Collaborative Bilingual Teaching in Turkish EFL Context

Melda Yılmaz, Istanbul Kültür University, Turkey
Kenan Dikilitaş, Bahçeşehir University, Turkey

The European Conference on Education 2018
Official Conference Proceedings

Abstract
This study investigates the collaborative bilingual teaching based on co- teaching model by an English language teacher and a subject teacher in a private primary level school in Istanbul. It explores the administrators' and teachers' perceptions and attitudes. During the bilingual collaborative teaching, each 1st grade class is staffed by two Turkish native teachers - a monolingual Turkish class teacher and a bilingual English language (L2) teacher who uses both languages (Turkish and English). The study is qualitative including semi structured interviews with 4 administrators and 12 teachers as well as observations in two classes. The data was analysed by means of inductive analysis. The findings reveal the implementation of the programme and the teachers' practises based on different co-teaching roles, administrators and teachers' perceptions including the benefits of the collaborative bilingual education and the challenges faced in this programme. On the basis of these findings a number of implications are discussed regarding bilingual teaching in EFL settings.

Keywords: Collaborative bilingual education, Turkish EFL context, co-teaching, bilingual teacher

iafor
The International Academic Forum
www.iafor.org

Introduction

Language learning and teaching practices have been undergoing critical changes. Many schools in EFL contexts are currently initiating bilingual practices in classroom particularly by two teachers who use two languages to teach - Turkish and English in this current study. However, the classroom practices and teachers' understandings of their roles as well as contextual issues in such school are underexplored. To address this gap, we investigated a case study in a school where collaborative bilingual teaching was conducting.

Bilingual education

Abello-Contesse (2013) defined bilingual education as "the regular use of two or more languages for teaching and learning in instructional setting when bilingualism and biliteracy are two of the explicit long-term goals" (p. 4). Thus, it "refers to an organized and planned programme that uses two (or more) languages of instruction" (Paia, et. al, 2015, p.146). In practice, different forms of bilingual education are conducted depending on the context. Baker (2001) categorises the bilingual education as 'weak forms' and 'strong forms'. The former includes submersion and transitional bilingual education programmes based on the assimilation of the minority language. On the other hand, the latter is immersion bilingual education and dual language (two-way) bilingual education. These programmes differ from each other in terms time of teaching in minority or majority languages, yet the common aim is full proficiency and bilingualism. In EFL contexts, these programmes employ two teachers who instruct in two languages by collaborating with each another before and while teaching.

Co-teaching

Co-teaching is defined as "the collaboration between general teacher and special education teachers for all of the teaching responsibilities of all students assigned to a classroom" (Gately & Gately, 2001). Co-teaching requires active participation of both educators in delivering instruction, sharing responsibility for all their students, enabling student learning, and acquiring instructional resources and space (Friend, 2008). Therefore, many factors affect co-teaching such as planning time, working relationship between partners, roles and responsibilities in the classroom, and administrative support and co teaching includes six different approaches selected depending on the students' needs and instructional intent. Cook and Friend (2004) describe various co-teaching practices as "one teaches, one observes", "one teaches, one assists", "parallel teaching", "station teaching", "alternative teaching", and "team teaching. Each practice assigns different roles to teachers teaching together, where they use different two languages systematically during their teaching.

In recent years, collaborative partnership between ESL teachers and a content or class teachers has gained popularity. Honigsfeld and Dove (2010) summarizes the benefits of collaboration between content teachers and ESL teachers for students including differentiation and individualisation of materials and instruction, sustained exposure to two languages and communication and interaction through these two languages systematically, and more collaboration between teachers and students.

In this regard, there are some studies on bilingual teaching based on collaboration of English language teachers and mainstream or class teachers, yet they are quite limited. To illustrate, Duke and Mabbott (2001) presented a new model teaching based on collaboration between mainstream teachers and ESL teachers in a primary school in US. The study showed how teachers learnt to be more flexible and through teaming, improved their teaching skills and benefited from working collaboratively. Similarly, Davison (2006) that teachers' attitudes and efforts change depending on the level of the collaboration, highlighting the challenges in teacher collaboration. Fielding (2016) explored the teachers' perceptions of their pedagogies and interactions affecting the students' connection to the languages. This study investigated two different classrooms of a same school in Australia. In one, bilingual teaching was maintained by two teachers, a French native and an English native, who adopted team teaching setting, whereas the other was an immersion classroom where teaching was done entirely in French by a French native teacher. The findings showed that in bilingual classroom, the interaction affect students' identity formation significantly. Teachers' reflections on their pedagogies revealed that they developed their students' bilingual identity through empowerment, confidence development and role-modelling. Teacher interviews identified the importance of good relationship between team teachers and the alignment between their teaching pedagogies as highly significant factors for a successful bilingual education and creating a positive environment in bilingual classrooms. Class observations and the interviews showed team teachers investment in developing students' bilingual selves by creating opportunities for students to interact meaningfully in both languages and to build students' confidence in using both languages. These studies reveal out the benefits of collaborative bilingual teaching not only for students but also for teachers.

Collaborative bilingual teaching is a new practice which started to be implemented in in Turkey and to our best knowledge, there is no study exploring such teaching in Turkish EFL context. In this regard, this study aims to address this gap and explores the implementation of a collaborative bilingual education via these research questions:

1. How is collaborative bilingual education implemented in this school?
2. What are the factors affecting the implementation of this programme?
3. What are the benefits and challenges reported by the teachers and administrators regarding this programme?

Methodology

Research Context

This study was conducted in a private primary school, one of the schools of an institution, in Istanbul, Turkey. During the bilingual collaborative teaching, each 1st grade class is staffed by two Turkish native teachers, but one is Turkish class teacher who is monolingual and the other one is English language (L2) teacher who is bilingual. Students in grade 1 have 44 lesson hours including out of class activities. 14 of them are maintained as bilingual education based on co-teaching of Turkish L1 English teacher and Turkish class teacher. Bilingual education includes 4 hour-literacy lessons (2 English + 2 Turkish), 6 hours inquiry (2 in English + 4 Turkish), and 4 hours math lesson (2 hours in Turkish and 2 hours in English).

Methodology

A single case qualitative study approach was adopted in this study for "an in depth description and analysis of a bounded system (a case)" which is the implementation of a bilingual programme based on collaboration between class teacher and English language teacher in one of the schools of an institution (Merriam, 2009, p.39)

Participants

This study was conducted with 4 administrators including the director of the school, 2 vice directors and the head of English department and 12 teachers including 6 Turkish native class teachers (CT) and 6 Turkish native English teachers (ET) in a private primary school in Istanbul, Turkey in the fall term of 2017-2018 academic year. Their teaching experiences range from 1 to 12 years and they did not have any experiences in bilingual teaching and co-teaching.

Data Collection and Analysis

In this case study, qualitative research method was used. The data was collected by means of semi-structured interviews conducted with administrators and teachers as well as two class observations. All teachers and administrators provided consent for recording and transcription of interviews. These lasted around 15 minutes. The interview questions (11 questions) were open-ended and designed for in-depth analysis of the implementation of bilingual education based on co-teaching and the perceptions, experiences, feelings and thoughts of the teachers and administrators related to this programme (see Appendix A). In addition to the semi-structured interviews, two classes including two partner teachers in each were observed directly. One of the lessons observed was Maths lesson in Turkish and the other one was Turkish literacy lesson and each lesson was in 40 mins length. During the observation, thick notes were taken about the teachers, interactions between partner teachers and teachers and students, activities, conversations and so on. These notes were used to support interview data.

In this study, credibility was established through certain ways: Firstly, the data was collected from two different perspectives, administrators and teachers, to increase the credibility. Secondly, the credibility was ensured through peer-review or peer debriefing (Merriam, 2009). The second author revised the raw data and provided insight into the data, and support in developing the themes to construct the whole, and made suggestions for modifying the research design. Moreover, to establish credibility, thick descriptions were given along with the participants' direct comments for in depth understanding of the context, implication of the programme and the participants' perceptions related to the programme. "Adequate engagement in data collection" was another way used to establish the credibility of the data and the saturation of the themes, which occurred when no new themes emerged (Merriam, 2009, p. 219). Moreover, pattern matching was used to relate emerging themes to theoretical aspects, and participants' comments were used to illustrate this relationship and to increase the credibility of the study. In addition, interview data was supported through the data gathered by means of class observations.

We tried to provide rich, detailed and thick description of the study together with the detailed setting and participants' information to increase the possibility of transferability for the reader (Shkedi, 2005).

The data was analysed inductively, a bottom up approach in which "data builds concepts, hypothesis or theories rather than deductively testing hypotheses" (Merriam, 2009, p. 15). The categories were not pre-determined but emerged as a result of the interview analysis. Firstly, audio-recorded interview data was transcribed and carefully coded, later a consensus was reached. Then, all codes were categorized under sub-themes and themes leading to the emergence of theories. The latest version of the findings was reviewed and agreement on codes and themes were provided between the researchers.

Findings

This study investigated the implementation of the collaborative bilingual programme in a primary 1st grade level and the perceptions of the partner teachers and the administrators related to the programme. There are themes and sub themes that emerged as a result of the analysis of the interview data presented below.

1. Implementing the Collaborative Bilingual Programme and Classroom Practices

Implementation of this programme has two aspects; out of class and in class.

Out of Class

Planning

In the implementation of this programme, administrators and teachers stated that they were sent weekly lesson plans from the centre of the institution. Head of the English Department reported: "*Teachers follow up these plans. These plans are based on a theme each week and include classroom activities, games, hand-outs given to the students, seating, the pages need to be covered on the course books*". However, she also stated that teachers "*are flexible in applying this plan in their lessons. They decide how to apply this plan in their lesson together with their partners who share the same class*". In addition, one of the Vice Directors said "*every Tuesday, we have meeting with class teachers and English teachers all together*" to negotiate the plan. "*In addition to the meeting including all teachers in this programme and administrators, teachers have individual meetings with their own partners sharing the same class*".

Developing appropriate materials

Teachers have stated that they do not prepare any material together with their partners because which materials to be used are stated in the lesson plans sent by the central institution, but they have said that they negotiate how to use the materials in the classroom with their partners. One of the English teachers reported: **"***We do not prepare new materials but decide how to use the materials together in the class that*

we share, yet we do not use English and Turkish material in the same lesson. I use my material in English lesson and my partner use it in her own lesson" (ET1).

In-class

Classroom instruction

Teachers have stated that there is one dominant language in lessons and that change depending on the lesson. For instance one of the class teachers reported: "*If it is Turkish literacy lesson, the classroom instruction is in Turkish language or If it is Turkish math lesson, I teach the topic in Turkish and my partner helps the students with the activities in English, walks around the class and checks whether they are doing correctly or not. We do not teach the same topic both in English and Turkish in the same lesson*" (CT1).

What the teacher stated above was also observed in the classroom. It was a Maths lesson and the class teacher starts the lesson in Turkish. She was teaching addition:

> CT1: 3+6 = ? (she writes on the board and gives instruction in Turkish)
> Fasülyeleri kullanın saymak için. İlk olarak 6 fasülye koy artı 3 tane daha. Kaç oluyor? Bir, iki, üç, dört, beş, altı, 3 tane daha; yedi, sekiz, dokuz, eşittir dokuz.
> (Children first put 6 beans on their desk, then draw plus and count 3 more beans. Turkish teacher starts walking around the class to check the students and gives feedback.)
> CT1: Kaç yapıyor, 9 tane fasülye koyman gerekiyor oraya. (She asks a student)
> (English teacher is walking around the class at the same time and helping the students individually.
> ET1: Did you do? How many? ... Well done! (She asks a student)
> …

As it is seen from a part in the observation, class teacher gives direct instruction and teaches counting the numbers in Turkish. After she writes the exercise on the board, she elicits the answers from the students and then, starts walking around the classroom to check and to help the students in need. English teacher is also walking around the classroom to check and help the students, yet she talks in English while helping the students.

Co-teaching models / roles

Teachers have stated that their teacher roles are changing depending on the lesson. While in some lessons, class teacher is an active teacher who gives direct instructions and teaches mainly, the other teacher act as ***assistant/ supporter*** who helps his/her partner or the students at the back of the class or adjusts the pair and group works as stated by an English teacher below:

> Sometimes, while I am giving direct instruction to the class, my partner is supporting/ helping me at the back of the class, by helping the students in groups or pairs. The role of the teacher changes depending on the topic and the need of the students (ET3).

In the same Maths lesson exemplified above, it was observed that while class teacher led the main instruction in the lesson, English teacher circulated among the students and supported them individually and helped the class teacher:

> Turkish Class teacher writes another exercise on the board;
> CT1: 5+6= ? Modelleme yapıyoruz. Fasülyeleri koyun. Kaç tane fasülye gerekiyor, koy onları sıranın üstüne (to the whole class)
> CT1: Kaç fasülye koyman gerekiyor (she asks a student)
> The student: beş
> CT1: Bravo, şimdi ekle. Sayarak koy fasülyeleri.
> Another student: Öğretmenim yaptım.
> CT1: Aferin, bravo.
> (English teacher goes on walking around the class and helping the students. While checking, she tells a student;
> ET1: You need to put the 6 pieces of beans first and five more.
> (Then, she helps another student who has difficulty in doing the exercise.)
> ET1: Let's do it together. (She draws symbols of '+' and '=' on the desk; ..... +..... = , and counts the beans together with the student). One, two, three, four, five, six, plus, one, two, three, four, five (elicits the number from the student). It is eleven. Well done.

As it is seen, English teacher walks around the classroom, checks students, gives feedback and praises them while class teacher delivers the lesson and gives the main instruction.

On the other hand, most of the class teachers stated that as they do not know English and in order to prevent the students from talking Turkish, they cannot help the English teacher as much as possible. During this time, they act as ***an observer*** sitting behind of the class or if it is a Turkish literacy lesson, English teacher cannot help the class teacher a lot, so act as an observer: "*We are observing our partner while he/she is teaching. We do not help English teacher a lot, because then students want to speak Turkish*" (CT). This is also observed in the class that while class teacher was teaching how to read the sentences in a Turkish literacy lesson, English teacher was observed acting as a passive teacher most of the time of the lesson:

> CT: 12. sayfayı açın. (Turkish teacher starts the lesson)
> (Class teacher show a sentence on the board and read it aloud)
> CT: On tane horoz öttü. Ömer sen oku (she nominates a student)
> S: On tane horoz öttü (student tries to read the sentence).

English teacher is mostly standing at the back of the class, acts as **an *observer*** during the class except for helping students quite a few times.
In addition to acting as an assistant and observer, some teachers stated in some co-teaching situations, they do ***team-teaching*** purposely. For example, one of the English teacher says: "*Sometimes I need a help in explaining abstract topics like freedom, so I ask the class teacher to start the lesson first in Turkish, and then I continue the lesson in English. I cannot tell that we divide the class time into half, but sometimes I ask class teacher to start or to finish the lesson or to do an activity to help the students' understanding*" (ET5).

2. Facilitating Factors in the Implementation of the Programme

Good co-ordination

Administrators think that the success behind implementing this collaborative bilingual programme is good co-ordination as a result of weekly meetings and the meetings between the partners themselves. One of the Vice directors said:

> "We have weekly meetings. We are always in contact with each other. First, Head of foreign languages has a meeting with English teachers; and then, we all have a meeting including class teachers and English teachers every Tuesday. Apart from weekly meetings, partner teachers come together and plan their lessons".

Teacher adaptation

Second reason of success is stated as the adaptation of the teachers to the system in a short time. Vice director 2 stated: "*English teachers and class teachers have adapted to the new system and they are working collaboratively*".

Partner Matching

Another key point of success in implementation of this programme is stated as suitable partners being matched with each other. The head of the English department pointed out the importance of the matching the suitable partner teachers:

> We spent hours while matching the partner teachers. If there is a problem in matching the partners, the plan does not go on in any way. We took the characteristics of the teachers into consideration. Personalities of the teachers are very important in partnering the teachers. The main reason behind implementing this system successfully is the collaboration and the synergy between the co-teachers.

What the head of English Department said about the importance of right partner matching for a successful bilingual teaching was supported by the words of one of the teachers as it can be seen below:

> Being a good partner and being in collaboration is important in this system. Two teachers as adult are in a classroom, it is not easy. You may have different opinions about classroom management, attitudes toward the students and tolerating something or not, yet in those aspects, we have common sharing and attitudes with my partner; that's why, we have not experienced a problem up to now (CT1).

3. Benefits of the Programme and Challenges Faced

The third research question investigated the benefits of the programme and the challenges faced during the implementation of the programme. What teachers reported revealed out some benefits and challenges regarding the programme.

Benefits for students

Enhancing learning in both languages

Administrators and teachers think that this programme has created a bilingual environment that enhances students' learning in both languages as "*students are in a natural environment where both languages are used. Students transfer their language skills and knowledge across languages" (Head of the English Department).* They think that *students make effort to use both languages. "They are aware that they have two class teachers, one English and one Turkish speaking and know that they need to speak English with their English teacher and Turkish with their class teacher"(CT5).*

Promoting acquisition

When students try to use both languages in this bilingual environment, this programme also helps students to develop English Language. One of the English teachers said:

> This programme enables the students to acquire English language and what I observe is students are learning and using the language as they are highly exposed to English language. We are always together with students, so English is not a lesson anymore, but something integrated into their lives. They are exposed to English in the class, during breakfast, lunch time; that's why there is natural language learning environment, so they do not perceive English language as a foreign language. They learn in both languages and acquire English language by hearing together with their native language (ET5).

Reinforcement of the lesson topics

Teachers also think that this bilingual education enables the reinforcement of lesson topics in both languages as the topics are thought both in native tongue and in English and it leads permanent learning: "*We have weekly plans and each week, there is a theme. The same theme is taught both in English and Turkish, so students learn the topics very well. There is a cycle of the same theme in both languages and a kind of revision*" (CT2).

Benefits for teachers

Classroom management

Administrators and the teachers think that this collaborative bilingual teaching has some advantages in their teaching like having a good classroom management. One of the teachers said: "*We are two teachers in the classroom and we help and support each other and students. This is the one of the strongest side of this programme that it leads good classroom management*" (CT3).

Interaction Between Teachers and Students

As the second benefit of this collaborative bilingual teaching, teachers think that it creates opportunities for more interaction between teachers: "*The good thing is we can have more time for teacher-student interaction as there are two teachers in the classroom, so we can have enough time to allocate for each student*." (ET4). As the teachers have more time for students, they think that they "*can concentrate more on the needs of the students and activities*" (CT3).

Change in teaching style

Moreover, teachers think that this collaborative bilingual teaching has made some changes in their teaching style that the teachers who were more teacher-centred have more student-centred teaching now as stated by an English teacher: "*I had more teacher centred teaching style before, yet now it is more student-centred. I enjoy teaching more*"

Change in Personality

Some teachers also think that this collaborative teaching has changed their teacher personality. One teacher stated the change in her personality in a more positive way:

> We have team-teaching. I think this makes some changes in my personality. It is important to work collaboratively. It is not easy in fact because two different teachers are in the same class. We need to adjust to each other, yet I am getting used to this and it is shaping my personality to be more tolerant and less strict with my own class rules. (ET3)

Change in Beliefs

In addition to the changes in teachers' teaching style and personality, it has been stated that this collaborative bilingual teaching has made some changes in their teaching beliefs; for instance one English teacher told that she realized the benefit of using mother tongue to teach English: **"***What I have experienced in this bilingual education system that using mother tongue is not bad while teaching English. Using mother tongue can help understanding of the students and it can save time* "(ET3). Another teacher stated that her view about co-teaching was not positive at first yet after experiencing and seeing the positive impacts of it on students, her beliefs about co-teaching changed. She said:

> When I learnt that we would have co-teaching system. I was too scared. Two teachers in the same class? That's too much. I thought there would be conflict of creating authority and managing the classroom. I was afraid of not having good communication, yet when you have the harmony and create the good communication with your partner, I have seen that there is no problem, even it has positive impacts on students (ET4).

Challenges

In addition to the benefits of this education system, teachers and administrators stated that they face some challenges.

Students' tendency to speak Turkish

Most of the teachers complain about some students' tendency to speak Turkish language because of the presence of Turkish class teacher in the classroom along with English teacher as reported by an English teacher: "*Students had tendency to talk with their class teacher in Turkish. They did not feel confident to contact with me as English teacher. Even if I was active teacher in front of the class, they preferred to ask question to the other teacher, Turkish teacher*" (ET1).

High responsibility for English teachers

Another challenge is the one that English teachers face as a result of becoming the second-class teacher in this system. For example, one of the English teachers stated:

> In this system, we share a class with our partner class teacher. In fact, we are two class teachers. Before this system, I had only English lesson with less lesson hours in four different classes yet now I have one class and I am responsible with everything with my partner. This system requires active engagement with the students (ET 4).

Lack of English knowledge of class teachers

Another challenges result from the lack of English knowledge of the Turkish class teachers which sometimes hinder communication between the partner teachers as English teacher is supposed to talk in English in the classroom. Head of the foreign language department stated this common problem with these words:

> Class teachers do not know English. Sometimes, they want to tell the class teacher something but they cannot talk in Turkish as the students do not know English teachers can speak Turkish in order not to discourage them to use English. Or when English teacher wants to say something to the class teacher in the classroom, sometimes they do not understand English teacher because of their lack of English knowledge. If the class teachers knew English, the system would be more effective yet in Turkey, it seems impossible to partner the teachers with class teachers who know English well.

Discussion and Conclusion

This study investigated the implication of bilingual teaching based on collaboration of class teachers and English teachers in EFL context and the perceptions of the teachers and administrators related to the programme. To get the data semi-structured interviews were conducted with the teachers and administrators and also, two classes were observed to get information about the teachers' practises. The analysis of the data revealed out information about the implementation of the programme and the teachers' practises, administrators and teachers' perceptions including the benefits of

the collaborative bilingual education and the challenges faced in this. The aim of the programme was reported as enabling the students to be full bilingual to meet the needs of global world. This bilingual education seems in the form of bilingual education in majority languages in which the medium of instruction is both in native language and international language like in Asia, in some schools (Baker, 2001). The aim is to improve learners' English language along with native language.

This bilingual education is carried out through collaboration of class teacher and language teacher in teaching process. In implementation of this programme, what teachers verbalized about their co-teaching process revealed out that they took different co-teaching roles, 'one teach, one observe; one teach, one assist and team-teaching' as defined by Cook and Friend (2004). The role of the teachers as observer and assistant were also observed during the teaching practises of the teachers in two classes participated by the researcher as observer. In one of the classes, while a teacher was leading the main instruction, the other teacher was circulating among the students and helping them. That is good to provide help to the students and to have enough time to meet their needs. On the other hand, it was observed in the second class that one teacher was acting as observer most of the time of the lesson. The teachers explained the reason of this situation as the lesson was Turkish literacy. English teacher was not able to help the students as he is required to talk in English all the time in the classroom. In both models of co-teaching, the amount of planning between the partner teachers was low. That could be the other reason of taking the teachers to take these teaching models, because it was stated both by the administrators and the teachers that the plans of the lessons are sent ready by the central institution. That could be beneficial to provide standardization in bilingual education in all schools of this institution, yet it limits the teachers to develop their own materials for the lesson and to plan their own lesson together with their partners for co-teaching. They could adapt their activities and take more team-teaching roles, which requires high planning time but enable teachers act like a body in the classroom (Cook & Friend, 2004), if they could be more flexible to plan their lessons. However, planning lessons would be time consuming for co-teachers in such an intensive teaching programme. It was stated that there are weekly meetings among the teachers and administrators to discuss the overall implication of the programme and meetings between the partners themselves to negotiate how to apply the plan and materials sent by the central institution. It is thought by the administrators that these meetings that enable them to have good co-ordination are one of the factors determining their success in implicating this collaborative bilingual teaching. Planning is highly important for a successful co- teaching programme (Duke & Mabbott, 2001; Gately & Gately, 2001; Friend, 2004; Honingfeld &Dove, 2008; Honingfeld & Dove, 2010) and administration' support is significant for effective collaboration (Honingfeld &Dove, 2010). It is good that there is an administration support. The meetings are done to provide guidance and support and enable the teachers to negotiate. One another issue in implementing a successful co-teaching is the relationship between the teacher partners. Administrators believe another key factor in implementing this collaborative bilingual teaching is as a result of the correct partner matching. They have stated that they have spent a lot of time to match the suitable teacher partners by taking the teachers' personalities into account. Luckily, the teachers adopted the system very quickly and there is synergy between the teachers who are co-teaching. This confirms the importance of the good relationship between the team partners for a successful bilingual education (Davison, 2006; Honingfeld & Dove, 2008; Fielding,

2016). Resistance and personality clashes could be the possible results of collaborative teaching as each teacher has different backgrounds, teacher identities and beliefs.

On the other hand, partnering class teacher and English language teacher is necessary in countries where English is taught as a foreign or second language for an effective bilingual education. The reason of partnering the class teacher and English language teacher for bilingual education is to benefit from their differentiated skills. When English teacher and class teacher collaborate, this "bridge the gap of their academic knowledge (Honingfeld & Dove, 2010, p.10) and they share their skills about delivering a lesson, meet the challenges, and enjoy the rewards of helping ELLs (p.17). This can be an alternating teaching model to integrate the English language teaching into classroom for the countries where English is taught as a foreign or second language. Teacher and administrators have pointed out that this bilingual education promoted the students' English language in such a short time as this programme have created a bilingual environment where students are highly exposed to English along with their mother tongue. Furthermore, it has been stated that teaching in both languages also fosters the learning in both languages and enables the reinforcement of the lesson topics that leads permanent learning for the students. Teaching the content in mother tongue and then English makes the content comprehensible for the learners.

In addition to the benefits that the bilingual education provides for the students, teachers think that this collaborative bilingual education has some positive effects on them like having a good classroom management. Moreover, it has led some changes in their teaching style, teaching beliefs and their teacher personality and as Roth and Tobin (2004) states, co-teaching is not an easy task, it is a way of changing teaching style.

On the other hand, there are some challenges faced in implementing this collaborative bilingual education resulting from the students' tendency to speak Turkish because of the presence of the Turkish class teacher in the classroom, increased responsibility of the English teachers and lack of English knowledge of the class teachers that may inhibit the communication between the partners occasionally. However, these challenges can be overcome through some future actions. Supporting the teachers through teacher trainings, developing class teachers' English knowledge and providing out of class activities and events can be keys to the success of the programme. Especially, with further teacher training, teachers can better understand the models of the co-teaching, develop better awareness and make effective decisions depending on the lesson goals and students' needs.

There is a limitation of this study that needs to be acknowledged. This qualitative data can be supported through a triangulation data collection design for overall results. In spite of the limitation, it is a significant study that provides an in-depth information about implementation of a bilingual programme based on co-teaching between English language teacher and class teacher in a primary level school in Turkish EFL context.

References

Abello-Contesse, C. (2013). Bilingual and Multilingual Education: An Overview of the Field. In Abello-Contesse, C., Chandler, P.M., López-Jiménez, M.D., & Chacón-Beltrán, R. (Eds.). *Bilingual* and *multilingual education* in the *21st century*: *Building* on *experience*. Bristol, *UK:* Multilingual Matters.

Baker, C. (2001) *Foundations of Bilingual Education and Bilingualism.* Clevedon: Multilingual Matters.

Cook, L. & Friend, M. (2004). *Co-Teaching: Principles, Practices, and Pragmatics. Participants Guide.* Paper presented at New Mexico Public Education Department Quarterly Special Education Meeting, Albuquerque. Santa Fe, NM: New Mexico Public Education Department.

Davison, C. (2006). Collaboration between esl and content teachers: how do we know when we are doing it right. *The International Journal of Billingual Education and Bilingualism*, 9 (4), 454-475.

Duke, K. & Mabbott, A. (2001). An alternative model for novice-level elementary esl education. *MinneWITESOL Journal*, 17, 11-30

Fielding, R. (2016). Bilingual identity negotitation in practice: teacher pedagogy and classroom interaction in a bilingual programme. *Language Learning Journal*, 44 (2), 152-168

Friend, M. (2008). Co-teaching: A Simple Solution That isn't Simple After All. Journal of Curriculum and Instruction, 2 (2)

Gately, S.,& Gately, F. (2001). Understanding co-teaching components. *Teaching Exceptional Children*, 33(4), 40-47

Honigsfeld, A. & Dove, M.G. (2010). *Collaboration and Co-Teaching Strategies for English Learners*. Corwin Press

Merriam, Sharan B. (2009). *Qualitative research: A guide to design and implementation (2nd ed.).* San Francisco, CA: Jossey-Bass.

Paia M**.,** Cummins J., Nocus I., Salaün M.& Vernaudon J.(2015). Intersections of Language Ideology, Power, and Identity: Bilingual Education and Indigenous Language Revitalization in French Polynesia. In Wright W. E., Boun S., Garcia O.(eds),*The Handbook of Bilingual and Multilingual Education*. New York: Wiley-Blackbell

Roth, W. and Tobin, K. (2004) Co-teaching: From praxis to theory. Teacher and Teaching: Theory and Practice 10 (2), 161_180.

Shkedi, A. (2005). *Multiple case narrative: A qualitative approach to studying multiple populations.* Philadelphia, PA: John Benjamins North America Publishing Company

Appendix A

Interview Questions

1. What's your name?
2. What's your field of teaching?
3. How long have you been teaching?
4. What's do you think about this bilingual education? What is the reason of this implication of this programme?
5. What are the difficulties and challenges that you face in this collaborative bilingual programme?
6. What are the benefits of this programme?
7. Did you get any training or education on bilingual teaching? (any workshops?)
8. What do you do to improve yourself in this collaborative teaching?
9. How do you think this collaborative bilingual teaching affected your teaching?
10. How do you plan your lessons with your teacher partner?
11. How do you develop materials with your partner?

Contact email: mldyilmaz@gmail.com
kenandikilitas@gmail.com

© The International Academic Forum 2018
The International Academic Forum (IAFOR)
Sakae 1-16-26-201
Naka Ward, Nagoya, Aichi
Japan 460-0008
ww.iafor.org