appeared to be heightened. Thus, we can propose that the new team teaching model provided teachers with a new perspective on this aspect.

Analyzing the research data. The teachers frequently referred to the dissemination phase where they analyzed the research data. Elif believed that it was good to have the findings of the research to see their progress and answer the research question. She claimed that the analysis of the research data enabled them to see which activities helped students listen more effectively and which activities did not. She summarized what they did as follows:

...we basically ended the study by analyzing materials, reporting on the research, and coming up with findings. Analyzing what we did was useful in terms of seeing the results of our study. We compiled all we had in our hands, reviewed them one by one and reached our findings. We had the chance to see how much progress we made on this point and what questions we could find answers to.

Hülya suggested that analyzing the results was as significant as conducting the research. This stage assisted them in understanding the important points of their research and how it contributed to their professional development. She mentioned that:

It was great to see the results of what we did throughout the semester and it was a good experience for me to analyze and report on what we achieved and did upon carrying out such an intensive study.

In sum, the teachers agreed that it was beneficial to complete the team teaching by analyzing the data, reporting on the research, and coming up with findings. This paved the way for seeing their progress, finding the answer to their research question, and learning which activities were effective for students. This also accords well with Atay (2007) and Burns & Westmacott (2018) who suggested that conducting classroom-oriented research, despite being perceived as challenging, proved to have an effect on teachers' professional competence and research skills. In other words, the teachers seemed to lead a participatory, research, and evidence-based professional learning activity congruent with the elements of effective CPD practices (Borg, 2015a).

Reflections on Thinking

The second theme regarding the teachers' reflections was related to their thinking throughout the phases of the model. We found that the teachers questioned the appropriateness of team teaching for their personality and the number of meetings they held. Despite this, they accepted that collaborative lesson planning held several advantages and team teaching encouraged them to grow professionally.

Is team teaching right for me? Elif and Sevgi were concerned about whether team teaching was appropriate for their personalities. In the one-on-one interviews held after the preparation phase, they stated that they would have preferred individual work to team work if they had been given the chance to choose between the two. Elif stated that:

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

Sevgi commented that she did not like the idea of working in a group in the beginning. Despite having no problems in the team, she said that she was more comfortable working on her own. She commented:

We did not encounter any problems, but I am a person who mostly likes working alone and does not like group work; however, this study required group work.

Similar problems were noted by Nunan (1992), who stated that "not every experienced professional can or wants to teach in a team" (p. 139). For this reason, teachers' years of teaching experience, personalities, and values are very significant factors to be considered before teams are

formed (Shannon & Meath Lang, 1992). This finding also correlates well with Johnson (2003) who found that team teaching might be good for some but not so good for others due to such concerns as workload, professional autonomy, power, and recognition.

A process involving many meetings. The teachers also thought team teaching was more difficult than solo teaching. They stated that the preparation phase lasted too long and it tired them before they began implementation. Elif said that:

It [team teaching] was much more difficult than a pretty tough lesson taught on my own. The preparation part took a long time and we discussed it for weeks. Thus, I think it was a painful process.

Likewise, Sevgi felt that she went through a difficult process because she was not familiar with team teaching at the beginning. They had to spend a lot of time and energy learning about it. She expressed her views as follows:

I underwent a tough experience during the team teaching preparation phase. After learning about team teaching in detail in the first phase, the thing that caught my attention was that it was really an exhausting and busy process. Maybe it was difficult for me because I did not understand team teaching completely. Now, I tell myself that it is actually not the application phase, but the preparation phase, that is important.

The teachers agreed that the number of meetings held in a week was sometimes too many, although this did not become a real concern in the later stages. They were all aware of the necessity of holding meetings to better coordinate the team teaching process. However, they cautioned against the possible challenges of doing team teaching with a full schedule, since it might be difficult to arrange meeting times during the week. Elif explained:

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

At the beginning of the study, the teachers were found to be prejudiced against team teaching and its practicality in class. The findings suggested that their ideas changed positively when they learned how to work together more efficiently. This is consistent with the idea that collaborative practices are not always comfortable or satisfying (Atay, 2007; Forte & Flores, 2014; Hargreaves, 1994; Rabb, 2009); for this reason, disagreement, stress, and opposition need to be predicted and accepted in CPD arrangements. Learning and change may create confusion about what teachers already know and resistance to change might sometimes lead to in-depth reflection (Musanti & Pence, 2010). Thus, the team teachers' earlier negative views on team teaching can be accepted as a natural reaction against the unknown.

Advantages of collaborative lesson planning. Apart from its hardships, the teachers also recognized the advantages of team teaching. Although in the first lesson plan, they mentioned the difficulties of collaborative lesson planning, their opinions began to change over the course of the following lesson planning meetings. It was stressed that lesson planning became easier because it required less effort and time than in solo teaching. As they got used to each other, this led to the natural distribution of lesson planning work. They became happy to share ideas with each other to construct the lesson plans and reported that there was always respect and understanding among team members, which seemed to enhance their motivation and performance. Elif described the benefits of collaborative lesson planning as follows:

With much less effort than we exerted for the first lesson plan, we could plan the subsequent lessons. Working on a team of three has been to our advantage. Once the lesson was planned, implementation was no big deal. We tried to work in an organized and systematic manner. Planning a third of the lessons was much easier. The time we spent planning gradually decreased. We had more opportunities to produce new ideas.

For Sevgi, being on a team made it easier to plan the team teaching lessons after some time. She said:

We realized that things went much easier in the subsequent lesson planning sessions. Although planning the first lesson was challenging, the more experience we gained, the easier it became.

Hülya stressed that it was only after they got to know each other better that collaborative lesson planning ceased to be a problem for them. After, each team member knew what to do for the lesson plan; therefore, they did not have to assign any responsibilities to each other.

Collaborative practices yield a “combined expertise” through which powerful lesson plans are produced (Richards & Farrell, 2005). Though teachers have identified planning team teaching as a constraint (Rao & Chen, 2019), when they engage in dialog, they notice a difference, learn from the experiences of others, and see that different ideas can co-exist. Moreover, through “the play of differences,” teachers create something that can be shared with others but that does not belong to anyone else (Game & Metcalfe, 2009, p. 47).

Professional growth. The teachers also stated that they noticed that they had improved professionally thanks to the stages they went through in team teaching. Elif suggested that team teaching was as beneficial to the teachers as it was for the students. She stated that:

At the end of the dissemination phase, I was aware of the improvement I had made, and I knew what I learned from the whole process. We benefited from this study as much as the students did. As we saw in the presentation yesterday (in-house CPD event), everyone in the team thinks she has made progress. We were happy to see improvements in our weak areas.

Likewise, Hülya reported that she recognized the benefits of team teaching for her professional development. She emphasized that the strengths of their teammates helped them to overcome their weaknesses. She said:

What team teaching contributed to me became clear at this point. I had the chance to see how we could overcome our weaknesses by relying on each other’s strengths.

Sevgi agreed that she grew professionally because of team teaching. She expressed her view as follows:

I believe I made progress in a professional sense with regard to my way of thinking and teaching.

Similarly, researchers proposed that collaboration has the power to lead to teachers’ professional growth by means of structures that reduce isolation and enhance understanding through practice (Darling Hammond & McLaughlin, 1995; Richardson & Diaz Maggioli, 2018; Sparks, 2002). As the current study’s findings show, the teachers acknowledged the effects of team teaching on their professional development.

Reflections on Feelings

The last finding of the study regarding the teachers’ reflections was about how they felt throughout the phases of team teaching. The data analyses indicated that the teachers’ initial concerns and feelings of incompetence shifted toward feeling comfortable, productive, and confident by the end of the study.

Concerned and incompetent in the beginning. The teachers reported that during the preparation phase, they were concerned about team teaching. Elif shared her feelings at the beginning of the study, as follows:

At the moment, I am still not sure about the outcome of this study. Now, I am more inclined to think it is not feasible.

Likewise, Sevgi was concerned about working with two other people, how to interact, how to express herself, and how to avoid possible conflicts. She noted:

I have two teammates in addition to the study being intensive. I have concerns such as how and what we are going to talk about to one another. Maybe I feel closer to one teammate and less intimate with the other. Or there may be times when I felt stressed that I might not clearly express myself about things I do not like.

In addition, it was found that they did not like the first experience with lesson planning because they were not able to express themselves clearly with one another. The teachers reported that the process of generating ideas for the first lesson plan was chaotic. They stated that their creativity was negatively affected and they felt pressured in the team, which caused them to feel incompetent. Hülya wrote:

In the beginning, when we all stated our ideas, it seemed chaotic to me. That's why I did not feel very comfortable at first in the lesson planning phase. This does not mean that I did not like the ideas but I felt like I could not be myself. For example, maybe I am more creative and active or can produce many more ideas under normal conditions, but I felt incompetent and anxious, unable to take a step forward in that platform.

Comfortable, productive, and confident by the end. In contrast to the teachers' negative feelings toward team teaching in the beginning, it was revealed that they were able to develop positive feelings such as increased comfort, productivity, and confidence in the end. Before getting used to team teaching, Elif found it to be very chaotic. Later, she stated that her tension was reduced. She was no longer worried about working as a team. In the second lesson planning session, her feelings became more positive when it was easier for the team to prepare the second lesson plan. Since there was more harmony already created among the team members, they felt more relaxed and confident about what to do together. Elif described her feelings below:

I can say that I have started to feel more comfortable when everything is settled. In the second lesson planning session, my feelings were more positive because we did not have much difficulty. I think that we were more comfortable working together, and that the group harmony increased. Personally speaking, I was more comfortable and productive in the second round.

Hülya said that her confidence increased in terms of knowing what activities and materials to offer students depending on their level and needs. She stated:

Now I know what to do at which phase, or which activity is better for which student group. At the end of this phase, I have gained self-confidence.

In the earlier interviews, Sevgi expressed her reservations about showing her disagreement with her teammates for fear of offending them and teaching her class with other teachers at the same time. Later, the findings indicated that she felt more comfortable working with other teachers both in and outside of class. Working as a team to accomplish their goals seemed to relax her and she felt supported and confident for not being alone in this job. She said:

This relief is very good for me. The second and third lesson planning engagements have gradually increased our confidence. Now, whenever the three of us come together, we make remarks such as "no need to worry, we can easily do anything, or even create something from scratch." We have completed three lessons so far. I have increased my self-confidence so much that I can now say that my partner or even someone else is welcome in my personal space and classroom; everyone is welcome to observe.

Similarly, several researchers reported on the affective outcomes of effective CPD practices, which might be positive or negative (Atay, 2007; Benoit & Haugh, 2001; Harland & Kinder, 1997; Rose & Reynolds, 2009). Cordingley, Bell, Rundell, and Evans (2003b, p. 4) suggested that changes from negative to positive in teachers' attitudes who participate in collaborative CPD practices are very likely and noted that "positive outcomes of the impact of collaborative CPD often emerged only after periods of relative discomfort in trying out new approaches; things usually got worse before they got better."

They reported on the studies that produced the following outcomes: “greater confidence among the teachers, enhanced beliefs of their power to make a difference in their students’ learning, the development of enthusiasm for collaborative working, a greater commitment to changing practice, and a willingness to try new things.” Thus, we can conclude that as a CPD practice, team teaching in our study generated several affective outcomes for the teachers shifting from negative to positive feelings.

Suggestions

The findings of the study have several implications for future practice. First, team teaching might be a challenging practice in addition to teachers’ main duties, such as planning lessons, grading papers, and invigilating exams. The new team teaching model requires a lot of time and effort to prepare, research, implement, and evaluate. Until teachers become adjusted, they might feel uncomfortable and dissatisfied with team teaching. This might adversely affect the quality of their work, decrease their motivation, and diminish the opportunity for professional development. In this case, teacher trainers or administrators might consider reducing compulsory teaching hours or other daily assignments of team teachers so that they can find sufficient time and energy for the task.

Another point is that there is not any “one-size-fits-all” CPD practice for teacher professional development. However, awareness might be regarded as the key to improvement. Self-observation, which can trigger teacher awareness and initiate reflection might be suggested as the main component of all CPD programs. Furthermore, peer observation might be encouraged among teachers who generally tend to believe that it is a judgmental process. For this reason, more consideration needs to be given to identifying the aims and outcomes of self and peer observation in educational institutions. All procedures should be clearly explained to the teachers before implementation and the peers who will observe each other should carefully be selected.

Third, there is not a single or best team teaching model. Depending on the context, student needs, and participant profiles, it is possible to design a context-specific and teacher-directed team teaching model through which both teachers and learners can achieve positive outcomes. However, as the results of the study suggest, team teaching can be accomplished only when partners have shared their teaching philosophies and confirmed that their personalities are compatible. Unless the participants can agree with each other in and outside the class, neither teacher nor student improvement can be achieved.

The results also revealed that the teachers’ understanding of learners changed positively throughout the study. With more awareness of involving students in the CPD practices, the teachers noticed that both their lessons and students showed progress. Here, it is important to underline that students should be placed at the heart of teaching and learning. Thus, teacher educators or mentors need to ensure that teachers are provided with more opportunities to experiment with students and participate in exploratory practices through classroom research.

We found that the teachers finished the study with enhanced self-confidence despite their initial negative feelings and attitudes toward team work. Therefore, teachers need to be well informed about the possible challenges of collaborative CPD practices and feel supported to be able to overcome their concerns. They should first receive guidance from teachers with previous experience in either team teaching or other collaborative teaching arrangements to benefit from their knowledge, skills, and experience. It should also be kept in mind that collaborative CPD and team teaching is not appropriate for everyone. For this reason, teachers’ participation in such practices might be on a voluntary basis. Teachers should not be left with the idea that they must be involved in these programs and will be evaluated according to their performance in the end. To get the most out of CPD practices, it is essential to give teachers the freedom to choose and lead their own CPD practices and help them to overcome their fear of being evaluated.

Finally, there seems to be a strong need for collaboration and cooperation among policy makers, universities, school leaders, teacher trainers, and teachers to enhance the standards and quality of teaching and learning. For an education system to receive better outcomes for teachers and students, pre-service and in-service staff need to work collaboratively and continuously exchange ideas and experiences. There should be more collaboration and interaction between pre-service and in-service teachers as well as more opportunities for observation and reflective practice. There might be some elective courses during pre-service teacher education in which student teachers will become familiar with CPD and CPD practices before they enter the profession.

Conclusion

Planning an effective CPD program and ensuring the professional development of teachers with different personalities, competencies, strategies, beliefs, and expectations is a challenging endeavor that requires a thorough but flexible approach (Richardson & Diaz Maggioli, 2018). The challenge might increase in settings where teachers are blocked by unsupportive administration, time constraints, working conditions, or a lack of motivation or training opportunities (Borg, 2013; Forte & Flores, 2014). However, professional development cannot take place in isolation (Musanti & Pence, 2010) or without the active involvement of teachers. Teachers need to be motivated by a school's administration and afforded opportunities to receive collegial support, provide feedback through observation and classroom research.

This study introduces a new model of team teaching based on five developmental phases and the integration of other CPD practices. We found that the teachers referred to the positive effects of self and peer observation, action research, student-centeredness, collaborative lesson planning, and revising lessons on their professional development. The results showed that despite some hardships, such as adjusting to team work and finding the energy and time needed for collaborative planning and teaching, this new model of team teaching can enhance teachers' awareness, trigger reflection, encourage thinking about student needs, and improve research skills. Therefore, when planning and designing CPD programs, some of these elements might be integrated into professional development practices to achieve better outcomes.

The study is not without limitations. First, we employed a single case study design with a limited number of participants, with the aim of exploring individual experiences in greater depth and in a unique setting. Therefore, it would be an error to generalize these research findings to a wider population. Second, the researcher's role changed from an active-participant to a non-participant during the study. When the researcher (the first author) actively participated in the study, her views, opinions, and experiences might have influenced the findings. To minimize this effect, particular attention was paid to disguising personal views and feelings during the collection of data and reporting of the findings.

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Appendix 1. One-on-one and Focus Group Interview Questions

INTERVIEW GUIDE

ONE-ON-ONE INTERVIEW QUESTIONS

- Q1: What process did you go through during the ... phase?
- Q2: In what ways have you gotten better in your profession during the ... phase? Please give examples.
- Q3: What problems did you encounter during the ... phase?
- Q4: What parts of the ... phase did you particularly like? Why?
- Q5: What parts of the ... did you particularly dislike? Why?
- Q6: What was especially satisfying to you about the ... phase?
- Q7: What did you learn about yourself as you worked on the ... phase?
- Q8: Have you changed any of the ideas you used to have about your profession?
- Q9: In what ways did the ... phase of team teaching meet your professional needs?
- Q10: If you were redesigning this phase of the model, what would you change or do differently?

FOCUS GROUP INTERVIEW QUESTIONS

- Q1: Do you think team teaching from a new perspective has contributed to your professional development?
- Q2: In what areas/ways do you think team teaching from a new perspective has met your professional needs? Could you please give examples (e.g., you as a teacher; your teaching practice in and out of class; your beliefs and opinions about teaching, students, professional development, research, collaboration, or team teaching)?
- Q3: What did you reflect on... phase? Could you please give examples?
- Q4: What do you think about the other CPD practices used within the framework of team teaching?