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The models of co-teaching and a spectrum for assessing collaboration: Examining English language co-teaching practices in South Korea

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Abstract

Many countries have developed co-teaching programs pairing native-English-speaking teachers with local English teachers. Despite the optimistic aims of these programs, research has revealed challenges for co-teaching, such as with teachers' contrasting belief systems or cultural differences. However, research has yet to examine the models of co-teaching applied and the extent of collaboration observed with multiple co-teaching pairs across different teaching contexts as is done in the present study. The study uses qualitative analysis, aiming to examine the approaches to co-teaching and the degree of collaboration with 14 pairs of co-teachers across different school levels (primary, middle, and high schools) in South Korea. Based on classroom observations and interview data, the study found that of seven models of English-language co-teaching (one teaching / one assisting, team teaching, one teaching / one assessing, parallel teaching, alternative teaching [pre-teaching], alternative teaching [re-teaching], and station teaching), the one teaching / one assisting model was prevalent for 10 dyads and the team-teaching model for four dyads. The other models of coteaching were not used or reported to be used by these participants. In addition, by focusing on the observed and stated practices of these participants, the study adds to the literature by showing how co-teaching collaboration occurs across a spectrum, from no collaboration to full collaboration, with differing levels of engagement throughout. The study suggests that this proposed spectrum will be useful for researching and assessing co-teaching practices, and it implies that the efficacy of co-teaching could be increased by supporting fuller collaboration and multiple approaches to co-teaching beyond the dominant one teaching / one assisting model.

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Keywords
collaboration, English Language Teaching (ELT), local English teachers (LETs), models of co-teaching, native English-speaking teachers (NESTs), non-native English-speaking teachers (NNESTs), South Korea

I Introduction

Many education systems in East Asia have developed English language co-teaching programs pairing local English teachers (LETs) with native-English-speaking teachers (NESTs). Prime examples include Hong Kong's Native-speaking English Teacher (NET) Scheme, the Japan Exchange and Teaching (JET) Program, the English Program in Korea (EPIK), and Taiwan's Foreign English Teacher Recruitment Project (FETRP). These programs were designed to increase the efficacy of public English education (Copland et al., 2016b, 2020), and since their inception in the 1980s and 1990s, these programs have garnered much attention from researchers, especially regarding issues with co-teaching implementation.

According to Murphy and Scantlebury (2010), co-teachers should 'plan, teach, and evaluate lessons together, working as collaborators on every aspect of instruction' (p. 1). In doing so, teachers should work 'together, sharing responsibility for meeting the learning needs of students and, at the same time, learning from each other' (Murphy & Scantlebury, 2010, p. 1). In reality, however, English language teaching (ELT) research has implied that this high standard for co-teaching has rarely been met. Although there are various models of co-teaching, such as having one lead while the other assists, the essence of Murphy and Scantlebury's take on co-teaching is that it is a collaborative endeavor; that is, it involves colleagues working together to suit the needs of their students. This sentiment is shared by Honigsfeld and Dove (2016, 2019), who emphasize that collaboration is the key for successful English language co-teaching and that it should span co-operative planning, teaching, assessment, and reflection (see also Dove & Honigsfeld, 2010, 2017). However, the literature on co-teaching programs in Asia has identified a number of issues inhibiting collaboration. These issues include the misguided native-speakerism influencing co-teaching programs (Copland et al., 2020; Jeon, 2020; Wang & Lin, 2013), unclear expectations for co-teachers (Copland et al., 2020; Kim, 2016; Yim & Hwang, 2019), the absence of successful models for co-teaching, insufficient training for co-teachers (Copland et al., 2016b; Wang & Lin, 2013), contrasting pedagogic beliefs, incompatible teaching styles, cultural differences (Kim, 2016; Rao & Chen, 2020), time constraints for planning, language barriers (Copland et al., 2016b; Moodie & Nam, 2016), the disparity between policy objectives and recruitment criteria (Jeon, 2020; Wang & Lin, 2013), and the issue of teacher turnover (Moodie, 2019, 2023).

While previous studies have revealed many discrete problems of co-teaching, they are not without limitations. Primarily, a sizable number of studies are based on a few teachers' accounts and confined to mostly primary school settings (e.g. Heo & Mann, 2014; Lee & Jang, 2023; Park, 2014; Yim & Ahn, 2018). Although these studies have contributed a better understanding of co-teaching experiences – for instance, how NESTs

develop identities as teachers in foreign education systems (Lee & Jang, 2023) or are marginalized from the local communities of practice (Yim & Ahn, 2018) – this line of research may not represent the realities of co-teaching practices on a wider scale. In contrast, many larger studies have surveyed multiple participants in multiple countries and, in doing so, have contributed better understandings of systemic issues, such as the problems with native-speakerism and mismatches between co-teaching policy and practices (Copland et al., 2016b, 2020; Jeon, 2020; Wang & Lin, 2013). Although these and other studies have contributed much for understanding co-teaching programs, there has been a lack of recent studies investigating the models of co-teaching being used in classrooms and the degree of collaboration involved in co-teaching. Thus, by focusing on English co-teaching practices in South Korean public schools, the present study was designed to bring a better understanding of the models of co-teaching and the depth of collaboration involved in co-teaching.

II Literature review

1 Research on co-teaching in Asia

The English co-teaching programs in Asia share many similarities (Copland et al., 2016b, 2020; Jeon, 2009, 2020). For one, they were developed in the globalization era, and with English established as a global language, governments saw increasing the English proficiency of their populations as essential for national success. The programs were designed to address perceived shortcomings for local public school English education, where classes were generally taught by local teachers using their first language (L1) as the medium of instruction. As such, the programs were designed to enhance the teaching methods and English proficiency of the local teachers. In doing so, the programs were based on a latent ideology of 'native-speakerism', the belief that native speakers of a language would make the best teachers of that language. Because of this, the programs recruit NESTs from the so-called inner-circle countries and they generally under-value the importance of professional qualifications and experience for effective ELT. For instance, the basic requirements for Japan (and until recently, Korea) are for applicants to have an undergraduate degree in any subject and be citizens of a Western English-speaking country.

Co-teaching in East Asia has received a fair amount of attention from researchers over the years, and much of the research has pointed towards issues with the programs. For instance, many studies have noted the ambiguous roles for NESTs and LETs, the lack of training, and the absence of effective teaching models in multiple programs (Copland et al., 2016b; Jeon, 2020; Kim, 2016; Moodie & Nam, 2016). As Moodie and Nam (2016) stated in a wide-scale research review from Korea, co-teachers' 'roles are not clearly defined and as a result need to be negotiated between the NEST and (L)ET as they work together' (p. 82). The research showed that factors such as the differing educational and cultural backgrounds, individual willingness to cooperate, language barriers, and power differences between tenured LETs and non-tenured NESTs influence the degree and success of collaboration. The ill-defined roles and lack of training 'results in considerable variance in how co-teaching is practiced' (p. 82). However, the specific

models of co-teaching (Cook & Friend, 1995; Dove & Honigsfeld, 2010, 2017) applied in classrooms have rarely been investigated in Korea, presenting an opportunity for the present study. Many of the previous studies, if they include classroom data at all, are based on a few cases, making it challenging to examine variation in co-teaching. As with Mourão (2021), including multiple cases here presents an opportunity to contribute a better understanding of the models of co-teaching and respective collaboration involved in the classroom.

The identities and comparative perceptions, or pedagogic beliefs, of NESTs and LETs is another strand of research important for understanding collaboration. A relevant aspect concerning the present study is how the respective participants view their roles as co-teachers. Reports of NEST perspectives range from those seeing their role as 'performing monkeys' (Jeon, 2009, p. 238) to those who see themselves as legitimate professionals, such as some of the participants in Copland et al.'s (2016b, 2020) investigations. A common contrast referred to in the literature is that NESTs generally see themselves as language experts, while the LETs, who in most cases are qualified, full-time public school teachers, tend to see themselves as pedagogy experts who understand the needs of their students better than the NESTs (Copland et al., 2016b; Kim, 2016; Moodie & Nam, 2016). Different cultural and educational backgrounds have also been associated with different perspectives. For instance, one study indicated that:

> while NESTs believed student-centered, task-based activities were the most effective way to present material, [L]ETs tended not to place much value on student participation. This correlated with their understanding that the role of a teacher is to transmit knowledge, whereas NESTs generally saw the role of a teacher as a facilitator and that students needed to discover language for themselves. (Balanyk, 2012, as cited in Moodie & Nam, 2016, p. 81)

Teacher identity research is helpful for understanding co-teaching. In this regard, LETs generally see themselves as professional educators, that is, core members of the community of practice, whereas the NESTs find themselves on the periphery, often excluded from core aspects of teachers' professional lives, such as with meetings, planning, and social events (Charles, 2019; Kim, 2016; Lee, 2019; Lee & Jang, 2023; Rao & Chen, 2020; Yim & Ahn, 2018; Yim & Hwang, 2019). In addition, Park's (2014) study is helpful for understanding interactional patterns between two co-teachers, showing how the participants co-managed teacher talk and negotiated taking the floor. These studies relate to and inform the present study by pointing to issues regarding differing pedagogic beliefs and identities as challenges for co-teaching. What the present study will add is an examination of the models of co-teaching applied in numerous classrooms and a heuristic assessment of their levels of collaboration.

Additional related studies have examined broader factors related to co-teaching, such as the ideologies behind the programs (Copland et al., 2020; Jeon, 2020), politics and budget constraints (Choi et al., 2016), and issues with policy (Jeon, 2020; Wang & Lin, 2013). Although co-teaching has drawn much attention from researchers pointing at issues with the programs, very few have included observations of multiple pairs of co-teachers across different school levels (primary, middle, and high schools). As other researchers have recently argued (Copland et al., 2020; Rao & Chen, 2020; Yim & Hwang, 2019),

further research on co-teaching is needed. Including multiple co-teaching pairs across different contexts presents an opportunity to investigate the models of co-teaching and spectrum of collaboration occurring in co-teaching, which is the aim of the present study. The studies cited above are helpful in that they highlight some of the systemic issues for co-teaching relevant to our findings below.

2 Models of co-teaching

In order to operationalize co-teaching, in this study, we will define it based on Murphy and Scantlebury's (2010) description quoted in the introduction, the essence of which points to collaboration between co-teachers in matters of planning, teaching, and assessment (see also Honigsfeld & Dove, 2019). As for the models of co-teaching, we will adapt the seven models of ESL co-teaching from Dove and Honigsfeld (2010, 2017), who expand on the five models introduced by Cook and Friend (1995). For this study, we will define these models as follows:

1. One teaching / one assisting, where one teacher leads while the other assists as required, for example, by circulating around the class and helping individuals or groups with instructions or language content.
2. Team teaching, where both teachers share the instructional duties relatively equally, for example, by co-leading activities, by taking turns leading different activities or lesson stages, and/or by modeling activities and dialogs together.
3. One teaching / one assessing, where one leads while the other circulates and observes, for instance, taking notes or following checklists for assessment that can inform future teaching.
4. Parallel teaching, where the class is divided into two groups, but each teacher teaches the same content to their group.
5. Alternative teaching (pre-teaching), where students are divided into two groups based on levels and one co-teacher works with the lower-level group, for instance, pre-teaching or previewing upcoming content, while the other teaches the rest of the class alternative, perhaps higher-level content.
6. Alternative teaching (re-teaching), where students are divided into two groups based on levels and one co-teacher works with the lower-level group, for instance, re-teaching or reviewing content, while the other teaches the rest of the class alternative, perhaps higher-level content.
7. Station teaching, where the classroom is divided into two stations, and each co-teacher is responsible for teaching at their station. Alternatively, they might set up multiple stations and monitor and assist student groups as they rotate through the stations.

Each model has different strengths and relevant applications. The one teaching / one assisting model, for instance, is easy to adapt and requires less planning than the others. Station teaching is useful for group work, while the alternative teaching models are particularly useful for integrating lower-level students or for providing extra help for

those who require it. Team teaching is great for modeling interactional patterns and authentic discourse for students. Whichever model is applied, Cook and Friend (1995) asserted that 'teachers' shared beliefs about teaching and learning are fundamental to successful co-teaching' (p. 10) and that two critical needs for successful co-teaching programs are professional preparation and administrative support (see also Dove & Honigsfeld, 2017).

As for the research, we could find only one study investigating these models with English-language co-teachers in Asia. Rao and Yu (2021) did an experiment testing the efficacy of the one teaching / one assisting, station teaching, and team-teaching models in comparison to conventional, single teacher classes in a Chinese university. Their study made an important contribution, providing evidence that each model of co-teaching led to greater gains in proficiency (as measured by pre- and post-tests of reading proficiency) than traditional, single teacher classes. Interpretations for these results included that it provided a good language environment for students; for instance, co-teachers were able to model language use and interact more with students than in single-teacher classes. They also found that these co-teaching models contributed to a favorable classroom atmosphere and complementary teaching behaviors, for example, through applying both top-down and bottom-up strategies during instruction. Of central importance for the present study, Rao and Yu (2021), and Rao and Chen (2020), pointed to the need for further research regarding the application of co-teaching models in language classrooms and asserted the need to look at multiple dyads in other contexts, which helped inform the design of the present study.

To summarize the impetus for the study, it aims to investigate the models of co-teaching applied in multiple public school classrooms and contexts (primary, middle, and high schools) and the depth and degree of collaboration involved in co-teaching practices. In doing so, it will consider classroom observations and the participants' perspectives on their collaboration and co-teaching practices. Thus, it will investigate the following two research questions:

- Research question 1: To what extent are the seven models of co-teaching evident in Korean public school English classes?
- Research question 2: To what extent do NEST and LET co-teachers collaborate in Korean public schools?

III Methods

This study uses qualitative research methods (Miles et al., 2014), which provide a means for investigating the co-teachers' experiences in the classroom context and school system. The study includes 14 cases of co-teaching in elementary, middle, and high schools. Data comprise interviews, observations, and field notes for the analysis of the co-teachers' accounts of their co-teaching practices. The analysis involves multi-cycle coding and constant comparative analysis with the aim of organizing codes under themes and categories, ultimately leading to a better understanding of the models of co-teaching involved and a heuristic spectrum that encompasses their levels of collaboration in co-teaching.

1 Research context

This study is set in South Korea, where the English Program in Korea (EPIK) was established in 1995. EPIK, and its related provincial and municipal programs, were founded with the following goals:

1. to help Korean students and teachers improve communication skills;
2. to develop textbooks and materials;
3. to improve English teaching methodologies;
4. to promote cultural awareness among students and teachers in the program; and
5. to enhance Korea's image abroad (EPIK, 2023).

To accomplish these goals, EPIK recruits NESTs from seven countries (Australia, Canada, Ireland, New Zealand, South Africa, the UK, and the US). The minimum requirements for NESTs are a BA in any field and a basic TESOL/TEFL certification. Once hired, NESTs get a one-year contract, are assigned to a school (or in some cases schools), and then partnered with LETs for the contracted term. In most cases only one NEST is assigned to a school, thus NESTs generally work with multiple LETs during the year. Despite co-teaching arrangements, LETs have the final authority for student grades.

2 Researcher positionality

As research collaborators, we span emic (insider) and etic (outsider) perspectives (Headland et al., 1990). The first author, similar to the LET participants, was educated in Korea and has a teaching certification for secondary schools. The corresponding author, similar to the NEST participants, is a native English user from a Western country. We both have prolonged engagement in the education system of Korea as researchers, English teachers, and teacher trainers.

Our vision of co-teaching is similar: We concur with other researchers who assert that collaboration is the backbone of co-teaching and that successful co-teaching involves a shared vision of pedagogy and collaboration across planning, teaching, assessment, and professional development (Cook & Friend, 1995; Dove & Honigsfeld, 2017; Mourão, 2021; Murphy & Scantlebury, 2010). In addition, regarding English-language co-teaching in Asia, we believe that language modeling of target language features of the curriculum should be a core aspect of co-teaching. Most students in countries such as China, Japan, and Korea rarely have the opportunity to use or hear authentic English outside the classroom (and, regrettably, often inside the classroom as well). For this reason, the classroom interactions between NESTs and LETs should provide consistent and ongoing opportunities for students to recieve comprehensible input. We strongly believe that LETs' roles should not be reduced to being merely assistants or classroom managers. They have a crucial role for being language models for students. As with others (e.g. Copland et al., 2020; Jeon, 2020; Waddington, 2022), we challenge the latent native-speakerism behind many co-teaching programs and believe that LETs have a crucial role to play as legitimate users of English for their students.

Table 1. The native English-speaking teachers' (NESTs') background information.

Pseudonym	Gender	Age (decade)	Home country	Teaching experience (years)	Education
Wilson	Male	Thirties	US	1.5	BA
Anthony	Male	Twenties	US	0.5	BA
Charles	Male	Twenties	US	0.5	BA, TEFL Cert.
Gabriel	Male	Thirties	US	9.0	BEd
Angela	Female	Twenties	US	1.5	BA
Clara	Female	Twenties	US	0.5	BA, TESOL Cert.
Kristine	Female	Twenties	Canada	5.5	BEd
Bob	Male	Twenties	US	2.0	BA
Neil	Male	Twenties	US	1.5	BA
John	Male	Thirties	Ireland	7.0	BA, CELTA
Mark	Male	Thirties	New Zealand	4.0	BA, TEFL Cert.
Richard	Male	50s	Canada	3.5	BA
Ellie	Female	Twenties	US	1.5	BA

3 Participants

Participants were recruited purposively through snowball sampling. Participant recruitment began through contact with relevant parties in the first author's professional network. People contacted were asked to share information about the study with others who might be interested in participating or who could recommend other participants. In recruiting teachers, we sought dyads across different school levels (primary, middle, and high schools). Fourteen pairs of co-teachers (14 LETs and 13 NESTs) in a large metropolitan city participated in the study. Table 1 contains the NESTs' basic demographic information.

As shown above, the majority of NESTs have limited experience in teaching. Over half of the participants were early career English teachers (less than 2 years' experience), and 40% of the NESTs had degrees from areas other than English or English education. For instance, Charles, Clara, John, Mark, and Neil majored in visual art, East Asian Studies, history and politics, audio production, and business, respectively. Gabriel and Kristine were qualified teachers in their home countries, and as the findings will show, their experience and background has relevance regarding their self-efficacy in teaching and levels of collaboration with their co-teachers. All the local co-teachers were Korean nationals and L1 speakers, and all were tenured teachers with degrees in English education (see Table 2).

A noticeable aspect is the gender disparity between these two groups. While 9 of 13 (69%) NESTs were male, only 3 of 14 (21%) local teachers were. Regarding teacher training, all the local teachers majored in English education and received standardized teacher training from accredited university programs, following requirements of the Korean Ministry of Education. They were all fairly advanced in using English as they had passed national teacher certification exam for English. In general, local teachers had

Table 2. The local English teachers' (LETs') background information.

Pseudonym	Gender	Age (decade)	Teaching experience (years)	Education	Co-teacher	School level
Ms. Son	Female	Twenties	< 3	BA	Wilson	High
Ms. Kim	Female	Thirties	3~7	BA	Wilson	High
Mr. Lim	Male	Thirties	10+	BA, MA	Anthony	High
Ms. Suh	Female	Twenties	< 3	BA	Charles	High
Ms. Shin	Female	Forties	3~7	BA	Gabriel	High
Ms. Cho	Female	Thirties	7~10	BA, MA	Angela	High
Ms. Won	Female	Twenties	< 3	BA	Clara	Middle
Ms. Yoon	Female	Forties	10+	BA	Kristine	Middle
Mr. Ryu	Male	Forties	10+	BA	Bob	Middle
Ms. Pae	Female	Forties	10+	BA	Neil	Middle
Ms. Yin	Female	Forties	10+	BA, MA	John	Primary
Ms. Ahn	Female	Thirties	< 3	BA, MA	Mark	Primary
Ms. Lah	Female	Twenties	< 3	BA	Richard	Primary
Mr. Pak	Male	Thirties	3~7	BA, MA	Ellie	Primary

Notes. Regarding the teachers' names, we have decided to follow cultural norms. Korean teachers are generally referred to by their family name and title (*seonsangnim* 'teacher'), which is often translated as Ms./Mr., whereas Western co-teachers are generally referred to by their given names. Wilson's name is listed twice because he was observed with two co-teachers in this study.

extensive teaching experience, as shown in the higher ratio of the LETs (64%) with more than three years of teaching, in comparison with the NESTs (38%).

4 Data collection

Primary data comprise classroom observations and interviews. Fourteen classes were video-taped (one for each pair), and 27 interviews were conducted, one with each participant. Note that one participant (Wilson) had two co-teachers (Ms. Son and Ms. Kim), which is why there were 27 interviews as opposed to 28. Additional data include field notes and case study summaries. While our findings below are based on the observation and interview data, the field notes and case study summaries were used to support the analysis, especially in the final stages. Given the large data set, having these additional data was helpful for confirming the themes that were arising and also for checking the models of co-teaching and the levels of collaboration that were observed.

The class observations ranged from 40 to 50 minutes depending on the instructional time required in different school settings: 40 minutes for primary, 45 minutes for middle, and 50 minutes for high school contexts. During these classes, the first author sat at the back of the class, video recording each session while keeping notes.

Later, video recordings were re-watched three times and full observation reports were compiled, including partial transcripts and summaries of the types of collaboration and

interaction occurring during the classes. The observation reports tracked the following nine categories of data during the classes:

- what the LET was doing (and what language they were using);
- what the NEST was doing;
- notes about student actions;
- teacher talk and communication;
- the skill focus;
- the materials used;
- the seating arrangements;
- the activities and sequences of the class; and
- other notes about the co-teachers' collaboration.

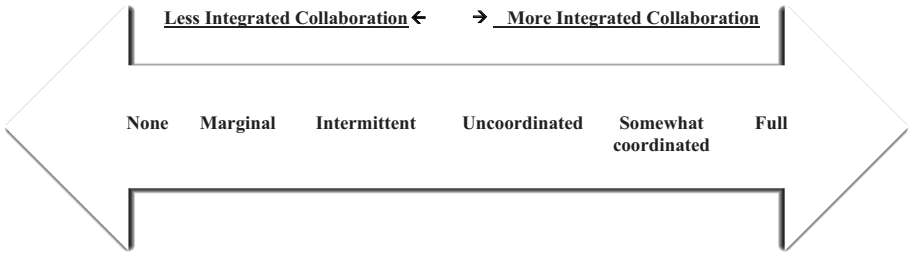
To condense these data, we wrote case study summaries for each participant, which helped support the analysis.

Semi-structured interviews (40–70 minutes) were also conducted by the first author in private rooms on site. Co-teachers were interviewed separately, and the interviews were done in the participants' native language. The research aims were described to the participants prior to data collection and consent was obtained from the participants. It was made clear that the research was non-evaluative and sought to document the normal classroom practices and to gather teacher perspectives on those practices.

5 Analysis

Data were analysed with qualitative data analysis software (QDA Miner Lite 2.0), following Miles et al.'s (2014) guidelines. The first-cycle coding involved covering the text data (observation reports and interview transcripts) with descriptive and inductive codes. In addition, deductive codes were derived from the observation reports (e.g. giving instructions, translating, and classroom management) and the follow-up interview data (e.g. lesson planning, roles, and approach to co-teaching). Once this cycle was complete, second-cycle coding was performed to identify patterns by organizing the codes under categories and themes. The researchers regularly met to build consensus for the emerging categories and themes during this cycle. Once this second stage approached saturation, where the categories and themes stabilized, case study summaries were written for each co-teacher along with additional analytic memos documenting the prominent themes associated with each pair of co-teachers.

During this process, which involved constant comparative methods, it became apparent that collaboration occurs across a spectrum. For our study, we analysed our 14 dyads according to how engaged and integrated their collaboration was. In this part of the analysis, we defined six categories and plotted our 14 dyads along the spectrum according to how integrated and coordinated the collaboration was during the observation classes (none, marginal, intermittent, uncoordinated, somewhat coordinated, and full collaboration). The spectrum is presented below (see Figure 1), where we explain the categories and provide support for the analysis. In order to



Levels of Collaboration along the Spectrum

None: A complete lack of collaboration. For instance, a co-teacher may not come to class or come to class but not participate in the lesson. The lack of interaction between co-teachers leads to a lack of target language modelling for students.

Marginal: Both teachers are present, but one is only marginally participating, that is, at the margins of class, such as the beginning and/or the end. For instance, this may entail just greeting the class and taking attendance, just dealing with a behavioral incident, or participating only if asked. There is little or very little interaction between co-teachers and it is not evidently integrated with target language/target language features of the curriculum. Collaboration is unsustained throughout the lesson.

Intermittent: Both teachers are present, but one is clearly leading but the other is only intermittently involved, for instance, by occasionally translating, monitoring, and/or dealing with behavioral incidents. Interaction between co-teachers is intermittent and is not evidently integrated with target language/target language features of the curriculum.

Uncoordinated: Collaboration is at least partially integrated and sustained through the lesson, but there is a lack of success with the collaboration. For instance, there may be communication issues or low-levels of rapport evident between co-teachers or there may be issues due to a lack of planning. Interaction between co-teachers may occur frequently, but it is not evidently integrated with target language/target language features of the curriculum.

Somewhat coordinated: Collaboration evident through most stages of a lesson, for example, with frequent translating, monitoring, assisting, assessing, or providing classroom management. There is frequent interaction between the co-teachers; however, as with the categories above, interaction between co-teachers is not evidently integrated with target language/target language features of the curriculum.

Full: Collaboration evident throughout lesson procedures regardless of the model being applied. Co-teachers demonstrate rapport and team work. Interaction between co-teachers is integrated with target language/target language features of the curriculum, thereby providing a language model and sustained comprehensible input for students.

Figure 1. A spectrum, of co-teaching collaboration.

enhance the trustworthiness of the study, we have triangulated the observation data with interviews and field notes and included multiple participants across multiple school levels.

IV Findings

1 Observed models of co-teaching

To start, Table 3 indicates the teaching models observed in the 14 classrooms. As can be seen, the one teaching / one assisting model was dominant, used by 10 of the 14 pairs. Four of 10 pairs applied the team-teaching model, and only Ellie and Mr. Pak used multiple models in class, switching from the team-teaching model to the one teaching / one assisting model during their main activity in class. Station teaching, parallel teaching, neither form of alternative teaching, and the one teaching / one assessing model were not applied, and in their interviews none of the 27 participants indicated that they used these models in their teaching.

During observations, the NESTs primarily led their classes and the LETs' roles primarily involved translating and helping with classroom management. Across the classes, the LETs used mostly L1 during class. As Clara, a middle school co-teacher, mentioned, the lack of English use is contrary to policy recommendations for English-mediated instruction in Korean public schools, saying that she was 'sort of worried about her [Ms. Won] using just Korean ... because just translating into Korean is not going to help them learn English'.

Although these models provide an empirical basis for investigating approaches to collaboration, as we have indicated, a limitation of Dove and Honigsfeld's (2010, 2017) model and of Cook and Friend's (1995) earlier model is that they do not account for the depth and degree of collaboration evident in co-teaching practices. For instance, based on our observation data, we found that the secondary school NESTs led for about 80% of class time, whereas in primary schools the LETs tended to be more equally involved regardless of the model applied. Moreover, there were clear individual differences involved in collaboration. For example, Gabriel and Kristine, the qualified teachers, confidently led their classes, drawing on their prior experience. In contrast, Mark quipped of his partner that 'she is the teacher, I am the robot,' attesting to his perceived marginalization in the classroom. For these reasons, we shall consider this aspect using a spectrum of collaboration as an analytic framework to investigate and assess the depth and degree of collaboration involved in co-teaching.

2 Collaboration among co-teachers

As indicated in Section III, through applying constant comparative methods, it became evident that collaboration in co-teaching occurs across a spectrum. We propose and define this spectrum according to the degree and depth of interaction and shared instruction, both stated and observed, between the NESTs and the LETs during the study. It is intended as a heuristic model, useful for gauging the levels of collaboration involved in co-teaching. It is not intended to be an explanatory model of why collaboration breaks

Table 3. Observed co-teaching models.

1. One teaching / one assisting	2. Team teaching	3. One teaching/ one assessing	4. Parallel teaching	5. Alternative teaching (pre-teaching)	6. Alternative teaching (re-teaching)	7. Station teaching
High school:						
Gabriel and Ms. Shin	Charles and Ms. Suh	(none)	(none)	(none)	(none)	(none)
Anthony and Mr. Lim	Angela and Ms. Cho					
Wilson and Ms. Son						
Wilson and Ms. Kim						
Middle school:						
Kristine and Ms. Yoon						
Neil and Ms. Pae						
Bob and Mr. Ryu						
Clara and Ms. Won						
Primary school:						
John and Ms. Yin	Mark and Ms. Ahn					
	Richard and Ms. Lah					
Ellie and Mr. Pak	(Ellie and Mr. Pak)					

Table 4. The spectrum of collaboration observed.

	← Less integrated collaboration			More integrated collaboration →		
	None	Marginal	Intermittent	Uncoordinated	Somewhat coordinated	Full
High school		Gabriel and Ms. Shin	Anthony and Mr. Lim Wilson and Ms. Son Wilson and Ms. Kim	Angela and Ms. Cho	Charles and Ms. Suh	
Middle school		Kristine and Ms. Yoon Neil and Ms. Pae Bob and Mr. Ryu		Clara and Ms. Won		
Primary school				Richard and Ms. Lah Mark and Ms. Ahn	John and Ms. Yin Ellie and Mr. Pak	

down, which has been extensively discussed in prior literature (e.g. Copland et al., 2016b; Rao & Chen, 2020). Figure 1 above presents a visualization of this spectrum Later, we plot our participants along the spectrum (Table 4).

As can be seen, the spectrum ranges from less integrated collaboration on the left to more integrated collaboration on the right. The less integrated side involves collaboration that is either intermittent, marginal, or non-existent. The more integrated side involves collaboration that appears intentional and is sustained throughout the stages of a lesson. Next, we further describe the spectrum's categories based on evidence from our data.

a No collaboration (none). This category indicates that no collaboration was evident, which includes cases where one teacher is absent or not involved in lesson procedures at all (e.g. not coming to class, standing to the side, sitting at their desk, or sitting at the back). Thus, there would be no meaningful interaction between co-teachers during lesson procedures that could serve as comprehensible input for students. At this level, co-teachers' collaboration is completely unintegrated.

Although there were no instances of this during the observation period, five of the NESTs described situations where this happened, expressing difficulties or frustrations working with LETs who would not show up or stay in class (Angela, Charles, Clara, Ellie, and Neil). As Ellie explained, 'When I first got here, for my first six months, I didn't have a co-teacher. I went from room to room and ... the homeroom teachers would leave.' Apart from co-teaching breaking down, this presents a significant pedagogical issue, which she acknowledged: 'I'm not a certified teacher and I don't speak Korean, so discipline is very hard, and, you know, keeping control of the classroom.' In addition, it is worth noting that

there was little evidence of collaboration in terms of planning and assessment in the study. As Wilson stated, 'There is this wonderful hypothetical dynamic between the co-teachers that doesn't really exist so much when you're actually teaching.'

b Marginal collaboration. We define marginal collaboration as situations where both teachers are present, but one is clearly leading and the other is only marginally participating (e.g. taking attendance, dealing with specific behavioral incidents, or helping a student only if asked to do so). Thus, at this level, one of the co-teachers is not involved in lesson procedures in any meaningful way, and there would be very little interaction occurring between the co-teachers during the lesson procedures. The marginal aspect indicates that the participation of one co-teacher is at the margins of class, that is, only participating at the beginning and end or if a problem arises.

As Table 4 indicates, four pairs exhibited what we call marginal collaboration, where the LET appeared to be disengaged for most of class. Examples of marginal collaboration came from Neil and Ms. Pae, who stood at the back during class and only stepped in to discipline students twice, and from Bob and Mr. Ryu, who stood at the front corner most of the time, only stepping in to help pass out worksheets and to translate a few content words. In both cases, there was almost no interaction between the co-teachers during class, meaning that the benefits of co-teacher interaction for student learning, as discussed by Park (2014) and Rao and Yu (2021), were not being realized.

c Intermittent collaboration. This category refers to situations where both teachers are present, but one is clearly leading and the other is intermittently involved in lesson procedures (e.g. occasionally translating to facilitate student comprehension, monitoring, and/or dealing with behavioral issues). Compared to marginal collaboration, intermittent collaboration involves more frequent participation of both teachers. There may be some interaction between co-teachers, but it is unplanned and spontaneous and thus not a purposeful aspect of the lesson procedures. Importantly, the interaction does not appear to provide clear comprehensible input for students, nor does it model the target language from the textbook or other materials.

The three cases of intermittent collaboration had similarities with the marginal cases in that the LETs seemed disengaged from the lesson procedures; however, what differentiated these cases was that the LETs were somewhat more frequently involved, such as to provide translations when requested or to monitor students during activities. This was the case with Anthony and Mr. Lim, where Mr. Lim's participation involved translating Anthony's instructions for students at various stages. Other than that, he offered minimal help during the lesson, acting more as an observer than a co-teacher. A similar pattern was observed with Wilson and his co-teachers.

d Uncoordinated but sustained collaboration. Compared to the earlier categories, the key difference for uncoordinated collaboration is that it was more sustained throughout the lesson. As such, the LET participants in this category were somewhat more engaged with their lessons than the LET participants who had marginal or intermittent collaboration; that is, there was an effort or apparent intention for both teachers to be involved throughout the stages of a lesson. However, the uncoordinated aspect indicates that there was a

lack of success in the collaboration. For instance, communication issues were evident between the co-teachers in this category, which may be due to a lack of co-planning or low levels of rapport. In these cases, whether applying the one teaching / one assisting model (Clara & Ms. Won) or team-teaching model (Angela & Ms. Cho; Richard & Ms. Lah; Mark & Ms. Ahn), the transition from one teacher to the other was uncoordinated; for example, a LET may have 'jumped in' or interrupted the lead NEST teacher during lesson procedures. As with marginal and intermittent collaboration, interaction is unplanned and not clearly a purposeful part of the lesson procedures; however, the distinguishing feature is that interaction is sustained (or at least evident) through all the stages of a lesson.

Regarding this type of engaged but uncoordinated collaboration, we shall illustrate it with two cases. First, although Angela and Ms. Cho's class was led mostly by Angela, Ms. Cho made efforts to get involved, for example, by interjecting multiple times to elaborate on Angela's instructions or to translate them. Such interjections were visibly not appreciated by Angela and seemed to undercut her authority. In her interview, Angela reiterated that she was not comfortable about Ms. Cho cutting in to take the lead, something that she said happened frequently. A similar pattern was observed with Clara and Ms. Won. Although they were applying the one teaching / one assisting model, Clara was clearly frustrated when Ms. Won repeatedly interrupted to provide translations for students during her instructional phases, which broke the flow of her lesson. In both cases, and with Richard and Ms. Lah and Mark and Ms. Ahn, each co-teacher was engaged in the lesson; however, their collaboration was uncoordinated and lacked the team work apparent in the remaining cases. In addition, there were apparent tensions between the co-teachers caused by unplanned attempts to take the floor on the part of LETs, which made the NESTs uncomfortable.

e *Somewhat coordinated collaboration.* At this level, collaboration is evident throughout most procedures of the lesson, and the co-teachers demonstrate rapport and teamwork, for instance, with one leading and the other providing support, such as with translations, monitoring, and classroom management. Whether it be the team teaching or the one teaching / one assisting model, turn-taking or transitions from one teacher to the other teacher appears coordinated. The teachers appear to have decent rapport with one another, which contributes to more frequent interaction. However, what distinguishes this from full collaboration is that the interaction does not appear to be a purposeful aspect of lesson procedures. For instance, the input from the teachers is not fully coordinated with the target language features of the materials or curriculum, which is to say it lacks the benefits of providing sustained, coordinated interactions that ensure extensive comprehensible input during the lessons, as was strived for in Rao and Yu's (2021) study.

As for the somewhat coordinated collaboration, we shall illustrate it with an excerpt from Charles and Ms. Suh's class:

> The lesson started out with greetings and accounts of what he did during the weekend. Then, he reviewed some expressions ... and ... had students play a game, 'Find the best way for Charles Teacher.' The students were instructed to refer to a laminated map of Washington DC and a worksheet and give directions to one another in groups. For their speaking practice, they were guided to include the following: what stop to get on, what line it is, what stop to get off, and how

> many stops. During the lesson, the LET translated the NEST's talk, but instead of direct translation, she asked clarification questions to students to gauge their uptake of his instructions. She also moved around the class for classroom management in addition to answering questions, offering some assistance, and checking student work. (Observation Report)

Charles and Ms. Suh worked as a team and, unlike the other dyads, their efforts were somewhat coordinated. For instance, Ms. Suh's translations facilitated student uptake of instructions, and she complemented Charles' teacher talk by using a questioning technique to see how much the students understood him. Although they did not communicate in English frequently during the observation, it was clear that they had good rapport. However, we still found that their collaboration fell short of the level of collaboration as described by Murphy and Scantlebury (2010) and as evident in Rao and Yu's (2021) study. For instance, Charles and Ms. Suh did not plan their lessons together. Moreover, Ms. Suh's teacher talk was almost all in L1, so her students were missing opportunities for hearing comprehensible input and observing meaningful interactions in the target language.

3 Full collaboration

Regrettably, in this study, there were no cases of full collaboration. However, during our analysis we felt that it would be important to include it because full collaboration is indicative of the definition of co-teaching as defined by Murphy and Scantlebury (2010) and Dove and Honigsfeld (2010) and evidenced by the participants in Rao and Yu's (2021) study. At this level, collaboration is evident throughout the lesson procedures, and the co-teachers demonstrate rapport and teamwork regardless of the model being used. Turn-taking and transitions from one teacher to the other teacher appear smooth and coordinated. Furthermore, interaction in the target language would be frequent, forming a purposeful aspect of lesson procedures. The interaction would provide comprehensible input and model target language features from the textbook.

V Discussion

To summarize our findings, in response to research question 1, we found that the one teaching / one assisting model of co-teaching was dominant, as shown by 10 of 14 dyads. The team-teaching model was adopted by four of 14 pairs (and one pair used both styles). Neither station teaching, parallel teaching, either type of alternative teaching, nor the one teaching / one assessing model was applied during observations, and none of the dyads reported using them. These findings contribute to the literature by providing empirical evidence of the co-teaching models being applied in Korean public school English classes. In response to research question 2, we analysed the depth and degree of collaboration between our participants, asserting that co-teaching occurs across a spectrum with differing levels of collaboration and engagement throughout (Figure 1). Similar to Mourão's (2021) study, these findings contribute to the literature by offering a heuristic model for assessing the depth and degree of collaboration involved in co-teaching, something not addressed in earlier co-teaching models (Cook & Friend, 1995; Dove & Honigsfeld, 2010).

Although the study is novel in that it focuses on the models of co-teaching and spectrum of collaboration involved, it shares similarities to prior studies of English-language co-teaching in Asia. As shown in Table 4, half of the pairs exhibited what we defined as marginal or intermittent collaboration. This phenomenon was largely due to passive involvement by LETs who limited their roles to administrative or disciplinary matters or just providing translations only when necessary. This bifurcation of roles, with the tenured LETs acting as assistants, also appears in prior studies (e.g. Copland et al., 2016b; Rao & Chen, 2020). In addition, similar to Rao and Chen (2020), the lack of collaboration was due to factors such as the 'lack of training in team teaching, lack of mutual understanding, conflict of teaching styles, unclear role distribution, and little time for and expertise in planning team teaching' (p. 333). The next category, the uncoordinated collaboration, included unusual cases in that while the LETs were actively engaged, their involvement was impromptu in nature, appearing as if they were interrupting their co-teacher. These cases were indicative of low rapport and, as in the other cases, were in part due to contrasting beliefs or incompatible teaching styles, in addition to a lack of training, which are in line with earlier studies (Copland et al., 2016b, 2020; Kim, 2016; Moodie & Nam, 2016; Rao & Chen, 2020). As for the somewhat coordinated cases, while they exhibited more team work and collaboration than the other cases, the LETs' instructional language was primarily L1. In fact, the LETs primarily used L1 throughout this study. As others have indicated (Park, 2014; Rao & Yu, 2021), second language (L2) mediated instruction is useful for providing comprehensible input for students. In fact, Korea has a policy that encourages the use of English as the language of instruction during English classes. Therefore, as our study and the prior literature indicates, the lack of English use on the part of the LETs is problematic. As Rao and Yu (2021) found, co-teaching can be more efficacious than a single teacher teaching alone because the co-teachers are able to model language and interact more with students.

I Implications

The study has several implications. The first is the need to encourage and support stronger and more sustained collaborative practices among co-teachers. One way this could be addressed is through developing better teacher training programs, particularly ones that clarify co-teaching roles, inform trainees about the benefits of applying various co-teaching models (see Cook & Friend, 1995), educate them about the efficacy of co-teaching (e.g. Rao & Yu, 2021), and promote better rapport and higher levels of collaboration among co-teachers. The ambiguity of roles, particularly for NESTs, is a common shortcoming frequently discussed in co-teaching literature (e.g. Copland et al., 2016b, Kim, 2016, Moodie & Nam, 2016; Rao & Chen, 2020), but it is one that could be easily solved with clearer policy and more investment in training before the school year. In this regard, in their project for the British Council, Copland et al. (2016a) produced a bank of activities for establishing rapport, reaching mutual understandings about pedagogy, and encouraging team work. These materials could be readily applied in workshops or training programs. However, this would be contingent on ensuring that co-teachers are trained together, something that is unfortunately rare in the co-teaching programs in Asia (Copland et al., 2016b; Moodie & Nam, 2016; Wang & Lin, 2013).

Second, the lack of L2 use by the LETs implies the need to re-affirm the benefits of English-mediated instruction (EMI). Even though Korea has a policy that strongly recommend EMI in public schools, it has been widely reported that even highly proficient LETs in Korea tend to use L1 in English classes (see Moodie & Nam, 2016). As discussed, the lack of L2 use is an issue because it limits the amount of comprehensible input available for students and reduces the potential language modeling that LETs can present for their students, most of whom have very few opportunities to use English outside of the classroom (see also Park, 2014; Rao & Yu, 2021). For this reason, it is important that the encouragement of EMI is reinforced and that co-teachers, especially the LETs, understand the importance of their role for providing language modeling and comprehensible input for their students.

Lastly, often the blame for co-teaching problems is sometimes misplaced on NESTs (Copland et al., 2020), who are put into situations where they are expected to realize some idealistic program aims, such as improving the teaching methods and materials for public school English classes. One way to address this would be to create a better program that helps train NESTs and LETs alike regarding how to accomplish program goals. In addition, it would be prudent for program administrators to consider hiring outside ELT consultants to advise on how to better meet the aims of the programs, such as by designing a bank of co-teaching materials and activities for the curriculum that can be used by co-teachers. These activities could be designed to integrate and promote the various models of co-teaching discussed above.

2 Limitations

While this study offered several contributions related to models of co-teaching and the levels of collaboration involved in co-teaching, there are some relevant limitations to consider. First, despite the fact that the spectrum of collaboration was a good fit for our data, the categories of collaboration were subjectively defined. As such, it is a heuristic model. Thus, it would be strengthened with a more theoretical investigation as to the nature of collaboration among co-teachers and also to see if the categories hold up or need revising through further applications of the spectrum of collaboration. Second, although we have triangulated our observation findings with interview data, the observation data was limited to one class for each of the 14 dyads. Third, the findings are from co-teachers in a single country. Despite the aforementioned similarities of co-teaching programs within East Asia, the findings of the study are generalizable only insofar as they resonate with the readers.

3 Future research

There are a few recommendations for future research arising from this study. First, regarding the models of co-teaching, future studies could investigate the models being used in co-teaching across a wider scale, such as through survey research in multiple countries. This would give a better picture of the models being applied. In addition, future work could consider the relative efficacy of each model.

Regarding collaboration, this and other studies have clearly shown that the lack of collaboration is a major issue for English co-teaching programs, but it is as to yet unclear exactly how widespread the lack of collaboration is quantitatively. Thus, by adapting the spectrum into a survey instrument, it could be used to examine multiple participants at scale across co-teaching programs to see how systemic the breakdown in collaboration really is. In addition, a strand of practically-oriented research should investigate how collaboration can be increased among the NESTs and LETs involved in these programs. For instance, Copland et al. (2016a) developed materials for building rapport and mutual understanding about co-teaching pedagogy, and it would be useful to see if using these or similar materials can lead to stronger collaboration between LETs and NESTs involved in co-teaching programs.

VI Conclusions

This study examined the models of co-teaching and the degree of collaboration among 14 pairs of co-teachers in Korean public schools. The one teaching / one assisting model was dominant, used by 10 of 14 pairs. Four pairs used the team-teaching model, and none used the parallel teaching, station teaching, either type of alternative teaching, or the one teaching / one assessing model. As for collaboration, we found that it occurred across a spectrum with differing levels according to the depth of engagement and interaction involved. We propose this spectrum as a heuristic model for investigating or assessing collaboration among co-teachers. It is clear that collaboration is an issue for English co-teaching in Asian public schools. We hope that the present study contributes to understanding the relative levels of collaboration involved and will point to ways to increase collaboration in co-teaching programs.

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The participants of this study provided informed consent.

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