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Coteaching in Foreign Language Education (FLE) Contexts: A Narrative of a Coteaching Experience

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Abstract

This thesis aims to narrate a coteaching experience in real context during an internship period in a Catalan high-school. This narration exposes how the interns implemented a predesigned Teaching Unit in a ninth-grade classroom as well as its challenges and opportunities encountered in this implementation. The theoretical framework of this paper presents the common types, benefits, and drawbacks of this educational methodology. Additionally, it shows coteaching's modalities implemented during the Teaching Unit's lessons in order to set the baseline of this research. Video, voice recordings and teachers' notes are collected to contextualize the description of the experience. These data helped to conclude that having three teachers in the classroom can be beneficial not only for students but also for teachers. Common coteaching challenges can be overcome when establishing open communication, good organization and working together to achieve a common goal. Time management, assessment, grading, and students and teachers' readiness can no longer be seen as obstacles when collaborative teaching is a school-wide project in which teachers and students feel included and as a part of the center. For this innovative projects to be successful, they should also receive the administration's assistance to create a bigger impact in the Catalan education system.

Keywords: Coteaching, collaboration, experience, teaching unit, lead, assistant, observer.

Resum

Aquesta tesi té com a objectiu narrar una experiència de codocència viscuda en un context real durant el període de pràctiques en un institut Català. La narració exposa com les estudiantants de pràctiques van implementar una unitat didàctica prèviament dissenyada en una classe de quart d'ESO, alhora que mostra els reptes i oportunitats que se'n van derivar. El marc teòric d'aquest treball presenta els tipus, beneficis i inconvenients d'aquesta pràctica docent. A més, mostra les modalitats adoptades durant la implementació de la unitat didàctica per elaborar el punt de partida d'aquest estudi. Per tal de contextualitzar l'experiència, s'han utilitzat les dades més rellevants d'entre gravacions de veu i vídeo i notes del professorat de pràctiques. Aquest material ha ajudat a concloure que tenir tres docents dins l'aula pot ser beneficiós no només per als estudiantants sinó per a les professores. Els reptes més comuns de la codocència es poden superar establint una comunicació oberta, una bona organització i treballant juntes cap a un objectiu comú. La gestió del temps, l'avaluació, les qualificacions i la disposició tant d'alumnes com del professorat ja no es poden veure com a obstacles si la docència col·laborativa forma part d'un projecte escolar. Aquest projecte global ha d'acollir els mestres i estudiantants i ha de tenir el recolzament de l'administració per tal de ser exitós. El reforçament d'aquesta ajuda pot generar un impacte encara major en el sistema educatiu Català.

Paraules clau: Codocència, col·laboració, experiència, unitat didàctica, principal, assistent, observador.

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1. INTRODUCTION

In Catalonia the educative legislation has fought since the democratic transition, to guarantee quality education. Some of the fundamental pillars of this educative system have been to preserve Catalan as a national language or to guarantee all populations' admission. The actual changes in demography, culture, and society require the school to be, more than ever, an agent of positive impact. To overcome this challenge, inclusion is and has to be the milestone of the Catalan school. In "decret 150/2017, de 17 d 'Octubre, de l'atenció educativa a l'alumnat en el marc d' un sistema educatiu inclusiu" one can read:

"[...] que l'atenció educativa de tot l'alumnat es regeix pel principi d'inclusió, i es defineixen els criteris d'organització pedagògica que han de facilitar l'atenció educativa de tots els alumnes i, en particular, d'aquells que poden trobar més barreres en l'aprenentatge i la participació."

Ordinances such as 150/2017 regulate the actions taken regarding inclusion, and changes in the curriculum, such as the ones approved in 2006¹, ease the delivery of obligatory content and give priority to new proposals that ensure all students' wellbeing.

One of these proposals is collaborative teaching. Nowadays, it is common to try alternatives to traditional teaching approaches such as group projects or CLIL². Additionally, more innovative concepts such as *hiperaula* prioritize the student's autonomy and collaborative work, which is not only expected from the students but also teachers. Thus, those new proposals have in common the implementation of coteaching.

Coteaching is an educational methodology in which more than one person is the origin of the lesson's content. As it will be commented in the following section, coteaching comprises several approaches and modalities that can be modified to suit the school, classroom, students, or teacher's needs: the number of students, the number and type of teachers, and the methodology of their teaching.

Collaborative teaching presents, for the time being, some challenges as well as opportunities. The main goal of this study, thus, is to explore coteaching's benefits and setbacks for teachers, students, and schools.

¹ Catalunya. Decret 187/2015, de 25 d'agost, d'ordenació dels ensenyaments de l'educació secundària obligatòria

² Content and Language Integrated Learning.

In the curriculum of MUFPS³, the internship period in a high school is crucial to completing teacher training. In this context, the author of this document experienced and gathered information to present her case.

Kavafis high-school is located in an inland city near Barcelona. The center welcomes students from the neighborhood with a large population of young children. It is an expression of the city's demographic diversity: local and migrant families live together with a moderate to low social and economic background. The school is a medium complexity center created in 1996, in which pedagogical proposals are based on solid principles: "secular character, integral training, normative fulfillment, Catalan as a vehicular language and the center continuous improvement" (PEC, 2018-2019). Kavafis' goals are to train students with skills and competences on the different educational phases and educate them to act respectfully towards all people.

English is, along with the other languages taught in the school, a priority for all staff due to poor results on the 'Competencies Bàsiques' exams in previous years. Therefore, the educative objectives of Kavafis for years to come are to reinforce oral and written production as well as comprehension of Catalan, Spanish, English, and French. The staff at the English Department join their forces to create and propose new activities while using more traditional methodologies and materials.

In this environment, the three interns implemented collaborative methodologies in different class groups and grades. In particular, here will be presented the experience lived in ninth grade class group C. Thus, the thesis aims to explore the actions taken by the English interns when implementing a previously prepared Teaching Unit.

This thesis is part of a larger project created alongside Boada and Esgleyes to explore different aspects of collaborative teaching. Boada's article aims to review coteaching's theoretical framework and its possible theoretical implementations in our country. Meanwhile, Esgleyes has focused on examining the future teacher's readiness when implementing coteaching and their opinions about the innovative methodology. This work,

³ MUFPS stands for "Màster Universitari en Formació de Professorat d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyament d'Idiomes"

then, adds the final note by presenting a real experience of coteaching. This bigger project not only allowed Boada, Esgleyes, and Terès to approach coteaching from various angles but helped the authors to establish a space of open communication and collaborative work.

It was a great opportunity to learn from each other while exploring a pedagogical proposal that is bound to be essential in the forthcoming changes of the Catalan education system.

2.THEORETICAL FRAMEWORK

Literature and case studies about coteaching are increasingly substantial but still determined by the country where the research was done. A good example is the US, in which a lot of the studies are focused on the possible educational changes triggered by the IDEA⁴ legislation approved in 2004 and the ‘No Child Left Behind’ legislation of 2002. It is unmistakable that the legislative framework influences the implementation, research, and results of those articles.

In Catalonia, the standing legislation and the subsequent modifications are linked to the LEC 12/2009 that desires “social cohesion and inclusive education to be the base of a school for all” (Decret 150/2017: 1)⁵. Thus, it seeks for inclusion to be the vertebrae of an educational system that wants to welcome in the classroom students with different educational needs. Those demands are not only focused on academic abilities or physical conditions but also familiar and psychological circumstances. Coteaching is one of the proposals to encourage complete inclusivity in the classroom. In this sense, authors such as Huget, Duran, or Escobar Urmeneta provide more real and functional framing for this thesis. Their work analyzes the possibilities of coteaching implementation in the Catalan educational system and the already positive outcomes of those schools currently practicing collaborative teaching.

Friend (2008: 1) argues that “Coteaching occurs when two professionals, typically a general education teacher and a special education teacher, partner in delivering instruction.” In a broader definition, Dieker (2016: 1) explains that “Coteaching is typically perceived as two educational professionals working together to service a group of heterogeneous learners.”

To create a definition that meets this thesis discourse and outcome, it is important to comment on two aspects of both Friend and Dieker’s definitions: (a) coteaching participants, (b) professional background of the participants.

- a) To restrict collaborative teams to two participants is to ignore the already abundant circumstances in which larger groups of people collaborate and their benefits in numerous aspects. As a local example: internships, different grade projects, and new approaches such as *hiperaula* by Fernández Enguita (2018).

⁴ Individuals with Disabilities Education Act, 2004.

⁵ Original text in Catalan. Translation made by Terès Arcarons, C (2020).

- b) Although Dieker (2016) explores other possibilities of team building, it always involves professionals related to education or other educational branches (i.e., speech pathologist). It is worth it, though, to consider the opportunity to create those teams with people not strictly connected to the classrooms: external experts, families, volunteers, etcetera. These possibilities reinforce the previous idea to consider those approaches that do not strictly follow theoretical definitions.

Considering both the expansion of the team constituents and the diversification of their professional background could make the appearance of new scenarios worth studying. In this case, this paper considers coteaching to be an educational methodology in which three interns acting as teachers are the origin of the lesson's content.

2.1 Coteaching Typologies

It is likewise complicated to state an official definition and specification of the types of coteaching. In 1993, Friend, Reising, and Cook (1993: 3) established this (see Appendix IV) coteaching structures that would be improved through the years. They summarized the following options whilst coteaching:

- **Lead and Support:** The leading teacher delivers the information and content of the lesson to all students while the assistant teacher offers their help by scaffolding students, focusing on individual students, or helping with classroom management.
- **Station Teaching:** Both teachers deliver content to a group of students. Usually, each of them delivers different information (or deepens the content of the other) to a group, and students switch to receive the same material.
- **Parallel Teaching:** Teachers deliver the same information and in the same way into two groups.
- **Alternative Teaching:** While one teacher delivers the information to a larger group, the other teacher pre-teaches, re-teaches, or supplements the content to a smaller group.
- **Team Teaching:** Both teachers lead the class and deliver information to the whole class group.

Other authors such as Dove and Honigsfeld (2018: 57-185) adapt this information by creating specific nomenclatures depending on the student grouping:

One group of students and two teachers
One Leads, One “Teaches on Purpose”
Two teach the same content
One teaches, One assesses
Two groups of students and two teachers
Two teach the same content
One pre-teaches, One teaches alternative information
Multiple groups and two teachers

Figure 1: Dove and Honigsfeld Coteaching typologies (2018).

- One Group: One Leads, One ‘Teaches on Purpose’: The lead teacher delivers the information in front of the class whilst the assistant helps students with a specific skill, content, or material.
- One Group: Two teach the same content: Both teachers deliver the same information in front of the class.
- One Group: One Leads, One Assesses: The lead teacher delivers the information in front of the class whilst the assistant collects data for later study.
- Two groups: Two teach the same content: Each teacher delivers the same information into two different groups.
- Two groups: One pre-teaches, One teaches alternative information: Co-teachers deliver different information to different groups. The content is usually linked to extend or reinforce previous knowledge worked in class.
- Multiple groups and two teachers: Co-teachers supervise and help students while working on teams.

This thesis focuses its research into several types of coteaching: some of them strictly follow the definition and characteristics proposed by Dove and Honigsfeld (2018), and other roles were adapted to the implementation’s circumstances (see Appendix I). Those were: (1) a team of three interns acting as teachers, (2) the implementation of a specific teaching unit to a specific class group, and (3) ensure equal teaching opportunities for the interns.

Thus, the adapted categories of coteaching used in the first scenario exposed were:

2.1.a One group, Three teachers

The three teachers share space in front of the classroom and deliver the same information. 'One group, three teachers' can be used to introduce or close the unit to present a joint force in front of the students.

Some of the challenges that can be encountered when using this coteaching can be turn-taking, delivering the information in a comprehensible way, and sharing the physical space in front of the classroom. On the other hand, it presents opportunities such as creating a joint force as teachers, introducing each teacher, and allowing all teachers to give their opinion. Since it might be challenging to perform, teachers should carefully plan how the information will be delivered. The larger the number of coteachers, the more difficult it can be to implement this model. Therefore, it is recommended to use it when introducing the unit or to give announcements.

2.1.b One Lead, One Assistant, One Observer

One teacher leads the class by delivering the content of the session in front of the class. The assistant, usually on one side of the class, helps the lead with content delivery and class management. She can give new examples, paraphrase, or ask questions to prompt student thinking. Furthermore, it can be a good asset for the lead teacher in moments of turn-taking, material delivery, indications of session pace, etcetera. The observer has a more secondary role at the back of the class. It is expected from her to assess the students with the agreed assessment tools, take notes about classroom dynamics, record the lesson for later uses, and assess teachers' performance.

Some of the challenges coteachers can meet when using this methodology are: it takes more time for planning, the assistant needs to know the content as well as the lead (and preferably the observer), the observer has to know what specific aspects need to be assessed, and it is more difficult to establish equal authority among teachers due to their different contributions to the class.

On the other hand, this option gives equal opportunities to lead, assist, or observe the class, allows coteachers to take advantage of their peers' expertise, and students can take advantage of different types of teaching. Moreover, the roles of assistant and observer allow having

more control over class management, grant individualized student feedback (and focus), to have an assessment on teacher's performance, and to have notes on classroom dynamics for later revision.

2.1.c Three groups, Three teachers

Each teacher delivers the same information into one group. Thus, they are responsible for leading the students, scaffolding their activities, solving problems, assessing their behavior and production. Some of the struggles of this modality are that the three teachers have to be familiar with the content to scaffold all groups in the same manner. Additionally, some of the teachers might have problems with physical space and sound noise inside the classroom. Despite that, this type of collaborative teaching allows teachers to deliver more targeted content, establish a good student-teacher relationship, and detect team or personal obstacles early.

2.3 Common challenges of Coteaching

The most common difficulties collaborative teams may encounter when proposing this type of practice are collected in many essays. Dieker (2016) summarized them as follows:

2.2.a Time

Investing time in creating a substantial project of coteaching can be challenging but essential to be successful. Collaborative teaching, as an idea, goes way further than the four walls of a classroom; it must be a school project. In this sense, it is a gradual process that must put at work the whole school community. On the other hand, and in more specific terms, planning for cotaught lessons can be challenging for teachers with a lot of class groups and tight schedules. It is convenient, then, to find time management strategies to plan the lessons thoroughly. An organized team and work will create content-rich lessons and ensure that the teacher's performance encourages the student's learning.

2.2.b Grading and high stakes testing

As Dieker (2016) states, "Coteaching teams must determine before the start of the semester how they will grade students." Grading is an aspect of teaching that traditionally gave power

to the single teacher and positioned them into the only figure of power in the class. In coteaching, grading is seen as challenging because it withdraws this power from a single person and gives it to the team. Strongly linked to teacher readiness, grading must be seen as an opportunity to learn from peer teachers and to create new alternatives for all students. Thus, the evaluation system must be adapted to the collaborative teaching plan by considering different assessment tools, new approaches to assessed tasks, and agreeing with coteachers their roles regarding assessment.

In a similar path, one of the most concerning aspects for teachers while coteaching is the results of a standardized test such as ‘Competències Bàsiques.’ In those aspects, a strong school organization in terms of collaborative work will soothe teachers’ fears. As commented before, all the school community must be involved in implementing these types of methodologies. By doing so, the center ensures that all teachers work together for a joint project, while students learn competencies with the same criteria. Both students and teachers will feel part of a joint project and downplay the results of standardized tests.

2.2.c Student and teacher readiness

Collaboration and cooperation need as much training as any other skill prized in an academic environment. By being good models for their students, teachers can transmit to their pupils the positive outcomes of working together. Having a collaborative school will make it easier for teachers to work together and for students to be open to working with anybody.

Teachers often refuse to collaborate with their peers because they have been habituated to work alone for a long time, feel their professionalism questioned, or do not believe in modern teaching methodologies. Whichever the reason, coteaching demands full compromise and involvement, not only in specific environments but rather (as we already commented) in a wholesome project as a school and as, if you will, an educational system. As Duran and Miquel expose in their work ‘Preparing Teacher for Collaborative Classrooms’, “some factors which hinder teaching collaboration are lack of skills or training, unwillingness to collaborate, balkanization, individualism in school culture, and ineffective leadership” (Duran and Miquel, 2019: 9). To overcome these resistances, it is crucial to establish a school-wide project that supports teachers and sets the grounds for a strong sense of community.

Although this work focuses on teacher's collaborative strategies, collaboration -in a broader sense- should be a distinct characteristic of the Catalan education system. School stakeholders should advocate for open, positive, and non-profit relationships by promoting new strategies such as coteaching. Consequently, schools and teachers' communities might take more chances to innovative pedagogies for the benefit of the whole community.

3. RESEARCH QUESTION

The following pages of this project will present how the typologies of coteaching were implemented during the internship while exploring how its common challenges can be overthrown. More specifically, this thesis tries to answer the following question:

What are the challenges and opportunities when three teachers are involved in coteaching?

In a broader sense, this approach intends to reflect on the learning of this experience and the possible benefits of collaborative teaching while proposing a reliable alternative to traditional education. Therefore, it can contribute to the current literary voices that consider unidirectional and static pedagogies should be left in the past. It can also encourage professionals to implement new strategies for the benefit of our entire educational system, and encourage further questioning and research to help make substantial changes in our schools.

4. METHODOLOGY AND DATA MANAGEMENT

This thesis followed an ethnographic methodology to comment on the coteaching experience lived in Kavafis high-school. It presents a narrative of the Teaching Unit implementation comments on the results, challenges, and opportunities coteaching methodology may have contributed to both students and interns. Thus, this document collects the observation on interns' behavior, organization, and performance within the classroom.

During the internship period the interns organized themselves to gather some data used in this document. This included voice recordings, video recordings, collective and personal note fields, assessment tool comments, and several posterior questionnaires made to the other trainees. They used mobile phones and computers to record the lessons, as well as predesigned assessment tools to gather students' information. Among this evidence, only substantial recordings have been transcribed and assembled in the Appendix section of this paper. These recordings, then, helped support some of the arguments presented in the following sections.

In addition to the recordings, the author of this thesis created original materials to ensure the reader's comprehension of the text. These materials, gathered in the Appendix, include glossary tables, summary tables, drawings, and graphics.

To guarantee the anonymity of the research participants, some modifications were made: the names of students, tutors, and school names were changed to difficult their identification. For this same reason, the Teaching Unit's materials have been encrypted. To have access to it, readers must ask for permission from the authors. Contrarily, teammates Irene Fraile and Sara Laguna have agreed to keep their original names to facilitate the understanding of some references to their thesis, the Teaching Unit, or pieces of data.

5. RESULTS

This section narrates the experience of coteaching a previously prepared Teaching Unit. This unit was created by a group of three Master's students and designed to be implemented in ninth grade (class group C) of Kavafis high-school. Thus, the participants of this experience are:

Grade: ninth (4 ESO)
 Class group: C
 Number of students: 16
 Interns as coteachers: Irene, Sara, Clara.
 Mentor and English certified teacher: Alexandra.
 Teaching Unit: *The Bright Side of Social Media* (see Appendix XI and XII)
 Sessions implemented: 5

This class group was composed of only sixteen students whose English levels vary enormously. There were six students with B1 level, four students with A2 level, and six considered to have A1⁶. The interns acting as coteachers implemented their Teaching Unit in one hour sessions three times a week.

The Bright Side of Social Media is a teaching unit that pretends to prompt students to use in a healthy way social media and social networks. To achieve that, the unit aimed to create a joint Instagram account where students would post small texts expressing their feelings regarding social media, giving tips on its usage, or recommending inspirational accounts.

This section narrates the interns' actions when creating and implementing the Teaching Unit *The Bright Side of Social Media*. Those actions are compiled in the following subsections: Planning of a Teaching Unit and Implementation of a Teaching Unit. As Figure 2 presents, Teaching Unit's creation has been posteriorly divided into five phases.

⁶ According to Common European Framework of Reference for Languages (CEFR). Classification suggested by Alexandra.

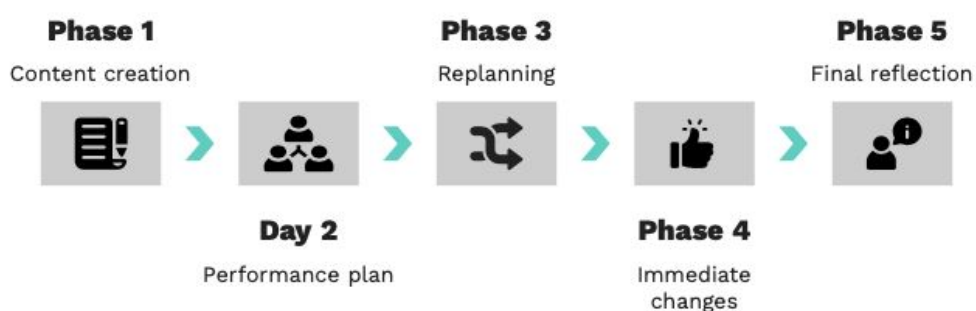


Figure 2: Teaching Unit's phases.

Five out of nine sessions were implemented in the on-site period of the practicum. The other three lessons were adapted into an online platform due to the sanitary emergency of Coronavirus.

5.1 Planning of a Teaching Unit

As the literature exposes, the management of time when planning coteaching was a challenge. Because the realization of this assignment was framed within the Master's Internship work, Irene, Sara, and Clara had to reconcile university lectures, assignments, and the creation of *The Bright Side of Social Media*. Thus, although the time available was scarce, open and fluent communication was key to divide their workload. They combined individual work made at home and weekly meetings to work together.

5.1.a Content creation

In weekly meetings, the student-teachers shared the individual work made and commented on the unfinished tasks. These meetings were essential because they gave the interns the possibility to work hand in hand and discuss items that were more difficult to discuss on the phone. Following this strategy, interns decided on the Teaching Unit's primary language goals, how to achieve them in class, and the competencies involved in the unit. When making these decisions, they followed the given template by Pallarès. Following these guidelines, the interns created the material to implement the unit (see Appendix XI and XII).

In this stage, the interns also received the help of the certified English teacher. Alexandra read the Student's Book and Teacher's Book and gave her opinion about how to improve some activities or how to change tasks to fit the group's academic needs. As an example, Alexandra created the teams herself bearing in mind student's personalities.

5.1.b Performance plan

When the content of the unit was finished, the three interns agreed on their performance in class. Some of the aspects that were taken into account were:

1. Roles were created to take advantage of being three interns.
2. Roles were created to reach all students.
3. Roles were created for interns to have the same teaching opportunities.
4. Interns needed to have a clear idea of the roles' duties before implementing the unit.

Bearing this in mind, they applied their knowledge about coteaching to create a model that would suit them. As explained in the Theoretical Framework section, the interns used different coteaching models depending on the tasks or sessions: 'One group: three teachers', 'Three groups, three teachers', and 'Lead, assistant, observer'.

The specifications of these roles were, at that time, simple and oblivious of practical aspects. By the end of the unit's implementation, though, lead, assistant and observer roles were improved (see Appendix II), and coteaching implementation modified along with tasks' changes.

These roles were distributed among coteachers and lessons to meet the circumstances previously exposed. The Unit Overview summarizes this distribution, and coteaching roles distribution graphics expose the time the interns performed a role (see Appendix III and Appendix VI). As seen in these figures, the distribution was not perfectly precise because it was important to bear in mind those activities interns created while preparing the T.U.'s content. Some of the activities were specifically created to be studied in a final thesis (i.e. Circle time by Fraile), and others were individually created by one intern. Therefore, it was taken into consideration who created the task, who wanted to teach it, or who needed to experience it in a lead role for posterior research.

5.1.c Replanning

During the implementation of the Teaching Unit, the three interns met to have a briefing before each session. They reviewed the activities, checked for the specific materials, and discussed each teacher's role.

At this stage, the roles were very well known to the interns and modified after the implementation of some sessions. The lead teacher had the responsibility to check the whole

session: content, materials, and expectations from her peers. The assistant and observer reviewed their duties and asked the lead for further instructions. Because the roles continuously changed between interns, the leading responsibility was shared and, thus, reduced the pressure of having everything under control. The interns trusted each other and expected the session's lead teacher to guide or alert them whenever something was not ready or needed to change before the class. Furthermore, to have changing roles gave interns the space to focus on other English lessons they were expected to teach.

5.1.d Immediate proposals

When implementing the Teaching Unit, interns quickly understood that planning was a continuum rather than a finite task. Thus, they were willing to change what was needed to improve the unit and the students' interest in it. In this phase, it was essential to have the support of the certified English teacher.

When the session finished, Alexandra usually gave the interns some feedback regarding the teacher's performance, class management, or students' interest in the unit. Coteachers valued Alexandra's comments since she was considered the expert not only regarding teaching but also the class group. In addition to those comments, the interns met in private to discuss the tutor's feedback and explored the notes taken by the observer (see Appendix V).

This process was fundamental for Irene, Sara, and Clara to reflect in detail on several aspects: their teaching, the content delivered, the tasks made, students' performance, participation, and interest, materials used, timing, teacher's feelings and thoughts, etcetera. Considering those aspects, they could take notes for imminent and future changes in the Teaching Unit.

Those impending changes were made instantly and applied in the next sessions. Some examples were classroom physical distribution, changes in individual tasks, usage of L1 in the classroom, or more accessible assessment tools for the observer.

In session two, the interns realized it was more practical to ask the students to sit in teams from the beginning of the session. This distribution led to a substantial change regarding the realization of some individual tasks. Since they were sitting together, individual activities were made cooperatively. Regarding the usage of L1 in the class, the interns decided it was

important to reinforce the instructions by translating them into Spanish. This usage of L1 is very well exemplified in nearly all the excerpts transcribed (see Appendix X).

Other changes involved an improvement of assessment tools. In the first sessions, the design of the assessment tool made it difficult to use while the lesson was taking place. Because observer teachers needed a tool easy to fill, they changed it to ease their work (see Appendix V).

Finally, as already commented, the coteaching roles varied from the first lesson to the last one (see Appendix II). Interns realized it was not useful to be strict regarding their duties. Instead, they relaxed the boundaries of their roles to help each other whenever it was needed.

5.2 Implementation of a Teaching Unit

The implementation of *The Bright Side of Social Media* was, as stated before, made coteaching in the following modalities:

5.2.a One group, three teachers (1G/3T)

On two occasions, this modality of collaborative teaching was used when interns acting as coteachers wanted to present a joint force at the front of the class.

The first time it was used when presenting the Teaching Unit to the class group (Task 0). It was also planned to use 'One group, three teachers' at the end of the unit, to thank students for their participation and to close the internship. Although this was not possible, the interns used this technique another time. Before starting Session 4 "What's your routine?" the three teachers had to reprimand the students on their little implication with the project. Having discussed it previously with Alexandra, the interns talked to the students about how they did not do the homework of the previous session.

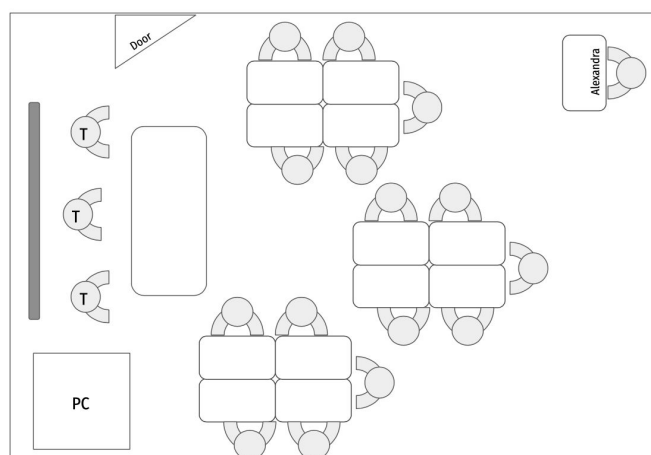


Figure 3: Classroom distribution while implementing 'One group, Three teachers' coteaching.

As shown in Figure 3, they put themselves in front of the class and talked to the students in a quiet but firm manner. The interns decided, beforehand, who wanted to speak more or lead the conversation. They also agreed on what they wanted to say and how they wanted to deliver the message to present a clear and joint message.

This intervention was also a good occasion to remind the students that the interns were acting as their English teachers during the unit's implementation.

5.2.b Three groups, three teachers (3G/3T)

Because the main goal of this unit was to create a joint Instagram account, students worked in teams regularly. 'Three groups, three teachers' is directly linked with those activities in which students were asked to do a task with their teams. It was planned to be used on seven occasions (Tasks 9, 10, 14, 22, 23, 29, and 33). In some moments, though, students worked in teams although the activity was not planned this way (i.e., Task 6). This was part of some of the changes made during the implementation of the Teaching Unit. As commented before, collaboration among students in individual tasks was not an inconvenience for the interns; it was rather encouraged.

When implementing 3G/3T, each group had a 'Helping Teacher' assigned to them, which allowed the students to have a reference point when asking questions or performing the tasks. It was also suitable for the teachers, who could monitor their group's work, relationship, and willingness to participate. It also allowed coteachers to follow a specific student's production

and improvements throughout the lessons. Despite that, they were always moving around the space and checking with each other how the task was going.

One of the difficulties to coteach separately was to ensure that every teacher scaffolded and helped the students with similar content. For this reason, the interns created "Instagram Posts: Scaffolding Guidelines" (see Appendix XII). Teachers could turn to this document when guiding their teams' written creations. In it, they could find information about the current topic, previous topics, some prompting questions, and language support.

When using this coteaching's type interns felt confident and relaxed. The excellent communication between them and their familiarity with the session's content made the teachers confident when scaffolding the students. Furthermore, the prepared materials gave them additional security and help.

5.2.c Lead, Assistant, and Observer (LAO)

The 'lead, assistant, observer' was the most used type of coteaching in the Teaching Unit's implementation. As commented in previous pages, this model was the result of the intern's adaptation of classic coteaching modalities to fit the internship circumstances. Because this was a unique adaptation and usage of coteaching, the LAO implementation is one of the focal points of this thesis. The types of activities taught with this strategy comprised content delivery, individual tasks, and dynamic tasks. Even though these activities were designed differently, the teacher's performance when implementing LAO did not change.

The lead teacher guided the sessions by delivering information to students, such as language content or instructions for an activity. This teacher was usually located in front of the class and spoke directly to the students. She seldom used computer materials such as the PowerPoint presentation but used the blackboard to support her explanations (see Figure 4).



Figure 4: Teaching Unit's Session 3, Task 8. The lead teacher uses the blackboard while the assistant teacher uses the computer.

The assistant teacher was usually located in the left corner of the classroom to manage the computer easily. The lead and assistant teacher delivered the lessons by creating a dialogue between themselves and the students (see Appendix VIII). The observer also participated in this conversation on some occasions (see Transcription 1, 9, 10, and 16). The three interns believe this was crucial for understanding the tasks and the sessions.

On most occasions, the assistant's support was essential to the flow of the lesson and the students' understanding of the content. Appendix X collects the transcriptions that show assistant's contributions to the tasks. The most reiterated assistance was related to clarifying a concept or a word (Transcriptions 2, 6, and 11), asking prompting questions to the students (Transcriptions 4 and 5), and giving further examples about an explanation (Transcriptions 4 and 13).

On other occasions, the teachers adapted their duties to help their coteachers. Transcription 8 exemplifies how the assistant took over the class for a moment, and Transcription 14 shows how the lead teacher asked the assistant for help. Appendix IX shows in a visual way how these adaptations physically modified the lead and assistant positions.

When implementing LAO, the observer role was crucial for the development of the lesson and its posterior analysis. The observer duties were to help manage the class, take notes with the designed assessment tools, and record the lessons. These responsibilities were usually fulfilled from the back of the classroom (see Appendix VII). This position allowed her to observe the students and teachers and take notes quietly.

On many occasions -and exemplifying even more the momentary adaptation of a teaching role- the observer helped by managing the classroom or participated in the lead-assistant dialogue (Transcriptions 1, 8, 10, and 17).

Finally, although the observer's work sometimes seemed passive, it was valued when discussing immediate changes in the T.U, when giving peer feedback about teaching performance, or when using this data to build the interns' final researches.

The usage of each type of coteaching allowed interns to manage different activities collectively. Planning together their teaching process warrant their success and ability to adapt their performance for the students' benefit.

6. CONCLUSIONS

This study offers an insightful experience of collaborative teaching in an internship period. As stated in the first sections of this work, this thesis's main goal was to present to the reader a narrative of such experience to later comment on the challenges and opportunities coteaching offers when there are three teachers in the classroom.

On some occasions, these appreciations are linked to the inexperience of the interns acting as English teachers. They are relevant, though, bearing in mind that some of the readers and teachers could be approaching for the first time to the coteaching concept. On the other hand, the experience reflected here can contribute to the growth of this educative approach by presenting the benefits of a three coteachers team. Those experienced challenges and opportunities are related to teachers' performance, teacher's organization, and the effects of coteaching on students.

The most distressing matter of collaborative teaching is time or lack thereof. Many studies (Dieker 2016, Honigsfeld and Dove 2008, or Chitiyo and Brinda 2018) have highlighted the teachers' concerns about planning time when combining coteaching lessons with tight schedules. Having three teachers planning together a lesson divides the workload and forces them to organize their goals better. A good proposal would be to assign fixed roles to the teachers and their duties during the class' preparation and teaching. A lead, assistant and observer roles can help coteachers be in charge of different aspects of the lesson (content delivery, material management, class management, scaffold individual students, observe students' behavior, assess specific competencies or skills, etcetera).

These roles can be adapted to the class's content or students' academic needs following the different coteaching modalities proposed by Friend (1993), Honigsfeld and Dove (2008), Dieker (2016), or Duran and Huget (2019). Although they might need to be very specific at the beginning of the implementation, the reader has seen that those can be modified throughout the lessons.

In either case, it is important that the school supports their teachers by giving them time and space to fully commit to the coteaching projects. This better management of time would

result in more thorough planning of the subject's content, teachers' roles, students' assessment, and grading, or material managing.

Assigning roles to coteachers also allows them to reach all students in the class while focusing on their individual needs. This individual monitoring also provides an excellent opportunity to grade students. Coteaching creates a perfect situation for assessing specific competencies or skills, following individual and group progress, and withdrawing importance from standardized tests. It worries traditional teachers not to achieve the goals of the standard tests such as 'Competències Bàsiques.' It is essential, though, to bear in mind that coteaching should not be a standard educational methodology either. Coteaching reinforces the links of collaborations between teachers, students, and schools valuing collaborative work and individuals for their contribution. Therefore, collaborative teaching could be an opportunity to redirect the focus from standardized tests that compare individuals' learning and create new approaches that assess school as a whole. This would be an opportunity for educative centers to focus on the collective improvements while removing importance to the highly rooted individualized culture.

The predisposition to acquire such strategies and to apply innovative educational methodologies is crucial. Without the willingness to sufficiently improve public schools, those changes fall into deaf ears. To avoid that, all schools' concerned parties must be involved.

Students' readiness might be a concern for some too, but children adapt with more ease to changes than adults. Like so, when teachers work hand in hand teaching a lesson, they create role models to follow on their own. Thus, coteaching in itself can be a learning experience for both students and teachers. Additionally is an opportunity to try innovative proposals and to reinforce inclusion within the classrooms.

Despite the benefits that this thesis exposed regarding teachers, the most pressing challenge when coteaching is the school's administration support.

In this sense, and resuming the idea of a school-wide plan, it is essential to build whole new educative projects to back up teachers and students. To establish strong guidelines based on collaboration and educational innovation will allow the whole community to move forward, adapt to these changing times, and prepare students to be the citizens of tomorrow.

This thesis not only was an opportunity to learn more about innovative practices, but it encouraged the author to question and analyze the possible benefits and setbacks of those practices in the present time. It also prompted her to discuss with her peers the great changes that our school system should implement to ensure our students' future. Those discussions with her teammates were crucial to consider other opinions and approaches to recurrent topics. Furthermore, the support of her fellow interns and thesis tutor was also crucial when developing this work.

On a final note, this collaborative work allowed the three authors of the project to state a final conclusion: 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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TABLES

Appendix I: Comparative table of coteaching typologies

Friend (1993)	Dove and Hongfield (2008)	Terès (2020)
Lead and Support	A. One Leads, One “Teaches on Purpose”	=
		A. One Leads, One Assist, One Observes.
Team Teaching	A. Two teach the same content	A. One group, three teachers
Lead and Support	A. One teaches, One assesses	=
Parallel Teaching	B. Two teach the same content	B. Three groups, three teachers
Alternative teaching	B. One pre-teaches, One teaches Alternative Information	x
Station Teaching	C. Multiple groups and two teachers	x

Appendix II: Evolution of coteaching ‘LAO’ roles

Role	Phase	Definition
Lead	1	She leads the class and teaches the content.
	2	She leads the class and teaches the content in front of the class. She asks her colleagues what is expected from them. Furthermore, she checks that all materials are available and ready to use.
Assistant	1	She helps the teacher and the students.
	2	She helps the lead teacher (in what she specifies) and the students. It is responsible for classroom management, time management, and moves physically around the class.
Observer	1	She helps with the material and taking notes.
	2	She is responsible for assessing both the students and the teachers. Before the session, she has to know which activities are assessed and have at hand the assessment tools designed for it.

Appendix III: Teaching Unit's overview and coteaching's roles distribution

Time	Task	Type of Coteaching
1. What's on your #phone?		
10'	Presenting the teacher(s) and the unit	1G/3T
20'	TASK 1: Initial self-assessment quiz (KPSI)	Sara
10'	TASK 2: Creating teams	Irene
20'	TASK 3: What's on your phone?)	Clara
2. #WhatsUp with Lacie?		
40'	TASK 4: Watching the Nosedive episode: learning about Lacie's story	LAO Irene, Clara, Sara.
20'	TASK 5: Summarizing and giving opinions about the episode	
3. Let's #help Lacie!		
15'	TASK 6: Writing sentences about Lacie's Social Media habits	LAO Clara, Irene, Sara.
5'	TASK 7: Introducing the final task	
15'	TASK 8: Joint Construction of Assessment Rubric	
10'	TASK 9: Assigning roles within the team	3G/3T
15'	TASK 10: Proposing a new account username & presentation	
HW	TASK 10: Voting on the Instagram stories poll	-
4. What's your #routine?		
5'	Presenting the winners of the poll	LAO Sara, Clara, Irene
10'	TASK 11: Triangle of frequency	
20'	TASK 12: Writing sentences about our own Social Media habits	
10'	TASK 13: Checking and improving Lacie's sentences	

15'	TASK 14: Discussing, writing and publishing the 1st IG post	3G/3T
HW	TASK 15: Voting on the Instagram stories poll	-
5. I gotta #feeling		
15'	TASK 16: Giving 1st IG post feedback with a model	LAO Irene, Clara, Sara.
10'	TASK 17: Expressing our feelings about SM with emojis	
25'	TASK 18: Expressing our feelings about SM in Circle Time	
6. Taking #action		
20'	TASKS 19/20: Cyberbullying Puzzle	LAO Clara, Sara, Irene.
20'	TASK 21: What can we do to stop cyberbullying?	
20'	TASK 22: Discussing and writing the 2nd IG post	3G/3T
HW	TASK 23: Finishing and publishing 2nd IG post	
7. IG vs Real life		
20'	TASK 24: Giving 2nd IG post feedback to each other	LAO Sara, Irene, Clara.
10'	TASK 25: Introducing 'posing' on SM	
10'	TASK 26: Watching a video about posing - Ditch the Label	
25'	TASKS 27/28: What's behind the screen?	
8. #Follow that!		
15'	TASK 29: Introducing positive influences online	1G/3T
15'	TASK 30: Creating a 'Positive Vibes on SM' checklist	
20'	TASK 31: Discussing, writing and publishing the 3rd IG post	3G/3T
HW	TASK 32: Checking out feedback and correcting the three posts.	-
9. #Great Job!		
15'	TASK 33: Final self-assessment quiz (KPSI)	1G/3T
25'	TASK 34: Last Circle Time - Final conclusions.	
5'	TASK 35: Assessing your teacher(s) and the unit	

FIGURES

Appendix IV: Cook, Friend, and Reising coteaching structures (1993)

TABLE 1 Co-Teaching Structures	
One teach, one assist	Both teachers are present, but one—often the general education teacher—takes the lead. The other teacher observes or “drifts” around the room assisting students.
Station teaching	Teachers divide the content to be delivered, and each takes responsibility for part of it. Some students may also work independently. Eventually all students participate in all “stations.”
Parallel teaching	Teachers jointly plan instruction, but each delivers it to half of the class group.
Alternative teaching	One teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich while the other teacher instructs the large group.
Team teaching	Both teachers share the instruction of students. They may take turns leading a discussion, demonstrate concepts or learning strategies, and model appropriate question-asking or conflict behavior.

Note. Information in this figure is adapted from Cook & Friend (1993), *Co-teach! Strategies for Creating Successful Teaching Teams* (in preparation).

Appendix V: Observer's notes on Task 5 (Session 2) and 18 (Session 5)

Student name	SESSION	CONTRIBUTION	RESPECT	ENGLISH	
Student 1: Javier					Comments
	2: Nosedive	Yes	Yes	No	Lots of participation. Mostly Sp.
	5: Feelings	Yes	Yes	No +	
	9: Final				
Student 2: Arnau					Comments
	2: Nosedive	Yes	Yes	Yes	Participation. Reflex about society.
	5: Feelings	Yes	Yes	Yes	Little part 1st. Reflection about SM.
	9: Final				
Student 3: Vanessa					Comments
	2: Nosedive	Yes	Yes	No	Reflection about SM obsession.
	5: Feelings	Yes	Yes	No	Use of Spanish all the time.
	9: Final				
Student 4: Julio					Comments
	2: Nosedive	No	No	No	No participation. No interest.
	5: Feelings	No	No	No	"
	9: Final				
Student 5: Eric					Comments
	2: Nosedive	Yes	Yes	Yes -	Low Eng use. He tried the 1st attempt
	5: Feelings	Yes	Yes	Yes -	He always tries to participate.
	9: Final				

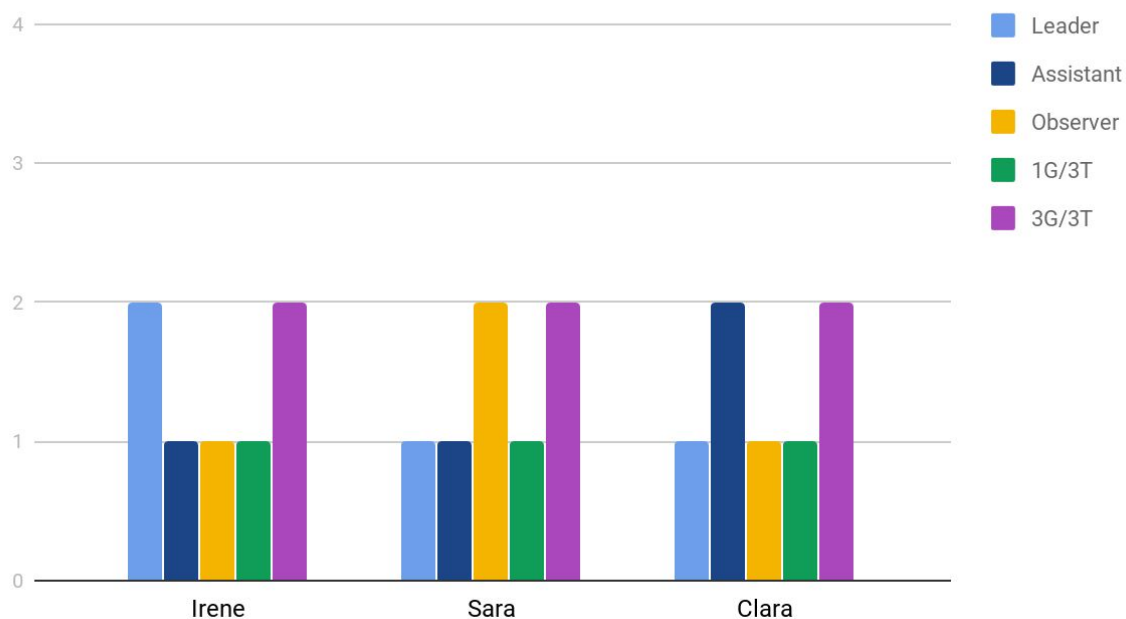
Rúbrica ▾

Alumnos ▾

Explora

Appendix VI: Frequency of Coteaching's modalities implemented

Coteaching's implementation (Types and occasions)



Appendix VII: Example of Observer's duties

(Session 3, Task 8) The observer teacher is recording the lesson and manages the time. She has visual contact with the lead teacher.



Appendix VIII: Example of Lead-Assistant dialogue

(Session 3, Task 8) While the assistant is clarifying a concept, the lead teacher writes on the blackboard.



Appendix IX: Example of role adaptation

(Session 3, Task 8) The assistant takes over the delivery of the content while the lead teacher checks the material in the table.



TRANSCRIPTIONS

Appendix X: Transcriptions

Adapted Jeffersonian notations

↓	Falling speech or intonation.	° °	Softer speech
↑	Falling speech or intonation.	text	Speech in L1
:	Prolongation of a sound	<i>text</i>	Translation of L1
::	Longer prolongation of a sound	[Overlapping
::	Longer prolongation of a sound	(·)	Short pause
(·)	Short pause	(())	Annotation of non-verbal activity
XXX	Unclear speech	??	Unsure

L	Lead Teacher	S1	Javier
A	Assistant Teacher	S2	Arnau
O	Observer Teacher	S3	Vanessa
SS	Students	S4	Miquel
SSX	Unidentified student	S5	Anna
S6	Ivet	S7	Laura

Access to recordings transcribed

https://bit.ly/TerèsTFM_Recordings

Transcription 1: Session 3, Task 6 [00.30' - 1.45']

The students work in teams and the teachers help with questions.

1	SS	XXX (noise)
2	L	Ok↑
3	O	Shht ((putting her finger in the mouth))
4	SS	XXX
5	L	[°It is individual (·) eh everyone has to write°
6	S1	Como se dice ascensor

7		<i>What is the word for 'lift'</i>
8	L	m:: (·) lift
9	S1	toma chula ↑
10		see
11	O	In american↓ (·) elevator↓
12	S1	pa' una vez que se algo ↓
13		<i>An occasion I know something</i>

Transcription 2: Session 3, Task 6 [05.53' - 06.21]

The assistant teacher helps the lead teacher by asking the meaning of a word.

1	L	Ok↑ (·) who wants to share one of (·)
2	SS	???
3	S2	Eh: yo (·) me
4		<i>me</i>
5	L	Ok↑ (·) outloud
6	S2	eh: she rank every people that she met
7	L	she run↑
8	S2	rank↓
9	L	ok (·) rank (·) she ranks↓
10	A	do you understand↑ ranks↑
11	SX	puntua(·) no ↑
12		<i>ranks</i>
13	L	Ok (·) one of you (·) this group (·)

Transcription 3: Session 3, Task 8 [10.02'- 10.52']

The lead teacher delivers content.

1	L	do you remember↑ we told you e::
2	L	first lesson of the teaching unit that we would assess you↓
3	L	that evaluaremos
4		<i>you will be assessed</i>
5	S1	si
6		<i>yes</i>
7	L	yeah (·) ok↑
8	L	so (·) a: we have decided that you help us with our a assessment rubric(·)
9	L	you know what is a rubric↑
10	SS	yes
11	L	una rubrica
12		<i>a rubric</i>
13	L	habeis hecho un monton no ↑
14		<i>you have done a lot of them, right</i>
15	S2	yeah we do a lot of them↓
16	L	ok(·) we've put this example of writing (·) ok↑

17	L	in this case (·) the features are (·) quality of writing grammar and usage
18	L	and then you have four levels no↑
19	L	son como las que usais vosotros no↑
20		<i>are they like the ones you use</i>
21	S2	yes
22	L	si↑ en que asignaturas↑
23		<i>yes? in wich subjects</i>

Transcription 4: Session 3, Task 8 [11.53' - 13.33']

The assistant teacher helps the lead teacher by asking prompting questions to the students. It also helps by paraphrasing a student's contribution.

1	L	what do you think↑
2	A	what should a good post have↑
3	SS	XXX
4	S1	que sea original
5		<i>to be original</i>
6	L	I would put: (·) ((using the Blackboard))
7	L	ok↑ what else↑
8	SS	XXX
9	SS	la descripción↓
10		<i>the description</i>
11	L	the text↓ ok↑ (·) what about the text↑
12	S2	the writing↓
13	L	((writing on the bb))
14	L	how should the text be↑
15	S2	e::
16	SS	°in English°
17	L	very good yeah↑ (·) in English mainly(·) yes
18	S2	without (·) probably without errors↓
19	A	the spelling right↑ (·) the spelling should be correct
20	SS	XXX
21	L	what else↑
22	L	very long↑ very short↑ m::
23	SS	short↓
24	S2	depends↓
25	SS	osea
26		<i>I mean</i>
27	L	it depends ok (·) what do you consider is very long↑
28	SS	[XXX
29	S2	[four words
30	L	[one sentence is very short↓ (·) and very long↑
31	SS	[XXX
33	S2	four lines↓
34	L	[Four lines↑

35	SS	[XXX
36	SS	[five
37	SS	XXX
38	A	do you find sometimes↑ these Instagram posts with very very long texts↑
39	SS	yes
40	L	did you read them↑
41	SS	[yes
42	SS	[no
43	L	usually↑
44	SS	XXX
45	A	maybe if it's interesting (·) right↑
46	L	so (·) a balanced text (·) a balanced text no↑ could we say↑

Transcription 5: Session 3, Task 8 [14.18 - 14.27']

The assistant teacher helps the lead teacher by asking prompting questions to the students.

1	L	ok↑ (·) what else↑
2	A	maybe not only the text is important or(·) I mean
3	S1	la foto
4		<i>the photo</i>
5	A	ok↑ the photo ((writing in the blackboard))
6	A	photo or video sometimes (·) right↑

Transcription 6: Session 3, Task 8 [15.18' - 15.41']

The assistant teacher participates by clarifying a concept.

1	S2	the picture is more important than the text↓
2	L	picture is more important than the text↓ yes↓
3	SS	[no
4	L	[yes(·) no
5	S1	si porque te entra por los ojos
6		<i>yes because it what you catches your attention</i>
7	A	well (·) maybe is what catches the attention right↑ but then the text
8	A	I think is also important↓
9	L	m::
10	SS	XXX
11	L	for us(·) in our case is very important (·) ok↑

Transcription 7: Session 3, Task 8 [15.58' - 16.30']

The assistant helps the teacher by managing the classroom. She realized a student wanted to participate and interrupted the lead teacher to let her know.

1	L	do you use tags↑ ((writing in the blackboard))
2	A	do you tag(·) tag people↑

3	L	you tag people↓ right↑
4	S1	mencionar
5		<i>tagging</i>
6	L	in English (·) tag ((writing in the blackboard)) (·) etiquetar (·) ok
7	A	and Vanessa said something here
8	L	sorry
9	SS	XXX
10	S3	*location*
11	A	location↓
12	L	ok↑ ok↑ location it's important for you (·) the location

Transcription 8: Session 3, Task 8 [17.44' - 19.10']

The assistant teacher performs an explanation while the lead teacher uses this time to check her material. In the end, the lead goes back to her coteacher explanation and continues with the lesson.

Furthermore, the observer (who is recording) communicates to the lead the time.

1	L	how should a team work (·) work to to make the perfect post↓
2	A	what about participation↑
3	SS	que todos participen
4	A	everyone has to do something↓ right↑
5	SS	[yes
6	A	it's not about one working and the rest looking or doing nothing
7	L	((writing in the bb))
8	A	ok↑ this is very important to ??? I think which is very very important
9	A	what about the topic of the post↑
10	A	do you know what topic means↑
11	A	el tema no ↑
12		<i>the topic, right</i>
13	A	so the topic has to be interesting (·)
14	A	and has to be related to what we are doing (·)
15	A	and has to be useful for your audience as well↓
16	L	((writing on the blackboard))
17	A	because remember that we are doing this post to help people like you(·)
18	A	students in Kavafis or people like Lacie to have a healthier habit with social
19	A	media so the topic should be related to this
20	O	°°i media vuit i mitja °°
21	L	so (·) should we set a conclusion↑

Transcription 9: Session 3, Task 9 [22.35' - 23.10']

The lead delivers the instructions for task 9. The observer helps to manage the class by asking for silence.

1	L	I will tell you as well that a:
2	SS	XXX
3	L	I will tell you as well you've been assigned a:
4	SS	XXX
5	O	listen (·) listen(·)
6	SS	XXX
7	L	°guys guys°
8	O	eeh::
9	L	°morning(·) morning°
10	O	eehh: listen
11	L	ok(·) you have (·) each group has a teacher(·) ok↑
12	L	e:: the Pulevations is Irene↓
13	L	Bladangers is Sara↓
14	L	and Pineapple hair is me↓
25	L	in case you have doubts or need any help ok↑

Transcription 10: Session 3, Task 10 [30.22' - 31.40']

The observer participates in the lead-assistant dialogue.

1	L	do you have a biography in your Instagram↑
2	SS	XXX
3	SS	yes
4	SS	XXX
5	A	what do you put↑ your name↑ or what↑
6	SS	XXX
7	S1	[donde vives
8		<i>where do you live</i>
9	SS	[Barcelona
10	A	where do you live (·) your name↑
11	SS	XXX
12	A	what you like sometimes↑(·) or notV (·)do you write what you like↑
13	SX	[no
14	SX	[no
25	SS	XXX
26	O	ok↑ and if it's an account for(·) for example a famous person (·) what do they
27	O	write in the biography↑
28	S1	que↑
29		<i>what</i>
30	O	an account for a famous person↓
31	S1	pues si tiene una pagina web↓ pues pones la pagina web↓
32		<i>if they have a webpage they put the webpage</i>
33	O	ok↑
34	S4	[la ultima canción que has sacado
35		<i>the last song you released</i>
36	S1	una frase turbia

37		<i>a shady quote</i>
38	L	turbia ↑
39		<i>shady</i>
40	SS	XXX
41	O	ok↑ and if it's an account(·) for example (·) not for a person(·)
42	O	for something
43	L	[for business or a company↑
44	S1	[compañías de
45		<i>companies of</i>
46	S2	[la dirección
47		<i>the address</i>
48	O	ok↑
49	O	the presentation you said↓ did you say↑
50	O	dirección ok↑
51	L	[and
52	A	[what you do
53	L	[what you do and your goal (·) what is a goal↑
54	S2	la meta
55		<i>the goal</i>
56	O	you explain(·) your some accounts write eh: (·)
57	O	what they are who they are
58	O	so anyone who goes in the account can see it

Transcription 11: Session 4, Task 12 [01.47' - 02.22']

The assistant teacher helps the lead teacher clarifying some information in L1.

1	L	Ok↑ to check the sentences we are going to play a game
2	L	so (·) each group
3	L	cada uno del grupo leerà una frase de alguien de su grupo
4	L	<i>everyone in the group will read someone's sentence</i>
5	L	ok↑ (·) and the other team have to guess who is this sentence from (·) yes↑ de
6	L	quien es la frase que ha dicho
7		<i>of whom the sentence is</i>
8	S5	°no lo entiendo°
9		<i>I don't get it</i>
10	S6	°pero esperate que yo no he acabado°
11		<i>but wait I haven't finish</i>
12	A	habeis entendido ↑
13		<i>did you get it</i>
14	L	are you ready↑
15	SX	[no
16	A	[°no hace falta°
17		<i>there's no need</i>
18	L	°you have to°
19	SS	XXX

20	A	vale(·) poneos de acuerdo a ver que frase vais a leer
21		<i>ok decide which sentence you are going to read</i>

Transcription 12: Session 4, Task 12 [04.52' - 05.30']

The assistant helps the lead teacher to manage the classroom when there is a group activity.

1	L	ok↑ this group↑
2	SX	I never use facebook
3	L	I never use facebook
4	S1	la Laura si que lo usa
5		<i>Laura does use it</i>
6	SX	la Laura
7		<i>Laura</i>
8	S7	yo utilizo Facebook para todo
9		<i>I use Facebook for everything</i>
10	L	ok↑
11	SX	el Eric
12		<i>Eric</i>
13	SS	XXX
14	A	and this group Eric
15	SX	Eric
16	S1	y la Silvia
17		<i>And Silvia</i>
18	L	Eric and Eric right↑
19	SX	no (·) no
20	A	Ok↑ it's Eric or Silvia(·) decide(·) decide
21	L	Silvia (·) Silvia (·) Eric
22	L	Eric and Silvia both
23	A	It was Silvia (·) ok↑

Transcription 13: Session 4, Task 12 [06.31' - 07.51']

The assistant, having noticed some trouble making the individual task, asks the students if they need help. This triggers that the lead teacher notices a lack of understanding of some adverbs of frequency. Thus, she reinforces the content with more explanations.

1	A	em: do you need help with any sentence↑
2	SX	que↑
3	A	necessitais ajuda con alguna frase↑
4		<i>do you need help with any sentence</i>
5	SX	No↓
6	A	habeis hecho frases↑ con todos los em:
7		<i>did you do sentences with all the</i>
8	L	hay alguna frase↑ que hayais querido escribir y no sabiais como
9	L	escribirla↑
10		<i>there's any sentence that you wanted to write and didn't know how to write it</i>
11	L	no↑ ok↑

12	A	for example ??? tell us the sentence about never↑
13	S2	I never watch makeup videos
14	L	ok↑ he never watches make up videos
15	L	someone tell me a sentence with(·) often
16	SS	XXX
17	S1	[I never
18	SX	[I often
19	L	[yes (·) no one wrote a sentence with often↑
20	S6	I often use instagram with my phone
21	L	ok↑ but often↑ or always↑
22	S6	often↓ often↓
23	L	yes you don't use instagram every day↑
24	S6	[yes↓
25	SX	[yes yes
26	A	ah↑
27	L	so(·) so not often(·) always↓
28	S6	[no no
29	A	[what is often↑
30	L	[ok↑ this is more↑(·) and this is less ((pointing at the blackboard))
31	L	yes(·) you use it a lot and not a lot(·) yes↑
32	L	so do you use instagram here or here
33	S6	here↓
34	L	ok↑ so not often(·) I always use↑ yeah↑
45	S6	always↑ always↑

Transcription 14: Session 4, Task 12 [18.30' - 19.00']

The lead teacher asks for help from the assistant.

1	L	ok↑ tell us a sentence with often
2	SX	ah yo he dicho una
3		<i>ah I have said one</i>
4	L	yes↑ tell me↓
5	SX	Lacie often fights with her brother
6	L	ok↑ Lacie often fights with her brother
7	L	se pelea muy a menudo con su hermano yes
8		<i>she often fights with her brother</i>
9	S2	ah yo he puesto usually↑
10		<i>ah I put</i>
11	L	ok↑ you can think (·) if she fights if you think she fights more(·)
12	L	what do you think Clara↑
13	A	I think both are correct it's an ???
14	L	[yeah↑
15	A	[so both are correct

Transcription 15: Session 5, Task 16 [00.25' - 02.55']

The assistant and lead teacher deliver the instructions for Task 12.

1	A	I I will read it if you want↑
2	SSX	XXX hay una falta
3		<i>There is a mistake</i>
4	A	hello↑ in this post↑ we are going to give you↑ four tips for (·) eh: to spot fake
5	A	news↓
6	A	analyze↑ if you know the source of the content published↓(·) full stop↓(·)
7	A	check the internet↑ for more information about the content↓(·)
8	A	check the URL does it have a↑ ((hand movement)) in it↑
9	A	this can be frequently be a personal site↓ (1")
10	A	think if the content could be a joke (·) and analyze the headline↓(·)
11	A	could it be↑ a clickbait↑ to attract visits↑(1")
12	A	ok(·) notice here(·) XXX ((pointing the whiteboard))
13	A	can↑ and could↓(·) ((touching the whiteboard)) (1") sorry(·)
14	L	XXX ep ep
15		<i>eh, eh</i>
16	A	can and could eh↑
17	SSX	°spoiler°
18	L	[so (·) it's the same text (·) but (·) this is well written↓
19	A	a little bit improved↓ no↑
20	L	[ok↓(·)
21	SS	[XXX
22	S1	[està mal
23		<i>It's wrong</i>
24	SS	[XXX
25	A	and finally what↑(·)
26	S1	ese està mal (·) està mal
27		<i>This one is wrong, is wrong</i>
28	L	no: (·) it's not that està mal it's (·) some more information↓(·)
29		<i>is wrong</i>
30	A	exactly↓(·) at at the end it sais↓(·)
31	A	to learn more about fake news↑ check out this account↑ that posts viral content
32	A	that is fake(·) fake news↑(·) ah: report↓
33	A	thank you↑ and then some hashtags↑ and the sign↓ Yes↑
34	L	[the bright side of social media
35	L	ok↑(·) so: (·)what's this↑ this is extra information↓ (·)right↑
36	S1	yes
37	L	maybe it's an idea for your next post (·) that a: part of giving: the tips maybe you
38	L	can recommend an account (·) or: something that you: like(·) related to: the
39	L	topic(·) ok↑
40	L	in here they recommend(·) this account that posts viral content that is fake↓(·)
41	L	you can follow it it's very interesting
42	O	°it is real (·) the account°
43	A	there are also some hashtags↑(·) and yeah(·) the signature(·)

44	L	the bright side of social media
45	L	

Transcription 16: Session 5, Task 17 [37.15' - 38.40']

Lead, assistant, and observer teachers explain altogether the instructions for Task 17.

1	L	ok (·) girls and boys↓(·)
2	L	we have the Sukkana cards here↓(·) which are different images↓(·)
3	L	there are a lots lots of images (·) and we have to come here and take one that
4	L	you like and to talk about how you feel about this topic in general
5	L	this topic means este tema ↓
6		<i>this topic</i>
7	L	social media (·) or applications or this kind of things
8	L	whatever you think or want to say about the internet
9	L	maybe if you want to say something about this unit also(·)
10	L	if you are interested (·) or not I hate it it's super boring↓
11	O	about Irene
12	L	about me about Sara(·) about Clara(·)
13	L	you can take one picture and I want you to relate it to how you feel
14	A	the important thing is that (·) you don't need to(·) for example in this card
15	A	because my card: (·) no↓
16	L	it doesn't have a strict relation↓
17	O	no tiene que ser estrictamente una relacion
18		<i>it doesn't need to have a strict relation</i>
19	O	es lo que os inspira a vosotros
20		<i>it's what inspire you</i>
21	O	esta foto que como podeis relacionarlo a como os sentis
22		<i>in this picture how can you link it to how you feel</i>
23	L	no tiene que ser literal
24		<i>it doesn't need to be literal</i>
25	O	algun pensamiento que tengais
26		<i>some reflection that you think</i>
27	A	it's a cat(·) but maybe you can think about: (·) when you're at home

TEACHING UNIT MATERIALS

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Appendix XI: Teacher's Book

https://bit.ly/TerèsTFM_TeachersBook

Appendix XII: Student's Book

https://bit.ly/TerèsTFM_TeachersBook

Appendix XII: Instagram Posts: Scaffolding Guidelines

https://bit.ly/TerèsTFM_PostsScaffolding

