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**Universitat Autònoma
de Barcelona**

Coteaching in Foreign Language Education (FLE)

Contexts: A Literature Review

Màster Universitari en Formació de Professorat d'Educació Secundària Obligatòria i
Batxillerat, Formació Professional i Ensenyament d'Idiomes (Especialitat Anglès)

Master's Dissertation

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Abstract

This dissertation conducts a literature review that explores the concept of coteaching, an innovative educational approach emerged over the last decades which stands as an efficient strategy not only to enhance students' academic performance but also to embody 21st century keystone values such as collaborative learning and inclusion. The main aims of the dissertation are, on the one hand, to identify the main requirements needed to successfully implement coteaching not only regarding teachers, but also other stakeholders of the educational community such as schools and institutions. On the other hand, the implementation of coteaching combined with other innovative approaches in Foreign Language Education (FLE) contexts will also be explored, specifically in Content and Language Integrated Learning (CLIL) contexts. The aim is to determine the potential contributions that these two innovative instructional approaches can add to each other. In order to do so, several research articles have been selected from the literature according to specific criteria, and they will be analysed to retrieve information that helps answering the main aims previously mentioned. The evidence collected provides a wide and specific list of measures and requirements in order to achieve a successful implementation of coteaching. Furthermore, the information extracted from research articles conducted in Catalonia suggests a promising and reciprocal relationship between coteaching and CLIL. All the research questions have been answered and further research lines and professional development opportunities have also been settled.

Keywords: Coteaching, CLIL, Inclusive Education, Collaborative Learning, Secondary Education

Resum

Aquest treball consisteix en una revisió de la literatura existent respecte el concepte de la docència compartida o *coteaching*, una metodologia innovadora que ha aparegut amb força durant els darrers anys i que es presenta com una estratègia eficaç no només per a millorar el rendiment acadèmic dels alumnes, sinó també per a integrar dos dels valors més importants en el context educatiu del segle XXI com són l'aprenentatge col·laboratiu i la inclusió. Els objectius principals de la recerca són, d'una banda, identificar els requisits bàsics per a assolir una implementació correcta i reeixida de la docència compartida no només pel que fa als docents sinó també per part d'altres membres de la comunitat educativa com ara les escoles i les institucions. D'altra banda, també s'ha estudiat la possible implementació de la docència compartida combinada amb altres metodologies innovadores en l'àmbit de llengües estrangeres com per exemple l'AICLE (Aprenentatge Integrat de Contingut i Llengües Estrangeres) amb l'objectiu d'esbrinar les possibles contribucions que aquestes metodologies es poden aportar entre elles. Per a fer-ho, s'han triat diversos articles de recerca d'acord amb uns criteris establerts i s'han analitzat per a extreure'n informació que ajudi a respondre les preguntes de recerca. Les dades recollides proporcionen una àmplia llista de requisits concrets necessaris per a assolir una implementació exitosa de la docència compartida. A més, la informació extreta d'articles de recerca que s'han dut a terme a Catalunya suggereixen que pot existir una relació recíproca entre la docència compartida i l'AICLE. S'han assolit tots els objectius de recerca i s'han establert futures línies d'investigació i desenvolupament professional.

Paraules clau: docència compartida, AICLE, educació inclusiva, aprenentatge col·laboratiu, ESO

Table of contents

1. Introduction	1
2. Theoretical framework.....	3
2.1. Coteaching	3
2.2. Educational context in Catalonia	6
3. Method.....	7
3.1. Article selection criteria.....	7
3.2. Analytical approach	7
4. Findings	8
4.1. Requirements for teachers to implement coteaching successfully	8
4.1.1. Teachers' prerequisites and skills	9
4.1.2. Steps in the process of coteaching	9
4.2. Requirements for institutions to implement coteaching successfully.....	14
4.3. Requirements to implement coteaching successfully in CLIL contexts.....	16
5. Discussion	20
6. Conclusions and further research	23
References.....	25

List of figures

Figure 1: Coteaching modalities.....	3
Figure 2: Mnemonical strategy for coteachers	13
Figure 3: Coteaching contributions to CLIL	18

1. Introduction

Over the last few years, there has been an obvious paradigm shift in Education both at the Primary and the Secondary stages. The clearest examples of this shift in Catalonia are the appearance of the new competency-based curriculum back in 2015 and the inclusive education decree back in 2017. Since then, adapting to this new reality and its requirements has become the main challenge for all the stakeholders of the educational community (students, teachers, families, schools, and policy makers) in our country.

Even though a lot of attention has been drawn towards which are the new learning objectives for both teachers and students in the official documents provided by the local education authorities (Departament d'Educació de la Generalitat de Catalunya) such as the *Decret 187/2015*, which enforces the competency-based curriculum, *Decret 150/2017* on inclusive education, curricula with the competences and key contents for each of the areas and so on, few specifications were made regarding how these competences and key contents must be learnt and taught. In this context of uncertainty in terms of methodology, countless innovative proposals have appeared in order to provide an effective response to the new requirements of the curriculum.

This dissertation will consist of a literature review focused on coteaching, a proposal that has undoubtedly emerged as strong and efficient methodology to achieve the curriculum goals mentioned above. This innovative teaching approach will be the cornerstone of this dissertation, and some of its main features, types, benefits and challenges will be discussed in it. More specifically, the focus of the research will be placed upon the requirements that the educational community stakeholders need to fulfil in order to achieve a successful implementation of coteaching in today's educational context in Catalonia. Furthermore, the application of coteaching in Foreign Language Education (FLE) contexts, especially in those including Content and Language Integrated Learning (CLIL) will also be explored in this dissertation. The information gathered from the literature available has been organized around the research questions below:

RQ1. Which are the major requirements needed to achieve a successful implementation of coteaching?

RQ1.1. What are the major requirements needed to achieve a successful implementation of coteaching concerning teachers?

RQ1.2. What are the major requirements needed to achieve a successful implementation of coteaching concerning schools and institutions?

RQ1.3. What are the major requirements needed to achieve a successful implementation of coteaching in CLIL contexts?

By carrying out a literature review, whose criteria will be presented in the forthcoming sections of the paper, in this dissertation I will strive to identify whether the research community is able to give answers to some of the main concerns and challenges that the practice of coteaching raises, especially when it comes to implement it in CLIL contexts.

This literature-review paper is part of a more ambitious collaborative classroom-based research project. More specifically, it is the first of the three complementary Master's Dissertations on coteaching presented in June 2020 in the English branch of the MUFPS¹. These three papers will cover coteaching from different perspectives and points of view in order to provide a better understanding of the concept of coteaching and to draw useful conclusions regarding its implementation.

While this paper deals with the theoretical framework and the research done in the field of coteaching, the second paper (Esgleyes, 2020) puts the scope on student-teachers' training on coteaching through a survey conducted in our Master's degree, whereas the last one (Terès, 2020) focuses on a coteaching experience conducted during the internship period in a high school in Catalonia and analyses ethnographic data collected by means of video-recordings and field notes.

By organising our Master's dissertations in this way, we have attempted to foster and develop our collaborative and teamwork skills whilst exploring and analysing one of the most relevant emerging teaching approaches, which is likely to become a keystone in education in the near future.

¹ MUFPS stands for "Màster Universitari en Formació de Professorat d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyament d'Idiomes"

2. Theoretical framework

After introducing the guidelines of this dissertation, a brief description of the main concepts that will be dealt with in this review will be provided. Two subjects need to be developed in order to make the investigation into the literature clear and understandable in all its stages: A) coteaching, and B) the present educational context in Catalonia.

2.1. Coteaching

Coteaching is usually described as “two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space” (Cook & Friend, 1995:2). This definition has evolved in the last two decades together with the research done in the field. The same authors recently provided a richer and updated definition of the term:

“Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workplace for specific content or objectives with mutual ownership, pooled resources and joint accountability” (Cook & Friend, 2016).

Different modalities of coteaching have emerged over the years responding to the diverse contexts (i.e. profile of the group, materials and facilities available, pedagogical aims) in which it has been implemented (Friend et al., 2010). These modalities are illustrated in figure 1 below and briefly described afterwards.

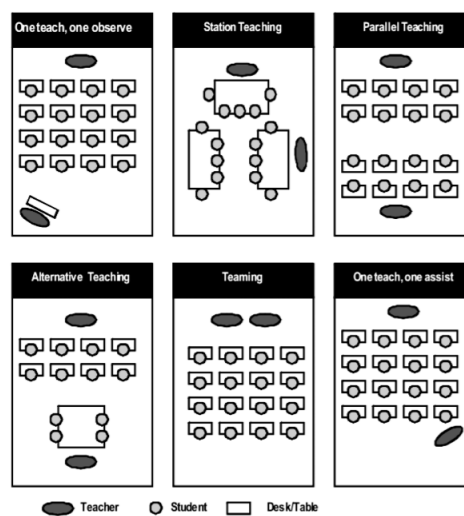


Figure 1. Coteaching modalities (Friend et al., 2010)

Coteaching modalities descriptions (Friend et al., 2010):

1. **One teaches, one observes:** In this modality, one teacher leads the session while the other teacher collects specific information (behavioural, academic or social) previously determined.
2. **Station teaching:** This modality consists in setting three non-sequential work stations. Students are divided in three groups and they rotate within the stations and they are taught by a teacher in two of them, whereas they work independently in the third.
3. **Parallel teaching:** The usual aim of this modality is to encourage student participation and to foster instructional differentiation, as the same material is presented by each teacher to half the class, which has been divided into two groups.
4. **Alternative teaching:** The group is also divided into two groups in this modality, although in this case the groups are unequal. One teacher works with the bigger group while the other deals with specific content (assessment, enrichment, etc.) in the smaller one.
5. **Team teaching:** In this modality, both teachers conduct the session with the same roles and responsibilities (lecturing, assessing, etc.).
6. **One teaches, one assists:** In this modality, one of the teachers conducts the large-group instruction while the other walks around the class providing help to solve individual or specific problems and questions.

Recent studies carried out in Catalonia (Escobar Urmeneta, forthcoming) suggest the appearance of two more modalities of coteaching:

7. **Complementary team teaching:** In this modality, each teacher has an area of expertise (one English and one Science, for instance), and their interventions complement in order to build and develop the session. In short, “complementary teaching capitalizes on specific strengths and expertise of each coteacher” (Escobar Urmeneta, forthcoming). Even though some authors consider this modality a variety of team teaching, others consider it as a modality of its own due to the importance of complementarity in specific contexts such as CLIL.

8. **Co-supporting learning:** In this modality, there is no main teacher conducting the session. Students are working on their own (either individually or in groups) and the coteachers act both as supportive teachers, that is, they circulate around the classroom providing feedback, solving doubts and giving advice to the learners. Due to the high degree of autonomy given to the students, this modality has been found to be particularly useful in technology-enhanced contexts.

Even though coteaching was long restricted to the special education area, interest in this innovative instructional strategy has increased in the last decades due to a shift in the educational paradigm towards inclusive education. This shift is embodied in the US in the No Child Left Behind act of 2001 and the UNESCO's Convention on the Rights of Persons with Disabilities of 2006 (Friend et al., 2010), and in the Decree on Inclusive Education in Catalonia (Departament d'Educació, 2017). The research and the application of the concept have substantially evolved ever since due to its implementation in other areas of education (Dieker, 2016).

A good example of this is the Foreign Language Education (FLE) field. As Alcalà et al. (2020) recently stated, “an honest look at most of the Foreign Language classes in high schools reveals the difficulty of getting all the students to produce good quality output in L2 due to the increasing diversity found in the classrooms.” (p. 36). In such a context, another innovative instructional practice comes into play: CLIL.

CLIL is a concept that embraces “educational practices in which instruction is given through a language other than the students' mother tongue” (Dalton-Puffer, 2007:1). This practice is rapidly expanding both in Catalonia and throughout Europe due to the fact that it gives response to the recent educational challenges that seek to educate individuals capable of working and living in today's globalized world (Valdés & Espinet, 2013).

Albeit coteaching and CLIL have been widely explored in the last decades on their own, very little research has been done in order to investigate the combination of both practices. The existing research claims that, whereas a dual-focused teaching practice such as CLIL can affect the quality of the instruction when conducted by a single teacher, “a content-matter (i.e., science) teacher and a foreign language (i.e., English) teacher collaborating in a CLIL classroom may become an unbeatable tandem” (Escobar, forthcoming). Thus/Therefore, exploring the implementation of coteaching in CLIL contexts stands as a promising and challenging wager.

2.2. Educational context in Catalonia

Now that the keystone of this investigation has been described and labelled, it is also necessary to understand the context on which this literature review will focus, that is, today's educational context in Catalonia.

As mentioned above, there has been a transformation in the educational paradigm in the last couple of decades. In Catalonia, this shift is embodied in two decrees that have changed the instructional activity as we knew it. These two documents are the *Compulsory Secondary Education Regulating Decree* (Departament d'Educació, 2015) and the *Decree on Inclusive Education* (Departament d'Educació, 2017)

Ever since they were published, all the stakeholders of the educational community have been assimilating the new challenges that these documents raised and trying to adapt their previous methods in order to achieve a successful implementation of this new curricula:

- The first document (Departament d'Educació, 2015) establishes a major shift in education towards a competence-based curriculum. Thereafter, a set of measures is provided, amongst which the importance of formative assessment and collaborative learning fostering can be highlighted.
- The second document poses as its main aim “ensuring that all publicly funded schools in the field of non-university education are inclusive by establishing criteria to guide the organization and management of schools” (Departament d'Educació, 2017:3)².

These documents entailed a turning point in the educational system. Even though clear and challenging objectives were placed in the spotlight, little advice was provided about how to achieve them in terms of methodologies, and approaches. In this scenario, a wide range of proposals emerged as appropriate ways to reach the requirements mentioned above.

Hence, this theoretical framework shows promising evidence regarding the implementation of coteaching as an effective approach in the context of interest to this investigation, namely CLIL. A further literature search on how this implementation should occur will be carried out in the following sections of the review.

² Original text in Catalan. Translation by Boada González, J. (2020)

3. Method

3.1. Article selection criteria

Once the main aims and the research questions of the dissertation had been determined, it was necessary to establish a set of criteria in order to select the research articles to be analysed. These article selection criteria are listed below:

- At least two key-words of the article match the key-words of this dissertation.
- The research was carried out at the secondary education stage³.
- The research was carried out in a FLE context (and, whenever possible, CLIL).
- The research was conducted in a context in which the learners' L1 wasn't English.

These criteria worked as a filter that enabled the following:

- Ensure the relevance and appropriateness of the articles selected regarding the concepts that are being investigated.
- Guarantee the quality and reliability of the articles selected.
- Optimise the timings and effectiveness of the article research process.

3.2. Analytical approach

After having selected the articles through the criteria mentioned above, a clear article analysis pattern was also needed to proceed with the literature review. In order to extract relevant pieces of information out of the chosen articles, the procedure was the following:

- While reading the article, the text excerpts that answered the research questions of this dissertation were extracted from the article.
- Once this method was applied to all the articles selected, a comparison between the different excerpts was carried out in order to find similarities, differences and complementary information among them.
- In the last section of the dissertation, all the information drawn and compared out of the articles is analysed from the perspective of today's educational context in Catalonia with the aim of determining the transferability of this literature review's findings to a context closer to our future professional interests.

³ Although the aim is to orient this research towards the Secondary Education stage (Catalan ESO), some articles located in the Primary Education stage have also been included since they shed light on some of the main aims of the investigation.

4. Findings

Once the key concepts, the context and the method of this literature review have been introduced, it is time to move towards the main sections of this dissertation, in which the main findings of the research will be presented and subsequently discussed. In the first place, the focus will be placed on the main requirements suggested by the selected articles in order to achieve a successful implementation of coteaching. Not only will the role and specifications for teachers be explored, but also those from schools and institutions. Afterwards, a deeper examination into the implementation of coteaching in CLIL will be carried out, taking into account the requirements previously mentioned and discussed.

4.1. Requirements for teachers to implement coteaching successfully

As stated in the theoretical framework, the practice of coteaching is rapidly spreading both in Catalonia and throughout Europe. Nevertheless, its implementation has been unequal regarding how this approach should be conducted. A lot of research has been done concerning this issue, but some differences and similarities can be found among the different articles selected, especially when it comes to specific in-class actions or to determine the responsibilities of each stakeholder in the educational community.

It is evident that an instructional strategy as complex as coteaching is difficult to implement without providing teachers with clear guidelines and strategies on how to do so. Countless documents and papers have been published regarding the requirements for teachers in order to achieve a successful implementation of coteaching, amongst which three have been chosen following the criteria mentioned above:

- The first article explored in this section is *Tips and Strategies for Co-Teaching at the Secondary Level* (Murawski & Dieker, 2004). This article provides guidelines and teacher-friendly strategies for the effective implementation of coteaching in a clear and understandable way, including useful and varied tables and figures.
- The second document is the book *Co-teaching for English Learners* (Dove & Honigsfeld, 2018). This book works as a handbook for coteaching, as it contains a vast amount of information on the main guidelines of coteaching.
- The third article is *Collaboration Between General and Special Education Teachers* (Tzivinikou, 2015). This article is useful, as it presents real research evidence concerning coteaching conducted in Greece.

4.1.1. Teachers' prerequisites and skills

Regarding the prerequisites and skills needed in order to implement effective coteaching, research shows similar evidence organized in slightly different ways. Most of the skills mentioned can be related to collaboration and teamwork.

The article by Murawski & Dieker (2004) mentions several attributes that coteachers should present when intending to initiate coteaching practices, such as knowledge of the subject (that is, having read specific articles about coteaching), trust, willingness to getting to know each other and proactive communication (Murawski & Dieker, 2004).

On the other hand, Dove & Honigsfeld provide more specific information on this issue. After also describing trust as “an unyielding requirement of collaborative relationships” and stating that “without it, any efforts to build meaningful partnerships will inevitably fail” (Dove & Honigsfeld, 2017:13), they adapt Wink's 6 C's of collaboration (conversation, coherence, collegiality, conflict, control, and celebration) (Wink, 2013) focusing in both coteaching and EL's needs (Dove & Honigsfeld, 2018).

As for the last article, Tzivinikou (2015) states that “the essential characteristics of professionals who make effective co-teachers are personal confidence, professional competence, good communication and problem-solving skills, avoidance of conflicts, flexibility and effective organizational skills, as well as team work experience and extra time investment for weekly planning” (Tzivinikou, 2015:110).

4.1.2. Steps on the process of coteaching

Once the teachers' previous necessary requisites and skills have been explored and listed, it is also essential to have a clear understanding of the method and in-class actions that coteachers should follow to succeed when using this teaching approach.

Three clear steps are generally identified in the literature when it comes to implement coteaching: **Planning, Instruction and Assessing**. All three articles selected hold these three stages at the core of its proposals, although little differences and complementary information can be found between them.

Regarding planning, Murawski & Dieker (2004) present planning as an essential part of coteaching, as one of the most important features of the approach is to bring together the

different knowledge and areas of expertise of the coteachers. When well conducted, this can lead to a collaborative environment in which the best techniques and approaches to ensure the success of the lesson delivery is always found. They also provide a list of procedures to guide coteachers through this first stage, amongst which we can highlight establishing specific weekly slots in the schedule, using a coteaching plan book and defining a sequence to design the sessions (for instance: objectives, techniques, assessment and adaptation to students with special needs) (Murawski & Dieker, 2004).

In a very similar way, Dove & Honigsfield (2017) identify planning as one of the cornerstones of coteaching. According to them, “Co-planning is undeniably the most important component of the collaborative instructional cycle. Co-teaching does not happen without it, [...] The success of any true co-teaching practice depends on the success of co-planning” (p.25). Afterwards, the handbook presents the following steps as a guideline to succeed in co-planning (p.26):

1. Establishing a partnership and laying the foundation for collaboration.
2. Examining student data to make instructional decisions.
3. Planning instruction by integrating both professionals’ expertise
4. Expanding impact on student learning through systemic efforts for collaboration

Concerning instruction, Murawski & Dieker refer to it as “the most disconcerting component of co-teaching, [...] although it is frequently reported to be the most rewarding part of co-teaching” (Murawski & Dieker, 2004:56) when well conducted. Then, they provide a list of guidelines to follow in order to achieve so (p.56):

- Implement different models of coteaching during the course.
- Decide what teacher is going to focus on which students according to their learning style preferences.
- Create signals and words between the coteachers to help conduct the lesson effectively (control time, ask for help, etc.)
- Give small breaks during the lesson so students can summarize and integrate what they are learning, and use these breaks to discuss with the other coteacher how the session is going.
- Post a structured agenda for the class with clear standards and learning objectives.
- Use discussions and disagreements as a chance to enrich the lesson and to work on communication techniques. Avoid heated arguments.

Dove & Honigsfield's handbook presents a detailed explanation of how coteaching instruction must be conducted. Each model of coteaching has an entire chapter dedicated to itself in which how this specific model should be conducted. Although different instructional approaches are mentioned in each of the chapters, a list of common instruction guidelines when implementing coteaching (regardless of the model used) is provided later in the article (Murawski & Dieker, 2004:210). This list matches the six principles for Language Learning developed at Stanford University (2013), and it is particularly useful for this investigation, as it is designed for English Language Learners:

1. Instruction focuses on providing ELLs' with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.
2. Instruction leverages ELLs' home language, cultural assets and prior knowledge.
3. Standards-aligned instruction for ELLs' is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
4. Instruction moves ELLs' forward by taking into account their English proficiency level(s) and prior schooling experiences.
5. Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices. (Stanford University, 2013)

As to assessing, Murawski & Dieker's article describe this final step as "a perfect area for collaboration", even though they warn that "assessment requires that co-teachers take time to discuss potential areas for concern or disagreement... before they become a real issue" (Murawski & Dieker, 2004:57). As they did with the previous steps, they provide a list with tips to follow in order to achieve successful co-assessment (p.57):

- Recognize that grading frequently becomes a sticky topic and is one that should be discussed proactively to avoid confrontation.
- Consider a variety of options for assessing students with and without disabilities.
- Provide menus of assignments that allow students to self-select projects or papers that are of most interest to them.
- Create rubrics that will help students see what is being assessed and how.

- Share the load by taking turns grading papers.

On the other hand, Dove & Honigsfeld refer to co-assessment as an essential part of coteaching, as it helps to monitor the students' learning process and it provides crucial information about what contents and language need to be instructed or readdressed (Dove & Honigsfeld, 2018). The article presents the three types of assessment that should appear in all FL learning process and that have been extensively explored and discussed in class: Assessment *as* learning (strongly related to self-assessment), Assessment *for* learning (also known as formative assessment) and Assessment *of* learning, namely all the activities in which the student will be graded and its learning process will be evaluated.

Once these assessment types have been introduced, the article moves towards specific guidelines for co-assessment. In order to do so, the three critical principles established by the Collaborative Assessment Conference (CAC) in Harvard are presented:

1. Examine authentic student work and look for their strengths and needs.
 2. Examine the actual work -not what you want to see- while also discussing how teachers can best support the child to make necessary progress.
 3. Take a collaborative approach and invite colleagues to participate in the process.
- (Dove & Honigsfeld, 2017:225)

After exploring and analysing how the articles selected approach the three essential steps for teachers when implementing coteaching (Planning, Instruction and Assessment), few specifications need to be done before moving towards further sections of the article.

First of all, it should also be specified that Dove & Honigsfeld include a fourth and last essential step for coteachers which is not included in the Murawski & Dieker article: Reflection. After presenting reflection as both the closing point of the coteaching cycle and the starting of a new one, the handbook states that despite “the scarcity of available time and the overwhelming demand of instructional and non-instructional collaborative and individual responsibilities [...], careful attention and reflection on the quality of the implementation of the integrated co-teaching approach is imperative” (Dove & Honigsfeld, 2017:235). In order to succeed in co-reflection, Dove & Honigsfeld underscore the importance of doing both *reflection in action* (during coteaching) and *reflection on action* (after coteaching). Regardless of the kind of reflection, the article highlights 4 key features to ensure successful reflection on coteaching (p.238):

1. **Dialogue:** Regularly engage in dialogue about instructional issues and the learners' development and performance.
2. **Problem solving and decision making:** Decide what practices need to be initiated, developed, continued or discontinued.
3. **Action:** Actively engage in initiating, developing, continuing or discontinuing instructional practices after the decision making.
4. **Evaluation:** Regularly collect, analyse and reflect on both informal and formal data about both teaching practices and EL learning process.

To end this section about the requirements for teachers to successfully implement coteaching, it is necessary to justify why the third article selected for this section (Tzivinikou, 2015) hasn't been mentioned until now in this subsection (steps in the process of coteaching). In the first place, the information provided in this article regarding the steps (Planning, Instruction, Assessment and Reflection) isn't as detailed as the information given in the other two articles. Nevertheless, a useful mnemonical strategy (PARTNERS) is included in this article for coteachers to remind their guidelines, and it seems suitable to end this section with this PARTNERS figure as a summary of everything that has been discussed in it as, in the end, that is what coteachers are when they work together:

Plan together weekly
Address classroom concerns proactively
Recieve ongoing administrative support
Thrive on challenges
Nurture a sense of classroom community
Evaluate student performance
Reflect on practice and strive for improvement
Support each other

Figure 2: Mnemonical strategy for coteachers to remind their planning guidelines (Walter-Thomas et al. 2000 in Tzivinikou, 2015:110)

4.2. Requirements for institutions to implement coteaching successfully

As mentioned at the beginning of the previous section (requirements and skills for coteachers), teachers need to have clear guidelines and specifications on how to implement coteaching if they want to succeed when doing so. It is also true, though, that coteaching doesn't only involve and require the commitment of teachers, but also from all the other educational community stakeholders.

Following the analytical approach of this dissertation, 3 articles have been selected in order to provide answers to this coteaching challenges:

- The first article is the same one as in the previous section, namely, Murawski & Dieker's *Tips and Strategies for Co-Teaching at the Secondary Level* (2004).
- The second article selected is *Iniciar i sostenir pràctiques de docència compartida a les aules* (Huguet & Lázaro, 2018). This article provides useful guidelines on the structure and framework required before starting to implement coteaching practices.
- The third article is *Docència Compartida* (Departament d'Educació, 2019a), a document attached to *Mesures i Suports Universals en el Centre Educatiu* (Departament d'Educació, 2019b) in which official guidelines concerning coteaching implementation are provided by the Departament d'Educació.

As a departure point, it is generally believed that the key role required from stakeholders other than teachers has been usually undermined, as all the attention has been drawn towards the teachers. Murawski & Dieker summarize this idea in the following excerpt:

“Faculty in secondary schools are well acquainted with change. New mandates or programs often are introduced at the beginning of a school year with the announcement that they are to be implemented immediately. This “ready, fire, aim” approach negates what we know about change needing time and professional buy-in.” (Murawski & Dieker, 2004:53)

According to Murawski, this has NOT changed over the last decade, as she claimed in a recent article written by her:

“Many schools are undertaking co-teaching without putting the important components into place for success. They are putting two teachers in the room in an “arranged” marriage, with no time for teachers to get to know one another, to learn how to co-teach, and to establish norms, goals and expectations that both can embrace” (Murawski, 2019:2)

Regarding this issue, Huguet & Lázaro state that “isolated coteaching practices and highly motivated teachers are interesting, but in order for them to be sustainable and becoming a change and improvement driving force, the hosting institution must take responsibility over them and promote them globally in the centre” (Huguet & Lázaro, 2018:44).⁴

On the other hand, the Departament d’Educació highlights the importance of revising centre policies before implementing coteaching practices in the classroom (Departament d’Educació, 2019a).

Concerning specific requirements for schools and institutions, Murawski & Dieker’s article emphasizes providing information and training on these collaborative practices, encouraging all school teachers to engage in them, to be proactive in the implementation of coteaching practices and to be willing to help teachers with administrative support, especially with scheduling assistance and flexibility (Murawski & Dieker, 2004).

Huguet & Lázaro (2018) provide a wider and more developed list of actions and procedures for schools and institutions to enable and foster coteaching practices in their classrooms, amongst which the following can be highlighted (p.45):

- Training and guidance for teachers during the whole process of coteaching implementation, especially at early stages.
- Considering the importance of co-planning in terms of scheduling flexibility.
- Starting coteaching implementation at the same time in different classrooms so teachers can share doubts and reflect on their different experiences together.
- Carefully select the coteaching teams taking into account different items, such as experience in coteaching, knowledge of the subject and previous relationship with the group of students in which coteaching instruction is implemented.
- Creating a commission to watch over the fulfilment of the agreements and guidelines established and to keep providing guidance and assistance when needed in order to ensure a sustainable implementation of coteaching practices.

In a similar way, the Departament d’Educació (2019) presents a list of proposals for educational centres to apply in their classrooms and with their teacher staff (p.2):

- Determine which teachers will dedicate hours to coteaching, at which levels, and in which classroom contexts.

⁴ Original text in Catalan. Translation by Boada González, J. (2020)

- Prioritize hours of coteaching when organizing the teachers' schedules.
- Foster active methodologies in coteaching (and non-coteaching) contexts, as teacher-centred lectures have no place in this educational approach.
- Determine specific time slots for the cooperation, coordination, planning, innovation, training, and formative evaluation of the different teachers who implement coteaching.

To sum up, this section provides literature evidence regarding the essential role that the administrative stakeholders of the educational community (namely schools and institutions) need to play to achieve a successful implementation of coteaching, as a great deal of training, guidance and logistic assistance is required in order to attain so.

4.3. Requirements to implement coteaching successfully in CLIL contexts

In the last subsection of the literature review section, a research concerning the implementation of coteaching in CLIL contexts is conducted. After exploring how coteaching should be implemented in terms of both teachers and schools and institutions, this section focuses in a specific and innovative field of implementation for this methodology: CLIL.

- The first article is *Ensenyar ciències i anglès a través de la docència compartida* by Laura Valdés i Mariona Espinet (Valdés & Espinet, 2013). Even though conducted in a Primary Education context, this article provides useful information regarding how CLIL and coteaching can be combined and the contributions that they can add to one another.
- The second article is *Co-teaching to Foster Classroom Interactional Competence (CIC)* by Eva Alcalà Arxé & colleagues. (Alcalà Arxé et al., 2020). This recent research shows real evidence of the benefits of combining CLIL and Coteaching in a Secondary Education classroom in Catalonia.
- The last article is *Coteaching in CLIL in Catalonia* by Cristina Escobar (Escobar Urmeneta, forthcoming). The title of the article alone already proves its match to the subject that is being investigated in this section. Furthermore, and regardless of the fact that it is not finished, it proposes innovative procedures for coteaching and adapts the existing ones to the field of FLE and more specifically to CLIL contexts.

Concerning why CLIL and coteaching can be a successful combination to implement, Valdés & Espinet highlight the fact that, in Catalonia, teachers specialize in one area or subject, and this may become a problem, for instance, if a Science teacher suddenly has to conduct his/her subject in English through CLIL, as it is likely that he/she will not have the capability to do such thing due to him/her not having specialized in languages (and vice versa). Thus, coteaching becomes an interesting strategy in such a context, as it enables close collaboration among teachers specialized in the different areas that they are intending to integrate through CLIL (Valdés & Espinet, 2013).

Alcalà et al. focus on the fact that coteaching can be a useful tool to implement in FLE and CLIL contexts from an inclusive point of view, as this approach fosters students' participation and output production "in a system in which students with learning difficulties are not taken into consideration well enough" (Alcalà Arxé et al., 2020:36).

On the other hand, Escobar Urmeneta highlights the advantages of combining the complementary areas of expertise or different profiles of the same area in a single classroom. According to her, this fact opens a wide range of opportunities to generate an inclusive environment in which language and content can be effectively integrated in a CLIL context (Escobar Urmeneta, forthcoming).

As for the benefits and contributions of coteaching to CLIL contexts, Valdés & Espinet (2013) provide an exhaustive list of benefits, amongst which the most relevant are (p.28):

- Different points of view
- Collaborative work and learning environment
- Open-minded and interactive atmosphere
- Teachers constantly learn new strategies and practices
- Increases the sense of community positively affecting the school's culture and environment

Regarding the contributions, Valdés & Espinet present a grid in which the main contributions of coteaching to the main challenges that CLIL usually raises are described:

CLIL Challenges	Coteaching contributions
Adapt materials	Coteaching encourages joint planning of new materials and the experts' collaboration in their areas of expertise in order to create and adapt them.
Appropriate exposure to L2	A language expert is always present in the classroom.
Tension between areas of expertise	Planning and instructing by experts of different areas can arouse collective goal concerns and decisions.
Teacher training	Coteaching enables: <ul style="list-style-type: none"> • Reciprocal learning • Increased class management skills • Self-criticism and reflection • Constructive discussions

Figure 3: Coteaching contributions to CLIL. Adapted and translated from (Valdés-Sánchez, 2012:13)

Concerning this issue, Alcalà et al. (2020) also list the possible contributions of coteaching to CLIL contexts (p.36):

- Teachers working together increase their mutual trust and commitment, which can in turn set an example to students.
- Teachers receive valuable feedback from their coteachers and it provides opportunities for professional growth
- Lessons can be more dynamic and creative since coteaching makes it easier to conduct hands-on activities
- Students are exposed to more teaching strategies, methods, and a more positive and inclusive learning environment.

Later in their article, they use the results of their experiments to claim that “evidence shows that the atmosphere was inviting and the teachers’ proposals were well received by the students. The coteaching modalities employed by the teachers (team teaching and

parallel teaching) made possible the shaping of the large number of learners' contributions in L2" (Alcalà Arxé et al., 2020:41).

In a similar way, Escobar Urmeneta (forthcoming) highlights the coteaching contributions observed in her research experiences. The author focuses on contributions achieved when implementing specific coteaching modalities, including the 2 new modalities presented by her at earlier stages of the article (see page X):

- The English teacher often acted as a language model in the maths class when needed (*One teach, one assist*).
- Groups of students were simultaneously taught or assisted by both coteachers (*Parallel teaching; Co-supporting learning*).
- *Station teaching* came into play to practice specific skills. The arrangement speeded up the rhythm of the lesson while at the same time contributed to break the barrier between the timid student and the apparently distant teacher.
- The close monitoring of the experience included having one coteacher taking the leading role, while the other was taking notes or pictures in order to document and improve the process (*One teach, one observes*).

Regarding the results of a multiple case study, Escobar Urmeneta provides encouraging data by stating that “overall, the flexible arrangement of coteaching allowed for a more efficient management of group work, and more room for individualised attention. [...] The students made a significant progress in English as well as in mathematics from year 7 to year 9, and found the approach both challenging and worthwhile.”

Overall, this section of the dissertation has reviewed several reference articles of different nature (handbooks, research articles, official bills, etc.) regarding coteaching and its implementation. This research has allowed to present a set of criteria, measures and recommendations to successfully implement coteaching for different stakeholders of the educational community (teachers, schools, institutions, and policy makers) and to implement it in different contexts such as FLE or CLIL contexts. A further discussion of the findings retrieved from this review will be conducted in the following section of the paper.

5. Discussion

In the previous section of this dissertation, all the information provided by the research articles selected was selected, extracted and presented following a clear and coherent pattern previously developed as the analytical approach. Now, this information will be analysed and compared in order to give response to the research questions formulated in the introduction. Furthermore, this data will be interpreted and oriented towards the implementation of coteaching in the Catalan educational context, which is the purpose of this dissertation.

Concerning the first research question (requirements for teachers), Dove & Honigsfield state in their handbook that “the simple placement of two teachers in the same classroom does not constitute an instant teaching partnership” (Dove & Honigsfeld, 2018:9). As the literature review has shown, not only a wide set of communication, teamworking and problem-solving skills is required from the coteacher, but also a vast amount of knowledge and training on coteaching as well as a great deal of effort and willingness to reverse the traditional individual and isolated teacher role towards a collaborative school culture.

Some of these skills have been already discussed in section 4.1.1. of this dissertation (see page X). While the first two articles (Murawski & Dieker, Dove & Honigsfield) strongly focused in trust and willingness to know the coteaching partner as well as to learn and work with him/her, the last article (Tzivinikou) put the scope in more practical and academical skills such as professional competence, flexibility in organization, team work experience and problem-solving skills. Even though all articles end up highlighting the same skills and requisites, it is interesting to observe their differences regarding where they put their focus, which might probably be given by the fact that the first two articles have a more generalist approach and are presented as handbook and an article that provides guidelines, whereas the last one is a research article in which a real life experiment is conducted and therefore leads to a higher degree of interest for more practical and in-class action-based skills.

As for the knowledge on the field of coteaching, section 4.1.2. of the literature review presented an extensive revision in the three main stages of the coteaching process: Planning, Instruction and Assessment. Even though some differences regarding these stages exist between the approach given by the different articles revised, the three of them

describe each stage as essential in the coteaching process. One significant difference was found between them, though: while Murawski & Dieker's article stuck to the three main stages of the coteaching process, a fourth stage was brought into play by the other two articles: Reflection. Very interesting observations on this concept were made in the last two articles, especially in the handbook by Dove & Honigsfeld. In the book, reflection was presented as "the end of a coteaching process and the beginning of another" (Dove & Honigsfeld, 2018:235), which accurately describes the idea of reflection being the linking bridge between two coteaching instructions. This idea enables an even more interesting one, namely the idea of understanding coteaching as a cycle instead of understanding it as single processes connected between them.

One of the main aims of the research was to explore the role of educational community stakeholders other than teachers such as schools and institutions. As stated in section 4.2., their roles have been historically undermined and subordinated to the teachers' role and requirements. The review has proven, though, that this is in fact one of the main challenges that coteaching needs to face and overcome in order to achieve its successful implementation, as coteachers can fulfil their requirements without essential administrative support such as training, guidance and logistic assistance (resources, materials, help with schedule planning and so on). Regarding the differences between the articles selected for this paper, it is interesting to observe that, while the two first articles (research articles conducted by experts) present a really critical opinion towards the low level of commitment and support provided by the responsible entities of education (schools, institutions, educational departments), the Departament d'Educació itself claims that "the support network is composed of all the people and institutions involved in the educational process and that the Education Law defines as educational community" (Departament d'Educació, 2017:4)⁵. Furthermore, the two first articles provide a large and specific list of measures and procedures for institutions to follow in order to achieve a successful implementation of coteaching, whereas the measures provided by the Departament d'Educació have a much more vague and broader connotations in order for them to be flexible and easily adapted to all contexts and situations, although this can sometimes lead to misunderstandings and confusion in coteachers, embodied in the "ready, fire, aim" approach that Murawski & Dieker highlight in their article and that,

⁵ Original text in Catalan. Translation by Boada González, J. (2020)

according to them, “can result in (understandably) resistant teachers and a process that is doomed before it begins” (Murawski & Dieker, 2004:53).

In the last section of the research, the potential contributions of coteaching in innovative educational contexts in Catalonia such as CLIL have been explored and investigated. The fact that the articles analysed were all published in the last decade (2013, 2020 and forthcoming) and that there is still little data collected and few articles published on the issue proves that this is a promising and innovative line of research. Concerning the information retrieved from these articles, a large set of suitable coteaching contributions to CLIL has been found, most of whom have already been verified through several experiments conducted in high schools in Catalonia, carried out in Primary and Secondary Education contexts. Moreover, the proposal and appearance of two new coteaching modalities by Escobar Urmeneta suggests that not only can coteaching be beneficial for CLIL and FLE contexts, but also the other way round, as these innovative approaches can enable a reciprocal relationship in which constant methodological updates and innovative contributions are provided from one approach to another.

Thus, the literature selected and analysed in this dissertation has provided multiple and specific answers to the research questions raised at the beginning of its inception. The requirements to a successful implementation of coteaching for both teachers and the responsible institutions in the educational communities have been widely explored and identified, as well as its potential transferability and implementation in innovative educational contexts in Catalonia such as CLIL.

In the last section of the paper, a summary of all the data covered is provided together with a personal reflection regarding the relevance of this investigation in terms of personal and professional development. Additionally, potential further lines of research are considered.

6. Conclusions

This dissertation has enabled a relatively broad literature review on the strategy of coteaching. A large amount of information provided by the texts has been explored regarding both the fundamentals of coteaching (definitions, modalities, benefits and challenges) and the requirements for a successful implementation of this innovative educational approach. Furthermore, its implementation in other innovative educational contexts such as CLIL have also been studied. A detailed analysis and discussion of all the data collected was conducted afterwards in order to find similarities, differences and complementary information among the articles studied.

Three were the research questions raised by this investigation, In the first place, the requirements for teachers to implement coteaching were identified. Not only the prerequisites and skills required of coteachers were presented, but also the main stages and steps of the coteaching process (or, as specified in the previous section, the coteaching cycle), namely planning, instruction, assessment and reflection.

Concerning the second research question, the requirements for institutions to implement coteaching were also labelled and listed. Evidence was given regarding the essential role that these institutions have in terms of the logistic support and the guidance and assistance that they must provide the teachers with.

As for the last research question, all the data collected at earlier stages of the review was adapted to determine its potential transferability from its usual scope of action to an innovative educational context in Catalonia such as CLIL. In order to do so, several recent research articles with projects carried out in different high schools in Catalonia were analysed. The articles showed promising evidence regarding the contributions that coteaching can add to CLIL. Furthermore, some of the articles suggested that this beneficial relationship might be reciprocal, as innovative educational contexts (especially those combining languages) such as CLIL enable a whole new field of action in which the fundamentals of coteaching can be adapted and re-thought.

Writing this dissertation has been both meaningful and useful in the context of the three complementary dissertations on coteaching that have been carried out this year in this Master's branch, namely this one and the ones conducted by my colleagues Sandra Esgleyes and Clara Terés, in which the concept of coteaching is dealt from another point

of view in which empirical data such as enquiries or real recordings and field notes about coteaching implementation are analysed. This paper provides a fundamental and sufficient theoretical background that enables all three dissertations to be coherent and understandable from the literature and theoretical perspective.

This dissertation provides clear and specific patterns and measures in order to successfully implement coteaching. A holistic approach to the concept of coteaching was allowed, as a wide variety of articles were covered and selected, including different typologies (research articles, handbooks, educational bills...) and different contexts (special education, FLE, CLIL) in different educational paradigms (US, Europe, Catalonia) and at different educational stages (both Primary and Secondary).

From my perspective, conducting this study has been extremely useful and valuable for me as a student-teacher, as I have had the opportunity to explore in depth not only the concept of coteaching, which has clearly emerged as one of the most promising instructional innovations over the last years, but also other potentially powerful approaches such as CLIL as well as both the educational paradigm in Catalonia and in Foreign Language Education, which is the context in which I will be (hopefully) developing my professional career. Moreover, I have seen that the combination of coteaching and CLIL is a recent research line yet to be explored and developed, so it could be a promising field of investigation if I ever want to experience the research field.

Besides the research line that has just been mentioned, this literature review enables several further lines of enquiry to be explored, such as a deeper investigation into the requirements to the implementation of coteaching for educational community stakeholders other than teachers or institutions, namely students, families and so on. Further research on the implementation of coteaching in FLE contexts other than CLIL can also be conducted taking this dissertation as a departure point.

As a final consideration from the three authors of this complementary work, we would like to state our studies have shown us that coteaching raises as the future (and present) of education, not only because the results and evidence provided regarding its impact on students' academic performance, but also for the fact that it strongly enhances a collaborative and inclusive environment in the classroom, two values that stand as two of the keystones of the 21st century educational paradigm.

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