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A QUALITATIVE CRITICAL STUDY OF COLLABORATIVE
CO-TEACHING PRACTICES OF ENGLISH LANGUAGE TEACHERS
IN PUBLIC ELEMENTARY SCHOOLS IN SOUTH KOREA

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

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December 2013

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This study examines the teaching practices of three groups of co-teachers, six individuals co-teaching in English language classrooms in public elementary schools in Gyeonggi province in South Korea. The ways in which each of the teachers perceived their educational and professional histories as impacting their co-teaching was also investigated with particular attention to how the co-teachers negotiated the co-construction of their identities both within and outside of the classroom context. This critical qualitative study used positioning theory (Davies & Harré, 1990) to investigate the ways the teachers positioned themselves, one another and how they were positioned by others as well as the effects on their teaching practices and identity constructions. Data were collected through individual and partnered interviews, classroom observations, and audio recorded co-planning sessions.

The results of this study indicate the teachers each had come to accept individualized classroom roles, and had simultaneously negotiated to embrace complementary roles and responsibilities with their co-teachers. The study found the teachers' lived experiences, both educational and professional histories, played key roles in shaping each teacher's teaching philosophies and practices. Complex layers and hierarchies of ownership of English and its teaching emerged, as did the necessity to look beyond perceived linguistic competencies as being the single identifying factor in identity construction, and to embrace more of teacher's

multifaceted identities. Additionally, it appears that based on current co-teaching practices, a de-professionalization of English teachers in Korea is emerging. This study's findings offer implications for teacher identity, future public policy drafts on co-teaching in Korea, as well as insight on co-teacher development training programs for teachers in Korea.

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TABLE OF CONTENTS

Chapter	Page
ONE INTRODUCTION TO THE STUDY.....	1
The Beginning.....	1
General Description of Co-Teachers in Korean Public Elementary Schools	4
Trends in Co-Teaching in English Education in Korea	5
Purpose of the Research.....	6
Research Questions	7
Theoretical and Methodological Approaches	8
Critical Qualitative Study	8
Positioning Theory.....	9
Characteristics of Prospective Participants.....	9
Data Sources	10
Preview of the Literature	10
Co-Teaching.....	10
Identity Co-Construction and Negotiation in Co-Teaching.....	12
Significance of the Study	12
Chapter Summaries	12
TWO THEORETICAL PERSPECTIVES AND LITERATURE INFORMING THE STUDY	15
Rationale for Critical Theory	15
Positioning the Study within a Critical Paradigm.....	17
Positioning Theory.....	18
Positioning the Study within Positioning Theory	20
Understanding the Multiplicities of Collaborative and Co-Teaching Constructs	22
Models of Co-Teaching	26
History of “Team Teaching” in the Global Context	26
Co-Teaching in Special Education.....	29
Co-Teaching in Global EAL Contexts.....	30
Unpacking the Korean Educational System	34
Prevalent Issues in Co-Teaching Literature.....	38
Labeling Practices	38
Native Speaker Fallacy	39
Essentialization	40
Discriminatory Practices	42
Co-Teaching in East Asian Contexts	44
The Beginning of Co-Teaching in English Language Classes in Korea	45
Research on Co-Teaching in the Korean Context.....	45

Teacher Identity Construction.....	48
Chapter Summary	50
THREE METHODOLOGY.....	51
Unraveling the Intricacies of Co-Teaching.....	51
Researcher's Positionality aka Inevitable Influences	52
The Formation of the Study	53
My Own Collaborative Co-Teaching Experiences	54
Life as a Foreign Graduate Student in Korea.....	56
Living as a Teacher-Scholar in Korea	57
My Own Lived Experiences Positionality	57
Rationale for Qualitative Research Design.....	60
Procedure for Selection of Participants.....	62
The Research Context.....	63
Research Sites	63
Overview of Research Design	64
Data Collection Methods	68
Interviews.....	68
Individual interviews	69
Partner interviews	70
Classroom Observations	70
Recording of Cooperative Planning Session.....	72
Artifacts.....	72
Teaching Journals	73
Researcher's Journal	74
Overcoming Methodological Challenges	75
Methods for Data Analysis and Synthesis	77
Data Analysis Tools.....	77
Ethical Considerations	80
Trustworthiness.....	81
Credibility	82
Transferability, Dependability, and Confirmability.....	83
Limitations of the Study.....	84
Chapter Summary and Preview of Teacher Dyads	86
OhRini Elementary School	87
Nikki	88
(Tracy) YooMi	89
AhYi Elementary School	90
(Cindy) JiHye.....	91
Ilham	92
SoIn Elementary School	92
John.....	93
MinJi	94
Dyad Chapters Organization.....	95

FOUR	NIKKI & (TRACY) YOOMI.....	97
	Nikki & (Tracy) YooMi.....	97
	Collaborative Co-Teaching.....	97
	Off To a Rocky Start.....	97
	Collaborative Co-Planning.....	100
	Collaborative Co-Teaching.....	102
	Value in Co-Teaching: “It Works”	105
	Educational Differences: “They’re Really Teaching”	109
	Out of the Loop: “No One’s Ever Told Me.”	112
	“Only an English Teacher”	113
	Word Choices: English Teachers? Foreign Teachers? Korean Teachers?	
	Native Teachers? Teachers? My Students? Her Students?	114
	Positioning: Self, Each Other, and by Others	116
	YooMi, the “Lead Teacher”	116
	Nikki, the “Native English Speaker”	116
	Reciprocated Understandings	117
	Molding to Fit	117
	Effects of Being Positioned	118
	An Intersection of Marginalization and Privilege.....	120
FIVE	(CINDY) JIHYE & ILHAM	122
	(Cindy) JiHye & Ilham	122
	Collaborative Co-Planning.....	122
	A Look inside the Classroom.....	124
	Personalities: “Because of My Personality, I Irritate Her a Lot and	
	Likewise”	128
	“I Feel Like... Teaching Machine”	129
	Different Teaching Philosophies.....	130
	JiHye: “I want to give them motivation,” but “they have to	
	take this national test”	130
	Ilham: “I find the curriculum... extremely useless”	131
	Value: “I Need to Be a Native Speaker”	132
	Mirrored Mutual Appreciation and Respect	134
	Positioning: Self, Each Other, and by Others	135
	Ilham, “A Foreign Teacher who Speaks English”	135
	JiHye’s Conflicts.....	137
	Dichotomous Thinking	139
	“Different Situation”	140
	“On the Peripheral”	144

SIX	JOHN & MINJI	146
	John & MinJi.....	146
	“I Start My [Co-Teaching] Life Very Tough”	146
	“Foreigners” Teaching in Korea	147
	“We Found That Magic”	148
	Co-Teaching in the Classroom.....	150
	Roles: “She’s the Witch and I’m the Fun”	152
	Respect.....	155
	“Real English is His Part”	157
	“She’s Leaving. I Want To Go Too”	161
	The Power of “Outside Forces”	162
	Positioning: Self, Each Other, and by Others	163
	“Foreigner” and “Korean”	163
	Agreement and Negotiation in Positioning.....	165
	Lack of Respect.....	166
	Parental Power	167
SEVEN	ANALYSES OF THREE DYADS	169
	Introduction.....	169
	Perceptions of Roles	169
	Differing Teaching Philosophies via Diverse Lived Experiences	173
	Educational Histories	174
	Professional Histories Together.....	175
	Native Speakerism and Language Ownership	176
	Multifaceted Identities	177
	Hierarchy and De-Professionalization	179
	Acceptance.....	180
	Preview of Chapter Eight.....	182
EIGHT	DISCUSSION, IMPLICATIONS, & FUTURE RESEARCH DIRECTIONS	183
	Introduction.....	183
	Reflecting on the Purposes of the Study	183
	Research Questions Revisited.....	185
	Emergent Themes	186
	Accepting Complementary but Individualized Roles and Responsibilities	187
	Lived Experiences Shape Teaching Philosophies and Practices	188
	Complex Layers and Hierarchies of Ownership of English and its Teaching	190
	More than Perceived Linguistic Competencies: Legitimate Teacher Identities	191
	De-Professionalization of English Teachers in Korea	192

Implications.....	193
Teacher Identity	193
Public Policy on Co-Teaching in South Korea	197
Co-Teacher Training in South Korea	199
Cooperation.....	204
Compatibility	205
Context.....	207
Future Research Directions	210
Concluding Thoughts.....	211
REFERENCES	213
APPENDIXES	234
Appendix A – Approved IRB Letter.....	234
Appendix B – Individual Interview Protocol.....	235
Appendix C – Partner Interview Protocol.....	237
Appendix D – Class Observation Protocol	238
Appendix E – Cooperative Planning Session Protocol.....	240
Appendix F – Teacher Journaling Protocol	241
Appendix G – Voluntary Informed Consent Form for IRB for Dissertation Study Research.....	242
Appendix H –Transcription Conventions.....	244
Appendix I – Description of Roles.....	245
Appendix J – Groups Teachers Identified With	250

LIST OF TABLES

Table		Page
1	Data Sources Informing Research Questions.....	65
2	Data Collected and Collection Methods.....	66
3	Demographics on Participating Teachers.....	87
4	Complementary Ways Teachers Described Own and Co-Teacher's Roles.....	169
5	Teachers' Educational Experiences.....	174
6	Length of Time Each Dyad Has Co-Taught Together.....	176

LIST OF FIGURES

Figure	Page
1 Continua of target language proficiency and professional preparation.....	195
2 Visual representation of co-construction of co-teachers' teacher identities.....	196

CHAPTER ONE
INTRODUCTION TO THE STUDY

The Beginning

We have a good rapport when it comes to the class, and most of our stuff is—it's just us being natural and random, but it works...I honestly believe that the more that you get to know who you're working with, it helps in the classroom, like [co-teacher] YooMi¹ and I got to know each other outside of class as well, you know. We went to movies, we went to different events, so we got to know each other and understand more about each other, so we came into class it was just, we already knew, how to interact with each other.

(Nikki)

It's not that easy for myself to handle all students, 27 students by myself, but when I work with Nikki, if I do this part, she can do the other part, the other group, we can do half and half....so much more helpful. (YooMi)

I really respect her teaching skill and I think [my co-teacher Ilham] really enjoys teaching and she loves students. (JiHye)

So more than just being part of school, we've had lots of time to get to know each other as people, not just as teachers, so I read into [JiHye's] body language and she can read into mine pretty easily and initially just coordinating our spaces among one another.

(Ilham)

¹ All names of people and schools are pseudonyms.

So I think for us, we found that magic...we've built that relationship and we are using our strengths and weaknesses in what we are forced to do and that's how it's working...so it just works for us. (John)

We talked a lot and our personal problems and family problems and raising our children problems, we shared and he gave me lots of good opinions and advices and it was helpful and I'm thinking, we're kind of, we were getting through bad situations or family problems together, so [co-teacher John]'s really good friend. (MinJi)

The six teachers whose experiences are shared in this dissertation are six unique and special individuals who have come together to create three remarkable pairs of collaborating co-teachings, each cooperating to co-teach in a different public elementary school in Gyeonggi province in South Korea. As evident in the excerpts, these teachers have “found that magic” as they have negotiated their relationships to come together to form strong partnerships in and out of the classroom. As I spoke with these teachers, I was struck by their experiences, how they cooperated to work together and how they overcame obstacles they encountered, how they succeeded when many others have not. Their individual experiences were both similar and different from each other and a sharp contrast to others previously heard.

In October 2010, I was sitting in a conference presentation titled “Team Teaching in Korea” at the 2010 International KOTESOL Conference in Seoul, South Korea. I scanned the room, taking in the approximately 30 attendees and the presenter. The presenter, a white male, began by introducing himself and expressing his enthusiasm at giving this workshop to a mixed group of teachers, explaining he had given similar workshops to segregated groups, once to a

group of Korean English teachers and again to a group of teachers who had been hired from abroad, but never before to an integrated group. He started off by asking workshop participants to work with a partner and co-construct a definition for “team teaching” to share with the group. One person offered a definition, and the discussion was then quickly derailed with a barrage of complaints—people expressing dissatisfaction with shortcomings of the program itself, their co-teachers, administration, and classroom difficulties. Struck by their blatant honesty, I began to jot down comments of the co-teachers. “Sometimes I just prefer they’re [Native Korean Speaking English Teachers] not even there...better than having them just stay in the back of the room,” began one white male teacher. A Korean male described his lesson planning process, “In the beginning, I ordered my native co-teacher to make the lesson plans together with me and it was good then, but then she stopped helping, so I had to do it by myself.” A white female who self-identified as a native speaker of English explained, “I wish they knew what I’m supposed to be doing, because I hate having to explain that that’s not part of my job.”

For the next five minutes, the presenter repeatedly attempted to redirect participants back to the original task of defining team teaching, but each time someone spoke, it was filled with examples, personal experiences, thoughts, and often complaints. Though comments were primarily negative, there were positive stories as well. Two collaborating co-teachers who had come together described in detail about what they were doing in the classroom, how and why things were working so well for them. Several things quickly became apparent in this presentation, 1) each participant’s co-teaching experiences were unique and varied, 2) these personal struggles as well as their successes, were all part of what constituted each person’s unique definition of “team teaching,” and 3) these co-teachers wanted and needed their voices and experiences heard.

Hearing these stories led to me to reflect upon my own experiences with collaborative co-teaching. As a young student teacher, I had the opportunity to engage in several international collaborative co-teaching partnerships teaching elementary school children in Egypt, Guyana, and South Korea. These partnerships offered me glimpses of local teaching contexts and insight into new ways of teaching. Each of these co-teaching experiences has provided very valuable lessons, which have helped to shape my own teacher identity, forming who I am as a teacher and how I teach. These co-teaching experiences have been instrumental in my development as a teacher and my own interest in co-teaching has formed in no small part due to my own mostly positive experiences with co-teaching. However, in actively listening to teachers involved in co-teaching, I realize each teacher's experiences truly are unique. As a researcher, I sought to explore what was happening in various co-teaching contexts in public elementary school English classrooms in South Korea.

General Description of Co-Teachers in Korean Public Elementary Schools

Co-teaching in Korean schools generally consists of two teachers, partnered together by school administration. According to EPIK (English Programs in Korea) guidelines, the partnership is comprised of two people, a "local English teacher" and a "Guest English teacher" (EPIK wording). Originally, per elementary school hiring policies, the "local English teacher" was required to be a credentialed elementary school teacher, possessing a 4-year elementary education degree and to have passed the rigorous and competitive Korean national teacher certification exam. These teachers currently make up the bulk of elementary school teachers in Korea. As of 2009, a new law passed which allowed non-permanent lecturers with high English proficiencies, but without teaching credentials, to be hired for a period of up to four years (Nam, 2013). The "Guest English teacher," per immigration law, is required to have citizenship from

one of the seven countries the Korean government recognizes as being a “native English speaking country”—Australia, Canada, Ireland, New Zealand, South Africa, the United States, and the United Kingdom². “Guest English teachers” are required to have a 4-year University degree, but there are no stipulations as to the field of study. “Guest English teachers” are hired on one year contracts, sometimes being partnered with several different “local English teachers” over the course of the week or even day, and sometimes working exclusively with one co-teacher.

Trends in Co-teaching in English Education in Korea

South Korea’s English language education policy history is fraught with struggle and patterns of constant change as government and education officials seek to provide students with high quality English education amidst a highly competitive education environment. For example, in January 2008, then-Korean President Lee Myung Bak abruptly announced all high school courses, which had previously been taught in Korean, would be taught exclusively in English. Extreme public outrage ensued, forcing the immediate cancellation of the policy. Three years earlier, in 2005 the Korean Ministry of Education and Human Resources Development had announced a new initiative to place a “native English speaking teacher” in each of the nation’s 2,900 middle schools, as well as striving to have “at least one” in each of the public elementary and high schools (Jeon & Lee, 2006), an initiative which has since brought in thousands of English teachers from abroad. Like President Lee’s decree, this particular project remains in jeopardy as governmental budgetary cuts have limited the hiring of new teachers at high schools (Yim, 2011). Though policy changes abound, due to the public’s strong desire to learn English as a way of securing a better future (J.S.Y. Park, 2009), there is a large population of English

² There is also a provision which allows visas for teachers who hold a 4 year English teaching degree from countries who maintain a trade agreement with South Korea—including teachers from Malaysia, the Philippines, and India. However, as of 2010, only two Indian teachers had been admitted under this provision, so I do not elaborate on it in my dissertation.

teachers residing in Korea, both local Korean teachers and those recruited from abroad. As of June 2010, there were 23,600 teachers issued E-2 visas, meaning they have come from various countries outside of South Korea to teach English there, a number which has rapidly increased, having doubled in the five years prior to 2010 (Korea Immigration Statistics, 2011). Many of these teachers engage at least some aspects of collaboration in their teaching.

Purpose of the Research

The practice of engaging in co-teaching in English language classrooms in South Korea has escalated in popularity in recent decades, most notably in the past 15 years. Co-teaching partnerships in Korea are characterized by the pairing of two individuals who collaborate to co-teach English language classes, one “Korean teacher” and one “Guest English teacher,” as prescribed by the Ministry of Education, Science and Technology, the governmental branch which sponsors EPIK (English Programs in Korea), the organization coordinating the majority of public school teaching partnerships (EPIK, 2009). This study investigates the practices and experiences of collaborating co-teachers in Korea as they engage in activities related to and informing their practices as teachers of English.

This study’s rationale is founded in the establishment of the co-teaching model adopted by the public and often by private school systems in South Korea. With an increasing number of teachers using this model in classrooms, it is necessary to appreciate the multiple realities of the co-teaching situation as it exists in the English classrooms in Korea today. Specifically, this study has four purposes. Firstly, I endeavored to explore what is actually happening in co-taught contexts in public elementary schools in Korea. I seek to do this through observing what is happening in the classroom, and also through talking to those immersed in and living this situation daily, the co-teachers.

Secondly, in addition to the more general investigation of co-teaching, I also sought to investigate the co-construction of teacher identity as two teachers cooperate to teach together within one space, investigating ways in which the teachers “play off the people who [they] interact with, constraining, redefining, resisting and submitting to the way that [their] interactants co-construct [their] identities” (Vickers & Deckert, 2013, p. 117).

Thirdly, South Korea’s national public educational policies, particularly those related to co-teaching, often go through massive upheavals, therefore, it is hoped that this study might offer some insight which may be of consideration in future public policy drafts.

Fourth, in the current co-teaching situation, some co-teachers enter the teaching profession with university and graduate degrees in education or TESOL, some others are granted entry based on linguistic proficiencies, and some a combination of the two. This research looks closely at the teaching practices in order to make recommendations for teacher development programs designed for teachers involved in co-teaching. It is hoped that a more thorough exploration of this phenomenon might be valuable in providing assistance to some of the thousands of teachers in Korea currently engaged in co-teaching processes, particularly those in the English language classroom within the public elementary school system. Connecting teachers’ experiences with training opportunities may prove useful in more adequately preparing co-teachers to engage in collaborative co-teaching in South Korean public elementary schools.

Research Questions

The purpose of this qualitative study is to investigate the practices of 3 dyads of teachers as they collaborate to co-teach in English language classrooms in public educational contexts in Korea, examining both how their histories affect their teaching practices and how their identities

are co-constructed and negotiated in the process. In order to facilitate understanding of their experiences in collaboratively co-teaching, I address the following questions:

1. (main) What are the practices of 3 pairs of collaborating co-teachers in the English language classroom contexts in Korea?,
 - A. (auxiliary 1) How do these teachers perceive their educational and professional histories as impacting their collaborative co-teaching practices?, and
 - B. (auxiliary 2) How are identities co-constructed and negotiated within and beyond the classroom contexts?

Theoretical and Methodological Approaches

Critical Qualitative Study

This study is positioned within a critical paradigm, through which “social inequalities and oppressive institutional structures can be unveiled, critiqued, and, most importantly, transformed” (Darder, Baltodano & Torres, 2009). Specifically, this study seeks to explore the experiences and practices of collaborating co-teachers in Korea. By engaging in a critical paradigm, I endeavored to investigate inequities in power and identity co-constructions as partners collaborate to develop their pedagogical practices, concurring “all language learning involves learning about language, power, and knowledge” (Motha, 2004, p. 53). Specifically, I looked to critical discourse analysis (Fairclough, 1995) to explore issues of language, ideology and power as reflected in perceptions of macro-level society and also at the micro-level within co-teachers’ specific contexts. Using this critical lens, I focus the need for and possibilities of transformation. While interested in the pedagogical implications developed as a result of this study, it is my desire that these will be developed on the continuum of theory and practice, combining to form praxis exemplifying the

joint reciprocal relationship between theory and practice as they continually transform one another.

Positioning Theory

Positioning theory (Davies & Harré, 1990) focuses on understanding the dynamics of human relations and interactions of people in contrast to the assigned static-ness often associated with relying on their societal defined “roles” as prescribed in role theory (Harré & van Langerhove, 1999). Positioning theory was originally designed to examine social relationships between people (Harré, 2004), conscious to the ways people continuously develop in response to the discursive practices engaged with (Davies & Harré, 1999) through highlighting ways in which people interact as they engage in speech together, examining “the discursive process whereby people are located in conversations as observably and subjectively coherent participants in jointly produced storylines” (Davies & Harré, 1999, p. 37). Positioning theory fosters a deeper understanding between interactors, such as their past histories and experiences together and the dynamics of specific encounters. Positioning theory therefore considers both smaller details of the interactions as well as more general expectations of the type of interaction. I engage with positioning theory within a critical paradigm in order to explore how co-teachers position and are positioned by themselves, each other and others at both the individual and societal level, conscious of inequities and underlying power issues occurring within the positioning.

Characteristics of Prospective Participants

For this research study I interacted with three sets of collaborating co-teaching partners, for a total of six participating teachers, who were co-teaching at three different public elementary schools in Gyeonggi province, the area immediately surrounding South Korea’s capital city of Seoul. Three learners were selected from my former students who had since graduated from the

Graduate School of TESOL where I teach. Their collaborating co-teachers comprised the other three participants in the study.

Data Sources

Data were collected in a variety of ways in order to allow insight into various aspects of the co-teachers' lives, glimpsing the multiple realities of each of the co-teachers, all of whom were co-teaching English in South Korean public elementary schools. Therefore, I deliberately chose to utilize extensive data sources to obtain a greater understanding of the co-teachers' experiences taking care not to reify or essentialize the co-teachers with a superficial overview.

Each co-teaching dyad was observed three times while they were co-teaching their English classes, once at the beginning of the semester, once in the middle and once at the end. When possible, classes were videotaped while I sat in at the back of the class taking handwritten field notes throughout the class. On the same day of the classroom observation, I met together with each co-teacher to discuss what happened in the class and more extensive interview questions. All teachers were interviewed twice individually and twice together with their partner. Teachers also recorded themselves co-planning a class session.

Preview of the Literature

Co-Teaching

Co-teaching has been in existence for hundreds of years in various forms. It has been utilized in various ways in education, originally being more commonly utilized in special education classes, with the bulk of research focusing on that context (e.g., Friend & Cook, 1992). In spite of considerable increases in collaborative teaching in language classrooms, published literature has not followed that trend. One of the earliest publications specifically intended for collaborative language teaching was portions of an edited collection devoted to both

collaborative language learning and teaching (Nunan, 1992). Though publications were infrequent through the 1990s, the past decade has seen a small rise as co-teaching has become more prolific. Recent research in co-teaching has often positioned it both as a beneficial technique, as well as dealing with criticisms of co-teaching practices. Co-teaching has been heralded for its benefits in increases student achievement as well as the continued success of schools which engage in collaborative co-teaching practices (DelliCarpini, 2008; Dove & Honigsfeld, 2010), but others have also found problematic issues hindering co-teaching successes. Implementing a successful co-teaching model admittedly requires large expenditures of time. Co-teachers are expected to collaborate closely, sharing many things—including their skills, space, ideas, resources (Dove & Honigsfeld, 2010), which can result in feelings of discomfort for teachers. Particularly problematic issues raised unequal teacher status (Arkoudis, 2000; Creese, 2002) and unclear expectations (Dove & Honigsfeld, 2010), leading to feelings of resentment and frustration in co-teachers.

Though school co-teaching collaborations function in various forms and contexts, this study is based in the co-teaching context of South Korean public elementary school English classes. With thousands of co-teaching partnerships in South Korea, similar sentiments, both positive and negative, have been echoed at the local level. Studies conducted within co-taught English classes in Korea indicate learners in these classes have less anxiety and increased language proficiencies (Jung, 2009; Kim & Han, 2009; Kim & Yu, 2003). However, the literature also indicates confusion amongst the students on perceptions of authority in the co-taught classroom (Lee, 2009) and the public has questioned whether the millions of dollars spent supporting the co-teaching collaborations are efficient uses of government and private spending (Kang, 2009).

Identity Co-Construction and Negotiation in Co-Teaching

Danielewicz (2001) maintains the process of becoming a teacher demands an identity construction in that “becoming a teacher means that an individual must adopt an identity as such” (p. 9). Hence, reflection on the construction of a teacher’s identity is necessary, even moreso when dealing with collaborating co-teachers and the multiple complexities associated with considering teachers’ defined roles and the positioning of oneself and one’s teaching partner(s). In considering the role of perceived relational positions, Jenkins (2008) highlights the combination of entities comprising one’s self, stressing both “simultaneous synthesis of (internal) self-definition and the (external) definitions of oneself offered by others” (p. 40). Whereas Norton (1997) defines identity as “how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future” (Norton, 1997, p.410), Jenkins focuses on the power of other people to influence an identity, saying “what people think about us is no less significant than what we think about ourselves” (Jenkins, 2008, p. 42), pointing to how identities are co-constructed through social interaction (Jacoby & Ochs, 1995). It is apparent “identity is co-constructed in ongoing interactions in relation to the particular contexts in which the interaction is occurring” (Vickers & Deckert, 2013, p. 116). As such, teachers who are a part of a co-teaching relationship cannot be completely mutually exclusive, nor independently construct their own identities without considering the social context and both internal (their own thoughts and feelings) and involving others (including students, co-teachers, administration, media, and society in general). Furthermore, there is no need to look so narrowly inward at one decontextualized individual. Danielewicz criticizes the traditional focus on individuality, arguing the benefits of collaboration,

stating this focus on individuality constitutes “professional deformation, of our basing professional identity so squarely and nakedly on individual achievement” (p. 2).

Significance of the Study

This study is significant in that it seeks to advance knowledge in the field of TESOL education and implications for teacher education, a necessity underscored by the thousands of co-teaching partnerships functioning each year in language classrooms in Korea. As of yet, there is not a comprehensive study examining the relationships, understandings and pedagogical practices co-constructed by collaborating co-teachers in the Korean classroom. This study advances knowledge through the creation of new knowledge in the classroom. It contributes to the field overall, based on what actually happens in the classrooms and interpretations of involved teachers. Additionally, through considering the study’s results, practical considerations for enhancing this co-teaching relationship are offered.

Chapter Summaries

The main goal of this first chapter has been to briefly describe the context of the study and explain how the study came about. Additionally, I have introduced the core issues informing the study—the co-teaching context of South Korea and teacher identity. I have also given an overview of the purpose of the study and the research questions, while describing the research and methodological approaches to be utilized in conducting the study, focusing on a critical qualitative study embedded in positioning theory.

Chapter 2 is a literature review, where I investigate how the previously published literature positions itself in relation to my research questions while identifying gaps and inconsistencies in the field where I believe my study can contribute to furthering the academic field. I explore how literature on critical theory and positioning theory form the groundwork for

my study. I detail and define co-teaching as it exists in this study, looking first at the larger picture of global co-teaching studies, narrowing to focus in on the specific context in South Korea.

In Chapter 3 I explore how my own positionality and co-teaching experiences inform the study. I describe the justification for a critical qualitative study and set the stage for my study. I detail the research design, teachers and data sources, ending with ethical considerations in the design of the study, as well as discussing the specific methodological approaches employed in order to conduct this research study.

Chapters 4-6 share the stories of the 3 dyads, each chapter chronicling the experiences of 2 co-teachers as they collaboratively co-teach in their elementary school English classroom, sharing their stories, both in and outside of the co-taught classroom, as they expressed in interviews, written reflections, observations, and interactions. In each chapter the teachers are briefly introduced, specific examples of data which have emerged from the dyads are shared, and each chapter concludes with an analysis of how each of the teachers position themselves and how they have been positioned by others. In Chapter 7 the results of each dyad are synthesized and discussed. Major findings that have emerged are presented and analyzed in relation to each of the dyads.

Chapter 8 includes a discussion of the themes that have emerged through the complete data analysis process. Implications are discussed for teacher identity, public policies of co-teaching in South Korean public elementary schools, as well as co-teacher training development programs. Directions for future research are identified as the chapter concludes with concluding reflections.

CHAPTER TWO

THEORETICAL PERSPECTIVES AND LITERATURE INFORMING THE STUDY

The purpose of this dissertation is to investigate the experiences of three sets of collaborative co-teaching partners in public elementary school English language classrooms in Korea. Framed in critical perspectives (Freire, 1970; McLaren, 2009) and specifically positioning theory (Davies & Harré, 1999; Harré, 2004; Harré & van Langenhove, 1999), I seek to explore the impact of these co-teachers' educational and professional histories on their co-teaching practices, traversing to the impact of their co-teaching experiences on their identity construction. This chapter provides a review of current literature associated with collaboration and co-teaching in order to discover more about the processes and experiences of teachers from diverse backgrounds, as they co-construct their identities as teachers. This chapter offers an examination of co-teaching with both a broad global lens, as well as a more specific look at co-teaching within the English language classroom in South Korea, its history and influences. I focus on teacher identity particularly using the critical theory perspective and positioning theory to better understand the complexities associated with how teachers negotiate and co-construct their own teacher identities in relation to their lived experiences, teaching practices, and relationships.

Rationale for Critical Theory

Critical theory is based on the belief that asymmetrical power issues, inequalities, and oppression abound in the world. Critical theorist Peter McLaren's summary succinctly describes the basis of critical theory,

Critical theorists begin with the premise that *men and women are essentially unfree and in habit a world rife with contradictions and asymmetries of power and privilege*. The

critical educator endorses theories that are, first and foremost, *dialectical*; that is, theories which recognize the problems of society as more than simply isolated events of individuals or deficiencies in the social structure. Rather, these problems form part of the *interactive context* between individual and society. The individual, a social actor, both creates and is created by the social universe of which h/she is a part. Neither the individual nor society is given priority in analyses; the two are inextricably interwoven, so that reference to one must by implication mean reference to the other. Dialectical theory attempts to tease out the histories and relations of accepted meanings and appearances, tracing interactions from the context to the part, from the system inward to the event. In this way, critical theory helps us focus *simultaneously on both sides of a social contradiction*. (McLaren, 2009, p. 61, italics in original)

Unlike traditional theory, which seeks to understand or explain society, critical theory “demonstrates and simultaneously calls for necessity of ongoing critique, one in which the claims of any theory must be confronted with the distinction between the world it examines and portrays and the world as it actually exists” (Giroux, 2009, p. 27) and endeavors to make change as the ultimate goal. Current literature in the co-teaching field indicates inequities and power issues often exist on multiple levels in co-teaching practices (for example, Creese, 2002; DelliCarpini, 2009). Critical theory emphasizes the importance of dialogue (Freire, 1970), which can empower people by challenging dominant views and discourses. In positioning my study within a critical framework I seek to give space to the participating teachers to reflect upon their experiences through dialogic practices in order to seek out the multiple realities that emerge in their relationships and co-teaching contexts.

Positioning the Study within a Critical Paradigm

Though McLaren's definition of critical theory seems pessimistic about the world, focused on the negative—inequalities, injustices and the like, on the contrary, critical theory is one of hope, looking for possibility and potential for change, to envision a better future. Though raising awareness is a first step in achieving a more equal and just society both in terms of everyday living and equality in the language education realm, critical theory extends beyond simply raising awareness to transformative action. Much work with critical theory focuses on students, however, teachers as well, for example the teachers in my study's context, are inextricably tied to the ongoing oppressive culture of schooling, pointing toward the need for a "critical analysis and investigation into the manner in which traditional theories and practices of public schooling thwart or influence the development of a politically emancipator and humanizing culture of participation, voice, and social action" (Darder, Baltodano, & Torres, 2009, p. 10), thus facilitating a need for an investigation into collaborative co-teaching practices within the critical paradigm. Undertaking this study utilizing a critical paradigm reinforces my desire to see how schools and teachers have "embraced theories and practices that serve to unite knowledge and power in ways that sustain asymmetrical relations of power" (Darder et al., 2009, p. 10).

The necessarily reciprocal relationship between theory and practice comes together to empower those who desire to seek change. Using the critical lens, "social inequalities and oppressive institutional structures can be unveiled, critiqued, and most importantly, transformed" (Darder et al., p. 23). My own study seeks to expand on Darder et al.'s work, deconstructing the ways in which schools have historically adopted and use theories and practices, which opens up an awareness of power imbalances. Critical theory appropriately offers potential for raising

critical awareness of co-teaching in the Korean public schools “legitimizing, as well as challenging, experiences and perceptions shaped by the histories and socioeconomic realities that give meaning to the everyday lives of students and their constructions of what is perceived as truth” (Darder et al., p. 10), which relates back to the ultimate goal of personal and social transformation. Paulo Freire, a critical theorist whose work I admire, has also informed my study in many ways. In associating my study with Freire’s work, I am not blindly following Freire or relying on critical theory as a methodology—both of which Freire has dismissed as fruitless (Macedo, 1997) rather I have made the choice to engage with his ideas on a Freirean-inspired critical theory, as he says, “reinventing me[Paulo Freire] and reinventing what it means to be democratic in his or her[my] own specific cultural and historical context” (Freire, 1997, p. 308), engaging in an “anti-method pedagogy [which] forces us to view dialogue as a form of social praxis so that the sharing of experiences is informed by reflection and political action (Macedo, 1997, p. 8). It is in this spirit, that I base my qualitative study within the critical paradigm, embracing the Korean educational context, developing a context-specific study in which teachers explore collaborative co-teaching in English language classes in Korea and look toward possibility for transformation. Specifically, the methodology used draws on critical theory in the dialogic methods employed by using both observations as well as promoting reflective dialogues through reflective team and individual interviews. Within this critical paradigm, I look toward positioning theory to explore the ways in which the teachers position and are positioned in their co-teaching relationships.

Positioning Theory

Positioning theory is “a starting point for reflecting upon the many different aspects of social life” (Harré & van Langenhove, 1999, p. 9-10), focusing on “the nature, formation,

influence and ways of change of local systems of rights and duties as shared assumptions about them influence small scale interactions” (Harré, 2004, p. 6). This “starting point” developed as a reaction to role theory (Harré, 2004), which emphasized the apparent rigidity and stable fixed nature of roles. Positioning theory, on the other hand, counters role theory, by viewing language and interaction as speech acts as indicators of roles that are ephemeral and changeable.

Positioning theory itself is grounded in social constructionism which is based on the two principles:

- i. What people do, publicly and privately, is intentional, that is, directed to something beyond itself, and normatively constrained, that is, subject to such assessments as correct/incorrect, proper/improper, and so on
- ii. What people are, to themselves and to others, is a product of a lifetime of interpersonal interactions superimposed over a very general ethological endowment. (Harré & van Langenhove, 1999, p. 2)

As such, social construction and positioning theory rely on making meaning of the actual interactions of dialogues between people. Positioning theory then considers the way in which people live their lives is in many ways a depiction of what they feel they are allowed to do based on their own interpretations of their place in the social context of the world (Harré & van Langenhove, 1999). Each individual’s lived experiences therefore influence the ways in which one perceives events.

Positioning theory is both a conceptual and methodological framework (Harré & van Langenhove, 1999) which emphasizes relationships in formulating one’s perception of society, considering how people position themselves and are positioned by others. Conversations and interactions between individuals reveal some of the different power structures at play. The ways

people interact involve “ever-shifting patterns of mutual and contestable rights and obligations of speaking and acting” (Harré & van Langenhove, 1999, p. 1). Harré & van Langenhove (1999) identify three ways of categorizing different acts of positioning: (1) whether a person is being positioned by and as individuals or as a collective (2) whether is person is self-positioned or positioned by others, (3) whether each person positions the other or whether in positioning one, the other is automatically positioned as well. Positioning theory provides for an analysis of insight into people and identities at an individual level and also at the societal and cultural level (Harré & van Langenhove, 1999).

Positioning the Study within Positioning Theory

Positioning theory allows for “intimate interaction with others in the construction of a flow of public and social cognition, opens up all sorts of insights and research opportunities” (Harré, 2004, p. 12). For centuries, co-teachers have been positioning themselves with and against each other as they collaborate in classrooms across the globe. Though positioning theory has yet to become a mainstream way of considering identities in the collaborative classroom, several scholars advocate its use to consider collaborative actions (Arkoudis, 2000, 2006; Barnes, 2004; Lubenda, 2000; Trent, 2012). My research study uses positioning theory in order to focus on how the teachers position themselves in relation to one another in their collaborating co-teaching relationships, particularly in regard to the co-construction and ongoing negotiation of their identities. This positioning can play a pivotal role in the construction of one’s teacher identity. Utilizing positioning theory allows a focus into the fluid relationship co-constructed between the collaborating co-teachers, in addition to the ways each teacher positions and repositions oneself and their co-teacher as they interact with one another. Utilizing positioning

theory in my own study prioritizes the individuals as whole people, rather than seeking to generalize, as categorizing the teachers into their pre-assigned “roles” may unintentionally do.

Positioning theory can be understood in different ways. For example, social constructionism, from which positioning theory stems, can be thought of as everything in the world being completely a social construction, so much that it is impossible to describe the world. A “weaker” form of social constructionism also exists, one in which my beliefs and this study are positioned, posits the world can be described, and that a legitimate description may be made, but that it will be one of many possibilities, and will inevitably be influenced by the one who crafts the description (Harré & van Langenhove, 1999). Davies and Harré (1999) differentiate between differing types of positioning, including among others, first-order, second-order and third-order positioning. For the purposes of my research, I focus primarily on first-order and second-order positioning. First-order positioning being the ways in which individuals position and are positioned by others, while second-order positioning refers to the ways in which first-order positions are resisted and re-negotiated (Davies & Harré, 1999).

As I observed and interacted with the teachers at the microlevel, I used positioning theory in order to focus on how the teachers position themselves in relation to one another in their co-teaching relationships, positions which can only be understood in relation to one another. I wished to elicit more specifics about the fluidity of the relationship co-constructed between the collaborating co-teachers, in addition to considering the ways in which each person positioned and repositioned him or herself and their cooperating co-teacher as they interacted with one another. Hints of the effects of positioning in the larger social context and the impact on collaborative teaching in Korea can be glimpsed through some of the prominent issues which arose in the literature review, namely inequities of co-teaching made clear by the discriminatory

hiring practices (Schroeder, 2011), labeling, and positioning of co-teachers within the classroom (Arkoudis, 2000, 2006; Creese, 2002). Using positioning theory offers space to consider the various ways these teachers position and are positioned and how it affects them and the co-construction of their identity. I present some of the findings showing the ways each of the teachers have exhibited instances of positioning by concluding each of the data analysis chapters with an analysis on how the two teachers within the dyad self-position themselves, position one another and are positioned by others outside of their co-teaching relationship, as well as the ways in which they engage with both first-order and second-order positioning.

Understanding the Multiplicities of Collaborative and Co-Teaching Constructs

Positioning theory accepts multiple realities of the world as understood by people in different positions. The opening vignette described conference participants struggling to craft a definition of “team teaching,” as it meant different things to different people, based on their own lived experiences, a tendency paralleled in the literature on co-teaching as well. Some researchers use the terms “co-teaching,” “team teaching” and “collaborative teaching” interchangeably (Dieker & Murawski, 2003, Jang, 2006; Reinhiller, 1996) while others are adamant about recognizing their differences (Liu, 2008). The Korean Ministry of Education, Science, and Technology does not offer a definition of collaborative nor team teaching, but the Japanese Ministry of Education, Sports, and Culture, whose JET program EPIK was modeled after, offers a general definition of team teaching as “any time two or more teachers work together to guide an individual learner or group of learners toward a set of aims or objectives” (1994, p. 14). In contrast, Fattig and Taylor (2008) specifically narrow their definition, limiting numbers, qualifications, and location, as they define co-teaching as “*two credentialed* teachers teaching together at the same time in the *same classroom*.” (p. 4, italics added). Honigsfeld and

Dove (2010) broaden Fattig and Taylor's scope by offering seven varying models of co-teaching prevalent in their extensive co-teaching observations, which may or may not occur within the same classroom. Villa, Thousand, and Nevin (2008) present co-teaching as working together and sharing responsibility to teach the content and curriculum to all students. Cook and Friend (1995) state "co-teaching occurs when two or more professionals deliver substantive instruction to a diverse or blended group of students in a single physical space" (p. 2). Other definitions include more specifics in terms of hierarchical power relations, such as teachers being "co-equals" (Friend & Cook, 1992), and specific roles, such as those occurring between general education and special education teachers (c.f. Gately & Gately, 2001; Villa, Thousand & Nevin, 2008). Liu (2008) offers clarification of different implications of the various terms and how they are used,

Team teaching values the contribution of every participant and all the participants enjoy the same status. *Collaborative and cooperative teaching* emphasizes the process of collaboration, and the degree to which each participant's function may be different. *Co-teaching* is a general term with broader implications and has been adopted to name different approaches to improve teaching through collaboration (p. 105).

Liu may appear to straightforwardly lay out definitions for each phrase, however others challenge the simplicity of these definitions by highlighting the discrepancies in the usage of terminology in various contexts. Bourne (1997) prefers the use of "partnership teaching" stressing the value of partnership teaching extending beyond that of a simple co-teaching model, or "co-operative teaching" differentiating the two,

Partnership teaching is not just another term for "co-operative teaching." Co-operative teaching is where a language support teacher and class or subject teacher plan together a curriculum and teaching strategies which will take into account the learning needs of all

pupils. Partnership teaching is more than that. It builds on the concept of co-operative teaching by linking the work of two teachers, or indeed a whole department/year team or other partners with plans for curriculum development and staff development across the school. (Bourne, 1997, p. 83 as cited in Davison, 2006, p. 454-455)

It is evident there are varying perspectives of the concept and terminology related to co-teaching, sometimes in direct contrast to each other. Fattig and Taylor (2008) proclaim “any pair or group of people can collaborate without co-teaching, but effective co-teaching cannot exist without collaboration” (p. 4). Cook and Friend (2005) claim co-teaching is preferably collaborative, but state that in reality it may or may not be, claiming collaboration is defined by how the teachers interact, not particular activities, and that co-teaching, while beneficial, is not, by definition, necessarily a collaborative practice.

With the broad range of definitions offered by various scholars in the field, it is essential to clearly articulate a definition as I use it in the context of this research study. I agree there is no need to limit co-teaching exclusively to two teachers, nor that co-teaching must necessarily occur “in a single physical space.” I intentionally keep my own definition of co-teaching broad, allowing room for a range of possibilities to allow the space and freedom for teachers to “pilot various models in their classes to see which ones allow them to respond best to the students’ needs, the specific content being taught, the type of learning activities designed, and the participating teachers’ teaching styles and own preferences” (Honigsfeld & Dove, 2010, p. 75). Viewed in its simplest form, co-teaching entails two or more educators cooperating to teach a common objective to a group of students, while collaborative teaching focuses on two or more educators engaging in cooperative processes in order to engage in planning, coordinating and carrying out of partnered lessons. In the context of this research study, I use the term “co-

teaching” as a neutral term referring to any time two or more teachers are cooperating to teach one group of students. When co-teaching occurs simultaneously with collaborative teaching, as teachers both collaborate as well as co-teach, I combine the two terms, expressing this interactive reciprocal cooperation in the word “collaborative” with the actual act of “co-teaching” in the classroom, resulting in what I refer to as “collaborative co-teaching.” This word choice recognizes the specific, separate meanings of each construct, while emphasizing that they are mutually beneficial and best utilized in cooperation with one another in intertwined reciprocity each informing the other.

The value and benefits of collaborative co-teaching are becoming increasingly recognized through a revitalization of interest in both collaborative co-teaching practices and research relating to collaborative co-teaching. This move can be tracked, in part, through special issues in journals such as *The International Journal of Bilingual Education and Bilingualism* and *TESOL Journal*, with increased attention to collaborative and/or co-teaching practices in the past decade. The 2006 special issue of *The International Journal of Bilingual Education and Bilingualism* was devoted to collaborative language teaching in which the editors noted, “Teacher collaboration is a routine practice for many teachers working in multilingual and multicultural schools in English-speaking countries and yet these collaborations are largely under-researched and under-theorised” (Arkoudis & Creese, 2006, p. 411). As Margo DelliCarpini became founding editor of the revived *TESOL Journal* in 2010, she stated her desire to use special topics issues to “address topics that are important to practitioners in a variety of settings and that may have been underrepresented in the past” (TESOL, 2010). Appropriately, the September 2012 special issue focused on collaborative teaching.

Models of Co-Teaching

Dove and Honigsfeld (2010) have identified seven different models of co-teaching prevalent in language classrooms, based on with whom the learners are interacting, one whole group, two student groups, or multiple student groups. The seven models, housed within the three categories are identified as are follows:

- One student group
 - One lead teacher and another teacher “teaching on purpose”
 - Two teachers teach the same content
 - One teacher teaches, one assesses
- Two student groups
 - Two teachers teach the same content
 - One teacher pre-teaches, one teaches alternative information
 - One teacher re-teaches, one teaches alternative information
- Multiple student groups
 - Two teachers monitor and teach (adapted from Dove and Honigsfeld, 2010, p. 7-8)

Each of these models is not necessarily exclusive and may be used differently at various times and in various ways, depending upon the teaching context and how to best meet the needs of the students in each particular context.

History of “Team Teaching” in the Global Context

Modern day educators often consider co-teaching a new educational trend. However, this simply is not the case. As early as 1795, Andrew Bell of Scotland documented teaching via mutual teaching using students to help co-teach larger groups of students, a method he had

witnessed and explored while in Madras, India. This was, in turn, picked up by Joseph Lancaster, who began using the method in England, which led to its spread around Europe, being referred to as the Lancasterian method of teaching (Chamberlin, 1969; Johnson & Hunt, 1968).

In the late 1950s, the United States experienced a surge in interest in team teaching, quite possibly sparked by the Committee of the Experimental Study of the Utilization of the Staff in the Secondary School (NASSP)'s initiative to sponsor one hundred high schools in areas related to team teaching, hiring teacher's assistants, and innovative uses of technology. Enthusiasm spread and team teaching was soon a hot topic in schools across the nation (Johnson & Hunt, 1968). Building on the Lexington Team Teaching Project, one of the earliest thoroughly documented successful "team teaching" implementations (Bair, 1964; Department of Education, 1960; Ford Foundation, 1960; Johnson & Hunt, 1968), a plethora of pilot studies and reports in "team teaching" across the nation were quick to follow (Bair, 1964; Ford Foundation, 1960; Institute of Field Studies, 1965; Johnson & Hunt, 1968; Peterson, 1966; Polos, 1965). In spite of this initial enthusiasm, "team teaching" of the 1950s and 60s in the United States did not continue to make these rapid gains. However, "team teaching" in this era was of a very different nature than it is known today, with a clear "hierarchy of levels" (Polos, 1965) between teachers being considered an accepted and in fact, necessary condition. Research from this time period indicates clear differentiations between the teachers' levels in terms of skills, competence and pay (Polos, 1965). In many cases, team teaching included the hiring of teacher's and clerical aides to alleviate the load of the teachers, leading to the concept of "differentiated teaching" (Stocker, 1970) as a way to recruit and maintain quality teachers by offering more satisfactory conditions. Additionally there was a strong push toward large-group instruction with alternating teachers, which was considered "a basic part of team teaching" and one that "embodies efficient

staff utilization, since it saves the teacher's time and energy, allows him freedom to prepare his lectures properly, and keep himself up-to-date" (Polos, 1965, p. 22). This mindset toward "team teaching" differs radically from the teacher parity many strive for today (Conderman, Bresnahan, & Pedersen, 2008; Villa, Thousand, & Nevin, 2008), but at the same time is in many ways strikingly similar to the reality of today in terms of the inequities and social injustices reported to exist in the co-teaching field (Creese, 2002; Honigsfeld & Dove, 2011).

Team teaching was regarded as a necessary change, designed to improve the self-contained classrooms Lortie (1975) critically positioned as a part of the egg crate model—clearly divided components, each consisting of a single teacher within a single classroom, teaching a single group of students. Team teaching was a form of rebellion initiated by those seeking change from the current state of education, with staff from the Dundee Team Teaching Project, one of the first documented cases, proclaiming, "Team teaching must first be recognized as a movement, similar in character to a social reform. As such, it gives expression to the rebellion by many individuals against the limitations and deficiencies of American education." (Institute of Field Studies, 1965, p. iii, underline in original) Though, a "movement" per se did not immediately follow this at this particular time, co-teaching did continue to increase significantly in the 1970s. The 1970s witnessed a shift to a specialized form of team teaching, with special education teachers being partnered with content subject teachers to cooperatively assist those students identified as having special needs by "mainstreaming," or integrating all students within one classroom in contrast to the previous "pull out" model when students were removed from the classroom for private or small group instruction.

Co-Teaching in Special Education

In the past 40 years various forms of co-teaching have arisen across the globe, with substantial increases often a direct result of governmental policies. Examples include the United States Congress approval of PL 94-124 (or Education for All the Handicapped Children (EACHA)) in 1975, which focused on combinations of teachers collaborating to more effectively teach students placed in special education programs (Spencer, 2005). Following the innovations in the special education field, educators began looking toward ways to cooperate in the language classrooms as well. More geared toward meeting the needs of “ethnic minority pupils,” England’s government-issued Swann Report (Department of Education and Science, 1985) called for “E2L [English as a second language] specialists...to work alongside their subject colleagues in the classroom situation” (p. 394). Riding on this wave, today the majority of literature available on co-teaching is related to implementing the mainstreaming model of teaching learners with special needs, through utilizing a general education teacher and a special education teacher co-teaching students in the classroom (Conderman, Bresnahan, & Pedersen, 2009; Murawski & Dieker, 2008, Villa, Thousand, & Nevin, 2008, just to name a few). Although a very different context, some of the principles related to teacher leadership, establishing collaborative practices in this context are also very pertinent to collaborative co-teaching in the second language classroom.

Though the gap between co-teaching in the special education field and in language classrooms is wide, building off the scholarship of collaboration in the special education field opens new doors to a better understanding of collaborations within the language classroom as well. The following section outlines the main findings of literature reviewed in language classroom-specific literature reviewed to develop a foundation based on existing literature.

Co-Teaching in Global EAL Contexts

Similar to research done in the field of special education, the research on co-teaching within global EAL (English as an Additional Language) contexts represents a distinct setting with many discrepancies between the research done which primarily consists of that between one teacher who has been designated a “content” or “subject matter” teacher and one teacher who has been designated an “ESL” or “language teacher.” Although also a different context, characteristics of research done in this setting are valuable in offering insight and overall perspectives into co-teaching in general. Therefore, I begin with a broader overview of research studies which have shaped understanding of collaboration and co-teaching throughout the globe.

Valerie Chrisman’s (2005) research identified collaboration as a key factor in determining success in schools across the world. Chrisman found that of the 430 “low-performing” schools in California, the 83 schools who succeeded in sustaining increases in student achievement were able to do so in part because teachers were allowed time and opportunities to engage in collaborative work, including team teaching, teacher mentoring, and collaborative lesson planning. Growing research is continuing to document the effectiveness of collaborative teaching. For example, in St. Paul Public schools, in Minnesota, USA, nationally recognized as a solid example of the positive benefits of successful collaborative efforts (Dove & Honigsfeld, 2010; Honigsfeld & Dove, 2011; Pardini, 2006; University of Minnesota, 2007) collaborative teaching has become the norm in ESL programs with a marked decrease in the gap between the students classified as ELL³ (English Language Learners) and non-ELLs. From 2003 to 2005, the gap in reading achievement standardized test scores between the school system’s

³ In order to preserve the original author’s intentions, I have chosen to keep the exact terms each author used as they originally described teachers and learners in their research. Therefore in this section, the terms are not consistent with one another, but do reflect the authors’ word choices.

ELL and non-ELL learners decreased from 13 to 6 percentage points, and from 6.7 to 2.7 in math, scoring well amongst ELLs statewide as well (Pardini, 2006). In fact, in the 2006 *Beating the Odds VI* report, St. Paul schools are heralded as having become the number one school district out of all large American school districts in terms of having decreased the gap in the levels of student achievement between ELL and non-ELL students, an achievement they credit to the introduction of collaborative teaching within the school system (Casserly, 2006; University of Minnesota, 2007). This program is unique from many other collaborative programs in that it is being primarily run locally, by the ELL department, is focused specifically on meeting the St. Paul school system's needs, and provides quality professional development (Pardini, 2006).

York-Barr, Ghore, and Sommerness (2007) used mixed methods to research a Midwestern US public elementary school setting's collaborative teaching practices, finding advantages in both social and academic benefits for the heterogeneous groups of students involved as a result of being engaged in the inclusive and collaborative instructional models. Furthermore, teachers also reported higher senses of community within their school environments. Additionally, quantitative results based on a test trend data analysis of standardized tests showed groups who learned in co-taught environments averaged significant improvements in both reading and math test scores. In the two following years after they were no longer in co-taught classrooms, students showed either declines in performance or a decreased level of gain, supporting academic advantages for students in inclusive and collaborative classrooms.

With much research pointing to the benefits of collaboration, there are also more critical assessments, highlighting some problematic results. McClure and Cahnmann-Taylor, (2010) merged two existing independent studies conducted separately to analyze co-teaching as it was

observed, reflected upon and recreated by co-teachers. Utilizing a fusion of authentic in-class observations with the performance-based focus groups in order to investigate teachers' perceptions of what occurs in co-teaching classrooms has yielded unique insights into both co-teaching and positioning in an ESL classroom. McClure and Cahnmann-Taylor employed Davison's (2006) framework analyzing teacher talk through critical discourse analysis to measure efficacy in collaborations, to evaluate ESOL and content teachers co-teaching experience, finding all participants in both studies ranked in the two lowest categories of collaboration—pseudo-compliance or compliance, none stretching out to Davison's more advanced stages of accommodation, convergence, or co-construction, revealing ESOL teachers who felt restricted and unable to adequately help those English language learners they most wanted to reach.

Sophie Arkoudis' (2000, 2003, 2006) research recognized the recent trend in ESL classrooms in English-speaking countries toward mainstreaming, but criticized the lack of research done in promoting the mainstreaming, classroom-integration model. Arkoudis (2003) conducted a study analyzing two teachers co-teaching to integrate ESL into science classes in the Australian context, problematizing the acceptance of co-teaching as a neutral, problem-free model, digging beneath the surface to look at issues related to ways content knowledge, authority and power are projected and flow between teachers in the classroom. Arkoudis (2000) utilized positioning theory to analyze the collaborative processes between ESL and science teachers in the classroom. In terms of positioning, Arkoudis reported subject specialists retain a stronger epistemological authority in the classroom compared to their collaborating ESL teachers (Arkoudis, 2000, 2003, 2006).

In line with Arkoudis' work, UK-based educational linguist Angela Creese (2005) focused on teacher collaboration in multilingual classrooms, using a sociolinguistic discourse analysis to examine the language spoken between an English as an Additional Language (EAL) teacher and a subject teacher in classrooms comprised of students with multiethnic and diverse linguistic backgrounds, offering one of the few in-depth research ethnographies examining what actually happens in a classroom between these two cooperating teachers. Creese's findings also discuss positionality within the classroom, stressing the necessity of shared ownership and collaborative partnerships in the classroom as means of achieving parity in their classroom statuses (Creese, 2005). Creese also utilizes hierarchies of knowledge and pedagogy to investigate the relationships between collaborating language and subject teachers in mainstream schools. Using a critical discourse analysis approach, Creese (2002) examined planning sessions and discursive practices between teachers engaged in teaching partnerships in the UK, finding EAL teachers were less likely to stake their ownership claims in the classroom, rather deferring to the subject teachers. Creese postulated EAL and mainstream teachers' are positioned differently within the classroom and subjected to unequal teacher statuses as a result of a composite of their inclass teaching performances coupled with classroom members' perceptions of unequal statuses. Creese concluded macrolevel "institutional and societal discourses undermine not only the work such teachers do but also the students they are trying to support" (p. 598), a point with which others have also taken up (Arkoudis, 2006).

John Trent (2012)'s study analyzing discursive positioning of native-English speaking teachers in Hong Kong shares a common goal with this study of analyzing teacher's positioning as they are positioned by themselves and others. Though Trent's work on positioning within the partnership is quite interesting, it is problematic that like some other published studies on co-

teaching, (for example, Carless, 2006b), the study minimizes the role of the collaborating teachers and focuses primarily on the “native –speaking English teachers,” with very little mention of the “local teachers,” who certainly are equally involved and invested in the collaborative practices.

The research that has been conducted internationally highlights various important areas in regard to co-teaching. In spite of looming contextual differences, such as the fact that the teachers in most of these classrooms are primarily matched in terms of one language/EAL teacher and one content/subject teacher with students who are immersed in an English-speaking society, these studies parallel what I investigate in my own study in several ways. I build on the work of several of these scholars, particularly the works of Creese, Arkoudis and Trent in my own research to explore the practices of collaborating co-teachers in the South Korean public educational context. Particularly, Creese, Arkoudis and Trent’s examinations of the foregrounding of and effects of teacher-perceived positionings within a class has initiated an interest which is explored in my own study through utilization of positioning theory.

Unpacking the Korean English Educational System

For the past decade, reports of *yeongeo yulpong*, or English ‘fever’/’frenzy’ gripping the Korean nation have become common (Jeon, 2009; Jeong, 2004; J.K. Park, 2009; J.S.Y. Park, 2009). English is seen as an important factor in success and upward social mobility (Jeon, 2009) as well as many forms of capital (Bourdieu, 1986) bestowed on citizens of South Korea (Song, 2010). Per Korea’s 6th revised national curriculum, introduced in 1997, all learners in Korean public schools begin learning English in the 3rd grade of elementary school and it remains a mandatory subject throughout middle and high school. In addition to this, the majority of parents opt to supplement their children’s English with supplemental English classes in the form of

private institutes, after school classes or private tutoring. English education is seen as a key to future success, and parents are often willing to support language learning efforts with staggering amounts of money. In 2009, more than 20.9 trillion Korean won (about \$13.7 billion USD) was spent on private English education in South Korea (Kang, 2009). A recent trend illustrating the intense desire for increased English language ability is transnational study, with travelers whose primary goals were found to relate to language ideologies of language as both an economic power and also granting membership into a cosmopolitan echelon (Song, 2010). In 2008, more than 40,000 schoolchildren were estimated to be living and studying with their mothers in countries outside of Korea (Onishi, 2008) while fathers stayed in Korea, working to make money to support the family living in an often faraway country, with most popular destination being the United States, where 32.1% of Korean students who study abroad go (Korea Ministry of Science, Education, and Technology, 2009). In 2005, the Korean Educational Development institute announced 16,446 elementary, middle, and high schools went abroad to learn English, resulting in more than 3 billion USD (quite significant considering Korea's 2004 GDP was 673 billion USD) being spent on the study abroad in that one year period (Jeon & Lee, 2006). It has been argued the initiative to recruit at least one "native English-speaking teacher" in each public school in Korea was implemented to counter the large number of students going abroad (Jeon & Lee, 2006). Jeon and Lee (2006) argue "If the NSET [native speaking English teachers] were to be implemented successfully, it could significantly decrease the number of students who go abroad to learn English" (p. 57).

Joseph SungYul Park (2009) critically addresses the struggles the English language has placed on Korean society, stating for some, English is the "unspeakable" language "that drives Koreans into strange and irrational obsessions which unduly burden every Korean, both

emotionally and financially. It fractures Korean society” (p. 2). Park also questions the inequality that arises through the nation’s struggle to acquire English proficiency. “Ultimately it is a language that paves the way for Western dominance, gradually driving everyone to admire and desire a foreign culture that is symbolized by English, thus leading to the erosion of Korea’s identity and independence” (p. 2). Though Park’s work has been criticized for its essentialized portrayal of a single reified Korean identity (Porter, 2011), it offers details on the prominent role English has been elevated to in many facets of Korean society. JaeJung Song (2011) continues arguing English in Korea is not and cannot be fully understood “unless it is recognized that its importance has not been as much engendered by globalization as it has been resorted to as a subterfuge to conceal where the responsibility for inequality in education lies within the society” (p. 35). These illustrations further exemplify the power and dominance connected to English, providing examples of how its global presence continues to perpetuate the divide between the “haves” and the “have nots.”

Concurrent with this escalation in the valuing of the position of English, belief in fallacies associated with English and learning English has also continued to rise. The “native speaker fallacy” (Phillipson, 1992), the belief that a “native speaker” makes for a better English language teacher, remains prominent in much of Korea. Consequences of this effect can be seen in discriminatory hiring practices, exorbitant tutoring fees for “native English speakers,” and pressure to learn from NESTs, either in Korea or abroad (Flynn & Gullikers, 2001; Song & Zhang, 2010). Song and Zhang’s (2010) study on recruitment and job hiring practices in South Korea and China found strong evidence of discriminatory practices with explicitly stated preferences being given based upon native-speaking status and nationality with little regard for educational degrees and teaching experiences. In their job advertisement analysis, Song and

Zhang reported almost 78.5% of those job advertisements analyzed listed at least two examples of discriminatory hiring criteria, most commonly related to native speaker status and country of nationality. In fact, more than 70% of job ads analyzed for teaching positions in Korea demanded native speaker status as a position requirement. Although the problems with the hegemony of the native speaker have been repeatedly addressed by and to specialists in the field (Jenkins, 2009; Kumaravadivelu, 2003, 2006a, 2006b; Kuo 2006; Matsuda, 2003; Nayar, 2002), many institutions and people remain unaware, unaccepting, or reluctant to stand up to these inequities, extending the ambivalent effect to faculty and in turn, students as well. Braj Kumaravadivelu (2006b) expressed the detrimental implications of this hegemony as it filters down to a wide range of people in every facet of the educational system.

Following the example set by their academic administrators and policy-makers, many teachers and teacher educators also look up to native speakers for inspiration, thinking that they have ready-made answers to all the recurrent problems of classroom teaching. By their uncritical acceptance of the native speaker dominance, nonnative professionals legitimize their own marginalization. (Kumaravadivelu, 2006b, p. 219)

The end result is that a combination of endoracism, prejudice towards one's own culture of people, and reliance on the native speaker fallacy have negative effects on society and the TESOL profession as a whole (Mahboob, 2006; Romney, 2006). As a result of this form of self-marginalization various speakers have given up their own authority, yielding to the dominant group, in what Kumaravadivelu (2006a) refers to as remnants of colonialism in the TESOL field. He continues on to confront the need to relocate TESOL calling its current state a "dangerous liaison between globalization, empire, and English demand" (p. 22) which can only be restructured through substantial adjustments in prominent attitudes, philosophies and pedagogies.

Kumaravadivelu's position lamenting the struggle with English has been echoed locally within the South Korean context as well (J.S.Y. Park, 2009; J.J. Song, 2011). With the brief introduction to sociocultural and sociopolitical contexts in which the English language is positioned in South Korea, I begin the conversation with prominent themes currently being discussed in current literature related to the co-teaching field.

Prevalent Issues in Co-Teaching Literature

Past research related to co-teaching has identified several struggles of working together with a person with a different style—many of these exemplified by teacher relationships and perceived positioning within the classroom. Feelings of either inferiority or conversely, trying not to impose superiority in the working relationship, inexperience with collaboration, and limited time and energy are all common challenges (Liu, 2011). In the following section I highlight four issues which have significant implications for the field of co-teaching—labeling practices, the native speaker fallacy, essentialization and discriminatory practices.

Labeling Practices

Research involving co-teaching in the language classroom contains many allusions to various differences between collaborating teachers, in terms of linguistic competencies and backgrounds with a variety of labels to categorize those involved in the teaching. In the following section I expand on the ongoing controversy involving this problematic labeling practice of terms such as “native” and “non-native” speakers of English and the paralleling social categorizing divide, as well as expounding on consequences, including enabling discriminatory practices as well as perpetuating a stereotype with potential to adversely affect English teachers' identities and their perceptions of themselves as teachers.

Many scholars have dissected the term “native speaker” and the connotations associated with it (Canagarajah, 1999; Garcia, 2006; Radwanska-Williams, 2008; Rampton, 1990). This notion of looking toward “native speakers” as being the norm or ideal linguistic competency has spread to a global reliance on “native speakers,” a view strongly challenged (e.g. Phillipson, Pennycook, 1998; Radwanska-Williams, 2008). As Radwanska-Williams (2008) argues, placing this value and recognition on the “native speakers” implies (in a very explicit manner) that those who do not meet that criteria are somehow “deficient,” therefore must be marked to identify their differences. In deconstructing “native speakerism,” Radwanska-Williams advocates using the terms ‘linguistic expertise’ to adjust focus to the linguistic multicompetencies these multilingual speakers have. Radwanska-Williams argues the very existence of the term is merely a technique of showing power and to create this hierarchical positioning; thus being used in this manner, by definition, it cannot be a neutral term.

Native Speaker Fallacy

One of the forefathers of the poststructuralist movement, French philosopher Jacques Derrida, described the role of the center of any unorganized structure as being to orient, balance and organize as well as limiting the freeplay, stating, “the notion of a structure lacking any center represents the unthinkable itself” (Derrida, 1967/1978, p. 279). I believe this group which has often been referred to as “native speakers of English” has been positioned as a center for all English language speakers throughout the world. Scholars have often positioned this group as being the “core” which orients, balances, and organizes the field of English language education. A prime example is Kachru’s (1985) concentric circle model of the world’s speakers of English, visually showcasing the core of the model as being comprised of this small exclusive group, representing the very center Derrida speaks of.

The very existence of the term “native speaker” implies that there are also non-native speakers of a language. However this terminology as well as the notion that these different types of speakers even exist and can be categorized as such has become normalized into common acceptance, so that in many cases, “native speaker” is not even a questioned term.

Essentialization

Though individuals may identify strongly with some elements of their linguistic competencies, an individual’s current linguistic abilities certainly do not encompass the whole of one’s identity. Prioritizing backgrounds and perceived linguistic competencies and forcing them to the forefront of one’s identity results in essentializing practices, which Bucholtz (2003) defines as the following:

Essentialism is the position that the attributes and behavior of socially defined groups can be determined and explained by reference to cultural and/or biological characteristics believed to be inherent to the group. As an ideology, essentialism rests on two assumptions: (1) that groups can be clearly delimited; and (2) that group members are more or less alike (p. 400).

In line with the practice of essentialism, using the “native/non-native speaker” dichotomy focuses on one specific part (that an individual may or may not identify with) of one’s identity. On the other hand, reiterating the diverse features of identity, all people’s identities are a composite of multifaceted aspects. Based on the sheer multitude of components that constitute an identity, it is problematic to construct a framework which essentializes a group based on only that idea. The practice of identity essentialism is exemplified in the labeling of a person as a “native” or “non-native” speaker of a language.

The challenges associated with this labeling have been well discussed, however the trend in current academic writing is to continue to use the terms, while apologizing for them. Although I recognize that this may well constitute part of a co-teacher's identity, in looking to what emerges based on Bogdan and Biklen's emergent data design (2003), I intentionally did not preliminarily categorize the teachers as being positioned in one of these binary opposing categories.

With no accepted definition even existent, little good can come from reinforcing this dichotomy others have struggled to deconstruct, recognizing "language is not an innocent reflection of how we think. The terms we use control our perceptions, shape our understanding, and lead us to particular proposals for improvement" (Haberman, 2000, p. 203). In forcing a move beyond the need to categorize and structure, I contend there is a need for an end to the dichotomizing positioning of individuals solely on linguistic competencies, either real or perceived. As it is now, this divide creates a dichotomous relationship which divides many, no one moreso than language teachers as they struggle with defining themselves. In conducting this study, I wanted to remain open to all emerging patterns (Bogden & Biklen, 2003), as a result I refused to enter the study categorizing the participating teachers on any one single characteristic; therefore, within this study, I strive to recognize the multifaceted aspects of each teacher's identity, referring to each participant as what they all are: "teachers" and "co-teachers." Not doing so, to me, would be in essence a continued promotion of this dichotomous positioning allowing further discrimination within the TESOL field.

Although language can play a role in one's construction of identity, it is not the single determiner in establishing one's identity. In arguing against the continued promotion of this dichotomous positioning, I recognize there is the danger of not adequately acknowledging the

power and value of those who do speak multiple languages, often sharing a common first language with those they teach, which can be of great advantage in the language classroom (Medgyes, 1992; Braine, 1999). However, each of these roles exists on a continuum (Park, 2013). That is to say, one is not always in a position of power, and the other is not always being marginalized. I recognize that in arguing against spotlighting these differences a danger lies in that the recognition of the fluidity of positions within the continuum may be minimized or erased, ignoring the benefits of linguistic multicompetencies, or de-emphasizing the fluidity of the continuum and their values, thereby falsely positioning one or the other ends of the continuum as being more or less desirable. I am not advocating a color-blind, culture-blind, nor a linguistic-blind approach, which may detrimentally ignore important facets of one's identity. By not foregrounding these differences, I do so not to de-legitimize these significant racial, cultural and linguistic backgrounds, which may in fact be key components of the co-teachers identities; rather I do so as a way to be more open to what emerges, rather than beginning the study categorizing the co-teachers based only on that singular dividing line. In the spirit of true equality and collaboration, I honor each person within the co-teaching relationship as a unique and complex individual.

Discriminatory Practices

Discriminatory practices abound in the entire TESOL field, as Braine (1999) has been raising awareness of for years, arguing about the unfair practices associated with discriminatory hiring practices. In the Korean context, for example, it is standard for photographs to be a required component of any job application, with jobs often preferring the Caucasian face, regardless of qualifications (Schroeder, 2011). Researchers have often challenged the problematic myth that a higher linguistic proficiency somehow propels one to be a more

competent English teacher (e.g. Han, 2003; Holliday, 2009; Llurda, 2009). Various studies have produced differing results in terms of students' preferences in language teachers. The results are mixed, with some studies reporting students show a preference for whom they consider to be "native" English speaking teachers of English (Jenkins, 2006). However, more recent research, for example Ali's (2009) research indicates students were less concerned about the "native-ness" of the teacher, but more concerned about being able to understand various accents, and not necessarily placing a higher premium on those speakers from what Ali referred to as Inner circle countries. Her participants focused on the individual characteristics of teachers, rather than choosing one group over the other. Following suit, in a Korea-based study, Han's (2003) participants as well focused on benefitting from Korean teachers intercultural competence, while enjoying "native English speaking teachers" if they had necessary qualifications and were culturally sensitive, rare occurrences according to the findings. A 2011 large scale study conducted by the Seoul Metropolitan Office of Education involving more than 28,000 Korean students at 1,282 elementary, middle, and high schools found 26.9 percent favored "native speakers," while the majority (53.7 percent) of students preferred any teacher competent in the English language (Chosun Ilbo, 2011). Samimy and Brutt-Griffler's (1999) study also supports these findings, discounting the question of "native" vs. "non-native" and instead focusing on teacher qualifications. My study endeavors to focus on teachers as individual and multi-faceted beings, striving not to replicate the inequities and prejudices that have and continue to prevail in the global TESOL community, perhaps nowhere more evidently than in East Asia, including South Korea.

Co-Teaching in East Asian Contexts

Recent decades have witnessed a proliferation in various forms of co-teaching across Asia, with many programs being implemented in language classrooms, often utilizing two people co-teaching in the English language classrooms, one a locally credentialed English teacher and the other hired as a “native English speaker.” This nation-wide form of co-teaching in Asia was initiated with the JET (Japanese Exchange and Teaching) Programme, established in 1978 in Japan⁴ then the EPIK (English Programs in Korea) Program in South Korea in 1995, followed by the NET (Native-speaking English Teacher) Scheme in Hong Kong in 1998.⁵ Many other East Asian countries also operate smaller scale co-teaching programs, often within the private sector. Since 2003, Thailand has been utilizing English speaking volunteers from all over the world to co-teach alongside local Thai teachers (Kuchinda & Kert, 2010). Taiwan’s Ministry of Education also created a smaller-scale co-teaching program in 2003, in part “to catch up with the trend of hiring native English teachers in neighboring countries” (Tsai, 2008, p. 53). Though this government initiated program has not drawn the anticipated numbers, many local city governments and private foundations have adopted their own co-teaching models, hiring teachers from abroad to co-teach with a local Taiwanese teacher in English classes (Tsai, 2008). Within Korea, though co-teaching programs under the EPIK umbrella have emerged only in recent decades, this type of program has been in existence for much longer.

⁴ JET was initially called “British English Teacher’s Scheme” which originated in 1978, continuing until it became “JET” in 1987 and EPIK was initially called “KORETTA” (KOREa English Teacher Training Assistant).

⁵ It is note-worthy that while both Japanese and Korean governments (and JET and EPIK) allow any person with citizenship from a NES country with a University degree in any major, Hong Kong is the only one of the three that requires the incoming teachers have any type of educational qualifications or teaching credentials.

The Beginning of Co-Teaching in English Language Classes in Korea

Though English education officially began in Korea in 1883 (Kwon, 2000), it has evolved in many ways in the past 130 years. The arrival of the first Peace Corps volunteers in Korea in 1966 marked a transition which would eventually encourage co-teaching in the public school system. By the early 1970s, volunteers were co-teaching alongside Korean teachers in middle schools, high schools and universities (Garner, 1968). Despite rapid changes in Korea over the past half century, this model of co-teaching remains common today. EPIK (English Program in Korea) was developed in 1995 by the Korean Ministry of Education, Science and Technology in order to “improve the English speaking abilities of students and teachers in Korea, to develop cultural exchanges, and to reform English teaching methodologies in Korea” (EPIK, 2009). Beginning with recruiting just 54 teachers for co-teaching partnerships in 1995, the EPIK program alone⁶ reported a total of 4,818 recruits as of March 2010 (EPIK, 2009). This rapid rise indicates a pressing need for more research on co-teaching in Korean educational contexts.

Research on Co-Teaching in the Korean Context

As co-teaching partnerships increased, recent years have seen an increase in the amount of anecdotal literature relating to teacher collaboration and co-teaching through a variety of familiar sources including newspapers, magazines, EPIK (English Program in Korea) and other websites, personal blogs, short articles related to co-teaching, or teaching techniques (e.g. Donnelly, 2011; Ryan, 2009). This type of literature can provide valuable practical information and personal anecdotes relevant to practicing co-teachers. Several books have also been written

⁶ EPIK, and EPIK-affiliated programs, such as GEPIK (Gyeonggi Province English Program in Korea), mark the largest source of co-teaching partnerships for the Korean public school system. However, the majority of the language institutes and private schools also utilize some form of co-teaching with school-specific recruitments.

chronicling teacher's experiences teaching in Korea, with minor emphases on collaborative co-teaching (Amara, 2002; Karpinski, 2010; Matthews, 2006).

Quantitative methods have been the methods of choice since educational research began in the 1950s (Kim and Cho, 2005). Kim and Cho (2005) describe the paradigm shift emerging in Korea since the 1990s, which opened up the recognition of qualitative research as an “alternative research methodology” (p. 357) in the latter part of the 1990s, but concede these paradigm wars are far from over, saying "confrontation, compromise, and confusion regarding the 'right method' are still going on" (p. 367). Echoing Kim and Cho's thoughts regarding the recent, and somewhat hesitant acceptance of qualitative studies in Korea, much of the research conducted on co-teaching in the Korean context today remains of a quantitative nature. Organizational and structural analysis studies on co-teaching and EPIK (Carless, 2006b) can be found as well as in-classroom studies using controlled experiments to compare co-taught classes to individually taught classes, with some reporting higher test scores in those classes co-taught (Cha, 2000), with others having higher scores from the individual Korean teacher (Park & Kim, 2000). Kim and Yu (2003) have investigated the effects of co-teaching at a university in Korea through a diagnostic test and pencil-and-paper questionnaire through comparing team taught to individually taught classes, identifying significant benefits in the areas of grammar development, and lowered speaking anxiety in classes engaging in team teaching (Kim & Yu, 2003). In a similar vein, studies have been conducted and published in Korean investigating learner satisfaction in co-taught classes at the elementary school level based on student surveys and questionnaires, (Ryu, 2009). Effects of co-teaching as determined by achievement tests have found co-teaching to be beneficial, particularly in terms of listening and speaking (Kim & Han, 2009; Jung, 2009). Research results regarding co-teaching in Korean classrooms are certainly

not all positive; several unflattering assessments have been reported of the co-teaching initiative, with criticisms being directed toward the organization and lack of an effective teaching model (Jung, 2009; Ryu, 2009). A unique qualitative study exploring students' perceptions of team teachers found students perceived the co-taught class to be the "native English teacher's" class, rather than a truly collaborative class or the "native Korean teacher's" class (Lee, 2009), offering a precursory peek at how these co-teachers may be positioned by themselves and/or their students in the language classroom.

The problematic dichotomy which results in part from idolizing the "native English speaker" as an ideal teacher has been identified and discussed in the Korean context as well (Jeon, 2009). In spite of notions of and allusions to inequities and injustices both within classroom contexts and in teaching relations, there is a lack of literature in the Korean context focusing on co-teaching grounded in critical perspectives, nor is there adequate attention to the exploration of the possible inequities that emerge from collaborative co-teaching practices both within and beyond the classroom—all crucial components in fostering a shift of attention and critical reflections onto practices which have become taken for granted and normalized. The re-examination of these ideas looks toward praxis, the reciprocal relationship between theory and practice to look toward not yet realized possibilities. In this manner, critical theory looks toward the analysis of social life in order to overcome social oppression (Davies, 1999; Habermas, 1971), a vital contemplation in the current co-teaching situation in Korea. Furthermore, as illustrated, the majority of the studies within the Korean context are developed through the usage of quantitative methodologies, with data collected primarily through statistical analysis of written surveys and questionnaires (e.g. Park, 2010; Kim, S.Y. 2011; Ryu, 2009), with few interviews and classroom observations, highlighting the need for a critical qualitative study in this area.

Building on the work of Arkoudis (2003, 2006) and Creese (2002), I have investigated the current practices of collaborating co-teachers in South Korean public educational contexts anchored in critical perspectives. Globally, Creese and Arkoudis have examined co-teaching through qualitative critical studies, but this type of research is not yet prevalent in the Korean context. Though general research on the topic of co-teaching is growing in the Korean context, there remains a gap which necessitates an analysis of the topic from a critical perspective, particularly via positioning theory in order to examine the complexities of co-teacher interactions and co-constructions of their identities.

Teacher Identity Construction

As researchers have been investigating the complexities of the classroom, attention has shifted to the value of recognizing teacher identity as an important element of the language teaching process (Varghese, Morgan, Johnston, & Johnson, 2005). Because the teacher's own positionality, her or his perceptions of identity inside and outside of the classroom and the effects of these in a classroom are inescapable, a teacher cannot be viewed as a neutral and fixed classroom entity. The complexities of the notion of "identity" have led to various interpretations of identity. Varghese, Morgan, Johnston, and Johnson (2005) theorize language teacher identity, focusing on three prominent ideas 1) identity is not fixed nor stable, rather it is multiple, shifting, in conflict, transformational and transformative (Norton Peirce, 1995, Varghese, Morgan, Johnston, and Johnson, 2005; Vickers & Deckert, 2013; Vickers, Deckert, Smith & Morones, 2013; Weedon, 1997); 2) identity is not context-free, rather it is negotiated within the social, cultural and political context (Duff & Uchida, 1997) and 3) identity is embedded with language and discourse (Gee, 1996). Integrating this perspective with Tajfel's (1978) social identity theory which focuses on the identity based on societal categorizations, Varghese et al (2005) look at

how individual language teachers co-construct their own identities as teachers, co-teachers and students within the social categories they live in. By focusing on multiple and fluid natures of identity in collaborative co-teachers, I seek to better understand how identity and power are constructed surrounding the co-taught classroom.

Bamberg, De Fina, and Schiffrin (2011) consider identity to be “constructed in discourse, as negotiated among speaking subjects in social contexts, and as emerging in the form of subjectivity and a sense of self” (p. 178). This usage of identity intersects well with positioning theory as “positioning and its analysis refer broadly to the close inspection of how speakers describe people and their actions in one way rather than another and, by doing so, perform discursive actions that result in acts of identity” (Bamberg, et al., 2011, p. 182).

Wenger (1998) proposes identity is a compilation of the ways one perceives oneself in addition to everyday lived experiences, coalescing to a dual process encompassing both identification and investment as well as the negotiation of meanings. Tsui (2007) utilized Wenger’s social theory of identity formation to show that “identity is relational as well as experiential, reificative as well as participative, and individual as well as social” (Tsui, 2007, p. 678). Furthermore, Tsui speculates because identity formation is such a complex process, the role of participation is central in both developing competence and being accepted as competent, which is “often shaped by power relations in communities’ social structures, which are unseparable from the broader sociopolitical contexts” (Tsui, 2007, p. 678). Identities then, are co-constructed as people enter new contexts and join new groups, such as entering a co-teaching partnership, through which “shifts in subjectivity occur as they enact subject positions that allow them to construct identities of competence in these new groups” (Vickers & Deckert, 2013).

Chapter Summary

As noted, co-teaching has exponentially increased across the Asian continent in past years, very notably so in South Korea. With EPIK and other co-teaching programs in place sustaining large numbers of partnerships, more research needs to be conducted in this area. Though studies have been conducted on co-teaching, they tend to be more focused on in special education courses and in ESL contexts. Korean-specific accounts are primarily quantitative or decisively create a divide between “native English speakers/speaking teachers” and “Korean teachers,” often considering only one of the two groups, essentially ignoring the collaborative focus of collaborative co-teaching. The existing literature, however, is dominated by instances demonstrating inequity in perceptions of teachers in the classroom. This research study seeks to add to the body of literature through observing and analyzing practices, perceptions, feelings and interactions between language teachers co-teaching in English language classrooms at public elementary schools in South Korea.

In spite of a rapid increase in the co-teaching phenomenon in Korea continuing until its plateau in 2012, and publications of many shorter articles, memoirs, and how to guides, there is not yet an in depth investigation detailing exactly what is happening in these classrooms. There is a need for an in depth qualitative research study directly observing what is happening in these widespread co-taught classrooms, examining how teachers collaborate, interact and cooperate as they bring their individual histories and unite to venture on the journey to co-teach, in the process inevitably co-constructing their teacher identities through their thoughts, interactions and lived experiences. Having seen this need, and having a strong interest in this area, I joined these co-teachers, observing and listening as they shared of their collaborative co-teaching experiences.

CHAPTER THREE

METHODOLOGY

Unraveling the Intricacies of Co-Teaching

This dissertation seeks to investigate the relationships between and practices of collaborating co-teachers in the English language classroom in public elementary schools in the Gyeonggi province of South Korea. With thousands of teaching partnerships in existence in Korea and fluctuating levels of governmental and public support, there is a pressing need for an in depth study in order to benefit the teachers currently involved in co-teaching. This study looks toward transformation and improvements that may allow future co-teachers to work together to maximize the benefits of co-teaching in the English language classroom as well as informing policy on co-teaching in Korea. To do so, insight on what is happening and why from each co-teacher's perspective is necessary to build a foundation of knowledge in order to structure this study. With the purpose of understanding practicing co-teachers' lived teaching experiences, I have identified one main research question and two auxiliary questions:

1. (main) What are the practices of 3 pairs of collaborating co-teachers in the English language classroom contexts in Korea?,
 - A. (auxiliary 1) How do these teachers perceive their educational and professional histories as impacting their collaborative co-teaching practices?, and
 - B. (auxiliary 2) How are identities co-constructed and negotiated within and beyond the classroom contexts?

Current literature on co-teaching suggests within co-teaching relationships, issues of power, identity, collaboration, language and pedagogy intertwine to create a set of constraints

and affordances which affect each person associated with this relationship. This critical qualitative study seeks to uncover the intimate workings of these collaborative co-teaching relationships in order to better understand the lived experiences of the six selected partners as they engage in co-teaching. Founding the study within a critical perspective draws attention to both what is happening and how these relationships are fostered and maintained, extending to look toward the possibility of change. Through a deeper understanding of the collaborative co-teaching model and how it is being implemented, the concept and practices of co-teaching in Korea may be transformed to better meet the needs of those involved. Furthermore, this study shares the voices and experiences of six individuals who are currently involved in collaborative co-teaching. Based on results of an analysis of the data, I explore pedagogical implications which might be utilized in order to maximize this type of teaching relationship to benefit all involved.

This chapter focuses on the research design and methodological format of the study. I describe the study's background and detail exactly how the research was carried out. This chapter is divided into the following sections: my positionality and background as the researcher, rationale for the research design, theory and method, description of research contexts and participants, summary of information needed, an overview of the research design and methods of data collection, techniques utilized in analyzing and synthesizing the data, ethical considerations, trustworthiness issues, and limitations. I end the chapter with brief introductions of each of the research sites and co-teachers involved in the study.

Researcher's Positionality aka Inevitable Influences

I believe a neutral portrayal of research is not possible since all perspectives are inevitably affected by experiences and relationships. As a researcher, everything I describe is presented, because I deemed that aspect important and worthy of sharing. This study utilizes

positioning theory, which posits that one's positioning in this world influences all aspects of one's identity. Naturally, this is reflected in my own research as well. From the very start—from the research questions I developed, to how I interpreted and analyzed the data I collected, to how I wrote the final dissertation paper—it was all shaped by my own world views and lived experiences. In recognizing this, subjectivity is not a matter to try to eliminate, but rather it is a point to be acknowledged, reflected upon and deconstructed; as theory “should not deny subjective experience, since the ways in which people make sense of their lives is a necessary starting point for understanding how power relations structure society” (Weedon, 1997, p. 8). Throughout this study, I acknowledge that who I am, where I come from, and what I have lived inevitably factor into this study. In arguing for conducting research in home environments one is familiar with, St. Pierre refers to the need for “confronting the constraining framework of one's past, undoing the “I,” and subverting identity as well as constructing it” (St. Pierre, 2008, as cited in Choi, 2009). As Milner (2007) states “When researchers are not mindful of the enormous role of their own and others' racialized positionality and cultural ways of knowing, the results can be dangerous to communities and individuals” (p. 388). By acknowledging that I and my own experiences affect what I am studying, I have a duty to reflect on these processes. In doing so, I am disclosing this information to my readers so they might more completely understand a fuller scope of the study. I begin with a thorough description into how my own lived experiences reflect both why and how I am conducting this study.

The Formation of the Study

As a child, I grew up in a small, rural farming community in the rural United States. As I forged my career path, I followed in the footsteps of my mother and grandmother, endeavoring to become a teacher. I began this journey by majoring in elementary education in a small, liberal

arts college in rural Minnesota. Perhaps it was as a result of my rural, close-to-home experiences that led me to seek out more global experiences in teaching. Looking back, I can clearly identify three transformative experiences in my undergraduate years, all involving collaborative co-teaching, that solidified my decision to become an international educator and led me to where I am today, a teacher educator in South Korea. Those three transformative experiences were each very different international teaching experiences--co-teaching in Egypt, Guyana, and in South Korea.

My Own Collaborative Co-Teaching Experiences

In 1997, I was an English language teaching assistant in Cairo, Egypt. It was in Cairo that I first experienced the joy of teaching multilingual children and learning through teaching—seeing new ways of culture, language and life right alongside my students. I can still vividly recall how it felt when a child finally read a full sentence in his or her reader, how thrilled I was to be a “real teacher.” Not only was this my introduction to classroom teaching, but it also yielded my first opportunity to engage in collaborative co-teaching. Being young and with little formal teaching experience, I gained so much from the decades of experience and wisdom of my cooperating teachers, Hala and Maissa, both in and out of the classroom.

Also in my undergraduate years, I spent three summers in Korea, teaching in a summer camp setting, in a more relaxed teaching environment. Here, too, I was part of collaborative co-teaching partnerships, as each week one of the “international teachers” (all from Canada or the United States) would be partnered with one of the local Korean teachers to co-teach a group of ten Korean elementary-aged students. Most of the teachers were university students like myself, not necessarily with teaching experiences or desire to be teachers, but looking to gain new experiences, to see new places, and to meet new people. It was through these teaching

experiences that I first experienced parity in co-teaching, the feeling that both co-teachers had equal status and value in the class. I had a great time cooperating with my co-teachers, learning about them, the Korean culture, Korean students and teaching in general. In short, it was a life changing experience; not inconsequentially, it was during this time that I was partnered with a Korean co-teacher, who several years later would eventually become my husband.

It was in Georgetown, Guyana, where I experienced firsthand the vast differences that existed in schools across the globe, and I struggled with a new reality of education. I realized then, for the first time, that my teacher education training had prepared me to teach in a different world, an idealized Western middle class world; in a world quite different from the realities of most of my Guyanese third graders. Despite the teaching experiences and confidence I had been gaining, this teaching introduced me to a completely new perspective. Runaway students, a few students showing up bleeding with new bruises daily, corporal punishment in schools, parents insisting I must beat their children to earn respect, children showing up on my doorstep at all hours of the day and night. Nothing in my education had prepared me for this. It was both a difficult and rewarding time. In this time of uncertainty, I looked to my co-teacher for assistance, and gained very much from her. She and I had been raised in cultures that had very different ideas about children and education--about how children learned and how they didn't, how to maintain control in the classroom, etc. She had valuable insight into the local context which she willingly shared with me. Our teaching philosophies were quite different, each constructed from within our own known realities, each perhaps more suitable for the specific contexts we had been raised and educated in. My eyes were opened to a new reality of education.

Life as a Foreign Graduate Student in Korea

These three experiences gave me a taste of collaborative co-teaching and a thirst for teaching internationally. After graduating from university, I returned to South Korea to spend a year teaching English to elementary school students. I quickly found an MA TESOL program at a local Korean university, recommended by my mentor professor at my undergraduate university. So it was in Korea, where I continued my own education, immersed with other students and professors who had personally gone through the Korean educational system in which I was teaching and sought to know more about. Without having the academic vocabulary to express what I was feeling, I was being indoctrinated into Kumaravadivelu's (2001) concept of the parameter of particularity. As I was teaching, I realized then that what I had learned in my undergraduate teacher education courses in rural America, while providing me with useful background information and certainly valuable knowledge and techniques, was not quite congruent with where I was now and with what my current students knew, wanted and needed. My carefully prepared curriculum and units I'd spent weeks developing for the final portfolio in my elementary education coursework did not seem to mesh with my new classroom—and even better, as I came to realize, they didn't need to. I was again in a whole new context and found I could explore and discover new ways of teaching and learning that better fit this new context. As I sat with my new Korean cohort, discussing our own classes, struggles, and ideas, I gradually came to see a new Korea—not only through my own eyes as a foreign teacher living in Korea, but also through the eyes of Korean teachers, educators and students. When I graduated with my TESOL MA, the first non-Korean graduate of the program, I remember feeling grateful for the unique insights I had been offered into the Korean educational context, valuing this knowledge as some of the most precious practical knowledge I had gained through the program.

Living as a Teacher-Scholar in Korea

That one year teaching job in Korea has now spanned more into 13 years of living and teaching, being immersed in the teaching profession in Korea. I now teach in a Graduate School of TESOL in an MA TESOL program, housed in a private college located in a suburb of Seoul, South Korea. As I continue to teach, with each day that passes, I find myself learning more and more from students in the program and others around me. Through my interactions with the students, the majority of whom are inservice teachers, I have gained more of an insider's perspective of all levels and sectors of the Korean educational system. My own classroom experiences, coupled with the students' shared stories have allowed me to vicariously hear of their classroom experiences. These experiences have helped me to glimpse interactions and multiple realities of Korean classrooms. This research study as well, has allowed me to gain a more comprehensive in depth understanding of what transpires in co-taught English language classrooms in Korea.

My Own Lived Experiences Positionality

As it was initially my own prior lived experiences that helped me to shape and perceive my experiences in Korea, it is necessary to acknowledge my own background, including power, privilege and biases, to reflect through my own experiences as I examine my own methods, intentions, and possible effects as I see the power structures that exist in my research setting (Madison, 2005, p. 14). My lived experiences have greatly shaped my positionality in conducting research in Korea. Though I was born and raised in a white community in the rural United States and will likely always stand out in Korea as being a *waegookin*, or "foreigner," in many ways I have assimilated into Korean society, the place that has become my new long-term home.

Studying in a Korean university's MA TESOL program, I was able to meet a variety of teachers raised in Korea, who had taught in the Korean educational system and had raised their own children in the system. While teaching at universities in Korea, undergraduate students offered glimpses into their lives, stories of their families, their pasts, their futures. As I shifted into teacher training in Korea, I met more established professionals, people with decades of classroom and life experiences, willing to share—people who wanted their voices and their experiences heard. Class discussions and working relationships opened up doors of opportunity to discover more about and to learn about Korea from the Korean perspective, a perspective that has in many ways become my own. Having enrolled in language classes for several years, I have developed communicative competence in the Korean language, the language that dominates my life outside my home in Korea.

I began dating and eventually married a Korean man, the man with whom I co-taught back in 1998. This relationship has granted me a form of entrance and an additional perspective into Korean society. In Korean society it is expected that one marries both a Korean spouse and a family. Living as part of a Korean family, through interactions with my Korean in-laws, casual chats over coffee, toiling with the other women in the kitchen at holidays or making kimchi, Korea's traditional fermented cabbage dish, or gostop gambling/soju drinking sessions after the sun has set, I began to understand many underlying aspects of Korean society—the hierarchies, the complex relationships, the respect for positions, elderly, deep-rooted Confucian beliefs and traditions. Having children in Korea has allowed me an even deeper penetration into the society, from a mother's perspective. I often meet other Korean mothers from the school to share global "mom-talk," sharing our real life stories, achievements, fears, and worries. We let each other into our lives, intertwining our cultures together as our lived human experiences intertwine.

Each of my three children has gone through Korean neighborhood preschools, and currently attends a Chinese immersion school in Seoul. Using English to communicate at home, I am amazed by children's potential for language acquisition and marvel as the children seamlessly code-switch between the three languages. Through witnessing their own language learning experiences, my interest in the potential and power of language development has intensified. Seeing language learning in various perspectives both in classrooms and home environments has deepened my desire to investigate what happens in language classrooms and how it fosters language acquisition in children.

In many ways, this study has formed as a compilation of my own lived experiences and my own desire to further explore this facet of English education, which has and continues to affect many areas of my own life. Specifically, this study is designed to investigate the experiences of six teachers, who are collaborating to co-teach the English language to children in Korea. In telling my own personal story, I divulge my own lived experiences which have contributed in developing who I am: as a teacher, researcher and scholar in Korea, and also as a parent, a mother, a teacher educator, and a member of Korean society.

As my life history indicates, I am both an insider and simultaneously an outsider. My positioning between these two worlds has allowed me a deep understanding of each, with a concurrent appreciation for the other. I am entrenched in, immersed in Korean society every day, as a long-term resident. I love being a part of this community, while at the same time, I retain my American identity and citizenship. Each summer I travel thousands of miles, going to my roots, back to the farm where I was raised in rural Minnesota. I regularly transition between both worlds as needed, but could never fathom the idea of leaving either of these worlds.

In opposition to structuralist arguments imposing positioning in binary opposites, Bhabha introduced the notion of 'hybrid identity' (1994), as an in-between space, nullifying the need for exclusivity and binary opposition. Though Bhabha's model has been widely criticized, I believe it raises an essential point in recognizing the need to take the focus off the deconstructive "us/them" and "either/or" mentality and to shift the perspective to one of possibility, replacing it with a more constructive "both/and" visualization, which I welcome. As a researcher in this study, I position myself within Bhabha's notion of in-between-ness, simultaneously straddling both insider and outsider perspectives, utilizing these perspectives to shape my own lived experiences positionality.

Rationale for Qualitative Research Design

Although it is no longer considered a requisite in conducting research, I would like to briefly explain my reasoning for using a qualitative research design. Though qualitative research is rapidly gaining credibility in South Korea, the context where this study takes place, it still is often considered to be an "alternative research methodology," having been recognized as such only since the late 1990s (Kim & Cho, 2005, p. 357), with quantitative methodologies remaining the norm in the ongoing "paradigm wars" (Kim & Cho, 2005, p. 367) in most published research in Korea in the TESOL field, as well as other subject areas.

Qualitative research focuses on "the socially constructed nature of reality, the intimate relationship between researcher and what is studied, and the situational constraints that shape inquiry" (Denzin & Lincoln, 2008, p. 14). Through using qualitative research I intend to tell a deeper, more personal story of these teachers' lives. I sought to present more complete descriptions to offer a more accurate and detailed picture of the co-teaching situations as they are being experienced each day.

In developing the plan for this study, I had a clear idea of what I wanted to do, but struggled with selecting a specific methodology that would best facilitate this research design. In many ways I leaned toward a critical ethnographic approach, but struggled with the implausibly neutral role of the observer. I considered a critical case study, attracted to the focused study examining the hows and whys, but was frustrated with the rigidity and prominence of the researcher's interpretations forcing my own representations. Narrative inquiry appealed as a way to hear the teachers' stories, and look deeper into their untold stories as well (Bell, 2002). Kim and Cho (2005) argue for using local research methods to focus on the local culture, recommending qualitative practices which have "allowed [them] to see that these realities and phenomena must be regarded as the 'original place or primary source' to begin to understand Korean schooling and theorize Korean schooling." (p. 371), specifying the need "not to borrow or apply Western theories on educational phenomena in order to test their effects or power in a Korean context, but to investigate situated research questions or topics to help to understand Korean schooling" (p. 370-371). By focusing on techniques that have specifically considered the Korean educational context and the participating teachers teaching and lived experiences, I agree these situated research questions and topics are necessary.⁷ In the end, I was reassured by the words of Elana Shohamy,

⁷ It seems Kim and Cho are actually issuing this call to Korean researchers as a protest against Western colonization practices, so perhaps I am overstepping boundaries by responding to their call and taking up their argument, but through my own educational, career and life experiences in Korea, I feel a strong sense of familiar insider ties to the Korean nation.

In Kim and Cho's piece, I believe they reify the notion of "Western scholars." For example in the excerpt they promote "searching for distinctive culturally relevant methods which are different from those in the West will be a crucial task of *qualitative researchers outside the Western hemisphere*. This further means that *Western scholars* keep in mind the danger of totally relying on their knowledge, which may be partially correct in certain circumstances, and keep themselves open-minded in order to see other cultural knowledge out there" (p. 370, italics added). Kim and Cho seem to construct the two as being mutually exclusive. I don't know that I fit into either of these two categories completely, having completed a graduate degree in a Korean graduate school as well as having lived more than one-third of my life in Korea. Though their piece may not be speaking to me in theory, I feel a

Researchers should not be forced to ask themselves whether they are doing critical ethnography or narrative research...should not feel that they must define their research identity based on such molds...should feel free to examine a variety of modes, to mix and blend different ones in the long journey toward answering research questions. (Shohamy, 2004, p. 729)

Taking Shohamy's advice, I felt liberated and empowered to utilize a principled eclectic methodology, utilizing those strategies, tools and ideas which enabled me to construct a plan that allows for the collection of data that best informs my own particular research questions. Therefore, I elected to prioritize the qualitative critical nature of the study, grounded within positioning theory in my research design.

Procedure for Selection of Participants

In February 2012, I sent an e-mail to graduates of the Graduate School of TESOL, where I was teaching. With the increase in co-teaching in classrooms in Korea, many students in the program engage in some forms of co-teaching. Through various interactions, conversations, and class discussions, it became clear that many students were involved in co-teaching practices and were willing and eager to share their own personal experiences. In recruiting participants, I was looking for not necessarily those with the most positive, nor the most negative teaching experiences, but those who were currently engaged in co-teaching practices and were willing to share their experiences with co-teaching. Initially three former students, all currently engaged in co-teaching, responded to my call for participation. I scheduled a meeting with each potential

strong connection to this piece and base my research methodological practices on their ideas, which I agree with. I do very much understand and appreciate the need expressed to move beyond postcolonialism, I take issue with their usage of phrases such as "researchers in Korea" and "Korean researchers" as being one and the same and use this research as a stepping stone in bridging such existing divides.

teacher participant along with their cooperating co-teacher. The purpose of the meeting was twofold—

- 1) to explain the study to both co-teachers, leaving them with copies of the informed consent form, asking them if they were interested to sign and return it, assuring them they were free to not participate in the study as well, and
- 2) to briefly meet the co-teachers together, identifying participant sets who seemed interested in expressing ideas about and exploring the process of co-teaching through this study.

I opted to use students I had known through the graduate school rather than selecting a random population of teachers for several reasons. First, I believed these students would be conducive to open communication and would be willing to share information about their experiences with me, being already familiar with me and my professional identity as a teacher educator in Korea, in addition to being comfortable sharing in small group discussions, the standard format of many graduate courses at the university. Selecting information-rich participants was beneficial in providing insight and accessibility to what was occurring in the co-teaching classroom. As I had pre-interviewed and met with their collaborating co-teachers students prior to selecting them for participation in the study, I consider the partners as well to also be encompassed within the realm of purposeful selection. In the end, all three of the co-teaching partnerships were selected for inclusion in the study.

The Research Context

Research Sites

The six participating co-teachers were teaching at three different public elementary schools located in Seoul's surrounding Gyeonggi province—OhRini, AhYi and SoIn Elementary

Schools⁸. Each of the elementary schools is located in a different small town in Gyeonggi province. Public elementary schools in Korea were selected in part due to the number of co-teaching pairs in the public elementary schools. In all Korean public elementary schools, schooling is compulsory and free of charge for all students. Having all public elementary schools also allowed for some consistency across the participant's contexts and situations. More details on the specific schools and the teacher dyads follow at the end of this chapter.

Overview of Research Design

I have deconstructed the three research questions to determine types of data that would be most relevant and informative in each area, as well as identifying how to obtain that specific data. Table 1 highlights my three research questions with the specific data needed and means of collecting the data, while Table 2 lists desired data and collection methods in contextual, demographic, perceptual and theoretical areas.

⁸ All elementary schools and teachers' names are pseudonyms.

Table 1

Data Sources Informing Research Questions

Research Question	Information Sought	Data Collection Methods
<p>Main question 1</p> <ul style="list-style-type: none"> What are the practices of 3 pairs of collaborating co-teachers in English language classrooms in the public educational context of South Korea? 	<ul style="list-style-type: none"> Observations of what actually happens in the classroom Teachers' reflections on what happened in the classroom 	<ul style="list-style-type: none"> Classroom observations Video recording Individual 1st and 2nd interviews Team interviews
<p>Auxiliary question 1</p> <ul style="list-style-type: none"> How do these teachers perceive their educational and professional histories as impacting their collaborative co-teaching practices? 	<ul style="list-style-type: none"> Teachers' majors, educational experiences, teaching experiences Thoughts on educational and professional histories on current teaching 	<ul style="list-style-type: none"> Survey questionnaire Individual 1st interviews Team interviews
<p>Auxiliary question 2</p> <ul style="list-style-type: none"> How are identities co-constructed and negotiated within and beyond the classroom contexts? 	<ul style="list-style-type: none"> Discourse patterns in teachers speech to students and to each other both inside and outside the classroom Teachers perceptions of what happens in the classroom How teachers' co-construct their identity Thoughts on negotiating identities with co-teacher 	<ul style="list-style-type: none"> Classroom observations Individual 2nd interviews Team interviews Recordings of teaching sessions Recorded co-planning sessions

Table 2

Data Collected and Collection Methods

Type of Information	Information Sought	Data Collection Methods
Contextual <ul style="list-style-type: none"> To provide context and background information 	<ul style="list-style-type: none"> G/EPIK organizational background, data, statistics, job advertisements, mission, values Participants' public elementary schools backgrounds, previous experience with co-teaching; Job advertisements, orientation/training programs, rules and guidelines for Korean and foreign teachers; administration, staff, support and site description 	<ul style="list-style-type: none"> Artifacts (GEPIK--Orientation handbook, guide, online posted and recruiter job advertisements, review and analysis, observation, yearly report, Teaching Handbook, participant's public elementary schools—guidebook, orientation information, job advertisements, school websites)
Demographic <ul style="list-style-type: none"> Participant profile information describing participants 	Descriptive information on schools & teachers': <ul style="list-style-type: none"> Ages Genders Ethnicities Languages spoken Teaching experiences Educational experiences 	<ul style="list-style-type: none"> Survey questionnaire Individual 1st interviews
Perceptual <ul style="list-style-type: none"> Participant's perceptions of co-teaching 	<ul style="list-style-type: none"> Participant's descriptions and explanations of their experiences related to co-teaching in the English language classroom in Korea 	<ul style="list-style-type: none"> Individual 1st and 2nd interviews Team interviews Teacher journals
Theoretical <ul style="list-style-type: none"> Literature's perspectives on co-teaching 	<ul style="list-style-type: none"> Korean and international perspectives of co-teaching, education and teaching differences in Korean and home countries of international teachers 	<ul style="list-style-type: none"> Published books Journal articles on co-teaching GEPIK teacher-authored essays Newspaper articles

The data sources reflect the wide breadth of data I desired to collect--important for two main reasons. First, these diverse sources allow for richer data, fostering a more complex understanding of what is occurring in each of the specific co-teaching contexts. Secondly, due to the limited number of studies, particularly of a critical nature, on co-teaching in Korea, this area is in need of a multifaceted in-depth study which examines non-traditional aspects of co-teaching. I believed utilizing these various sources would allow new and unique forms of data to surface, while recognizing the multifaceted realities. Collecting this depth of rich data through the various sources allowed me to address the research questions at hand, while focusing on the multi-dimensional and multifacetedness of the realities expressed by the teachers. Following are brief descriptions of the steps in collecting the data.

1. An IRB form was submitted and approval granted to obtain permission to conduct the study.
2. All graduates in the past 4 years of the aforementioned teacher education university were sent an email describing the study and inviting participation in it.
3. Interested volunteers and their co-teachers were interviewed together in order to meet both teaching partners and speak briefly with them. This step was designed to find teachers who may provide rich data for the study. Following the interviews the participating teachers were selected.
4. Observations were conducted three times during the spring semester for each participating co-teaching team teaching English classes. When permission was granted (in all dyads but one), observations were video recorded, spanning March 2012 through July 2012.

5. Met with each teacher discussing what happened in the classroom that day as well as other questions focusing on co-teaching. These interviews were all audio recorded. All teachers were met and interviewed individually twice and together with their co-teachers twice.
6. Interviews were transcribed and analyzed for any emergent themes, including comparisons and contrasts between the individual teachers and partners.
7. A written report of the data collected was offered to each of the teachers so that they could read the information about themselves and check they felt they were accurately represented in the text.
8. A researcher's reflective journal was written throughout the process of the study, in which I recorded and reflected upon what is happening in the research and thoughts along the research journey.

Data Collection Methods

Data was collected in several ways, designed to elicit richer data to enhance my understanding and representation, to ensure as accurate a portrayal of the reality of the teaching situations as possible. Data was collected through a variety of sources both to add credibility to the study and also to paint a clearer picture of what was happening in the classrooms, showing multiple perspectives and realities. Each of these data sources is detailed in the following section, with descriptions of the rationale and focus of the data source, how it informs the research questions and whose work I am building on to expand my own methodological approach.

Interviews

Interviewing involves “obtaining interviewees’ interpretations of their experiences and their understanding of the world in which they live and work” (Rubin & Rubin, 2005, p. 36).

Interviews provide a valuable platform to speak individually and openly regarding their practices, beliefs and histories.

All teachers were interviewed twice individually and twice together with their co-teacher during the course of the study. Critical theory and pedagogy posits meanings are derived from people's experiences through their historical contexts (Darder et al., 2009).

Individual interviews. As co-teaching is inevitably shaped by both individuals within the partnership, many of the data sources included the two partners together, such as the recorded planning session, and the classroom observations of the actual co-teaching, allowing for partner dynamics and shared team perspectives to emerge. Recognizing some topics may be more honestly expressed in private situations, I felt I could gain richer data and deeper insight into what was really happening through allowing each individual the opportunity to speak freely and openly in a private interview. Creese (2002), for example, was able to privilege individual interview data in order to compare and contrast how cooperating teachers positioned themselves in the co-teaching partnership and their relationship with each other, likely due to the frankness afforded within an individual interview. My interviews were conducted in a semi-structured format, with interviewees initially led by my questions, but free to expand and encouraged to follow tangential thoughts.

The main focus of the first interview, held in the first half of the semester, was to discuss preconceived notions and expectations of co-teaching, as well as discussing backgrounds, life histories and events that have led them to their current teaching and educational philosophies and positions, as well as eliciting the teachers' historical contexts and beliefs as they have been constructed within them. A sample of intended interview questions for the first interview is included in Appendix B, with subsequent interview questions guided by first interview responses,

classroom occurrences, and emergent themes. The main focus of the second interview, conducted in the second half of the semester, was to focus on current happenings in the classroom, specifically the relationship between the co-teachers, also to discuss anything they might not have felt comfortable discussing during the partner interviews, and to gather reflections and observations over the semester, to discuss the future of co-teaching, as well as other topics determined by occurrences that materialized throughout the course of the semester.

Partner interviews. Dove and Honigsfeld (2010) recommended facilitating out of class collaborations to allow collaborating teachers time to discuss and negotiate outside of the classroom. In my study, partners were interviewed as a team on the day they were observed either at lunch time or at the conclusion of the school day. This partner interview was designed to elicit communication between the two teachers, providing an open forum in which to discuss and reflect upon the co-taught lesson and collaboratively reflect. The conversational interviews were based on teaching expectations and histories, partner interactions, and co-reflecting on classroom events. Initially, these interviews were conducted guided by the protocol in Appendix C.

Classroom Observations

Adler and Adler (1994) referred to observation as “the fundamental base of all research methods” (p. 389). In this study, actual observations of what transpired in teaching situations were crucial to advancing an enhanced understanding of the classroom context and its influence on the teachers. Heeding the advice of Adler and Adler who recommended integrating classroom research within other methods, I used observations as one form of data to see and observe classroom happenings firsthand. In using observations as a data source, I adhered to Angrosino’s (2008) guidance on current practices in observation-based research, that is, embracing a “membership” within the co-teaching community, and recognizing the role of the teachers as co-

collaborators in the study, as we cooperated to glimpse the multiple realities that concurrently existed in the classroom, without trying to force one all-encompassing “truth.” Although I was not directly involved in the classroom practices I was observing, it would be inaccurate to say that I was a “non-participant observer,” since as the researcher, I was very much involved with the study and my views of what occurred were inevitably shaped by my lived and educational experiences.

Each classroom was observed a total of three times during the semester while the two teachers were co-teaching, approximately once per month. The classrooms generally were observed for a half day, with three to four classes being observed each day, except in the case of Nikki and YooMi, who only co-taught once per week, so only one class was observed in each observation day for them. In another dyad, Ilham stated she did not feel comfortable having the students video recorded, so she preferred the classes were not video recorded. For those classes, I instead only audio recorded the classes, taking very detailed notes of what actions teachers had performed and what had happened in the classroom. For every class, I was also present in the classroom, sitting at the back of the room, taking field notes. In order to enhance the auditory quality as well as the amount of recorded data, I recorded the teaching with a video camera placed at the back of the classroom and also placed a voice recording device at the front of the room, recording more private conversations between the teachers. The follow-up interviews were conducted on the same days as the classroom observations, so that any classroom happenings could be further discussed while still fresh in the teachers’ memories. An observation protocol is included in Appendix D. After each classroom observation and interview, all interactions were transcribed and analyzed.

This observation process parallels the observations of Creese (2002) who utilized observations as she analyzed teacher talk between collaborating language and content teachers in classrooms in the UK investigating how teachers interact, specifically what roles they assume in relation to each other and the students.

Recording of Cooperative Planning Session

In a similar vein to Creese, Arkoudis (2003, 2006) and Gardner (2006) have recorded and analyzed cooperative planning sessions in the Australian and UK contexts respectively. Arkoudis utilized a discourse analysis to highlight “pedagogic tensions” (Arkoudis, 2006, p. 419) between the two co-teachers as they cooperated to plan their classes.

Building on the work of Arkoudis and Gardner, I sought to investigate what was happening behind closed doors, when the teachers were actually planning and constructing their lessons. In order to allow for a less invasive data collection and perhaps more authentic talk, for the cooperative planning session, it was designed so I would not be present. I lent an audio voice recorder to the teaching partners or asked them to use their own cellular phone’s recording application to record themselves as they discussed and planned an upcoming lesson they would collaboratively co-teach. Upon receiving the recording, I transcribed the recording, and conducted a discourse analysis on it based on emergent themes that surfaced. Appendix E contains a protocol for analysis of the planning session.

Artifacts

In order to seek out additional background information on the context in which the teachers were co-teaching, sources of written information from the school were collected, including job advertisements from which the teachers were recruited, written contracts, teacher orientation proceedings, written essays by other teachers, etc., to make note of any institutional expectations

or stipulations. Information provided by the school or GEPIK program, in terms of orientation and preparatory details, program, etc. was collected and analyzed. Dove and Honigsfeld (2010) utilized artifact analysis to narrow in on the effects of seemingly insignificant details, such as whose names are included on notes sent home to parents, which actually amounted to significant difference in parental perceptions of power and authority of each teacher in the classroom.

Teaching Journals

A teaching journal is “an ongoing written account of observations, reflections and other thoughts about teaching...which serves as a source of discussion, reflection, or evaluation” (Richards & Farrell, 2005, p. 68). Richards and Farrell have found journaling often helps teachers to better recall events occurring in the classroom, and subsequently this process of journaling often fosters new insights about the events that occurred. Teachers were asked to reflect upon what happened in the classroom in a notebook or in an electronic file for the length of the semester. Teaching journals have been noted to be rich sources of data, because teachers are often able to offer emic views (Pike, 1967) of what happens inside the classroom (Cochran-Smith & Lytle, 1990). Reflective journaling provides a space for teachers to reflect on areas of importance and can also serve as a way for teachers to reconsider what happened in the classroom and why. Teaching journals are a potentially valuable data source, as the words written are exactly as the teachers wrote them, and teachers are free to go off in any direction they would like to without interference from others, likely allowing the teacher unrestricted control to focus on what s/he perceives to be most important.

Tom Farrell (2007, 2008) recommends teachers engage in journaling as a way of reflecting on their current teaching practices, further described in the teacher journal protocol in Appendix F. Like Richards & Farrell (2005), I requested the teachers write in “stream-of-

consciousness” writing, without attention to spelling, organization or grammatical accuracy, and had planned to ask interview questions that had been drawn out of the original journaling. In using journaling, I hoped to allow teachers opportunities to critically reflect on their current practices, challenging some of the current practices in the field and looking toward the future to imagine the possibilities.

Researcher’s Journal

Lincoln and Guba (1985) recommended keeping a research journal as a trail, a way of recording reasoning and thinking processes, as well as changing ideas throughout the research study. My own journal has served as an outlet for me to reflect as a researcher on any insights, thoughts, ideas, feelings, problems, and even things that may have seemed inconsequential at the time. It was designed to be an ongoing process-oriented tool to record my role as a researcher as the research was being planned, conducted and reflected upon. This researcher’s journal was being utilized throughout the entire process, from the first entry in July 2010, at the conception stage of the study, reflecting on the evolving conception of the idea, and will continue beyond the completion of the dissertation.

I am a very reflective person and find the process of reflecting in writing to be helpful in clarifying the processes and my own thoughts. When I have completed substantial amounts of work, or when I am stuck, the research journal has been a place for me to reflect and this reflection process has often provided me with additional perspectives and ideas. I use the research journal on a needs dictated base. I use the journal as an intrapersonal journal writing for myself about day-to-day happenings, to self-monitor, to look for emergent patterns and to record the research process. The journal is stored in an online cloud account in Microsoft Word form, so that I have access to it wherever and whenever the need to write strikes me. I anticipate this

journal will continue years after the dissertation has been completed as I continue to reflect on the research, ideas brought forward through it, and related avenues of exploration.

Overcoming Methodological Challenges

I designed this research plan with the intent to crystallize with several different types of data sources in order to foster a more thorough exploration of what was happening in various facets of the teachers' co-teaching situations. Well aware that teachers are very busy people and likely would not have a lot of time to spend participating in this study, I tried to make the data collection as least time-consuming as possible without sacrificing the richness of the potential data. The majority of the data collection was designed to not add any additional time to teachers' schedules, but was observing or recording while they were doing what they usually do—including teaching and planning. Though I believe each of these sources provided great potential for rich data collection, I was also aware of the higher attrition rates when asked to engage in written tasks. Realizing teachers' incredibly hectic schedules, I did not pressure teachers to engage in more than they felt they could comfortably handle. I was particularly unsure how much time they might be able to devote to extensive journaling. My suspicions were confirmed in the initial meeting with the first partner set I met, when Ilham said she wanted to be upfront and honest and that she probably would not have time to write down her thoughts in written form, but that she might record some thoughts she was having on the voice recorder. I agreed that was fine and did not pressure any of the teachers to do more than comfortable with, simply recommending they might journal, email, voice record their speaking, or just to jot any notes down after classes; however, if they were busy, they were free to not engage in the written tasks some or all of the time. Prior to starting this research, I knew public school teachers were busy, but I had underestimated the amount of time they committed to their jobs. I had overestimated

the amount of time teachers would be able to invest in this study. As the data collection process began, it became clear that asking teachers to spend more time reflecting and meeting outside of their already busy schedules and lives, which for some teachers involved being at school for more than 12 hours and then continuing work at home, simply was not feasible, nor a good idea, and that doing so may even have been unethical on my part. I adapted some data collection procedures to minimize time investments and maximize efficiency. Per teachers' requests, many of the team and individual interviews were conducted during the teachers' lunch breaks or prep sessions. To save time, I brought in sandwiches and salads to be eaten as the interview was continuing.

I was very comfortable with my decision to adapt the data collection procedures, though it did result in less data in some areas. I received journaling and emails only from JiHye, and just two entries, and nothing from the remaining co-teachers. In order to compensate and to gain some of the perspectives that might have emerged from the journaling, I tried to encourage reflection of specific events that had happened since we had last met to encourage the co-teachers to orally reflect on specific instances that had occurred and how they had felt about it. As it became clear that writing was inconvenient, I altered the plan and made adaptations as the study continued. For example, when John and MinJi first lost their written survey, then forgot to do it, I recognized it may have burdened them with their already busy schedule and we sat down and orally discussed the survey's content.

Also aware that some teachers who were not familiar with me might have been resistant to disclose their true feelings, I made an effort to encourage teachers to share as much or as little as they were comfortable with, gradually establishing rapport in the process. In providing opportunities for more individual reflections, as well as partnered reflections, I hoped each

individual teacher's voice could be heard separately as well as the partners' shared voice and for each teacher to find different ways they felt they could comfortably and freely express themselves. As the study progressed, I feel confident that rapport was established and the teachers felt comfortable freely expressing their thoughts.

Methods for Data Analysis and Synthesis

Data Analysis Tools

In the data analysis stage, I utilized the inductive constant comparative methodology (Glaser & Strauss, 1967). This technique allowed the data to be continually re-focused at each level in order to create inductive theories, resulting in a both widened and sharpened focus (Charmaz, 2005), viewing how the puzzle pieces which emerged were similar or contrasting to each other as they related to my research question (Hesse-Biber & Leavy, 2011). As I engaged in responsive interviewing, data analysis was an ongoing task (Rubin & Rubin, 2005). I also drew on Fairclough's (1995) CDA (Critical Discourse Analysis) to critically reflect on the nexus of language, ideology and power as vocalized by the teachers, seeing how "discursive practices can help produce and reproduce unequal power relations...through the ways in which they represent things and position people" (Fairclough, Mulderrig and Wodak, 2000, p. 358). Through using CDA to seek out and bring to light hidden and normalized assumptions of power, I also very carefully analyzed the particular word choices of the teachers. Following each interview and observation, recordings were transcribed and analyzed to inform ideas for directions of future interviews.

Throughout the data analysis, all forms of data collected (particularly from individual and team interviews, classroom observations and field notes, recorded planning sessions, and survey questionnaires), were continually cross-referenced with one another in an ongoing reshaping of

the analysis process. This crystallization allowed for a wider breadth and more openness to what emerged from all data sources. As I identified prominent categories, memo-ed and coded them, emergent categories were repositioned in relation to each other and expanded upon in order to formulate a more complete picture of what was happening in the teaching and social contexts and the implications. Therefore the steps in analyzing the data were the following:

- In transcription process, as I re-listened to the recording multiple times, I typed memos on the sidebar documenting preliminary thoughts, possible ideas and connections with other forms of data.
- After all data had been collected and transcribed using the transcription conventions outlined in Appendix G , I read through one dyad's data at a time, using colored highlighters to identify emergent themes.
- I uploaded the documents to NVivo, coding the highlights and re-coding for additional nodes.
- I re-read through the written transcripts of all of the data, looking specifically for examples of positioning—dividing them into three categories (how a teacher positioned oneself, how the co-teachers positioned each other and how each teacher was positioned by others).
- I used both the organized data constructs provided by NVivo, but felt constrained in not having access to all the data, so relied heavily on my own handwritten and highlighted documents in the data analysis process.
- I created a list for each dyad of themes and nodes which emerged from the data, as well as a table for each teacher showing the ways each teacher was positioned by oneself, each other, and others.

- Using the list of themes, I identified central and repeated categories and organized a framework upon which to structure the chapter, to focus on privileging data that was pertinent to my research questions.
- I drafted each chapter, writing the central themes in the first section of the chapter followed by a section describing how each person engaged with and responded to positioning.

In this manner, I worked on each set of partners separately. I first completely analyzed Nikki and YooMi's data and drafted their complete chapter, before moving on to Ilham and JiHye's, and then John and MinJi's. Structuring the data analysis in this way allowed me the freedom to completely absorb myself in each set and focus on that dyad as a unique pair, and then later to re-synthesize the dyads and their experiences together and to look at all data collected together in the final data analysis stage. Chapters 4, 5, and 6 have each been written to align with the prominent themes and nodes which emerged from each dyad's data. In Chapter 7, I compare the themes among the three dyads, deconstructing the findings of Chapters 4 through 6 to inform the overall findings.

Aware that any interpretations I make are influenced by my own experiences and not wanting to narrowly and simplistically represent the teachers' multiple identities, experiences, voices and realities as a simple straightforward reality, I tried to include thick descriptions and actual texts produced by the teachers to "blur the distinction between authors and readers, and place[s] emphasis on the active role of readers" (Choi, 2006, p. 440). In doing so, I hope readers might gain a vision of what is actually happening in these co-teaching situations.

Ethical Considerations

As I was carrying out the study, I was captivated by the stories and experiences of each of the teachers, pleased that they had allowed me access to such intimate areas of their lives. As I conducted my research, one of my primary goals became to present the data in a way that allowed my readers to see and possibly vicariously experience each of the teachers' perspectives, co-teaching experiences and the complex, rich data from which each dyad was constructed. In order to try to do justice to their stories they so willingly shared with me, I allotted a full chapter to each set of partners, and included extensive quoting, optimistic that through this, other readers as well, may have been granted more insight into their teaching and their lives.

I have planned and organized the study to minimize the likelihood that any violations would occur. In my study I followed all standard procedures for protecting and informing the co-teachers. I incorporated several measures to ensure that teachers were willing volunteers: recruiting former students after they have completed the program, so students were under no pressure to participate, meeting with partner teachers to explain the study and offering them an informed consent form which they were free to or not to sign. After agreeing to partake in the study, confidentiality was assured to all participants. I have changed all names and identifying characteristics in order to protect the privacy of the individuals involved in the study. All documents, paper, and audio files are stored in a locked file cabinet or within my password protected computer, locked inside my office, which is inside a university with 24 hour security guards, ensuring that I am the only person who has access to the information obtained through this study. Per research protocol, I have obtained permission from the IRB (Institutional Review Board) at IUP (Indiana University of Pennsylvania) to conduct my study, as documented in Appendix A, with the IRB consent form included in Appendix H.

Trustworthiness

In founding my study in positioning theory, I recognize my own relationships and positioning will affect the study, therefore I have considered “positionality as a tool for deconstruction” (Choi, 2006, p. 237). I recognize my own role as the researcher, acknowledging engagement with the participants will inevitably affect the data (Schwandt, 2007). I am a “culture-bound mortal[s] speaking from very particular race, class, gender, and sexual identity locations” (Foley and Valenzuela, 2005, p. 218), indeed “the road to greater objectivity goes through...critical reflections on her subjectivity and intersubjective relationships” (p. 218). The lens through which I see the world and my own interpretations of the situation will invariably come out in the study. As Madison quotes Gary Fine’s 1993 essay,

Qualitative researchers need not be warned about the difficulty, if not impossibility, of pretending objectivity. Objectivity is an illusion—an illusion snuggled in the comforting blanket of positivism—that the world is ultimately knowable and secure. (Fine, 1993, p. 286 as cited in Madison, 2005, p. 122)

It is not objectivity I am seeking, but rather I seek to conduct a study that is an accurate portrayal of the teachers lived experiences and is trustworthy in terms of illustrating what is happening and letting the teachers’ voices be heard. Different researchers have debated various measures of ensuring trustworthiness in conducting a qualitative study. For this dissertation, I have elected to follow Lincoln and Guba’s (1985) trustworthiness criteria by categorizing the areas of credibility, transferability, dependability, and confirmability in order to look toward the trustworthiness of my own study.

Credibility

Credibility requires the researcher's representation and reconstructions of the participant's views correspond (Lincoln & Guba, 1985). I can't claim that I am representing solely the teachers' experiences, as my own experiences have shaped how I view the world. In order to create a level of credibility in my research, I have shared my own background experiences, as a rural Midwestern white American female, trained in elementary education and TESOL with thirteen years of teaching experience in the South Korean context, seven in teacher education, and several of my own co-teaching experiences. I recognize that I may have had some of the same feelings and experiences as each of the teachers, but that their own experiences are different than mine. Certainly my own understanding of the participants' thoughts and stories may have been affected by my own interpretations, but I make a very conscious effort not to place my own experiences and voices over theirs. In order to do this, I knew I needed to organize my plan in order to make the most of the time we had together so that the voices of the participants could flow freely. Considering this influenced my recruitment process, as I sought some participants with whom I was already familiar and who would feel comfortable speaking freely, as well as incorporating "comfort" strategies (bringing in meals, snacks, juice, meeting at convenient times and places for teachers) into my research plan in order to increase the comfort level and lower anxiety filters as much as possible. I entered this research with the attitude that I, too, might be required to leave my own comfort zone, as I was confronted with data and situations that I did not anticipate and was unfamiliar with. I was open to seeing, hearing and feeling the experiences of the co-teachers, being prepared to support and share any and all findings, regardless of what they were. I included the teachers in the research process, including member-checking to verify that I was understanding the situation both as they had presented it to

me and as the evidence supported it. Using various methods of data collection assisted this by offering multiple perspectives which allowed me to cross-check and support claims made.

Transferability, Dependability, and Confirmability

Transferability relates to the generalizability of the study (Lincoln & Guba, 1985). As this study took place at three different public schools in Korea, I was not concerned about selecting a representative sample in order to directly generalize my findings across the board to other schools in Korea or internationally. Rather, I intended to draw on one of qualitative research's prominent features and utilize "thick description" epitomized by Geertz (1973). Through the usage of thick description, I intended to help the reader to understand and get a feel for the situations of co-teaching in these particular classrooms.

I am not seeking to describe a "composite culture" of this group of teachers, nor am I trying to 'analyze' a sampling of all institutions which employ collaborative teaching in Korea. Rather I am focusing on "ethnography of the particular" (Abu-Lughod, 1991, p. 154, as cited in Angrosino, 2008, p. 177) looking at three sets of teacher partners, seeking to provide a balanced perspective of these three sets, both as they cooperate with one another in their educational environments and also as individuals.

Similar to reliability, dependability highlights the researcher's process ascertaining the process is logical, traceable and documented (Lincoln & Guba, 1985). In order to ensure a dependable study emerged from this research process, I took care to mark my progress and actions at each step of the process. In the literature review and research methodology, I have carefully reflected on and recorded my own actions. I have kept a researcher's journal, detailing the process from when I initially selected my research topic, beginning in July 2010.

Confirmability involves providing evidence the data and interpretations support (Lincoln

& Guba, 1985). As mentioned, I am aware that a truly objective qualitative research study is not possible, however, I take care to demonstrate and include the evidence used to draw connections and make associations by detailing the process in my own notes and also including textual evidence within this paper so the readers can also independently verify the claims made. While striving to show the multiple realities I perceive, I recognize “objective truth about a society or culture cannot be established because there are inevitably going to be conflicting versions of what happened” (Angrosino, 2008, p. 164).

Limitations of the Study

In any study, there is potential that participants will be affected by reactivity. There are two main areas of concern in regard to participant’s reactivity to being engaged in the study—the Hawthorne effect and the observer-expectancy effect. The Hawthorne effect is when participants alter their behavior because they know they are being studied. Observer-expectancy effect results when the researcher’s own biases become subconsciously transmitted to the participants through the course of the study.

In order to minimize the Hawthorne effect, the study was conducted over the course of fifteen weeks, so that teachers had a chance to become comfortable with the idea that they were taking part in a research study, lessening the perceived need to alter their behavior. Also, because two people were being simultaneously observed, the pressure one felt to “perform” may have been lessened. In crafting the research design plan, I have carefully considered the intertwining effects out of class interactions may have on the co-teachers. A main factor in successful collaborations is that the cooperating teachers have time to meet and discuss the lesson together outside of class (Honigsfeld & Dove, 2011). One possible effect of this time spent outside of class may be to enhance the comfort between the two cooperating teachers, perhaps resulting in a

more effective teaching partnership. I am aware asking co-teachers to spend more time together outside of class had the potential to influence the partners' teaching relationships and thereby their interactions I was observing. Having weighed the pros and cons I decided that including the shared interviews and reflections was conducive to understanding their unique perspectives and offered a valuable means of data collection and have therefore included them both as a means for data collection and also as a means of incorporating the critical paradigm in looking toward what could be.

As half of the participants were familiar with me prior to the beginning of the study, I was concerned they may feel a need to "help" me by saying the expected answers or what they believed I want to hear. In order to reduce the chances of this happening, I designed the study to include half of the teachers being previously known to myself and half unknown to me. In recognizing this potential, I used this increased awareness to try to encourage all teachers the freedom to speak naturally and honestly, being careful not to make any judgments and to just let people talk. Though it could be construed as a limitation, I found the familiarity actually provided a positive atmosphere, conducive to sharing and the volunteering of rich, honest data. In the end, I felt my strategy of recruiting former students that I had already known and taught was successful. As it happened, all three of the co-teachers who were initially unknown to me were the three teachers who had been hired from abroad. Perhaps these teachers felt some commonality with me, having come to Korea in a similar situation and I believe spoke freely of their experiences and thoughts. The former students and I also had already established good relationships and they too did divulge more to me than someone who I would've had to create a completely new relationship with.

Inherent limitations exist in all research practices. As limitations in researcher subjectivity are often cited in qualitative research studies, I acknowledge my own perspectives do influence the subjectivity of this study, but I see these perspectives as being not necessarily limitations, but representations of the lenses through which I perceive what happens. As three of the teachers in this study were graduates of the TESOL program I teach in, prior to the start of this study, we had developed relationships through our shared classroom experiences that may have affected my own expectations of the students and their teaching. These expectations and shared prior experiences may have impacted what I saw, heard and perceived to be important. In order to more openly share the perspectives that have shaped what I perceive is happening , I have taken care to lay out my own historical background and lived experiences in order to open up my own experiences for the reader's attention and analysis.

Chapter Summary and Preview of Teacher Dyads

This chapter has offered an overview of the forms and methods of research utilized in carrying out this study. A critical qualitative study was conducted on three sets of collaborating, co-teaching partners in public elementary schools in Gyeonggi province in South Korea. Data were collected primarily through individual and team interviews, co-planning sessions and classroom observations. This data may help teachers and administration to understand more about what happens in co-taught classrooms in South Korea. Table 3, which offers basic demographic information on the six teachers who were a part of this study, is presented here along with brief introductions of each dyad and school, which are expanded upon in Chapters 4 through 6.

Table 3

Demographics on Participating Teachers

Teacher name	Elementary school	Grades taught	Hours per week	Teaching experience in elem. school	Age	Citizenship	Degrees
Nikki	OhRini Elementary	Kinder., 3 rd -6 th	22	1 year	27	British and American	BS-Criminal justice
YooMi	OhRini Elementary	3 rd (Home-room)	25 (2 in English classes)	13 years	36	Korean	BA-Primary education MA-TESOL
JiHye	AhYi Elementary	3 rd -4 th	28	1 1/2 years	36	Korean	BS- Public administration MA-TESOL
Ilham	AhYi Elementary	3 rd -6 th	22	6 months	27	South African	BA- Psychology
John	SoIn Elementary	3 rd -6 th	23	7 years	34	American	BS-IT programming
MinJi	SoIn Elementary	3 rd -6 th	19	14 years	46	Korean	BA- Elementary education MA-TESOL

OhRini Elementary School

In the quiet community of OhRini, the 5-story school building was constructed seven years ago and continues to look newly developed and clean. The third grade classroom being observed is comprised of 27 students, one of four third-grade classrooms. The classroom is very much a reflection of the life surrounding the school. Spread around the classroom are nine cocoons, 10-15 tadpoles in various stages of development, various growing plants, scattered Angry Birds projects hanging throughout the class, with new student-made decorations regularly added to the décor. Students' work is displayed throughout the room and individual student binders are neatly arranged on a bookshelf. One desk sits in the front left hand side of the classroom, in front of the flat screen TV, which borders the chalkboard and sliding white board.

Before class begins, the chalkboard is half-filled with various information—daily schedule, weekly magnetic star points for each of the seven groups of four desks, accented by the felt bulletin board display including classroom English phrases, a class schedule, cumulative class reward points, proclaiming the same in both English and Korean “행복한교실” and “HAPPY CLASS.” In class 3-2 of OhRini Elementary school, English classes are co-taught by Nikki, a 27 year old Black American/British/Trinidadian female, and YooMi, a 36 year old Korean female.

Nikki. Nikki is a 27 year old female teacher, born in Trinidad and Tobago, a middle child of seven siblings. She was raised primarily by her grandmother there until she moved to Florida in the United States when she was twelve, reunited with her mother. Because Trinidad is considered a British country she maintains a British passport and citizenship, as well as American. Nikki graduated from a university in Florida, having majored in criminal justice and forensic science. Prior to coming to Korea, Nikki was a crime scene investigator, involved in gathering evidence, taking photographs and providing general assistance at crime scenes. When a particularly traumatic case involving a child upset her, she took a two month vacation from work and struggled with thoughts of changing careers. In discussing her mixed feelings with a professor, he asked whether she had ever considered teaching overseas, recommending “if you’re looking for a break, why don’t you try teaching?” Though she had done private tutoring before, including for two ESL students, she hadn’t considered becoming a teacher, but liked the idea, and decided to apply. She decided to come to Korea, hoping she could make a difference in children’s lives. Nikki taught for one year, and re-signed an additional one-year contract. At the time of this study, she had just started her second year of teaching at OhRini Elementary School

planning to return to the United States after completing her second year of teaching to get back to her “real life.”

(Tracy) YooMi. YooMi is 36 year old Korean female, currently a 3rd grade homeroom teacher, who was born in and grew up in Gyeonggi province, South Korea. YooMi began her career as a reluctant teacher. In high school, YooMi dreamed of becoming an international ambassador, but at that time, YooMi wasn't serious about studying and felt discouraged by the difficulty of the exam to become an ambassador. When she was a senior in high school, a teacher recommended she consider Teacher's College, saying he thought she would make an excellent teacher. Though she had never considered teaching and had never even heard of teacher's colleges, she decided to take her teacher's advice. He helped her to apply for it, and she was accepted, majoring in primary education. The first year was difficult—YooMi hated the program and wanted to quit school, but dreading the thought of studying for a year to re-enter university with a different major, she decided to endure and complete the degree.

Following graduation, YooMi got a job as a homeroom teacher at an elementary school in Gyeonggi province. When YooMi was transferred to a new school, she was assigned to be an English teacher at her school since no one else there wanted to. As she struggled with classroom English expressions, feeling burdened and incompetent in the English classroom, she sought out opportunities to take teacher training courses in English, English courses for teachers and eventually earned her Master's degree in TESOL. In spite of her initial reluctance to be both a teacher and an English teacher, YooMi adjusted and grew to love her teaching job, emphatically expressing several times “I love my job!” Throughout her 13 year teaching career, YooMi has gone back and forth between being a homeroom teacher and an English teacher. YooMi is

serious about teaching, devoting a lot of time to class preparations often staying up late into the night to prepare for classes.

AhYi Elementary School

AhYi Elementary School, nestled right at the edge of a small Seoul suburban community, has a unique composition of students, due to two large organizations neighboring the school--a large army camp situated nearby the school as well as a large orphanage. Approximately 10% of AhYi's just over 400 students are orphaned children, living in the orphanage, attending AhYi Elementary School. Another 35% of the student population is comprised of students who are children of military officers and soldiers, stationed at the local military camp.

AhYi is a relatively small school, averaging just three classes per grade, with an average of 25 students per class. The 6-year-old AhYi Elementary School makes great efforts to provide students with a high-quality English education, so they will not have to attend private institutes, a goal initiated by the school's principal, following former President Lee Myung Bak's plan to reduce private expenditures on English education by enhancing the quality of English education in the public school system. AhYi has implemented a *yeongeo-yisa-sotong-neunglyeogeul gileuneun gugjemunhwa seondogyoyug* [*a focusing on the ability to communicate in English to foster a leading international cultural education*] initiative. Through this initiative it has introduced after school practical English courses, integrated English throughout the school, increased the amount of exposure students have to English, for example, English time schedules, and replaced the school's bells with short English practical expressions, changing weekly, with the ultimate goal of increasing interest and comprehension of English. Although AhYi's students may not spend as much on the pricey intensive English institutions common in urban Seoul,

many do attend local after school English language institutions to supplement their English classes, some, in fact provided by the school and offered at the school.

The largest classroom in the school is the “English Zone,” an area designed to offer upper elementary students chances to use practical English. The English classroom JiHye and Ilham teach in (for 3rd and 4th graders), is considerably larger than regular homeroom classes as well. JiHye teaches all her classes in this room while Ilham co-teaches with JiHye here and also moves to other classrooms as she co-teaches with her other two co-teachers. JiHye has decorated their classroom with English alphabet letters spanning the whiteboard and a collection of bright homemade posters containing classroom English expressions hang throughout the large room. The room is colorful and well-lit, well-equipped with modern technology—a white board with the day’s class activity plan always greets the students, as well as a screen connected to a computer and projector, commonly used to view short videos, games, and explanations. The front half of the classroom is a hard-tile floor with 15 narrow tables, aligned front-facing in three rows of four. The 23 students in the class sit two per table. Behind the desks, soft play mats cover the open area in the back half of the room, as well as a small book and CD collection.

(Cindy) JiHye. JiHye is 36 year old teacher, born, raised and currently teaching on the western suburban edge of Seoul, South Korea. Though she does not have a university degree in elementary education, she has been hired as an English language speaking specialist teacher, eligible after passing a national test. Because of her educational background, she was hired as a contract teacher, with yearly contract renewal, lacking the stability of a tenured elementary school teacher.

JiHye’s undergraduate major was Public Administration. As she was studying English in order to attain a higher score to help her obtain an administration-related job, she became

interested in the language. She got a part-time job teaching English at a private academy. Enjoying this work and eager to enhance her teaching skills, she studied in a TESOL Master's degree program in Korea. After completing the coursework she travelled to Australia to study English for one year at which time she also completed a TESOL certificate program in Melbourne. Upon returning and eager to give back to her students, she returned to the classroom, co-teaching at a public school for one year and then moving on to this position co-teaching with Ilham.

Ilham. Ilham is a 27 year old female, the second of four children, born and raised in a close-knit conservative Muslim Indian family in Johannesburg, South Africa. Ilham majored in psychology, did post-graduate work in anthropology, which she describes as the life source of everything she does, shaping the way she thinks, learns and sees the world. After university, she took a break from academia where she worked as an animator on a cruise ship, and then as a research assistant. Ilham's best friend had been in Korea for 2 1/2 years when Ilham applied to come to Korea, thinking this would be the perfect opportunity to for her to travel, having no debt nor family holding her back. When she arrived in Korea, she had a strong love for children and was eager to start teaching, albeit somewhat worried having no experience teaching in an elementary school system. Ilham did have some teaching experience, having led lectures at her university in South Africa as a TA (teacher's assistant).

SoIn Elementary School

On the outside, SoIn Elementary School is a picturesque small country school. The fence is decorated with roses intertwined throughout, complementing the nearby farms, with overflowing patches of Korean peppers and squash, presumably tended by the area's primarily blue collar workers' families. Behind the school is a large grassy hill, overlooking the fenced in

gravel soccer field. Inside the school, relics of its long, proud history are prominently displayed in the main lobby and throughout the school black-and-white photographs chronicle the years since the school's opening in 1936. Though the original small one-story schoolhouse remains, a small four-story building has also been added behind it.

Though the school itself is nearly eight decades old, the classrooms, particularly the English room, epitomize modernity. In the front half of the classroom, there are 12 tables arranged in three rows of four where the students sit two to three to a table. Two computers are located on the teacher's desk at the front, with four more student computers and a printer in the back of the classroom. A sliding white board covers the large whiteboard touch-screen Smart Screen. The entire back half of the class has been crafted into mini-simulations of various community structures, including a hotel, restaurant, bank, and airport. An enclosed room is used by John for an office and MinJi has made the front teacher's desk her home base. Literally topping off the classroom is the planetarium landscape mural, scanning the length of the ceiling.

Located in a small community, the school's six grades each are comprised of three classes, with an average of 60 students per grade. MinJi and John are the only two teachers in the English department in the school, teaching all of the school's English classes, both contracted at 22 hours each per week. However due to various other duties, this semester John has 23 and MinJi 19 weekly class hours.

John. John graduated from a Christian religiously affiliated university in Texas where he had majored in IT (Information Technology) programming. On graduation day, he was handed a pen with the message "Teach English in Korea." After many months of job hunting and still without a job, he was "desperate to get something," saw the pen and thought "maybe that's what God wants me to do. I don't know" and came to Korea. In fact when he first came to Korea, he

was thinking of coming more as a missionary than as a teacher. John's religion is quite important to him, and he enjoyed that for his first 2 1/2 years in Korea he was able to openly discuss religion while working in a religiously-affiliated English language institute. After teaching at the institute for 2 1/2 years, he moved to an elementary school where he co-taught and for one year prior to moving to SoIn Elementary School. Prior to beginning co-teaching with MinJi, he had co-taught with more than a dozen different co-teachers in various types of co-teaching collaborations, though none as successful as his current collaboration with MinJi.

Though John had no education-specific classes prior to coming to Korea, he is currently working on an online TESL certificate. Looking back on this life, he is happy with his decision to come to Korea, but not necessarily as an English teacher, sometimes thinking if he had an MBA he might be able to engage in business ventures. Though he has spent ten years in Korea, has a Korean wife and two young sons, he does not see teaching in Korea as a long term career, and is looking to change, perhaps to go back to school for an MBA, law school, or to go teach English in a different country.

MinJi. MinJi was born in and grew up in the Seoul area. When she applied for Teacher's College, her test scores were not high enough for the Seoul Teacher's College, but she scored in second tier and attended the neighboring Incheon Teacher's College⁹. In the beginning she aspired to be an English teacher, but due to the recommendation of her mother and her aunt, a retired teacher, and to assuage their fears about having to pass the teacher's exam, she acquiesced and studied general elementary education, a degree which guaranteed eligibility to teach upon graduation. When she entered Teacher's College, all students were asked to identify

⁹ This also affects their later job employment, as graduates from Gyeonggi province schools are very rarely allowed to pursue employment in Seoul schools, and are restricted to being hired in the Gyeonggi province or other regions outside of Seoul.

their top three choices for tracks/minors to pursue. On a whim MinJi wrote PE (physical education) as her third choice, never expecting to be locked into her third choice. Little did she know that PE was rarely requested and all students who selected it as a top three choice were automatically placed in the PE track. This year MinJi was selected as the head teacher of the physical education and health department at SoIn in addition to English teaching and managing the English department at her school. This position has added an immense workload and paperwork to her already busy schedule.

MinJi began teaching as a homeroom teacher and continued in that capacity for more than a decade when she decided to teach own six year old daughter English. She began studying English together with her daughter. While doing so, she found out about an opportunity for teachers to go on an all-expense paid trip to a one month long workshop in Canada, at which point she came to realize there were many opportunities for advancement if she studied English more, so after completing that training, she sought out and attended another government supported program designed to raise the teaching level and language proficiency of English teachers, this one studying at a university in central Korea for 5 months capped off by a one month educational stay in California. Upon returning from this program in 2008, she was obligated to become an English teacher for at least three years, at which time she began teaching English, and began co-teaching with John.

Dyad Chapters Organization

Chapters 4, 5, and 6 each explore much more deeply the contexts of these three dyads as they collaborate to co-teach within the public elementary schools of Gyeonggi province. Each dyad is presented separately in order to allow ample space to explore the uniqueness and complexities of each dyad. Chapter 7 then synthesizes the three dyads together in order to

showcase the larger picture, opening up space to explore the diversities existing between the different dyads, analyzing the ways these dyads shared both similar and different experiences through their collaborative co-teaching practices. At the end of Chapter 3 I have introduced brief introductory biographies of each of the participants and their teaching context. Chapters 4 through 6 are each structured in similar formats; in each chapter I present themes which have emerged from the data relating to co-teachers' teaching practices, how they perceive their educational and professional histories to influence them in the classroom and how they co-construct their identities both in and outside of the classroom. In the latter part of each chapter I apply positioning theory to visit different ways each partner positions oneself and his or her co-teacher as well as the ways they are positioned by others. In speaking with and observing these six teachers, it became evident that the power of positioning is very real and has enormous potential to affect how one comes to see the world, both globally and in a local context, and their position in it, effects I have tried to make clear in the narratives.

In each of these chapters, I re-tell of the teachers' lives, inevitably imposing upon their experiences my own interpretations and positionality. I hope to allow the readers the space to see and invite them to form their own interpretations through offering extensive quotations directly from the teachers (Chase, 2008; Reissman, 2002). For this reason, I use one whole chapter for each dyad so that I have the opportunity to share more details about each of the teachers' and dyads' lives and teaching experiences before synthesizing the three dyads in Chapter 7 to bring together a more extensive rendering of these teachers' lives and teaching practices as they intersect with one another, and then discussing emergent themes and implications separately in Chapter 8.

CHAPTER FOUR

NIKKI & TRACY (YOOMI)

Nikki & (Tracy) YooMi

In 2011, YooMi was the school's English teacher, so Nikki and YooMi co-taught together for one year. In OhRini Elementary School, courses such as art, music, physical education, science and English, are taught by a specialist teacher if one is available. If not, the homeroom teacher teaches those subjects. Because YooMi was the specialist English teacher in 2011, she taught English instead of the homeroom teachers teaching their respective classes, but because YooMi opted to change to a homeroom teacher this year, all third and fourth grade homeroom teachers were required to teach English to their own homeroom classes, regardless of English language competencies. Now, however, Nikki travels to each third and fourth grade classroom to co-teach with each homeroom teacher in one of their two weekly English lessons, so half of the English lessons are co-taught with Nikki, and the homeroom teachers teach the rest of the subjects individually.

Collaborative Co-Teaching

Off to a Rocky Start

YooMi has several years of experience with co-teaching, with Nikki being her third longterm co-teaching partner. This is Nikki's second year of co-teaching. In 2011, Nikki taught exclusively with YooMi Monday through Wednesday and with other teachers Thursday and Friday. This year, Nikki is co-teaching with nine different co-teachers at OhRini Elementary School, teaching just one class per week with YooMi, every Thursday morning.

YooMi and Nikki's teaching collaboration actually began when YooMi and two other English teachers were tasked with hiring a "Native English Speaking Teacher" for their

Elementary School as part of the GEPIK (Gyeonggi-do English Program in Korea) program designed to have one “Native English Speaking Teacher” placed in each public elementary school in the nation. Based on their prior experiences with co-teachers in their school, YooMi and her co-workers were initially seeking a Korean American teacher who might be able to understand Korean culture. There were no Korean American applicants and they were impressed by Nikki’s video message reflecting her energy and passion and decided to select her from among the four applicants they reviewed.

In the beginning, YooMi and Nikki’s teaching collaboration was not smooth. YooMi’s previous co-teacher was a teacher with years of teaching experience spanning private education, institutes, and tutoring. His experience made it “very easy” for YooMi to teach with him, “if I blink...he caught it and quickly modified that” (YooMi, May 3, 2012 individual interview). Nikki did have some tutoring experience and a TESL certificate, but lacked formal classroom teaching experience. YooMi knew well what she needed Nikki to do in the classroom, but Nikki, a first time classroom teacher, was reluctant to speak and get involved in the classroom. Nikki says, “[before I came to Korea] I was believe it or not, ironically, very quiet, reserved, introverted person, like you couldn’t get me to talk to anyone” (Nikki, June 14, 2012 individual interview). As she began co-teaching, Nikki struggled with what she should do, not knowing how she should teach,

Nikki- This was new for me, so I was like I don’t know what to do. I’m gonna mess up.

So, I think I questioned you a lot, I asked so many questions, but I was like really, really quiet. I just stood back and just watched for like the first two weeks--

YooMi- =Because you didn’t know exactly where you go--

Nikki- =Right, what to do or how the lessons were being developed, so at first I was like, what did I get myself into? I, this is out of my entire character, so I was like uh:::...I think for the first two weeks we taught together, it was just me basically observing and then after I came back [from the GEPIK Orientation training], [YooMi] was like, ‘oh well, why don’t you try, let the kids hear you talk.’ (Nikki & YooMi, May 3, 2012 team interview)

At the beginning, YooMi, explicitly told Nikki what she wanted and expected in the classroom “At first, I asked her, because she just stood, so ‘please, Nikki, it would be helpful for you to do this group and I will do this group’” (YooMi, May 3, 2012 individual interview) or asking Nikki to take on various roles in the classroom, such as giving out stickers to students or having Nikki circulate and help half of the students while YooMi was helping the other half. After class they would discuss what had gone wrong in and how they could develop it better next time.

After mostly just observing YooMi’s classes for two weeks, Nikki attended the mandatory four day training session for English teachers hired by the GEPIK program. Nikki dismisses the training conference as not being very helpful but comments that the one thing she did gain from the training was seeing some of the co-teachers who presented together and seeing how comfortably they were interacting together. When she returned to her school, she “started trying to interact with her [YooMi] more and I think it just kind of developed from there” (Nikki, May 3, 2012 team interview). Though YooMi says there are also optional training programs offered in summer and winter vacation “only for Korean teachers, not for native teachers, we have our own” (YooMi, May 3, 2012 team interview), YooMi has never attended one.

As they continued to co-teach together, they ended up becoming quite close, attending movies and events outside of school as well. Nikki says, “We have a good rapport when it comes to the class, and most of our stuff is—it’s just us being natural and random, but it works” (Nikki, May 3, 2012 team interview). I had also previously thought the same thing as I jotted in my observation notes as they were acting out a role play, “Sitting here watching them teach is like looking in and seeing two old friends chatting together and joking around--and they just happen to have an audience of 27 students listening in on them” (Researcher, May 3, 2012 classroom observation field notes). As they banter back and forth, Nikki mentions, “YooMi and I, well, we obviously have the same personality” (Nikki, June 14, 2012 individual interview). Both bubbly, happy and fun-loving, an audio recording of their planning session includes several loud outbursts of both of them laughing together and joking around as they plan an upcoming lesson (Nikki & YooMi, May 2, 2012 planning audio recording).

Collaborative Co-Planning

In 2011, when they were teaching together full-time, they were able to spend more time planning and discussing their lessons and then modifying them as they taught them to different classes. Nikki continues to meet weekly for lesson planning with Mr. Kim, the co-teacher she co-teaches all fifth and sixth grade classes with. This year, Nikki and YooMi teach one class per week together, so their planning sessions have evolved into short chats in the hallway, a brief chat session at the beginning of each class, with several very brief direct explanations to each other throughout the class or sometimes a simple shared “What should we do?” glance. They each develop half the lesson plans, YooMi being responsible for Sections One and Three in each unit and Nikki in charge of Sections Two and Four. Nikki is required to submit written lesson plans for fifth and sixth grade classes, but hasn’t been submitting them for third and fourth

because she usually just follows the book closely for those grades. Both are flexible with integrating and sharing, adapting ideas and activities they have and have gotten more lax in their planning procedures this year.

YooMi--Yeah, because too, kinda, too flexible, it's not determined roles--

Nikki- =Right, yeah our lessons are never ever, like today, today we didn't discuss anything for this lesson,--

YooMi- =Yeah, but we know that some kind of routines--

Nikki- =We know how the role play goes and we're like, ok, and the kids, the majority of the time, learning and presenting their role play, so maybe the first 10 minutes of class we'll wing it, we know what we have to do. (Nikki & YooMi, May 3, 2012 team interview)

In regard to planning, YooMi has positioned herself as the "lead teacher" saying, "[Nikki] knows my style, so sometimes I tell her this is my sole charge so I will prepare the whole thing, but it would be great for me for [you to] help on this part" (YooMi, May 3, 2012 individual interview). In a ten minute audio recording of a planning lesson in which YooMi has planned for the lesson on May 18, 2012, and is reviewing with Nikki, YooMi begins the planning sessions with "Let me explain..." and asks Nikki to perform several roles during the lesson, such as "If you ask me, 'YooMi, where are you going?' ...and then you might ask me 'What do you have in your bag?' ...and then I will let my students guess" or "'Nikki, how about demonstrating this one?'" Nikki listens, agrees with everything in the lesson plan, offering responsive feedback, such as "uh huh," "got it," "gotcha," "ok," "yeah," "right," and asks questions regarding time management, and offers suggestions. Several times during the recording YooMi also asks Nikki whether everything is grammatically correct in the plan such as "Is there any grammatical wrong

spelling or something?” and Nikki corrects some minor errors in the lesson plan (Nikki & YooMi, May 2, 2012 planning session).

Collaborative Co-Teaching

Students are eager to interact with both teachers, albeit in different ways. Children regularly go up to “YooMi Teacher” often speaking to her in Korean, requesting clarification or getting extra help on the assignments, or just chatting with her. Students are a bit more physically playful with “Nikki Teacher,” hanging on her back, (May 2, 2012 classroom observation) and giving hugs to her (June 14, 2012 classroom observation).

YooMi and Nikki’s collaborative co-teaching consists of lots of fluid back and forth teaching, as depicted in the types of interaction displayed in the following observation field notes:

YooMi	Students	Nikki
((Motions to quiet students down))		((Finishes handing out headbands to students))
“OK, are you guys ready?”		
	some students- “Yeah!”	
		((Cups hands yelling)) “Are you ready?”
	more students- “Yeah!”	
		“Ready?”
((Waves both hand in ‘no’ motion))	((One student is standing up and moving forward))	((Holds up hand to stop))
“Not yet, ok, please wait.”		
		((To students beside YooMi)) “Do you need some help?”
((Looks down, sees student struggling with headband, sets down clap board and helps student))		
((Helps student to adjust headband))	“Action!”	((Picks up clap board))
“ <i>Jamkkanmanyō</i> [Wait a minute] Everyone has to be ready for ‘Ready Action’!”	((One boy runs to pick up something from desk))	((Opens clap board, ready to slam shut))
	((Acting students not ready))	“Ready? Action!”

((Watches students))		“Ok, ok, one more time. Ready? Action!” ((cut motion))
((Watches students)) “Shhh” ((to other student in audience))	((Begin role play))	((Watches students do role play))

(May 3, 2012 classroom observation notes, 33:54-34:35)

In-class assessment is a team effort—they both offer lots of praise to students doing well and support for those who need it. Formal assessments, such as tests and report cards are conducted by YooMi alone. In the classroom observations, both were actively involved in the teaching all of the time. Both reprimand children when necessary, each occasionally shushing students, telling students to calm down and focus on work. Nikki has acquired many of YooMi’s classroom management techniques, such as a 3, 2, 1 countdown clap to get student’s attention. In terms of physical movement in the classroom, YooMi is often positioned behind “her” desk, and controls more of the computer-centered activities, though occasionally Nikki will use the computer and direct the activities from there as well. Nikki, on the other hand, is usually situated standing at the middle front of the classroom when speaking. Both very often circulate amongst all students helping groups and individual students.

YooMi usually asks students to formally greet and say good-bye to Nikki when she arrives and leaves the classroom, not allowing class to officially start until Nikki is ready and in position saying, “*Nikki wasso, insa haeyaji [Nikki is here, so [you] have to greet her]*” (May 14, 2012 classroom observation). In one class, Nikki hadn’t heard the bell and came in about five minutes late. YooMi had already started the lesson, watched a video and was asking questions about it. She opted to re-start class once Nikki entered the classroom.

YooMi- *Ori nun Nikki sunsaengnim wamyun, chunbirel haeyagessji insaehyeyaji chunbi.*

[When our Nikki Teacher comes, let’s get ready to greet her.]

((Class watches video and YooMi elicits comprehension questions from students.))

YooMi- Ahh, Nikki is here! ((smiles and waves at Nikki))

YooMi- ((continues asking two more students comprehension questions and then meets Nikki at the middle front of classroom, speaking to Nikki)). °Yeah, we're learning something. °

Nikki- °Sorry, I didn't hear the bell.°

YooMi- °Yeah we waited for you almost 5 minutes.°

YooMi- ((directed to students)) OK, WE'RE GOING TO START.

YooMi- We will start with Nikki. ((speaking to Nikki)) Nikki, please. ((motions for her to begin and holds out one hand as if presenting Nikki.))

Nikki- Good morning class. (May 3, 2012 classroom observation, 2:30-2:45)

Nikki usually begins with the greetings routine in English, something that YooMi has asked her to do, “She wants me to say it in English, yeah, so the kids understand it and then if they don't, mmm, then she will follow it, yeah, right up with Korean” (Nikki, May 3, 2012 team interview). YooMi agrees, “I ask her to speak English” (YooMi, May 3, 2012 team interview). Though Nikki says that YooMi follows up with Korean, in the recorded classroom observations, it was actually very rare that YooMi translated what Nikki said into Korean. In most cases when she repeated, YooMi would repeat what Nikki had said also in English and when she translated into Korean it was actually something that she, herself had first said in English, for example “Who is the best actor and actress? *Nugu cheil chal haneun baewoo? Namja hago yeoja. [Who is the best actor? Male and female]*” (May 3, 2012 classroom observation, 23:04-23:22).

Based on YooMi's perceptions of what each of them is in the classroom for, she has structured the class so that Nikki has an active role in it, in order to expose the students to as

much of Nikki's English as possible. For example, YooMi says, "we will start" while motioning with two hands for Nikki to start. Nikki picks up her cue and begins immediately (May 3, 2012 classroom observation) or while students are working, YooMi will quietly approach Nikki, tap her shoulder and ask her to start the next activity.

Though Nikki follows her lead and willingly does whatever she is asked to do, YooMi speculates things would be easier if Nikki had more educational experience so that she might initiate and pick up cues without YooMi having to explicitly tell her.

Value in Co-Teaching: "It Works"

Both co-teachers share a positive outlook for the future of co-teaching in Korea. Nikki believes it will have a "really good future" (Nikki, June 14, 2012 individual interview) and YooMi argues "definitely, it's effective!" (YooMi, June 14, 2012 individual interview) Nikki mentioned multiple times in interviews the phrase "it works." Both individually expressed very similar explanations of why their co-teaching "works" and what each individual's role is in the co-teaching relationship.

They both perceive Nikki's role to be a "native English speaker" and for YooMi to be the "regular teacher." As YooMi says "both can make up their some lacking part...when we, for example, I don't know how to explain something in English, Nikki might help me" (YooMi, June 14, 2012 individual interview). YooMi cites an insufficiency in the current levels of proficiency of English teachers from Korea, though saying that times are changing

The young teachers who graduate school have a lot of you know talent, and some skill.

They go abroad and they study abroad for a few—a couple of years, so I think the Korean teachers level become higher than the past, but, uh, but, it's not sufficient, so as an English teacher, I think it's definitely mandatory when we teach English [to have a

native English speaking teacher]. If I teach Japanese, I think definitely I need a Japanese teacher, a native teacher. (YooMi, June 14, 2012 individual interview)

In her individual interview, Nikki also describes it in almost exactly the same manner, “I think it’s always good, if you’re going to teach another language to students of a different country to have someone who actually speaks the language” and “it helps to have, like, someone there who has the native language there, it helps a lot” (Nikki, June 14, 2012 individual interview).

YooMi explains that Nikki’s role is defined by the Gyeonggi Office of Education “They are not teacher, they are assistant when we teach English, so we hired her as a native speaker, I think, not as a teacher” (YooMi, June 14, 2012 individual interview). She also cites the government’s reasoning in hiring English teachers from abroad as “because government wants our students to expose to the language as much as possible. That’s the reason they hired, that’s the reason they hired” (YooMi, May 18, 2012 individual interview).

YooMi says,

I usually lead the class, even though she is excellent when it comes to language, but I sometimes, even though I make a lot of mistakes in language, but I usually lead my class and I ask her to help my teaching, yeah, but I don’t know how she feels [about] that because some Korean teachers ask the native teacher to conduct the whole lesson, she is just like a helper to control the class or explain something a little...At first I thought because the reason the government hires them, um, is to let my students be exposed to their language, authentic language, so I thought it would be much better for my English teacher to speak English in the one class. But now, I’m a little bit changed. Particularly in the primary classroom, language is not, I mean, language does not guarantee their

teach—learning, learning? Yeah, so I usually lead my class. (YooMi, May 3, 2012 individual interview)

In an interview with Nikki, taking place in her fourth floor office, a room clearly identified with a sign outside in both English and Korean “원어민 실 (*wonamin shil*) Native Speaker’s Room,” Nikki describes her teaching in Korea, saying she is here “more as a native English speaker than a teacher. I’m not a very good teacher” (Nikki, June 14, 2012 individual interview) and in fact, she shared some words from the vice principal, “It was brought to my attention that I am here only to speak English so that the kids can get used to it, so it’s not so much as you’re here to teach them English, but that you’re here to speak English all the time so that the kids can get accustomed to hearing it” (Nikki, June 14, 2012 individual interview). When asked how she felt about herself as a teacher in the pre-participation survey, Nikki simply answered, “I believe that I have a lot to learn” (pre-participation written questionnaire, submitted May 3, 2012).

YooMi says students rely on Nikki as an English speaker and that her own role is as a “professional teacher,” not speaker of the language “because they know I speak Korean and they know I understand all of the Korean, so when...they speak Korean, when they have some questions, I can answer and Nikki can’t. Students might think I’m a n-- teacher, a professional teacher, so I try to make them help, so not my role was a professional speaker, but professional teacher” (YooMi, June 14, 2012 individual interview). When Nikki is in the classroom, the students accept that they should use English, but are resistant when YooMi tries to use English with them and Nikki is not there.

Seeing themselves as fulfilling their own specific roles—Nikki as “native speaker” and YooMi as “professional teacher,” they both express the value of co-teaching in this type of teaching context. Nikki highlights the potential for co-teaching in “helping expose the kids to new cultures, new languages and helping them to understand that there are many different cultures, many different varieties of people...broadening their horizons” (Nikki, June 14, 2012 individual interview). In spite of this, Nikki is unable to see any point to co-teaching in a non-linguistic focused classroom.

For a different country, it works.... The kids get exposed to your native language and if they don't understand, there's ways they can understand. From their language. It wouldn't work so well in the U.S. if you did co-teaching the same lesson with another teacher. It would be a little weird...I'm pretty sure it wouldn't work the same if you had two Korean co-teachers teaching the same class, but to help get them exposed, I think it works. (Nikki, May 3, 2012 individual interview)

YooMi describes co-teaching overall as “much more helpful.” She says “Nikki is the materials. I mean, whenever my students see her, they are ready to learn, because they are so excited to see her” (YooMi, May 3, 2012 individual interview). YooMi has two English classes per week, one with Nikki and one alone. She describes her solo teaching as

Totally different! When I conduct English lesson, they sometimes ‘Teacher, you should speak Korean!’...but when I'm with Nikki they do not say you should speak you know, like, Korean. They naturally accept, a::h, this is English class, so even when I speak English, it's natural. But sometimes when I teach English by myself, they feel like awkward, like, ‘Ah: teacher, you just said in English or Korean, but now you changed.’ (YooMi, May 3, 2012 individual interview)

Nikki iterates that she adapts, “when I’m with Mr. Kim, I know his teaching style so I adapt to his teaching style and when I’m with YooMi, I adapt to her teaching style and same with SuJi. Well, actually every, I can actually say I have like, one, two, three, four, five, in total nine different teaching styles now,” (Nikki, May 3, 2012 individual interview) only getting to use her own teaching style when she is left alone in the classroom.

I have a different teaching style personally for [class] 3-4 only because the teacher’s not there. So I use my own teaching style at that point and I go crazy with the class ((laughs)), and then I come back to SuJi who’s more reserved, very down here ((motions low with hand)) level of energy, so I’m like coming from ((excitedly)) ‘WOOHOO, NIKKI!’ to ((exaggeratedly proper)) ‘Class, let this begin’. (Nikki, May 3, 2012 individual interview)

Educational Differences: “They’re Really Teaching”

Nikki has completed a certificate course in TESL, but recognizes a difference between herself and those who have been extensively trained in teaching.

I do notice a difference between the people who actually study to become teachers, like YooMi, or Mr. Kim, or SuJi and myself. Like I’m more down there with the kids like, let’s have fun, let’s learn as much as we can, but they’re REALLY teaching. I don’t think I normally teach like that. (Nikki, June 14, 2012 individual interview)

Nikki is aware of differences in what YooMi’s educational background has prepared her to do in the classroom, saving her from a difficult classroom situation, as “Superwoman here [YooMi] swoops in and saves the day” (Nikki, April 12, 2012 initial team meeting with researcher). Nikki marvels at YooMi’s knack for adjusting the class as it progresses,

She has this amazing ability, I don't know how she does it. I can't do it. In the middle of class, if something isn't going right, in the middle of class, she ((snaps her fingers)) changes it...like to help the students and I'm always like "deer in the headlights"! What, what just happened? (Nikki, May 3, 2012 team interview)

As Nikki does not have the educational background of the other teachers in the school, she tries to compensate for this with her own constructions of her youthful personality and thinking about what the children's needs are, "I find it difficult, I find it's like constricting for the kids, so sometimes I bring like a little extra fun into the lessons" and "as long as the kids are learning and they're grasping the materials, then I'm doing something right." Nikki takes a very hands-on approach to teaching, saying, "I'll join and I'll just come down to their level" (Nikki, June 14, 2012 individual interview).

Though sometimes frustrated teaching with nine different co-teachers, Nikki also sees the value in "what their personality brings to the table, might actually help you as a teacher" (Nikki, June 14, 2012 individual interview). Nikki accepts that she has learned much from YooMi and others, describing using the positive reinforcement sticker reward system, "I use that now, I actually brought that over from her [YooMi]" and letting students hear her voice rather than the recording "she [YooMi] would say, you say it, why don't you, say it, so the kids can hear how it's supposed to sound from you, so I still use that" (Nikki, May 3, 2012 individual interview).

In spite of sometimes downplaying her teaching skills, she offers several examples of ways that she is in fact a good teacher. For example, after YooMi praises Nikki's "excellent ability to make some kind of worksheets" (YooMi, May 3, 2012 team interview), Nikki proudly pulls out her binder, and shows all worksheets for the entire year for all grades, all finished and

ready for class. She also recognizes that value extends both ways, between all teachers, and that her own teaching has aided other teachers as well,

I've learned a lot from SuJi and maybe Mr. Kim, how to keep them focused and not get overly rowdy in the classroom and try to pay attention, but they've also picked up from me how to make the kids interact with you so, they're kind of like, like a melting pot, hey, I can use that, I can use that, so, it works. (Nikki, June 14, 2012 individual interview)

Nikki acknowledges her teaching style is different than most teachers. "He [Mr. Kim] says it all the time, 'Sometimes I think the kids think you're a student and not a teacher'" (Nikki, May 3, 2012 individual interview), which she sees as a good thing, and feeling the students know "she's not going to be the teacher that, she has her boundaries, but she's not gonna be a teacher who's always just standing up there lecturing and telling us, do this, do this, do this. She'll actually come in and help explain or jump in with the group" (Nikki, May 3, 2012 individual interview).

Though YooMi expresses personal satisfaction with Nikki, YooMi questions why the Korean government invites people to teach in Korea when they are not qualified teachers,

Sometimes I feel they don't have any background about you know, education and sometimes I feel that's a bit mistake, because we are heading this way, but they don't know where to go sometimes, so I feel something like that. They might have some more background or knowledge about education or primary, it would be better for both teacher and students...makes difficulties, sometimes they look puzzled and wondering where are we going? (YooMi, May 3, 2012 individual interview)

Out of the Loop: “No One’s Ever Told Me”

Nikki does not have access to all information in the school, relying on her co-teachers to inform her of what she needs to know. Therefore, she is sometimes not aware of all the school procedures, assessment procedures, for example, as shown by the conversation below:

Researcher- Do you have to give them report cards with a letter grade or number grade?

YooMi- Yeah

Nikki- Oh really?

YooMi- Yeah.

Nikki- And I think they do it for mine [other co-taught classes] too, but I’m not in charge of that.

Researcher- Who does it?

Nikki- Uh, I think Mr. Kim does it. (May 3, 2012 team interview)

Nikki is required to submit lesson plans for all her classes. An explanation for what for, to whom they go, why has never been offered to her “I have no idea. I really don’t have a clue. But, this year, he’s [Mr. Kim’s] keeping track of my lesson plans. He gets a copy and I have a copy and keep it in a file. But I have no idea why” (Nikki, May 3, 2012 team interview).

Language barriers create some difficulty in talking to parents, another role that Nikki is not expected to perform. Nikki elaborates,

That’s usually the co-teacher, because most of the parents are really shy to speak

English...[if they had a problem] they would talk to the co-teacher and let him know and then he would tell me, but thankfully none of that’s ever happened... .that I’m aware of.

No one’s ever told me. (Nikki, May 18, 2012 individual interview)

Not only in the classroom, but also in Korean society, Nikki struggles to feel she is an integral part of Korean society, “I don’t think I really have a role in Korean society. I, I, I, uh, I don’t s:see myself as, uh, fitting in” (Nikki, June 14, 2012 individual interview).

“Only an English Teacher”

YooMi sees the teaching profession as a “professional job...[like] doctor or teacher” with having much greater status than “just work[ing] in a company” (YooMi, May 18, 2012 individual interview). YooMi has experienced teaching English from two different perspectives—both as an English teacher who travels to different classes to teach English to many different groups of students, and also as a homeroom teacher who teaches English to one group of students throughout the entire day.

Though YooMi professes a love for teaching English, she was frustrated by the logistics associated with being an English teacher. She lacked the authority and control that a homeroom teacher has because she only saw each group of students for two hours per week.

If I’m *only* an English teacher, I can’t, it’s not easy. Every class is different, every call, every student is different and I’m not a homeroom teacher and I don’t stay with them for a long time, so that’s not easy. That’s so stressful...last year, we didn’t have any classroom, so last year, I visited there, yeah, with Nikki, yeah, horrible. Yeah, last year. It was horrible. HORRIBLE!...We can’t use the class so I carried my bag, my carrier, stuffed with you know, all my materials...burden and so stressful and nobody cares. Even homeroom teacher didn’t care. (YooMi, May 18, 2012 individual interview, italics added¹⁰)

¹⁰ I have added italics in the teachers’ quotations to emphasize certain linguistic features.

YooMi complains that teaching as an English teacher “doesn’t have any merit, it doesn’t have any advantage” (YooMi, May 18, 2012 individual interview). English teachers’ contracts are slightly different, with English teachers not eligible for an extra payment other school teachers receive (approximately 100,000 Korean won or \$100USD per month) and remain on the lowest of the three-step pay scale. Though English teachers do teach an average of 20-21 hours compared to the homeroom teacher’s 25 hours per week, in spite of more hours of teaching, homeroom teaching is “much easier, much easier than last year, because it’s my class, and I know their habit or something. And they know my teaching style and my teaching time, so much, much easier” (YooMi, May 18, 2012 individual interview).

Word Choices: English Teachers? Foreign Teachers? Korean Teachers? Native Teachers? Teachers? My Students? Her Students?

The exact words people choose to use are a reflection of particular identity constructions (Schiffrin, 2006; Vickers & Deckert, 2013). When speaking, Nikki always differentiates between what she refers to as “regular teachers” (or sometimes just “teachers”) and the “foreign teachers” as illustrated in the following comment, “If it keeps going the way it is with *the teachers* and *the foreign teachers*—*the regular teachers* and *the foreign teachers* working together, it will have a really good future. It’s like, I notice there’s a difference when *the teachers* teach the English classes by themselves and then when *we’re* there together” (Nikki, June 14, 2012 individual interview, italics added). YooMi also differentiated between the two teachers, referring to teachers like herself of Korean ethnicity and who obtained teaching degrees in Korea as “Korean teachers” and teachers like Nikki who have been hired internationally to teach as “foreign teachers,” “native teachers,” “native English teachers,” or at times just “English teachers” such as in the quip “the government and authorities who’s in charge of that native English teacher say

we already, you know, spend a lot of money for the *English teachers* and we bet the *Korean teachers* have some kind of strong points, and yeah, it's definitely sure" (YooMi, June 14, 2012 individual interview, italics added).

Throughout the interviews, it became evident that YooMi professed a stronger sense of ownership and connectedness to "her" students than Nikki did. Each time she talked about them, she referred to them as "my students." Nikki on the other hand, talked about the students in a more general sense, referring to them as "the students" or sometimes "her [YooMi's] students," very rarely calling them "my students." Notably, neither Nikki nor YooMi ever referred to their co-taught students as "our students."

When Nikki spoke of the students she taught, she would say things like, "*the kids* get exposed to a foreign language" (Nikki, May 3, 2012 individual interview, italics added), rather than using a personal form. In speaking about the class Nikki co-taught with YooMi, she often referred to it as "her" (YooMi's) class, saying "yeah, *her [YooMi's] class* is like that" (Nikki, May 3, 2012 team interview, italics added). When speaking to YooMi, at times she directly stated YooMi's ownership of the students, asking YooMi, "Is there anything specific with *your class*?" (Nikki, May 18, 2012 team interview, italics added). However, when speaking of the students she used to tutor in the United States, Nikki did refer to those students as hers, such as "most of *my students* were online" (Nikki, May 3, 2012 individual interview, italics added) and "I'm used to the level of English that *my kids* in the U.S. had when I was tutoring" (Nikki, May 3, 2012 team interview, italics added).

In comparison, YooMi expressed a much higher sense of ownership, usually referring to the students as "my students," saying, "Sometimes I get feedback from *my students*" (5/18/2012 team interview, italics added), "to observe *my students* in natural situations" (5/3/2012 team

interview, italics added) and considering “how to develop *my students’* speaking level proficiency” (5/3/2012 individual interview, italics added). Even when speaking in close connection with Nikki, there was a distinct claim verbalized, “Nikki might help me, not only some explanation, but also some care for *my*—about *my students*” (YooMi, 6/18/2012 individual interview, italics added). She also distinctly identified the physical separation, as Nikki walks “she comes over to *my class* in the morning” (YooMi, 5/3/2012 team interview, italics added).

Positioning: Self, Each Other and by Others

Both Nikki and YooMi speak of their own positions within their co-teaching relationship. YooMi has positioned herself as the “lead teacher” and Nikki as the “native English speaker.” They have both internalized and express agreement with one another about these particular positions.

YooMi, the “Lead Teacher”

YooMi positions herself as the “lead teacher” in the duo, verbally and also through her actions as she “taught Nikki how to teach.” YooMi sees her educational background and experiences in the classroom as valuable assets and something that she can and should use to help both the students and Nikki in their respective roles. YooMi seeks balance in her teaching and though quite comfortable with her linguistic proficiency, she still seeks validation from Nikki to make sure she is using “authentic language.”

Nikki, the “Native English Speaker”

Nikki states that she is there as a “native English speaker” much more so than as a teacher, which is reflected in her actions in planning sessions and in the classroom. Her own expressions in discussing *the* students project her distance from them, without completely accepting them as *her* students. This spatial separation and the fact that as a homeroom teacher

YooMi sees the students for several hours each day, whereas Nikki's interaction is much more fragmented, meeting the students just once per week, likely have contributed to Nikki's more distant expressions when referencing the students. Because Nikki sees herself as an English speaker, rather than a teacher, Nikki doesn't give credit to her teaching modestly saying "I'm not a good teacher," but at the same time justifying her teaching style—describing how her self-professed "kid-ness" positively influences the classroom and the students, noting that other teachers have acquired new teaching techniques from shared interaction and classes with Nikki.

Reciprocated Understandings

Though they both position themselves in differing roles, their perceptions of these roles are in agreement with one another. They both value YooMi's educational background and years of experience, both accepting her as the teaching expert and both welcoming Nikki's proficiency at English, recognizing her as the language expert. These roles are articulated orally in interviews as well as in practice in the classroom and planning processes. They each uphold a mutual respect and appreciation for what each person brings into the classroom. When they began co-teaching together, YooMi had a lot more experience and confidence in teaching, whereas Nikki was confused about what she should do in this new environment. As YooMi helped Nikki to acclimate to the classroom, she has guided her, simultaneously positioning her in the role that she feels Nikki was hired for.

Molding to Fit

Nikki accepts she is there as a native speaker, a belief has come about in part due to the implicit and explicit direction and reinforcement of that role. Being explicitly told that she was there "only to speak English so that the kids can get used to it, so it's not so much as you're here to teach them English, but that you're here to speak English all the time" and having that

reinforced by her co-teacher, Nikki has internalized her role, seeing herself as what she describes as a “native speaker” valuing and using what she brings to the classroom as a “native speaker of English,” for example using her linguistic skills to help correct grammar and using her voice to model proper pronunciation. In interviews, Nikki described how she molded herself to fit each of the other teacher’s teaching styles. Conforming to her co-teacher’s teaching styles is not the only conforming Nikki has done. In many situations, she has also negotiated and co-constructed her identity and role as a teacher in Korea in order to mesh with the way in which others position her.

The way in which Nikki expresses her background has also undergone a re-negotiation based on classroom experiences. In her first year, Nikki tried to explain to students she was originally from Trinidad and Tobago and maintained dual American and British citizenship. Because it was confusing for the students, Nikki simplified her life story “this year decided not to explain that...Are you from America? Yes, just leave it alone” (Nikki, June 14, 2012 individual interview), finding it easier to ignore the complexities of her richly diverse background rather than explaining it. Ironically one of the main values Nikki sees in co-teaching is “helping expose the kids to new cultures, new languages and helping them to understand that there are many different cultures, many different varieties of people...broadening their horizons” (Nikki, June 14, 2012 individual interview), however at the same time, she has simplified her own life story to present them a more understandable person, ignoring her Trinidad and British heritage to simply focus on the American-ness, disregarding the richness of her own background.

Effects of Being Positioned

Both YooMi and Nikki have internalized the ways in which others surrounding the school position them. Examples of this second-order positioning (Davies & Harré, 1999) occur for both teachers in their perceived linguistic proficiencies role as they’ve negotiated their

teaching and planning roles, focusing on Nikki's linguistic abilities and YooMi's teaching abilities. As such, YooMi has positioned herself as the lead teacher and Nikki as being there to help her teaching and provide "authentic language."

I usually lead the class, even though she is excellent when it comes to language, but I sometimes, even though I make a lot of mistakes in language, but I usually lead my class and I ask her to help my teaching, yeah, but I don't know how she feels that because some Korean teachers ask the native teacher to conduct the whole lesson, she is just like a helper to control the class or explain something a little...At first I thought because the reason the government hires them, um, is to let my students be exposed to their language, authentic language, so I thought it would be much better for my English teacher to speak English in the one class. (YooMi, May 3, 2012 individual interview)

This excerpt speaks volumes as YooMi expresses her beliefs about both herself and her feelings toward her perceptions of each teacher's roles, teaching and the English language itself. She infers a lack of ownership of the English language, epitomizing J.S.Y. Park's externalization ideology (2009) that for many Koreans English is perceived to be a language of an "Other." YooMi describes English as "their language, authentic language" deferring to who she calls "native teachers." YooMi expresses a feeling of inadequacy in terms of her own English competency, saying she relies on Nikki's language skills since "she [Nikki] is excellent when it comes to language" while expressing stronger ownership of the students and the teaching, saying "I usually lead my class and ask her to help my teaching." Nikki, as well, is described as "the materials," a source that helps YooMi to gain validity and acceptance as an English speaker and teacher that her students do not automatically grant her when she is teaching alone, rather

challenging why she is speaking in Korean saying “you should speak, you know, like Korean,” but when co-teaching with Nikki, speaking English is “natural.”

An Intersection of Marginalization and Privilege

Both co-teachers have bought into the idea that Nikki is a “native speaker” and that YooMi is not, and that this single differentiating feature is important, qualifying Nikki to teach the language. Although Nikki said, “YooMi has amazing English” she also later said, “if you’re going to teach another language to students of a different country to have someone who *actually speaks the language*” (italics added) and that “amazing English” of YooMi’s still somehow still didn’t qualify her as “someone who actually speaks the language,” validating having herself in the classroom as “someone there who has the native language.”

Both co-teachers are simultaneously positioned at various points on the marginalization/privilege continuum (Park, 2013) in a complex and intricate positioning, reflecting the McLaren’s (2009) description of schools as places which foster and simultaneously promote “*both* domination and liberation” (p. 62). Nikki is privileged as she benefits from her English language proficiency being valued. She is treated with respect and honor in part due to her uniqueness in language fluency, being eligible for the job, able to easily jump into the English teaching profession without any training, to “take a break” just because she has grown up speaking the language. She is marginalized in that she is not granted full access to the school, gaining information usually when someone else has deemed it necessary to translate and inform Nikki. Though this places her peripherally outside of the school culture, it also offers privilege, as she is exempt from the excessive paperwork required by others within the school system. YooMi, as well, has experienced the marginalization associated with being “only an English teacher,” not being recognized by others for the hard work put into the position, feeling she was

perceived as less valuable than homeroom teachers. At times, YooMi is privileged as she uses the common language shared with the students, her teaching experiences and teaching knowhow to work the classroom. The teaching degree she has earned in Korea is respected and has given her legitimate authority as a “professional teacher.” At the same time, though she is left out of the elusive category as “one who actually speaks the language” by her co-teacher, and by students’ parents, who want her to be a “native speaker.”

After looking at the first dyad, Nikki and YooMi, the next chapter continues on to share the experiences of the second dyad, JiHye and Ilham.

CHAPTER FIVE

(CINDY) JIHYE & ILHAM

(Cindy) JiHye & Ilham

At the start of the study in 2011, JiHye and Ilham had both been working at AhYi Elementary school for approximately six months, co-teaching together since they were both hired. Ilham, who had arrived from South Africa just prior to the start of their co-teaching was the school's first-ever international teacher. Though they sometimes struggled with differing personalities, they have negotiated through many differences including varied teaching philosophies and expectations about class preparations.

Collaborative Co-Planning

JiHye and Ilham's teaching and planning processes are very much a reflection of their own teaching personalities. Ilham thrives on spontaneity, living within the moment, "For me, I mean the best plan is to have no plan, because every day is different with every student" (Ilham, April 12, 2012 team interview). On the other hand, JiHye says "in my case, every time I have to make a plan and then think about what's gonna do or something, so all the time think and then just review, review" (JiHye, April 12, 2012 team interview). JiHye finds the process of preparing for lessons, reviewing the grammar structures, preparing classroom materials to be very helpful in preparing for a class and a beneficial process,

When I made a worksheet, I can, I have to study, I can study lesson, what I have to teach. I can see what is important or less important. I can see through whole lesson. But if I didn't do that, maybe, yeah, I can teach, just kind of follow teacher's guide. (JiHye, April 17, 2012 individual interview)

Though this is her second year teaching using the same textbook at the same level, she prefers to re-make the PowerPoint and new materials with her co-teacher for each class, both to improve her teaching and to stay focused on the material. She desires that planning process includes interaction between both of them,

Because I want to teach new things, but she [Ilham] prefer to use same materials, she prefers to use the material that I used last year and then just revise. It is more efficient or something [she thinks], but in my case, I, actually, if I prepare the ppt [PowerPoint], if I prepare some materials, I can learn, I can see our target language and I can kind of through the whole lesson. (JiHye, April 17, 2012 individual interview)

In addition to the review being helpful for her, she also expresses this process being something that as a teacher, she feels a duty to do—to work hard for the students, “I want to use new material and find new things for students. Because we have to work hard for students. Like that. But she [Ilham] thinks, we don’t need to extra work, you know, we don’t need to EVERY time work hard” (JiHye, April 17, 2012 individual interview). Ilham agrees, citing her background in developing pride in her efficiency, “Coming from Johannesburg, efficiency overrides time anytime. It’s about productivity and efficiency and if I can do work in ten minutes rather than in ten hours as long as the work that I’m delivering to you is of the certain quality that you expected and it’s in the time frame that you told me or I set a deadline, don’t come and complain to me” (Ilham, April 17, 2012 individual interview).

Though these differences initially resulted in both feeling at odds with one other, they have negotiated a planning system that works for both of them. They begin the process by utilizing the school’s internal messenger system. Ilham searches the Internet and finds some materials or a game related to the topic in the required textbook, which she sends to JiHye, JiHye

reviews it, and then creates a lesson plan and worksheets using what Ilham has sent. The day before they are to teach they meet in person and discuss how the lesson will proceed, a planning process they feel uses both of their talents and meets their own needs,

JiHye- I just follow some plan or I just keep thinking, but in her case, she quite good at improvising and then make--creating some activity by using some kind of extras or materials or something like that, so I appreciate that, and then she tries to find really good material and then she gives me, so I usually use her materials rather than me. Sometimes, I think she really help a lot.

Ilham- As much as she's like I'm creative and stuff, I can be all of that because she does all the planning. JiHye does the lesson plans, she puts the lesson together...She'll run the whole CD Rom and stuff, so my job is easy, I just come here and do what I have to do and play. She does the structured part so yeah that's very easy then for me. (June 7, 2012, team interview)

A Look inside the Classroom

When Ilham was teaching, standing in the center of the six-inch raised stage, JiHye sat at her desk. When JiHye spoke at the front of the class, Ilham sat on a desk in the back or stood off to the side. When students asked questions or were working on a task both teachers circulated the classroom, actively helped students and interacted with the students quite frequently, but with little interaction between the two teachers. However, on days I observed when they stated that they didn't have enough time to prepare for the lesson, there was noticeably more interaction and quick chats between the two of them during and in between classes.

Per JiHye's direction, Ilham leads the lesson and spends more time in front of the class introducing the words, dialogue and content to the students. When needed, JiHye is there to

translate into English and quite often follows up Ilham's explanations with Korean translations, something students have come to expect, sometimes not responding until they hear the Korean translation. JiHye describes herself as the disciplinarian and Ilham is the one with whom students should speak with more, because she speaks "native English" and JiHye wants to allow students this "opportunity" to speak with Ilham, "I want to make her speak English with the students, kind of communicating something... In my case, after that, just listen and repeat... I focus on practicing speaking and listening, so kind of drill. I focus on drill and they can speak English like that" (April 12, 2012 team interview). Also, "I can do greeting, you know, very simple, but I want to give them chances to speak with her because she's from a different country and anyways, her, you know, speaking is native. Native English you know, so that's why" (JiHye, April 17, 2012 individual interview). This is discussed more in the following section.

In the following incident, as two boys have been misbehaving, JiHye and Ilham move back and forth between the two boys and teaching.

JiHye	Two boy students	Ilham
	Just as class is about to start, leave the classroom.	
		Begins teaching the lesson at front of classroom
	Boys 1 & 2 return late to class 2-3 minutes later	
		Glances at JiHye
Goes to back of classroom and talks to Boys 1 & 2 for about 1 minute, brings Boys 1 & 2 to stand in back of classroom		Continues teaching at front of classroom
Begins teaching her part of lesson at front of classroom		
	Boys start acting up again, chatting back and forth	
Says, "Ilham, can you go back there?"		

		Goes to back of classroom and disciplines boys
Walks around and checks all students' work	Stand at back of classroom	Walks around and checks all students' work
		Glances at JiHye for more help, asks her to keep on eye on boys
	Boy 1 struts to the back of the classroom, Boy 2 follows behind	
Leads PowerPoint teaching presentation at front of class		Helps Boy 2, pats his head
JiHye helps Boy 2 take his pencil out of bag		Helps other students in class
		Ilham talks to Boys 1 & 2
Translates what Ilham has said		
		Says "Did you tell him to sit down?"
"Yes."		
	Continues standing	"Anjeon" [<i>sit down</i>]
"OK, stand"		
		"Sit down, my love"
"No, he doesn't want to sit down."		
		"He doesn't want to? OK, stand."
	Boy 1 eventually goes and sits down.	
Goes and talks to him		

(June 7, 2012 classroom observation notes)

Several things happen in this incident which illustrate classroom practices of this pair. Both teachers describe JiHye as the one primarily in charge of discipline, but in this incident, both teachers cooperate to help these boys as best they can. JiHye uses Korean in order to help him to truly understand the message they are sending. Ilham relies primarily on English and physical motions, such as patting his head, and expressing affection through words such as "sit down, my love." She had previously explained how she asks JiHye to transfer her expression of love to the students, sometimes frustrated she can't do it herself,

I'll keep them after the class is done and I'll ask JiHye to come and then I'll say, 'Can you please tell him, please can you tell him that I love teaching him. I really love having him in my class. I love his energy, but it's very difficult, if I am teaching and he's talking. He's one person and they are like 50...and I'm one person standing in the front, so if he can just help me, and I love him, I don't have any problem with him, and if he can just help me, I would really appreciate it.' And you see the difference in the child because they know now Ilham Teacher is not shouting at me, she's just giving me attention. And that's all children want, they want attention and they want acceptance and they want to know that they can be loved for who and what they do, which is why they do those stupid things they do. (Ilham, April 17, 2012 individual interview)

Also evident in this incident is that way Ilham and JiHye read each other, often just with a simple glance, they instantaneously know what the other needs and jump in to assist. Ilham notes "I don't even have to ask because we can read into each other...it's more like, I think body language and reciprocation" (Ilham, April 17, 2012 individual interview).

Though they often teach in what Dove and Honigsfeld (2010) refer to as having one lead teacher and another teacher "teaching on purpose" to one group of students, alternating being the lead teacher, JiHye describes a desire to be more united and to teach more cooperatively,

I want to teach with her, kind of, not divide role, I want to teach all the time like this.

Even if greeting of some kind of review something, I want to...stand next to her and then just we do...almost same...if we divide something, she might miss something and if I did, maybe she can add something. So actually in my case, I want to kind of stick, not stick, but I want to teach together all the time, but she prefers to divide because we divide that means we prepared a little bit easier" (JiHye, April 17, 2012 individual interview).

Personalities: “Because of My Personality I Irritate Her a Lot, and Likewise”

In stark contrast to Nikki and YooMi, who claimed they “shared the same personality,” JiHye and Ilham both mentioned their very different personalities as a main factor causing strain in their working relationship, as Ilham said, “myself and JiHye have very different personalities...I don’t work like that” (Ilham, April 17, 2012 individual interview). JiHye agreed they have “quite different personalities and we grow up quite differently from different place or something so and at that time it makes me a little bit feel difficult” (JiHye, April 12, 2012 team interview). In the beginning of their relationship, they struggled. Ilham, who places high value in working in a state of calmness was frustrated by a constant atmosphere of “literally run[ning] up and down, oh my god, oh my god, I’m busy, I’m busy” (Ilham, April 12, 2012 team interview), and Ilham came to resent the way small things became big, urgent problems. JiHye struggled with Ilham’s overly relaxed “the best plan is no plan” attitude. Both felt their own way was working, and was the “best” way for them. As Ilham described the intersection of JiHye and her own differing personalities and differing teaching styles, Ilham stated,

I’m going to teach the lesson according to my personality and according to my strengths because that the best way I can do it. And what I don’t like is if someone tells me, this is what you have to do and this is how you have to do it. (April 12, 2012 team interview)

Though it was rough in the beginning, they both worked to negotiate getting along and report having found a middle ground they are both content to work within. Ilham elaborates on their personality reconciling process, saying “you agree to disagree, but there is this commonality and it’s not about being right or wrong, it’s not about being better or worse, it’s just about understanding” (Ilham, April 17, 2012 individual interview).

The way I think we--I look at it is that we're both learning from one another and we're also learning from each other's personalities and we've had many clashes before with miscommunication and I think because of my personality I irritate her a lot and likewise, ((laughs)) \$likewise\$. (Ilham, April 12, 2012 team interview)

“I Feel Like...Teaching Machine”

Although Ilham feels that her teaching role at the school is relatively easy and does not give her much stress, JiHye has a quite different perspective. JiHye takes great pride in the quality of all that she does, saying “I want to do my best with responsibility....If I can't do that, I want to refuse” (JiHye, June 7, 2012 individual interview). JiHye's hard work ethic is evident as she comes early to school and leaves late. She is always in school by 8:00am, begins her teaching day at 9:00am and finishes teaching at 6:30pm. However, this dedication to do well has resulted in an increased amount of stress.

At the start of the semester, it was “strongly recommended, (but that means I have to follow)” (JiHye, April 12, 2012 team interview) that JiHye should teach the after school class for lower level students. She describes her frustration,

because I couldn't refuse their suggestions sometimes so that makes me a little bit...angry and so hurt...I feel like machine, like kind of teaching machine, I keep talking, but yeah, without thinking, just saying, yeah, so that makes me a little bit ((sob)), little bit unhappy. (JiHye, June 7, 2012, before class chat)

JiHye enjoys continuing to study English outside of class, but laments “nowadays my English is getting worse that's why I want to, because I don't have enough time to study English, just you know teaching—same routine and same simple expressions for elementary students, so

anyway, ((sighs, sighs)).” She feels burdened by the extra classes, unable to “do [her] best” responsibly as she prides herself on,

Nowadays I am so:: sad, yeah, because as soon as I got home, I couldn’t do anything and I couldn’t prepare anything, so that makes me really, yeah, because so exhausted, because whole day speak and then I couldn’t do extra things, I couldn’t make plan, I couldn’t enjoy anything, so you know, why do I feel like this? ((sniffs)) So yeah, that’s why...sorry, sorry. (JiHye, June 7, 2012, before class chat)

Her exhaustion is evident, considering that she is teaching 8, and sometimes 10 40-minute classes per day.

Different Teaching Philosophies

Ilham and JiHye both approach the classroom and teaching in very different ways. Their own educational histories and experiences as students have influenced the ways they perceive the role of a teacher and consequently their teaching philosophies and the ways they teach.

JiHye: “I want to give them motivation,” but “they have to take this national test”.

One difficulty JiHye describes is the limited amount of time she sees each class of students (just two 40-minute classes per week). As the time is limited, she focuses on instilling in them a sense of motivation to use English. JiHye’s experiences in Australia played a huge role in transforming her view of English as that of a language, something she wants to integrate into her classroom.

So I try to find my way that I like to learn about English, so I want to give them motivation, so I want [them] to learn, English is fun, it’s not kind of study, like you know, students don’t like. ‘Why?’ I ask them. ‘Because I don’t like to memorize words or I don’t like test, or something like that’, so I want to focus on English is language, right? So language means we have to speak and understand. Communicate is more important so

I want to improve them, like I want to improve. (JiHye, April 17, 2012, individual interview)

At the same time, JiHye feels conflicted because the school and its' administration place a lot of importance on the standardized national test, with which students' scores are used to rank the schools, also reflecting on the teacher's performance. JiHye feels pressure to teach students so that they can perform well and to show improvement on the national test.

Ilham: "I find the curriculum...extremely useless". Ilham's lived experiences, particularly her anthropological studies have shaped her beliefs as well as her educational philosophy. She "find[s] the curriculum most of the time extremely useless" (Ilham, April 17, 2012 individual interview). Instead, she prioritizes teaching students how to love as her main teaching goal:

For me education is not about what you know and how much you can attain and what you know, it's about what you apply about what you know, and understanding that you will never understand everything and constantly wanting to know more....So, the way it affects my teaching is that I think the coursework or what you learn at school is unnecessary because teaching and education is so much more than that—it's about learning how to love yourself as a human being and learning how to love what you are as a human being and as a life source and then learning compassion, consideration, empathy for everyone else around you. (Ilham, April 17, 2012 individual interview)

Back in South Africa, she was able to enact this perceived teaching role with younger relatives through telling parables, Disney stories, and jokes to share the vital principles she lives by. She struggles with not being able to do this in the classroom because "unfortunately in Korea, I cannot do that because of the communication barrier. There is no way that I can speak to them

in a way that they will understand the details of what I am saying” (Ilham, April 17, 2012 individual interview).

Value: “I Need to Be a Native Speaker”

JiHye places great importance in the concept of “native speaker,” a role that she aspires toward, emphatically stating she studies English and studied abroad because “I need to be more kind of native speaker” (JiHye, April 17, 2012 individual interview), describing when she was in Australia studying English, she could “try to pronounce like native” (JiHye, April 17, 2012 individual interview) and then her actions changed as well. She found great value in her experience living in Australia, emphasizing differences between speaking English and speaking Korean, “you have to speak differently, not Korean way, so you try to speak English or a British accent, you have to follow with that” (JiHye, April 17, 2012 individual interview). She describes needing to change her personality to be more active in order to meet foreign friends, something not necessary when speaking Korean. While spending a year in Australia gaining proficiency in English, she noticed changes in her thinking, “I think when I speak English, I think maybe kind of Australian or something. Not Korean...not Australian, but in my case, I feel like, kind of, I tried to be like that [Australian], so not Korean style...perceptions little bit changed then” (JiHye, April 17, 2012 individual interview).

She desires to share this personally transformative Australian study abroad experience with her students within her classroom--something that she tries to facilitate through using Ilham, the “foreign teacher” to facilitate more authentic communication, changing English from a subject into a language of communication, “When I teach English, [it’s] just English, like language that we have to learn and study like that, but when foreign teacher asks...that makes...little bit different...When I teach just English and study, one of subjects, but foreign

teacher, they make them more real” (JiHye, April 17, 2012 individual interview), which is why they “need foreign teachers” (JiHye, April 17, 2012 individual interview).

Ilham fits this role because she meets the single specified criteria, being “foreign” which in this case equates a foreign person with being a “native speaker of English.” Per Korean immigration law, the only “foreign” teachers hired are required to maintain citizen in one of the seven “native English speaking” nations. Therefore, any reference made to any “foreign teacher” assumes at least this part of a foreign teacher’s linguistic identity, “so I try to make them speak English, that’s why with Ilham Teacher, because she is foreign” (JiHye, April 17, 2012 individual interview).

JiHye feels that she should take advantage of having Ilham, the “foreign teacher” in the class by maximizing her interaction with the students.

I have to cooperate with her and then I have to u—not use, but I think people, anyways education center or principal, they want...want Ilham Teacher [to] speak English with the class rather than me, so, mm:, so I want to kind of make the students speak English with Ilham, rather than me, and they give opportunity, so yeah, I tried to think, how can make them motivate to speak with foreign teacher...really hard to meet foreign teacher. (JiHye, April 12, 2012 team interview)

She says it was never stated explicitly that she had to allow students to speak more with Ilham, but felt it was “strongly recommended.” Knowing that many students are unable to understand much English, she “tried to make students communication with her [Ilham]. I can do greeting, you know, very simple, but I want to give them chances to speak with her because she’s from a different country and anyways, her, you know, speaking is native, you know. Native English, you know, so that’s why” (JiHye, April 17, 2012 individual interview). In this way, all

students “can speak confidently because very simple and routine, so yeah, I want to give them [chances] to speak with Ilham” (JiHye, April 17, 2012 individual interview). JiHye identifies her role in co-teaching as giving the students motivation which she sees as the key to improving their English speaking proficiency, “I just study what, how to give them motivate or something like that, because I have to, I have to!” (JiHye, April 12, 2012 team interview)

These examples paint the vividness of JiHye’s beliefs about the value of a “native English speaking teacher,” particularly in relation to increasing students’ language proficiency. In order to improve their listening and speaking ability, she feels it is necessary to utilize Ilham, as the “foreign teacher,” to maximize students’ opportunities to communicate with Ilham.

Mirrored Mutual Appreciation and Respect

In spite of teaching differences and hardships communicating with a co-teacher, both continually expressed a mutual appreciation and respect for one another, both in team and individual interviews. JiHye shares “when she teach students, I can see a little bit differently, so I can learn something. Her different teaching style, sometimes her teaching style is better than me and sometimes she can take control, she can control students...I can learn many things, that’s why I’m really learn a lot from her and then respect her” (JiHye, April 17, 2012 individual interview). Ilham reciprocates with “she’s very supportive of me and I’m very supportive of her...we have a very equal co-teaching relationship. I really love co-teaching with her—it’s a pleasure” (Ilham, April 17, 2012 individual interview).

Though JiHye does teach the students individually for half of their classes as well, Ilham does not wish to even imagine, saying “I would probably die a very slow death if I had to teach grade 3s and 4s on my own for 6 classes. With me, JiHye is a really good break, we complement our teaching very well” (April 12, 2012 team interview).

Positioning: Self, Each Other, and by Others

Ilham and JiHye were unique among the three dyads in that they showed the least amount of reciprocated ideas in the way they positioned themselves and each other. Perhaps because they had only been together for six months and perhaps due to Ilham's strong reliance on her self-positioning and her desire to navigate her path, the way the two positioned themselves and each other was less convergent than the other dyads.

Ilham, "A Foreign Teacher who Speaks English"

Ilham's role as a teacher is aligned with her role as a human, clearly stated multiple times "there's no separation between how I am in life and how I am as a teacher. I'm the same person both ways" and "I don't separate my teaching from my personality because I am teaching" (Ilham, April 17, 2012 individual interview). To her, teaching is not an act she puts on, rather teaching is an extension of who she is. As such, she correlates her role according to her beliefs,

Coursework or what you learn at school is unnecessary because teaching and education is so much more than that—it's about learning how to love yourself as a human being and learning how to love what you are as a human being and as a life source and then learning compassion, consideration, empathy for everyone else around you. (Ilham, April 17, 2012 individual interview)

Ilham articulated this by an observed refusal to describe herself as an "English teacher." At no point in our interviews, did Ilham ever refer to herself as a language teacher nor as an English teacher, though she very often used the word "teacher" and "English teacher" to refer to others. A couple of times she referred to herself as a "teacher" or as a "foreign teacher," but did not vocalize nor privilege her status as an English nor English-speaking teacher. The only time she mentioned English in the same phrase as teaching in relation to herself, was mentioned

merely as a side note when she described herself as “a foreign teacher who speaks English” (April 12, 2012 team interview), distancing herself from any direct linking of herself to being an English teacher. She recognized a distance between herself and all other teachers saying, “I’m not like any other teacher and I don’t want to be like any other teacher. I’m very happy to be the way I am” (June 7, 2012 team interview), emphasizing her desire to not conform to anyone else’s teaching style. Ilham further distanced herself from others,

I find the curriculum most of the time, extremely useless. I don’t think you learn English the way *they* teach English. It’s just too much of information in one lesson. *They* don’t take time to, *they* don’t, take time, to, *they* don’t take time to focus on one thing and then make sure all the students are at the same page and focusing on it before *they* move on. *They* bombard the lesson with all of these things: “Look and Listen” , “Listen and Play” “Play and Do” and you’re like, wow, *if I had to learn* English like this there is no way that I would remember it if I leave school. (Ilham, April 17, 2012 individual interview, italics added)

Notable in this excerpt is the distancing from what *they* do. Although Ilham is teaching English and is in fact utilizing all the workbook sections (Look and Listen, etc.) that she criticizes, Ilham clearly does not associate herself nor her teaching as being connected to the way *they* teach. In this excerpt, Ilham assumes the more comfortable identity of the student, hypothetically imagining herself as a student, and putting herself in the child’s perspective. She also articulates she is “more of a student than a teacher, I learn more from my students on any given day than I could ever teach them” (Ilham, April 17, 2012 individual interview). Paralleling Nikki in the previous partnership, Ilham positions herself as a “child” because her “child spirit

has not died and it's something that I live through and live with every day" (Ilham, April 17, 2012 individual interview).

As she didn't feel her main role in the school was necessarily related to English, both her interview responses and her actions in the classroom instead pointed to the notion of teaching children to love, identified, for example, by her making 40 references to love in a one hour individual interview. Eight of these references were connected to teaching practices, such as identifying the role of teaching and education as "learning how to *love* yourself as a human being and learning how to *love* what you are as a human being and as a life source and then learning compassion, consideration empathy for everyone else around you" (Ilham, April 17, 2012 individual interview, italics added).

JiHye's Conflicts

In terms of self-positioning, JiHye struggles with internal identity conflict. She went to Australia because she "need[s] to more kind of native speaker" and "to try to pronounce like native." Though she aspires toward being "maybe kind of Australian" she feels she cannot attain that, modifying to "not Australian, but...I tried to be like that, so not Korean style." She laments her Korean-ness as a barrier in gaining acceptance as a professional in the teaching field. JiHye engages in reverse discrimination as she self-deprecates herself because she feels she does not measure up to the linguistic and cultural forms of the "native speaker" image she aspires to, often feeling "I need to more kind of native speaker" which she perceives as ideal. JiHye has set criteria of what she considers important in being a language teacher, beginning with her privileging of "native speaker" fluency. Because of dissatisfaction with her inability to measure up to her preconceived notions of what a good language teacher should be, she shows a lack of

confidence, and grants an excessive amount of influence to others, which in turn adds stress and frustration to her life.

Based on JiHye's experiences, she felt that when she was living and interacting in Australia, English was "real...not study, kind of real thing for me to live." Based on her own experiences she believes that interactions with "foreigners" motivated her and helped her to see English as a language rather than something to be studied and memorized. She sees Ilham as the connector who can give that feeling to her students, "so I try to make them speak English, that's why and with Ilham teacher, because she is foreign" and that she "want[s] to give [the students] chances to speak with her because she is from a different country, and anyways, her, you know, speaking is native." Although JiHye privileges Ilham's status as a "native English speaking teacher," Ilham has not accepted this valuing, choosing to instead prioritize what she does value in teaching, love, for example. In fact, Ilham is very clear in articulating her desire to challenge things she disagrees with, including how others try to position her. At several points in interviews, Ilham mentioned "back home" and described how her experiences "in my country," in South Africa have influenced the expectations she has on teaching in Korea. She struggles with perceived inequities in the workforce and in trying to position herself in a way that allows her to be strong in uncompromisingly "holding that footing." In the following excerpt, Ilham describes how her experiences have shaped her co-teaching relationships and the ways she engages in second-order positioning to maintain equality. From the onset of the relationship, she has been very clear about her expectations on understanding and respecting each other without hurting one another, saying "it would kill my soul if I didn't do that."

I can be very secure in where I stand in my relationship, because I don't like to, because as much as I'm very flexible, I don't like to be anyone's pushover....I will always learn

from my relationships but that the negotiation also doesn't entail it's a complete washover from my side....In my country, employment equity is a very big thing and it's about collaboration and the equilibrium of the employers who are working in a professional environment, irrespective of what your position is, so, umm, irrespective of where I worked, I've always felt that I was respected because I always gave respect. I never, never humbled myself to the point where I made you think that I was inferior to you. My job position might be, umm, less pay than yours and it might be less responsibility than you, but as a human, not as a person that's doing a job, as a human, I do not see you in any other level but on the same level as I am. And I've always negotiated that very well and it's also just holding that footing very well with the, uh, the Korean co-teachers. (Ilham, April 17, 2012 individual interview)

Dichotomous Thinking

They both categorize each other in an 'us vs. them' positioning. As indicated in the three excerpts below, JiHye often transitions between speaking about herself and her particular teaching position, using "I" and then immediately generalizing and speaking collectively for all Korean teachers.

I work here for a living, but she [Ilham] is not just here for a living...so little bit different situation from ours (JiHye, April 17, 2012 individual interview, italics added)

But *in my case*, sometimes *I* need, *I* need foreign teacher, but just when *I* prepared something, so it little bit takes longer, so that's why. But generally, some, yeah *we* need...Actually *in my case*, *I* prefer to teach with [a foreign teacher], *I'm* not prefer but *I'm* like, *I* NEED. *I* think, *in my case*, *we* need. (JiHye, April 17, 2012 individual interview, italics added)

In the first excerpt, JiHye spoke of herself in the singular, “I work here for a living,” contrasting herself with Ilham, and then positioned herself as a member of a unified group by saying “different situation from *ours*,” stressing an ingroup identity with other Korean teachers who “work here for a living.”

In the second excerpt, JiHye clearly articulated the personal-ness of her thought, by expressing several times, “in my case,” but still continuing on to alternate to the “we” indicating a solidarity with the Korean teachers, one that by definition, excludes Ilham.

Ilham also differentiates between their two positions based on their ethnicity. As JiHye strives to let her students communicate with Ilham “because she is foreign,” Ilham describes JiHye’s role and job responsibilities as different because of her Korean-ness, which creates a divide between their roles within the school “with JiHye, I think it is a lot more personal, because she is Korean, so there’s a lot of things that I as a foreigner am completely exempt from... whereas she’s part of it because she’s Korean” (April, 12, 2012 team interview).

“Different Situation”

Though both JiHye and Ilham are similar in that they are contracted teachers issued yearly contracts, they both acknowledge their differing roles within the school system and Korean society. Due to the inflated status conferred upon “native English speakers” in Korea, their roles are quite different. JiHye laments, that she herself “work[s] here for a living, but she [Ilham] is not just here for a living...even if she quit this job, she could work anything, where she wants or what she wants, you know, because she can speak English” (JiHye, April 17, 2012 individual interview). Ilham as well recognizes the privileges in the job market associated with being a “native English speaker,” as indicated at the start of one of the team interviews as she

questioned me about available jobs, looking for job leads on a new job to pursue teaching at the university level in Korea.

JiHye believes the students should have fun with the foreign teacher, and she should be the more serious teacher, saying, “All the time, before I start teach the class, I want to make them kind of, want to make them give opportunity to speak English and to enjoy, to have fun *with her*” (April 12, 2012 team interview, italics added). This is one case in which Ilham does agree as she, too, valued the amount of fun students had in the class, at the end of most class sessions asking students, “Did you have fun?” Perhaps unsurprisingly then, JiHye speculates students perceive Ilham as the “main” teacher rather than herself. Though JiHye is aware of GEPIK guidelines, which state that Ilham’s first duty should be to “assist Korean teachers with their English class(es)” (GEPIK, 2012), because students “just remember fun things...so I think students maybe like that. So students think maybe Ilham Teacher is maybe more kind of main [teacher] or something, I think” (JiHye, April 17, 2012 individual interview).

In the co-teaching role, JiHye does feel the burden of a heavier responsibility—feeling that she must take responsibility for the teaching, “In my case, I have to work hard, rather than her, she doesn’t care about vice principal and principal and another head teacher, but in my case, I have to care about them....I have to follow their opinion” (JiHye, April 17, 2012 individual interview).

Because JiHye has invested many years of her life into her education and preparation for teaching, JiHye says she sometimes tries to guide the way in which Ilham prepares for the class, “actually I want to ... make her, make herself, that makes her kind of study about textbook or what she’s gonna teach” (JiHye, April 17, 2012 individual interview). Ilham resented that JiHye tried to tell her what to do, saying she felt JiHye “will try and make me feel like I’m doing

something wrong, or she'll tell me to do more things, not because it's necessary but just because she needs to feel in that she's got a bit of an upper hand" (Ilham, April 17, 2012 individual interview). With JiHye, moreso than with anyone else, she makes concessions in order to negotiate and make a positive working relationship, "And with JiHye, it really is surrendering to it. I'm not here to prove that I'm right, I'm not here to tell you that you're wrong, I'm just here to try and understand you and then fix the problem from here" (Ilham, April 17, 2012 individual interview) and "I think she is older than me and she recognizes that, but I'm a very confident person and I don't really have many insecurities to work on and I, I negotiate, like myself with a lot of, with a, uh, a very distinct nature of what I want and what I'm going to get" (Ilham, April 17, 2012 individual interview).

The heightened status of the "native speaker" in Korea is likely to have influenced the roles that JiHye feels are available to her. In addition, these roles have been re-confirmed at a more personal level through interactions and subtle societal messages. Though these statements have not been explicitly stated to JiHye, she feels they are always there, the underlying foundation of why co-teaching even exists, "I think principal and another homeroom teacher, they prefer to teach foreign teacher, rather than Korean teacher, because they can hear kind of original English pronunciation" and that "they like co-teaching, because they think students can meet the foreign teacher and they think they can take kind of, I don't know, I can't explain, but I think they like co teaching, and they really like foreign teacher" (JiHye, April 17, 2012 individual interview). JiHye has relented to follow her perceptions of what others believe, "I think people, anyways education center or principal... want Ilham Teacher speak English with the class rather than me so, mm, so I want to kind of make the students speak English with Ilham, rather than me" (JiHye, April 17, 2012 individual interview). Rather than engaging in second-

order positioning, JiHye feels confined by what she feels others believe and acquiesces, directing the students toward Ilham, for more “authentic” communication.

They both acknowledge the differences in how they are positioned at the school, “the life that we live at the school...is very different. It’s similar in many ways, because [JiHye’s] not a permanent teacher here, but it’s so different in many ways” (Ilham, April 12, 2012 team interview). Both JiHye and Ilham talk about the hierarchy in the school, and the way they as non-permanent contract English teachers are viewed within the school--from the principal to vice-principal, to head teachers and homeroom teachers, as well as parental and student influence--but their understanding of it has been shaped in quite different ways. JiHye has experienced it firsthand, and lives through it every day, whereas Ilham only hears about it secondhand, through seeing and hearing JiHye’s experiences.

JiHye always tells me, you know, because I’m a foreign teacher and because she’s a non-permanent teacher, um the other teachers, she tells me this, I never got this from anyone but she says the other teachers look at us that we don’t work hard enough. (Ilham, April 17, 2012 individual interview)

JiHye feels an enormous burden, saddled with the inequities in the system, “they push me lots of things. ((sigh)) Anyway, it’s so stressful, they didn’t consider me,” whereas Ilham describes how lucky she is, that “as a foreigner [she is] completely exempt from” (Ilham, April 12, 2012 team interview) many unsavory aspects of the school, such as paperwork and “I am literally on the peripheral of the entire system. I am the outsider coming in and visiting for a little while and I am not expected to do anything” (Ilham, April 12, 2012 team interview), therefore for her,

It's different and I don't take it that personally if I don't really like you or I don't like what you're doing. That's your problem, (laughs) you don't have to like me, we aren't working together, but with JiHye I think it is a lot more personal. (Ilham, April 12, 2012 team interview)

Perhaps, based on the negative experiences JiHye is having with feeling exploited by administration and other teachers, Ilham has no desire to get involved at all, "literally after teaching, I can go into my own little world, sit into my corner on the third floor because I share a class, put my headphones in and do what I have to do" (Ilham, April 12, 2012 team interview).

"On the Peripheral"

Attributed to inadequate language skills, Ilham remains oblivious in many ways to the workings of the school system, though aware of them, she chooses not to engage with them. Ilham has strategically placed herself outside of the school limits. Outside of teaching, she prefers to spend time with friends and "[doesn't] want to invest [her] time in learning Korean" (Ilham, April 17, 2012 individual interview). She contentedly observes from afar, expressing zero desire to get involved at all, "I'm VERY, VERY lucky, gosh I'm so lucky that I'm never a part of it" (Ilham, April 17, 2012 individual interview). She has no "interest in socializing with the other teachers because they don't speak English, and also, yeah, it's, I don't, I don't really like getting involved" (Ilham, April 17, 2012 individual interview). Ilham has opted not to eat lunch in the dining hall with the rest of the teachers, as a result, she does not even see most of the school faculty and "the principal and vice-principal will NEVER come to me directly and ask me to do something. It's always spoken through JiHye or one of the coteachers" (Ilham, April 12, 2012 team interview). Ilham has intentionally distanced herself from the other teachers. She says she has only relationships with those teachers who she is currently co-teaching with. She

speculates that perhaps because it is the first time a “foreign teacher” has been hired by the school, “people don’t really know what to expect, or what not to expect from me, so they don’t really care about me that much, so I have a lot more easier life at school than what JiHye does” (Ilham, April 12, 2012 team interview).

Both JiHye and Ilham are experiencing marginalization from within the school structure. JiHye is upset about it and feels she is treated unfairly, whereas Ilham, who has witnessed JiHye’s suffering from extra pressure put on her, welcomes being “on the peripheral.” Ilham has further excluded herself from the school community (by eating lunch outside of the cafeteria, never talking to administration or other teachers, not knowing the Korean language and escaping into her headphones after class), she tries to counsel JiHye about options available and encouraging her not to just accept the way she is being positioned, but rather to negotiate it,

They can’t tell me anything because I don’t speak Korean, but they use her a lot, but I told her they only do this because you allow them to do this, you allow them, you teach people how to how to treat you, you teach people how to bend you and then you can’t step back and say, ‘oh, you know, life is just so difficult and stuff, because it’s your responsibility in how you negotiated yourself within the space and how you are relating to, even your boss or your other coworkers. (Ilham, April 17, 2012 individual interview)

At the end of the day, Ilham can (and does) say, “it’s not something that I have to worry about. It’s not my job. It’s not part of what I have to do,” whereas it is very much a part of what JiHye must handle.

Having shared the experiences of JiHye and Ilham in this chapter, the next chapter proceeds to describe the third and final teaching dyad, John and MinJi.

CHAPTER SIX

JOHN & MINJI

John & MinJi

John and MinJi are one of, if not the longest team of co-teachers in the Korean public school system, having co-taught together for five years. Though they had difficulty in their first year particularly, they have evolved into a smooth partnership that has been often recruited to lead presentations and demonstrations on how to co-teach effectively.

“I Start My [Co-Teaching] Life Very Tough”

When they first started teaching together, John had not had a great run with previous co-teachers. It was MinJi’s first experience with co-teaching. She describes the beginning of their co-teaching relationship,

He wasn’t friendly AT ALL. I still remember our first meeting, when I came to his office. I said, “Hello,” maybe “Good afternoon” or something. He didn’t even look at me, just doing computer things. Hmp, whatever, you know, uh, maybe I changed my co-worker or something, so I start my life very tough, so I started to have fear. (MinJi, May 14, 2012 team interview)

Though MinJi did not have a good first impression of John, she was determined to develop an effective co-teaching relationship with him. She gleaned insight from what she was able to learn about him and set out to be a positive role model, resolute to model her ideas of effective teaching, hoping that John would come to follow her lead. As she describes the difficulties in their first year of teaching, she explains her strategy of setting a positive example for John to follow,

I didn't talk to him the first year. I wanted to show my teaching philosophy as, what is that, I didn't say anything, you have to do this, or you have to do this. I just show what I want. This is my, I want to make my class like this, I didn't say you have to do like this, this this, this, I just prepared the class. I showed my game, my activity, and I wanted him to catch what I wanted to teach...So first year, it was very tense. So I wanted to be a role model to him. And I still remember he said, 'I don't like boss'...((aside to John)) your previous co-worker was really bossy...so I think I kept remember, 'I shouldn't be a boss, I shouldn't be a boss.' (MinJi, May 14, 2012 team interview)

John reports being oblivious to her efforts to mold him into the teacher she wanted him to become, "Did I know that? At the time, no, because I didn't feel that. I mean, I guess it kind of worked but I didn't sense it and for me...I don't remember the stress" (John, May 11, 2012 team interview).

"Foreigners" Teaching in Korea

John himself a self-described "foreigner" in Korea, expresses a rather negative view of his fellow "foreign" teachers. John describes the community of foreigners living in Korea as a group of people who had failed, those "who had to have some reason to leave" (John, June 22, 2012 individual interview) their home countries. In fact, John noted "every foreigner has that quirk that made them come here...the people who would come here, had to have some reason to leave America or leave Canada" (John, June 11, 2012 individual interview). John was suspicious about why anyone would come to Korea, indicating if they came to Korea, they must have had some "problem" or reason that made them feel compelled to leave their homeland,

the foreigners I met all had some little, you know people skill problem or something, their world view, something just didn't quite mesh with their environment at home, and

so they were, not ostracized, but drawn to leaving their environment and coming here.

And I noticed that all the teachers, they had something, why did they come? (John, June 11, 2012 individual interview)

In the same interview discussing his viewpoints, John associates himself as being a part of this foreign community, for example saying “so it was not a predominant part of what we did, as foreigners,” (John, June 11, 2012 individual interview) and “I met the foreigners in Bucheon, we felt...” (John, June 11, 2012 individual interview). In aligning himself with these “foreigners” John evidently did not associate his position as a foreigner in Korea as an honorable one.

“We Found that Magic”

That first year MinJi described herself as being “really, really tired” and stressed because she felt a constant pressure to perform and that she shouldn’t show any type of misbehavior or “bad teaching” to John because she wanted to present herself as a good teacher. Their journey has not always been easy, but as time went by, they both became more comfortable with one another. This successful relationship emerged through great effort. They both recall it was MinJi who first instigated the need to focus on creating a successful personal teaching relationship between the two of them, which was developed and nurtured by both as they “let that grow first and then we could teach much better” (John, June 11, 2012). They attribute the secret of their continued success in their contentment with their relationship with one another in the co-teaching relationship,

keeping your co-worker relationship is important...that seems to be the most important aspect of this job...like for MinJi, we can work together, like, ok, his weakness is this, my strength is this—we can work together...that’s a big issue, maybe the biggest. If you

can't get along, if you can't be open-minded, if you can't build that relationship, whatever that's necessary, everything else, it's going to cause problems. (John, June 11, 2012 individual interview)

Nowadays they describe their teaching as "organic," having "evolved through the years" (John, May 14, 2012 team interview), "we've overcome, we've come to understand each other and to work through it" (John, June 22, 2012 inbetween class chats). MinJi agrees, "I can't fix him. He can't fix me" (MinJi, June 22, 2012 inbetween class chats).

John says "we work together really well, and we know each other, we know what we expect, we know what's going to happen every class" (John, May 14, 2012 team interview). They both describe how their years together have helped them to become familiar with a routine, so they can quickly plan and determine what they will do in each lesson based on their previous co-taught lessons. Their five years of co-teaching together and their focused commitments to improving their relationship, initiated by MinJi and also taken up by John, have helped them to transform their co-teaching relationship from "very tough" to one that they are both satisfied with.

For us, we found that magic. In that, we're not perfect. She's got secretarial duties to deal with. I am not the best teacher, but we have said, ok, we've decided, she's decided, that we need a relationship. We've built that relationship and we are using our strengths and weaknesses in what we are forced to do and that's how it's working....So it just works for us. (John, June 22, 2012 inbetween class chats)

John and MinJi speculate on the likeliness that they maintain the longest existing co-teaching relationship in any Korean public school. Every Korean elementary public school teacher is forced to move to a new elementary school every 3-5 years. MinJi was in a unique 2-

year extension at her school new to her new administrative duties and obligations. Coupled with the fact that “the foreigner stays at the school a short time, usually 2 or 3 years and then leaves, so I was thinking, it’s impossible, and then with new contracts it’s also impossible [to have co-teachers teach together this long]” (John, May 14, 2012 individual interview). This longevity has allowed them to develop a high level of comfort and familiarity with one another.

Minji reflects on when they first started co-teaching together five years ago, saying to John, “ I don’t know what you felt in our class” (MinJi, May 14, 2012 team interview), marking a sharp contrast to today when they both finish each other’s sentences, seemingly reading the other’s thoughts to make adjustments throughout the class. They both share similar ideas with one another on perceptions of the class and their respective roles.

Co-Teaching in the Classroom

When they co-teach, John and MinJi engage in team teaching, with both of them interacting and co-leading at the front of the classroom. More so than other teachers observed, John and MinJi exhibited a lot of natural conversation while at the front of the classroom in addition to their planned target language.

MinJi- How was your weekend? DaeHyun, where did you go?

DaeHyun (student)- I went to Yangpyeong.

MinJi- Did you eat some delicious food?

DaeHyun- No.

John- *Did you pay him to say that?* Really, you went to Yangpyeong? Wow!

MinJi- Why did you go there?

John- Because Mommy said so? Daddy said so? What did you do there?

DaeHyun- ((silently looks at teachers))

MinJi- Korean is ok.

DaeHyun- Camping.

MinJi- Ahh, you went camping.

MinJi- ((to all students)) Aren't you interested in---

John- =No, they're not interested in my weekend.

MinJi- Let's ask him. How was your weekend, Mr. Smith?

Students- (in unison) How was your weekend, Mr. Smith? (June 11, 2012 class observation, italics added)

In this instance, through MinJi's scaffolding, students are able to cooperate to have a conversation with John. Notable in the first half of this excerpt is the way both MinJi and John are interacting with the students simultaneously as well as interacting with one another. They are both initially talking to DaeHyun and then John also initiates a three-way interactive conversation with his off-topic comment in which he jokingly asks MinJi, "Did you pay him to say that?" Though perhaps not intended for the students, and likely not even comprehensible to many, this playful interaction with MinJi is indicative of their closeness and comfort as John tries to bring humor and spontaneity into their structured lesson.

John and MinJi's co-teaching had developed to include several variations of diverse co-teaching models. For example, in a classroom observation on June 11th, 2012, John and MinJi divided the class into two sections. They engaged with what Honigsfeld and Dove (2010) refer to as "parallel teaching" as John led half of the students in a miming activity at the back of the classroom while MinJi worked with the other half of the students on a role play in the front half. In my field notes, I noted the rarity of this arrangement,

This was the first time in all my observations where co-teaching was utilized in a way that one person physically would not have been able to do the job... This time they needed two teachers and benefitted from having those two teachers. The class was divided into half, made the class smaller, engaged more students and gave students more individual attention. It was a beautifully flowing lesson today that just went back and forth, back and forth—very smooth and great example of utilizing two teachers in one class. Need trust and respect to do this. Both teachers need to be comfortable in leading a lesson and to have confidence that their partner can lead the lesson. When this happens, it works very well. Class like this demonstrates why they have been selected as award-winning co-teachers. (June 11, 2012, researcher's observation field notes)

This instance turned out to be the only time in all of the classes observed when any teachers engaged in parallel teaching, simultaneously teaching two different groups of students, indicating exceptional creativity in their co-teaching practices.

Roles: “She’s the Witch and I’m the Fun”

Due to their varied lived and educational experiences, they have very different ideas about teaching, each teacher relying on his or her own previous experiences with education to inform their teaching practices and philosophies,

I think basically we have very different teaching philosophy. Because he grew up in the States and I grew up in Korea. Because his teaching philosophy is ‘Students, you have to learn self-directed learning’, but my philosophy is that, I’m a teacher and I’m getting paid and I have to give something to the students in every class, and I was learned that way. In my education, my teacher is the person giving me lots of lots of knowledge, and oh, I learned by the teacher, so if I don’t give anything to the students, I feel like, oh, I

didn't teach anything, but he's having that kind of time a lot. (MinJi, May 14, 2012 team interview)

While the large gap in their teaching philosophies could potentially have been a source of irritation for either of them, they have negotiated and are able to use their differences as opportunities for new perspectives. Though their teaching philosophies are quite different, MinJi expresses a sensitivity and desire to know more about the way John was educated, "the way he learned in school is really, really different, but I don't want to push him to follow me in the Korean style, actually I want to learn many things, many ways he learned in the States" (MinJi, June 11, 2012 individual interview).

In spite of their differences in educational philosophies, they both basically agree upon their respective roles in the classroom. When John describes their roles as, "She's the witch and I'm the fun," MinJi immediately enthusiastically agrees, "Really, really!" (May 14, 2012 team interview) When I questioned whether she liked being in the witch role, she said, "I should, I should! ...The students are very stressful in the class, so if I don't control them..." (MinJi, June 22, 2012 team interview). She feels that someone needs to control them in the classroom and has taken the role of being strict upon herself, seeing that John does not have the authority to control the students. MinJi feels she is primarily responsible for the class, at one point directly stating, "I am the boss" (MinJi, June 11, 2012 individual interview). This is not contested by John, as he also clearly iterates, "I'm not the boss" (John, June 11, 2012 inbetween class chats). She also jokes about "training him," as she explicitly tells him what he should do.

MinJi- I think you have to give some same sign for water. You [should] say something or you say beeping sound or you ring the bell or show the card and your storytelling was too long

John- Ahh, ok!

MinJi- Please make it shorter, just motivate the students.

John- Ok I'll just stick to the book, pretty much I'll just--

MinJi- =Three times, I'll train you.\$ ((laughs)) (June 11, 2012 inbetween class chats)

In this short excerpt, MinJi has given five directions to John, (1-you have to give some sign for water, 2-you [should] say something, 3-your storytelling was too long, 4-make it shorter, 5-just motivate the students). Because they will present this same lesson three times on this particular day to three different classes, she jokes she will train him by the third time. Although it is said in a joking manner, this ordering from MinJi to John is commonly used in planning and coordinating lessons. She frequently gives him direction, explaining exactly what he should do in the class, also noted in this chat prior to teaching a lesson,

John- I'm still nervous about the story. I feel like I can say pretty much anything as long as I stick with something.

MinJi- Ok, just read it and don't say anything. You stand here and say. (June 11, 2012 inbetween class chats)

This ordering and issuing of commands further reinforces the notion that MinJi does see the class as “hers” projecting a stronger sense of ownership, embracing her authoritarian role in the class preparations moreso than John desires to. Though they are certainly both co-teaching together, MinJi has, and continues to, shape John into the teacher she wishes him to be.

John and MinJi both feel valued in that they are necessary elements of the co-teaching partnership and they both fill needed positions and roles in the classroom. MinJi feels “my main work for these students is really teaching English, start teaching English, how to read, how to say” (MinJi, June 11, 2012 individual interview) and “controlling them, manage them. Let them get

involved in the class and managing them for homework” (May 14, 2012 team interview). John then adds to her “activity ideas...she has a lot of activities and then I help her modify them for the classroom” (John, June 11, 2012 individual interview). John highlights both MinJi’s secretarial duties and feels he can help, “If I wasn’t here, she’d be forced to work alone, maybe she’d be fine, but there’s gonna be times when she’s going to just have to hand out that worksheet and do secretarial things” (John, June 22, 2012 team interview), as well as helping with language issues, “she’s not a native speaker so I can help her sometimes” (John, June 22, 2012 team interview).

Respect

MinJi has been granted several prestigious roles within SoIn Elementary School; however, in spite of this, or partially because of this, she is not always fully respected as an English teacher. In addition to being the Head English Teacher, she is also the Head of Physical Education and Health Sciences departments. Because of these roles, other staff members often call MinJi up requesting urgent matters to be done immediately, disregarding the fact that she is a teacher and may be in the middle of a school day. In this way, though MinJi is in a privileged position, she is simultaneously de-valued as others are not respecting her role as an English teacher, rather expecting her to place other administrative duties before her teaching responsibilities.

MinJi and John are both troubled by the lack of respect students show John during classes. MinJi and John both speculate this may have come about from John’s playful interactions with the students. John describes a common action when they want to be friendly and show that through playfully hitting John. MinJi sees this hitting of John as showing disrespect in that they would “never” (MinJi, May 14, 2012 team interview) hit her or another Korean teacher. In

observations, John was quite playful, joking and teasing with students during break time, something that students had trouble stopping once class began. John describes the situation,

There's a time for friendly talk, chatter, "friendly teacher" and there's a time the students need to study and I think it's a kind of a bit of a problem, I've faced it for years—they don't want to separate the two. I'm like, hey, class has not started yet, I'm your best friend. Class has started, I can be a little fun, but come on, this is study time. We can have fun 30 minutes later, but this is study time. (John, May 14, 2012 team interview)

MinJi says "students don't respect the foreign teacher [John]. They know he cannot, he cannot fully understand Korean, so they sometimes they are so rude and they don't say in respect way something, so that kind of part, Korean teachers should help the foreign teacher" (MinJi, June 11, 2012, individual interview). MinJi feels that it is her responsibility and has taken it upon herself to help John, to explicitly tell the students how they must treat John, that they must take advantage of the opportunity to have a foreigner in the classroom, trying to use her classroom authority to force the students to see and treat John in a more respectful manner. As it is now, "maybe, in their mind, foreign teacher is our friend, not a teacher. He has less authority to the students, but I don't like it" (MinJi, May 22, 2012 team interview), to which John replies he also doesn't like it, but that "I just need the authority during class time" in that John also wants to be playful and have fun with the students at break time and outside of class, but regrets that they cannot draw the line.

John has difficulty articulating the specific value he adds to the class, "I don't know, nothing specific, just jack of all trades, trying to (2.0) it's frustrating, because, what can I bring?" (June 11, 2012 individual interview) because he feels an inconsistency between his beliefs and what he is asked to do in the public school system, describing himself as his GEPIK-assigned

role, to assist, but uncertain of what exactly his specific roles are. John expresses confidence he is placed in the classroom for his linguistic proficiencies, his ability to assist and analyze problems, and the way he manages the class when MinJi is too busy, but expresses uncertainty about what his main role is, questioning whether it is really “actual teaching.”

I’m the “assistant” and I have to “assist” and I do. Whenever she has a question, that’s what I do, analyze the problem and whatever she needs. Teaching, I don’t know if it’s really a role or not, it’s just something I have to do, because she doesn’t have the time you know, and uh::, I don’t know, walking dictionary or something? ((MinJi laughs.)) I don’t know, what is my role? I don’t know. I just come to school every day and have fun and do what I need to do, and I really feel one of my main roles is just, she’s so busy, I have to manage the class without her, you know, she’s busy. Students, like actual teaching, is that really my role? I guess yes and no, because in some way, the students need English, so I’m teaching them English. (John, May 14, 2012 team interview)

Though John struggled to articulate his role precisely, he regularly speaks of both his analysis skills and his English language proficiency, both of which are also valued by MinJi. Though MinJi laughed at his “walking dictionary” comment, she does agree “he should give them authentic language” (MinJi, June 11, 2012 individual interview).

“Real English is His Part”

John’s linguistic proficiency, his “real English” is valued in the classroom, which MinJi contrasts with her “not native.”

MinJi- Real language, real English, is his part.

Researcher- Your language is not real English?

John- My English is real English?

MinJi- ((laughs)) Not native, not native. I make lots of mistakes. (June 22, 2012 oral survey discussion)

MinJi believes that improving her own English proficiency as well as the students is a valuable part of co-teaching. She struggles with accepting her own English as being authentic, and wants to improve it through this co-teaching relationship, saying

We should have a native speaking teacher in every foreign language class, because firstly, I learn a lot. I wasn't born in an English speaking country, so whenever I say in English, I think it's not authentic at all. Sometimes I talk in English in a Korean way, that might be Konglish, but he understands me, but it's not natural, it's not authentic, so I don't want students to copy me with just grammatically correct English. (MinJi, June 11, 2012 individual interview)

Because John recognizes his English language proficiency as one of his main roles, he tries to utilize this language proficiency in the class. In one class observation, as John was reading from the PowerPoint, a story MinJi had made, he noticed an error, which he immediately drew attention to, as he read from the screen to the students in the class, "There was dirt on Alex's feet--" and then turns his head to MinJi and says, "I forgot to correct you" then back to the students "--when he got into bed" (June 22, 2012 classroom observation).

John mentions her error, preferring she not put an 's' at the end of Alex, saying Alex' feet rather than Alex's feet, but this time did not explicitly identify and correct the error in front of the students. In their first year of co-teaching, this type of teacher error correction in front of the students initially bothered and embarrassed MinJi, "We don't know each other—uh, he is correcting me?! Now I understand him....I always talk to him, 'Fix me, fix me, is that correct?' (MinJi, June 22, 2012 inbetween class chats) John does identify one of his main roles as "just

assisting wherever I can. Being the—helping her, fixing her grammar sometimes, helping her choose words she needs to use, just improving her own ability” (John, June 11, 2012 individual interview).

Though John is a “native English speaker,” or perhaps partially because he is, he has not had much training in English grammar awareness and struggles to answer some questions about why a certain phrase is correct, instead opting to avoid the question with an “English is crazy” reply,

MinJi- I’m going to THE home, no, *you* don’t say.

John-Yes, *we* don’t say ((points at sentence on screen)), *we* don’t say ((points at another sentence))... *we* say, *we* say, “I’m going home. *We* don’t say, I’m going to home, I’m going to the home something like that, but, but, house, house, house, I’m going to the house, is ok.

SoHee (student)- I’m going to my house.

John- House, I’m going to my house, to my house, to the house. House, ok, but home no.

Home- I’m going home. I’m going home.

MinJi- *waeyo?* [*Why?*] Why?

John- Uhh, why?

Students- ((laughing))

John- They didn’t ask me. You did!

MinJi- He asked me. ((points to one student))

John- *Nugu?* [*Who?*]

MinJi- Why? Are you going home? I’m going TO my house. Why? English is crazy, he says.

John- English is crazy. (June 22, 2012 classroom observation, italics added)

In addition to John dismissing English as being crazy rather than answering the question, it is also noticeable how at the start of the dialogue, there is a very clear statement of ownership, with John claiming ownership, placing himself as a member of an in-group by stating what “*we* say” and what “*we* don’t say.” MinJi, on the other hand, distances herself from that group and the English language, first by referring to John and secondly through her linguistic choices, saying, “*you* don’t say,” placing John in a privileged position as one with linguistic authority.

“She’s Leaving. I Want To Go Too”

John and MinJi express strong personal satisfaction about their co-teaching. In addition to their personal feelings, they have also been nationally recognized, receiving second prize in a provincial co-teaching competition. Furthermore, they have been invited to and have co-presented at about seven different orientations for co-teachers, offering co-teaching demonstrations and workshops.

Though they have been teaching together for five years, MinJi is being re-assigned to another school at the end of this year, as is standard for all Korean teachers after a three to five year period. John does not look forward to remaining and teaching with a new co-teacher, because “what invariably happens is that, like for example when she leaves in March, and I’m hoping to leave in March too, go somewhere else, when we leave, her replacement will be whoever is the lowest person on the totem pole” (John, June 11, 2012 individual interview).

They both joke about her bringing him with her to their next posting, knowing that it is not possible. John knows that would be “peaceful” whereas, “new co-teaching, it’s going to be a hassle” (John, June 11, 2012 individual interview). John and MinJi both agree that usually an English teacher “is not a desirable position...the English position is going to the [one with the]

least seniority, regardless of English skills, it's seniority" (John, May 14, 2012 team interview). In their case, MinJi wanted to be an English teacher, and also had an obligation to. After going on the six month training program and subsequent one month trip to California, she was obligated to be an English teacher for three years. But if she did not have that obligation and did not want to be the English teacher, the English teacher would be "the youngest, newest teacher, and it could have been changing every year theoretically, or every 1-2 years" (John, May 14, 2012 team interview).

MinJi and John both feel they are fortunate in their co-teaching and recognize they are different from "the norm," in part because she *wants* to be there as an English teacher,

There are those rare cases where someone wants to teach English, it's true, like her. But I think she's not the norm. When I was at other schools...all I saw was the lowest member on the totem pole ran the English department or some contract teacher who came in for 6 months only, just a forgotten dept of the school. (John, June 11, 2012 individual interview)

John worries about his next co-teaching assignment, speculating he may get a co-teacher very unlike MinJi, "some teacher who doesn't speak English is forced to do, someone who doesn't want to teach English, can't speak English, doesn't like foreigners" (John, June 11, 2012 individual interview).

MinJi adds that foreign teachers have basically no recourse if they are unhappy in their situations, "two things he can do, just endure. Or leave" (MinJi, June 22, 2012 team interview). In contrast, some of the Korean teachers do have the power to discipline the foreign teacher by giving three warnings, "Only main English teacher and main coworker give the warning letter—first, second, third—bye bye!" (MinJi, June 22, 2012 inbetween class chats) and that "There is

no way the foreign teacher can fire the Korean teacher and actually he can't communicate with the principal" (MinJi, June 22, 2012 inbetween class chats). This gross inequity does little to ease John's fears.

The Power of "Outside Forces"

In spite of their teaching success, they do have obstacles and "outside forces" that affect their collaborative co-teaching. John candidly speaks of "outside" influences that affect their classroom practices, hindering their co-teaching,

Outside events hamper that back and forth... like paperwork, right? So then, the back and forth doesn't really work because she's doing her paperwork for her head teacher—you know principal will call, 'I need this in an hour or less,' and then I'm teaching and she's typing. So that's where it breaks down, so that's where it breaks down. Outside forces like that, from offices and stuff...Now that she's the head teacher, it's excessive. She's like a secretary now, rather than teacher...It's an outside force that breaks it down. (John, May 14, 2012 team interview)

They both feel they are unable to do anything about these outside forces, and have come to accept them, though it drastically changes the composition of their "co-teaching," at times debilitating it to the point where it is no longer co-teaching at all, but John teaching alone, while MinJi focuses on her paperwork.

Further troubling John particularly is that he feels the students don't take the subject of English itself seriously and see English as a "joke" class. In order to be taken more seriously John and MinJi have re-negotiated their positions in relation to the school's other subject teachers and classes.

They don't give candy and gifts in science or math class so why do we do it in English class? You know it's like we are some kind of entertainment and the math teacher is not entertainment, so we try to take our subject more serious. You know, this is not game hour. (John, May 14, 2012 team interview)

As such, in the past few years, they have stopped rewarding students with candies and prizes, a motivational strategy they had previously used quite frequently. John wants students to see English as a "normal subject" (John, May 14, 2012 team interview), because to him, not perceiving English as a normal subject means "they don't have English as a serious subject ideology" (June 22, 2012 in between class chats) and are not studying it with the same intensity as their other subject classes.

Positioning: Self, Each Other, and by Others

John and MinJi have been co-teaching together for five years. In spite of a troubling first year, they built a strong relationship and have negotiated their own positions within the relationship and are content with the way that they are able to work together.

"Foreigner" and "Korean"

Though John and MinJi have united very closely in their co-teaching relationship, they both remain very independent with strong and contrasting ways of self-positioning themselves. John is content with his job and life in Korea, but expresses a somewhat negative view of all foreigners who were "drawn to leaving their environment and coming here [to Korea]." As John also positions himself as being a member of this group who "had to have some reason to leave," he expresses a shared identity with this group. In terms of teaching, he positions himself as being "the fun" in the classroom, satisfied for the most part with that, but frustrated at times as he has recognized it limits his authority within the class.

MinJi, having been active in many government-provided training programs, feels a strong sense of responsibility and duty as a teacher in a government position, stating “As a government worker, I should use our Korean budget very well” (MinJi, May 14, 2012 team interview). As such, MinJi accepts that she needs to be strict in order to maximize students’ learning so not to waste the Korean government’s time and money.

Though they have come to regard each other as “good friends” (MinJi, May 22, 2012 inbetween class chats), MinJi highlights the differences in John as a “foreigner” when she sees students behaving too casually with John and not giving him due respect. When this happens, her Korean patriotism emerges as she feels upset about the image of Korea and Koreans being presented to the outside world, “I don’t want my students to show very rudeness to the foreigner...I think, we’re Korean, we have to show better features....When they’re doing that, I’m really ashamed. You shouldn’t do that. Especially to the foreign teacher” (MinJi, May 12, 2012 team interview). Even though they have been co-teaching for five years and are quite comfortable together, she still positions John as being an outsider, a “foreigner,” someone to whom only the best side should be shown. This was also evident early on in their own personal co-teaching relationship as she said, “the first year, my class was really, really tired...and kind of stressful so I shouldn’t show my misbehavior, and I shouldn’t do as a bad teacher.” She was very aware of projecting a good image—feeling restricted as she tried to always be on her best behavior as a teacher. MinJi feels students need to respect “the foreigner” because “in the future they’re going to work with foreigner or learn something from the foreigner, they have to know these things. They have to keep themselves as a good Korean or something” (MinJi, May 14, 2012 team interview).

Agreement and Negotiation in Positioning

The unique aspect of John and MinJi is that they are both in agreement with the ways in which the other has positioned them. When I described my research plan to them, including having both team and individual interviews, John questioned the value of the individual interviews, saying “I wouldn’t say anything differently” (John, 5/14/2012 team interview). True to his word, actually both MinJi and John were very forthcoming and direct in the team interviews and all interviews. These two exhibited exceptionally similar perspectives and perceptions, likely developed through five years of negotiations. MinJi does talk about the amount of paperwork she needs to do, and John does see himself as being a foreigner. Whereas MinJi clearly states, “I’m the boss,” John agrees, iterating, “I’m not the boss.” While John claims, “I’m not the brainchild behind the activities,” MinJi describes her role in finding and creating activities, confirmed by the recorded planning sessions. Both also point out John’s role, to “help her modify [the activities] for the classroom.” Though very closely aligned, they don’t always completely accept their roles assigned by one another. For example, in a slight second-order positioning move, John responded to MinJi’s role assignments, “I’m the witch and he’s the comedian” (MinJi, May 14, 2012 team interview). John did agree, but re-negotiated to add specificity to his ‘fun’ role, wishing to re-appropriate himself with a more fitting term, “jester,”

Comedian? I don’t know that comedian really gets the point, because it’s difficult to reprimand [the students], I wanna say something like, so I would say it’s not just a comedian, but kind of a jester. Some students think, ah, he’s just a jester, I don’t have to pay attention to him, it’s difficult to reprimand them, so they feel, oh, I can ignore him. And it’s difficult to work through that and get them to pay attention, so it’s not just comedian, it’s also, ok, I can ignore him. (John, June 22, 2012 team interview)

Lack of Respect

Though they have both tried in various ways to address this issue, John still struggles with maintaining students' respect during class time. As English teachers, they felt uncomfortable that students didn't seem to take English as seriously as some of their other classes. They have tried to re-negotiate their positions as teachers in order to command more respect. However, because the students have positioned English as a "joke" subject, their English teachers are subsequently not given due respect. MinJi laments the students' rudeness, saying, "I don't want my students to show very rudeness to the foreigner" and tries to compel them to show respect. John would like to command more respect in the class, but because he has positioned himself as the fun, "friendly teacher," he wants to maintain the close, friendly relationships he has with the students, struggling with bridging "friend" and "teacher." In response, in an act of second-order positioning, he now requires students call him Mr. Smith, rather than "John" as he used to do. He has done this in order to emphasize his role as a teacher, and as a reflection of the respect he gave his own elementary school teachers as a child.

Both teachers are positioned by others as they cooperate to co-teach in the class. For John, he is often placed in a less powerful position in relation to MinJi. When the parents have a problem, they never speak directly to him about it—they always must go through others to reach John, a situation which can cause misunderstandings as well as frustration. Furthermore, in terms of job security, as MinJi relayed, John is virtually powerless as a result of how the system is structured. MinJi could warn and ultimately lead to the firing of John, but if he were dissatisfied, he would have no recourse because he "can't communicate with the principal." As MinJi is his only go-between to others in the school, he would actually have to make any complaint through her. Fortunately for John, MinJi has also willingly taken it upon herself to be the "bridge"

between John and the school community. MinJi as well, considers her language as being of lower status than John's because it is "not native." She also struggles with juggling the demands of her various roles while effectively co-teaching.

Parental Power

John feels parents are very powerful in exercising their influence on the school, so much that dealing with them necessitates the need to develop his "people skills" because "the most important part of the job is people skills, you know the parents, students, MinJi, the principal, it's all people skills more than anything else" (John, June 22, 2012 team interview). John and MinJi described situations where parents misunderstood John's intentions in the class and were upset. The parents complained to the school and at that time John realized how much power and influence parents held. John felt powerless, and that the parents misunderstood, but he couldn't defend himself. He couldn't communicate directly with them and needed to rely on MinJi as a translator and go-between communicator with them. MinJi acted as a bridge between John and the parents, "if Korean teacher and foreign teacher had strong relationship, because I trust in you and you trust in me, I can protect him from the parents" (MinJi, June 22, 2012 in between class chats) and she did. Though she is willing to help out and take care of John, she is clear that this is because he is the "foreign teacher" and that she feels no responsibility to help out Korean teachers in the same way, "he can't communicate with parents, so he cannot say his opinion to the parents and the parents can't say English very well, so I'm the only bridge. I can, I can connect parents and foreign teacher" (MinJi, June 22, 2012 team interview). In those difficult times because MinJi stepped in and positioned herself as the go-between between John and the teachers, she was able to defend John and alleviate the situation. This subtle pressure from the parents has allowed John to recognize the power the parents hold, which in turn has affected the

way John feels he must act around the school, “the parents will see it, so I have to, walking to school, I have to bow to all the parents and to have the right mentality” (John, June 22, 2012 team interview).

As he is very aware of the parents’ strength and influence, to the extent that John feels the future of the existence of co-teaching in Korean public elementary schools ultimately lies with parental approval and that the only way co-teaching has a hopeful future is if parents are willing to support it and exercise their influence,

Co-teaching will, may die out because it’ll go to a more hagwon [*private institute*] style, because I don’t know, I guess it depends on the parents. If the parents can force the administration to put all the foreigners back then maybe they’ll do that. If the parents don—aren’t able to force them all back, then maybe they won’t. (John, June 11, 2012 individual interview)

Recognizing the power of the parents, John feels pressure to make a favorable impression on the parents, because of the power they hold within the school system, which he feels is directly related to his ongoing employment as a co-teacher in the Korean public schools.

Having shared examples and experiences from each of teachers within the unique dyads, now I turn to Chapter 7 to focus on an analysis of all three dyads together.

CHAPTER SEVEN

ANALYSES OF THREE DYADS

Introduction

This chapter shares my interpretations and analysis of the complexities of the teachers through a composite of cross comparisons of the six teachers in the three dyads. These analyses foreshadow the overall themes that have emerged which are further discussed in Chapter 8.

Perceptions of Roles

As the teachers cooperated to develop their co-teaching relationships, they each negotiated their own and each other's roles and responsibilities in their classroom. Though the roles were distinct between each teacher, a strong reciprocal relationship emerged within the ways the partners in each dyad perceived one another's roles. These similarities can be seen in Table 4, a compilation illustrating complementary roles shared by collaborating co-teachers. The complete list of all the ways teachers described their own and their co-teacher's roles is included in Appendix I. The complementing categories mentioned by both partners are matched together with alternating matches highlighted for ease in reading the table. It is notable how each partner often paralleled the other in describing their respective roles, with a strong crossover between partners. Both partners commonly expressed similar descriptions of each person's role, regardless of whether they were speaking together or privately.

Table 4

Complementary Ways Teachers Described Own and Co-Teacher's Roles

Teacher	How describes own roles	Roles as described by partner
Dyad #1	"do the greetings...explanations"	"greeting"
Nikki	"native English speaker"	"explanation"
	"I adapt to her [YooMi's] teaching style"	"authentic language"
		"follow"

<p>Dyad #1</p> <p>YooMi</p>	<p>“I usually lead the class”</p> <p>“professional teacher”</p> <p>“do a lot of paperwork”</p> <p>“I spend a lot of time working or making or preparing materials after work...until night or midnight”</p> <p>“I should say Korean to...grab their attention”</p>	<p>“really teaching”</p> <p>“puts so much into it”</p> <p>“overprepared”</p> <p>“follow it up with Korean” (translation)</p>
<p>Dyad #2</p> <p>JiHye</p>	<p>“teaching machine”</p> <p>“I have to check or analyze students kind of level and take care of their point grade”</p> <p>“I explain the meaning of words and grammar or translate instructions into Korean”</p> <p>“I made the worksheets and lesson plans”</p> <p>“I have to care about [vice principal, principal, and head teachers]”</p> <p>“not permanent teacher”</p>	<p>“she[JiHye] does the structured part”</p> <p>“JiHye does the lesson plans, she puts the lesson together”</p> <p>“JiHye will go to Vice Principal on my behalf, so she is my communication medium between me and the school system”</p> <p>“she’s a non-permanent teacher”</p>
<p>Dyad #2</p> <p>Ilham</p>	<p>“I find material for grade 4 and 3 and then I send it to her[JiHye]”</p> <p>“my responsibility is teaching”</p> <p>“never a part of it (personally dealing with admin)”</p> <p>“I just come here to do what I have to do and play”</p>	<p>“she tries to find good material and then gives me”</p> <p>“Ilham makes the worksheets”</p> <p>“she prepared some game”</p> <p>“she just teaches the students, that’s all”</p> <p>“she doesn’t [have to] care about vice principal and principal and another head teacher”</p> <p>“she doesn’t need to spend her whole energy”</p> <p>“quite good at improvising”</p>
<p>Dyad #3</p> <p>John</p>	<p>“jester”</p> <p>“fun”</p> <p>“walking dictionary”</p> <p>“friend”</p>	<p>“comedian”</p> <p>“authentic language”</p> <p>“real language, real English that’s on his part”</p> <p>“good friend”</p>
<p>Dyad #3</p> <p>MinJi</p>	<p>“witch”</p> <p>“head teacher”</p> <p>“really teaching English”</p> <p>“I manage the students, talking, talking, and talking and teaching”</p> <p>“start teaching English, how to read”</p> <p>“boss”</p> <p>“not native, not native”</p> <p>“I have to do teacher’s role, I have to</p>	<p>“witch”</p> <p>“head teacher”</p> <p>“the initiation”</p> <p>“the boss”</p> <p>“not a native speaker”</p> <p>“perfectionist”</p>

	do Mom's role, everything together" "role model"	
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For example, YooMi spoke in an individual interview about all she was doing to prepare for classes, a topic also brought up and acknowledged by Nikki who was very aware of the work YooMi was doing. John and MinJi, initially struggled through their first year of co-teaching, which MinJi described as "very tough." Now five years later, they have very closely aligned their understanding of their own and each other's roles through their years co-teaching together, resulting in a complete re-negotiation from the beginning stages. Very minor re-negotiations were made in speaking of their classroom roles, as MinJi said John's role was basically a "comedian." John partially agreed, but vocally re-positioned himself from a "comedian" to a "jester," wanting to encompass the disposability he felt, that he could be ignored,

I don't know that comedian really gets the point, because it's difficult to reprimand them, I want to say something like, so I would say it's not just a comedian, but kind of a jester. Some students think, ah, he's just a jester, I don't have to pay attention to him, it's difficult to reprimand them, so they feel, oh, I can ignore him. And it's difficult to work through that and get them to pay attention, so it's not just comedian, it's also, ok, I can ignore him. (John, 6/22/2012 team interview)

Of the six, only Ilham did not express a strong congruence with the ways in which her co-teacher had positioned her. Of course, "discourses can compete with each other or they can create distinct and incompatible versions of reality" (Davies & Harré, 1999, p. 34). At many points in interviews, JiHye expressed how she very much valued Ilham's native speakerism and saw that as being the key feature to her as a teacher, whereas it was not claimed by Ilham as an important component of Ilham's teacher identity. For example, JiHye prioritized her desire to

“make [students] speak English with Ilham Teacher” and while JiHye spoke of Ilham’s “native English” proficiency often, Ilham in fact, rarely discussed or alluded to linguistic abilities at all. It seems that Ilham had developed her identity construction more individually and did not explicitly recognize the influence derived from how others positioned her, resistance which may have resulted in less outside influence and re-negotiating of her identity as compared to some of the others. Ilham stated,

I can be very secure in where I stand in my relationship, because I don’t like to, because as much as I am very flexible, I don’t like to be anyone’s pushover. I don’t like it when people tell me, oh, this is what you have to do and you know, this is just going to happen. I will explain myself very nicely, there doesn’t have to be a fight...as long as I know what my duties and my responsibilities are which have already been very clearly stipulated to me and I can explain to them that this is how I work...People always have their own vibes and always have their own thoughts and their own egos to deal with and it’s their problems to deal with and not mine. As long as I know what is good for me and I know what my responsibilities are I will always learn from my relationships, but that the negotiation also doesn’t entail it’s a complete wash over from my side. (Ilham, 4/17 individual interview)

According to positioning theory, many times people are unaware of the influence others have upon us, “We experience these selves as if there were entirely our own production. We take on their discursive practices and storylines as if they were our own and make sense of them in terms of our own particular experiences” (Davies & Harré, 1999, p. 50). Though she expresses her resistance somewhat forcefully in this excerpt, Ilham as well has also been continually re-

negotiating her identity in accordance with others around her and the ways they are co-constructing their realities of the world.

Differing Teaching Philosophies via Diverse Lived Experiences

People approach any situation with their own personal histories, “that is, the history of one who has been in multiple positions and engaged in different forms of discourse” (Davies & Harré, 1999, p. 36). Several of the teachers acknowledged their different backgrounds as being key factors in influencing differing teaching philosophies between the two co-teachers. MinJi specified the ways they were educated and their influences on their teaching,

We have very different teaching philosophy. Because he grew up in the States and I grew up in Korea. Because his teaching philosophy is ‘Students, you have to learn self-directed learning,’ but my philosophy is that, I’m a teacher and I’m getting paid and I have to give something to the students in every class, and I was learned that way. In my education, my teacher is the person giving me lots of lots of knowledge, and oh, I learned by the teacher, so if I don’t give anything to the students, I feel like, oh, I didn’t teach anything. (MinJi, 5/14/2012 team interview)

The co-teachers’ histories were evident in shaping their own beliefs and practices in regard to co-teaching in terms of both (a) their educational histories as well as their (b) professional histories. I considered educational histories to be comprised of both the formal learning experiences and educational degrees, including language learning, and the contexts in which they were attained as well as the informal ways they may have been educated by the society around them. Professional histories encompass teachers’ ongoing teaching experiences as well as professional development experiences. The two types of histories are intertwined as both experiences as a learner and a teacher come together to jointly construct their educational and

professional histories. These lived educational and professional histories played large roles in developing the teachers' teaching philosophies, which differed drastically between teachers, and often within each dyad.

Educational Histories

Each of the teachers had diverse educational experiences leading up to their teaching positions. Table 5 shows the educational qualifications of each teacher.

Table 5

Teachers' Educational Experiences

	Undergraduate degree	Graduate degree and/or TESOL/TEFL or other certification
Nikki	Criminal justice, USA	*100 hour online TESOL certificate
(Tracy) YooMi	Primary education, Korea	*MA TESOL--Korea
(Cindy) JiHye	Public administration, Korea	*TESL certificate--Australia MA TESOL--Korea
Ilham	Psychology, South Africa	*1 year Honors program—anthropology, South Africa
John	Computer science, USA	*online TEFL certificate, in progress
MinJi	Elementary education, Korea	*MA TESOL—Korea *TEE (Teaching English through English) certificate—Korea *Intensive teacher training certificate program—Korea & USA *1 month teacher language & culture workshop--Canada

JiHye's experience as an international student in Australia had a profound impact on her own beliefs about motivation and coming to see English as a tool of communication and helping her to feel that she had been allowed admittance into the elusive English-speaking world. She endeavored to use Ilham to reconstruct that environment as much as possible, with that idea that it would benefit their students. Ilham spoke of childhood expectations based upon her own experiences in South Africa saying, "your childhood is supposed to be one of no responsibility."

Ilham also drew upon her experiences with anthropology, which she described as “my life source of everything I do. It has shaped the way I think, it has shaped the way in which I learn and it determines a lot of things of how I see things” to inspire her classroom teaching, which focuses on a passion for love and humanism in the classroom. John, with his computer science background, often spoke of analytical reasoning, useful in building software or technology, and creating modules through the analysis of abstract points, a skill which he says he has transferred to teaching, “when I’m looking at teaching and dealing with people I use those a lot, those analytical skills, those problem solving skills.” He credits his analytical skills as enhancing his teaching partnership in that he is able to take MinJi’s teaching ideas and then to suggest changes to develop the ideas further. YooMi and MinJi, both with education backgrounds, demonstrated stronger senses of initiative to experiment with different types of teaching practices in the classroom. For example, YooMi, at the time of this study, was conducting research into learners’ responses to the usage of manipulables in English class, experimenting with different manipulables and reflecting on the effect on her learners’ classroom participation.

Professional Histories Together

Another influential aspect of teachers’ professional histories that emerged through this study was the amount of time and interactions that had occurred throughout the time the co-teachers spent cooperating together. This close interaction with another teacher in the classroom appears to have had a strong influence in informing their beliefs. As shown in Table 6, all of these partnerships were quite different in terms of length. JiHye and Ilham have been teaching together for just 6 months, Nikki and YooMi co-teaching for 13 months, and John and MinJi for 5 years. Although the first two dyads are separated by only 7 months, these relationships are significantly different since the majority of co-teaching relationships do not stretch beyond one

year. Any partnership that has continued beyond one year means that both teachers have agreed to stay within and extend the relationship for another year.

Table 6

Length of Time Each Dyad Has Co-Taught Together

Co-teachers	Time co-taught together (at start of study)
JiHye & Ilham	6 months
Nikki & YooMi	1 year, 1 month
John & MinJi	5 years

The longer the co-teachers were partnered together, the more closely their ideas about teaching and each other seemed to coalesce. John and MinJi, having shared a classroom every day for 5 years, exhibited very high levels of agreement. They finished each other sentences, usually sharing quite similar sentiments about co-teaching. Nikki and YooMi as well, even in front of a classroom full of students seemed to chat like close friends, frequently dialoguing back and forth together. JiHye and Ilham, having taught together less than one year, were quite comfortable teaching together. They maintained very polite, orderly interactions with one another, but less intimately than the other dyads who had longer periods together. A glance back at Table 4 offers some evidence on how closely they were in tune with one another in their perception of roles, with John and MinJi being remarkably similar, followed by Nikki and YooMi, and distantly trailed by JiHye and Ilham, who both had very strong ideas about their classroom roles, but were not particularly in agreement with what those roles were.

Native Speakerism and Language Ownership

The teachers in this study accepted different levels of ownership associated with the English language. Five of the six teachers spoke highly of native speakerism, the notion that “native speakers” are ideal language teachers, identifying the belief as a vital component

necessitating co-teaching in Korean classrooms. The sixth teacher, Ilham, did not explicitly acknowledge nor privilege her status as a “native speaker” or English teacher. Though, like most “native English speaking” teachers in Korea, she too had been granted employment primarily because of her English proficiency. This proficiency represented “real language, real English,” as MinJi described it, based on the fact that the “native speakers” had presumably grown up in “English speaking” countries. The widespread privileging of “native speakers” is evident in the government’s policy of hiring foreign teachers only that come from one of the seven “native English-speaking” countries. Most teachers in the study noted that foreign teachers were hired with very specific roles intended. YooMi, for example, said “the reason the government hires them [native speakers of English], um, is to let my students be exposed to their language, authentic language.” Nikki was explicitly informed of her roles as a “teacher,” when she was told, “you are here ONLY to speak English so that the kids can get used to it, so it’s not so much as you’re here to TEACH them English, but that you’re here to SPEAK English all the time.” This pressure, initially embedded in the hiring practices, is also evident in others members of the school’s faculty team as JiHye declared, “I think principal and another homeroom teacher, they prefer to teach foreign teacher, rather than Korean teacher, because they can hear kind of original English pronunciation.”

Multifaceted Identities

The vast majority of research conducted on co-teaching in the language classroom in Korea (in fact, I have yet to come across a single piece which did not) decisively divides the teachers, based on their perceived linguistic competences, clearly identifying “native English speaking teachers” as opposed to “non-native English speaking teachers.” I intentionally set out not to force teachers into these dichotomous roles, though in many cases teachers did identify

with them, in addition to a multitude of other roles. However, even as they identified with them, there was a great deal of variation in the ways they distinguished themselves. John described himself as a “foreigner,” Nikki clearly expressed that she was there, in Korea and in the classroom, as a “native speaker of English,” while Ilham described herself as a “teacher,” but not necessarily a language or English teacher. YooMi saw herself as “the teacher,” MinJi identified very strongly with her Korean-ness, while to JiHye that was an aspect of her identity she felt was in some ways holding her back from being what she perceived as being an ideal teacher, because to her it meant that she wasn’t a “native speaker.”

To provide evidence of the varying groups each teacher identified with, I scrutinized the interview transcripts, read through them carefully noting the groups with which each individual claimed membership and then re-read the transcripts, searching for each time an individual teacher spoke using “we” or “us” and referenced the particular group with whom the teacher was identifying him or herself as being a part of. Just within interviews, the six teachers aligned with on average 28 different groups each. This list, included in Appendix J, is far from a conclusive, as it catalogues only the aspects of their identity that each teacher verbally referenced in interviews. Some teachers, like John spoke about the role of religion in relation to his teaching and how it initially led him to teaching, while four of the others didn’t mention religion at all. Some talked about gender, race, age, past teaching and learning experiences, past work experiences, while others did not. MinJi spoke often of the ways her Korean-ness was important in constructing her identity of her as a teacher, speaking of being Korean, as well as a Korean English teacher, a Korean government employee, a Korean national, a Korean person, a Korean speaker, and an ethnic Korean teacher. To her, working in a public school affiliated her with Korean government in many different ways—among others, as a government worker and a

provincial office team member, connections not mentioned by other teachers. It is evident teachers' identities are co-constructed through a much greater number of factors than the current distinction in literature indicates, merely as "native" and "non-native" teachers of English.

Hierarchy and De-Professionalization

YooMi articulated several limitations when she was "*only* an English teacher," while her co-teacher Nikki also occasionally felt others saw her as "*just* the English teacher." This attitude was echoed by other teachers as well, feeling confined in that due to their status as "English teachers" they did not garner much respect neither in nor out of the classroom. When investigating where this attitude comes from, it is relevant to look at both the hierarchical nature of English teaching in public schools in Korea and the influence of parents, other teachers, and school administration on the teachers.

The relationships examined between the teachers in this study were in some ways atypical co-teaching relationships in South Korea. One significant factor that differs from many other co-teaching relationships is that YooMi, JiHye and MinJi all had specialized training in English teaching, specifically Master's degrees in TESOL and actively sought to teach English at their respective schools. When YooMi decided to change from the school's English teacher to a homeroom teacher, all 3rd and 4th grade teachers abruptly became responsible for co-teaching English to their own students with Nikki, regardless of their experiences or proficiency with the language. For the 5th and 6th grade classes, the teacher with the least seniority was forced to become the school's English teacher, regardless of whether he was interested or competent in English. When MinJi transfers out of her school next year, it is acknowledged that if no one volunteers, the school's English teacher will be whoever is "lowest on the totem pole." This is

obviously very problematic in fostering an effective classroom environment and positive co-teaching relationships, leading to negative feelings associated with the teaching of English.

John argues students do not perceive English classes at public schools to be important, backed by the reality that many of them supplement their English education by attending private English education institutes. JiHye asserts the principal and homeroom teachers “prefer foreign teacher...rather than Korean teacher.” YooMi says as parents’ own educational backgrounds and English proficiencies have risen, they now expect more out of their children’s English teachers, “they want be like, to be a native English teacher.” It comes as little surprise then, that with this mounting pressure weighing on teachers, teachers too, are dissatisfied with their teaching roles. Teaching in Korea has traditionally been upheld as a very stable and privileged, professional position. MinJi spoke of persuasion from her family to become a teacher, as it was seen as suitable, “stable” job. MinJi’s mother and aunt both pushed her toward the stableness of teacher’s college. Her aunt, who was a teacher, recommended, “if you be a teacher, your future will be stable.” However, in spite of this high value seen at the onset of her teaching career, it appears that the value associated with teaching in general does not extend to English teachers, as they are viewed on a slightly different level.

Acceptance

Each of the teachers expressed varying degrees of feeling accepted and valued within their department and school systems. Jeon (2009) stated the entire EPIK program is built on “systemic and structural marginalization of EPIK teachers” (p. 240), echoing John’s complaints that their English class was seen purely as “entertainment” and was not considered by the students to be “a serious subject” in part because these English conversational classes are not central to the school’s curriculum, therefore teachers cannot help but be pushed to the periphery

as well. Because YooMi and MinJi were permanent teachers at their respective schools, and had served as both homeroom teachers and English teachers at different points in time, they enjoyed a higher level of inclusion within the school system, recognized as legitimate members of both communities. As they were both included, they consequently both had more significant school-related duties, including paperwork, and attendance and support at extra-curricular activities. To some extent, JiHye also was expected to perform the extra duties, including hours of extra class every day, something she resented because as a contracted non-permanent teacher, “they couldn’t push me to work like that...but sometimes they do.” In part because of their status as “foreign teachers” Nikki, Ilham, and John were excluded from almost all forms of extra paperwork. Both Ilham and John had very basic Korean communication skills, and would’ve had great difficulties due to their Korean language proficiency levels. Nikki did have an intermediate level of Korean competency and was comfortable communicating with students and fellow teachers in Korean, but still was not expected, nor encouraged to use her Korean language skills, in fact the school’s vice-principal had specifically directed Nikki to limit the amount of Korean she used with the students. In each of the co-teaching dyads, communication with administration and parents were conducted primarily via the Korean co-teacher acting as a mediator and/or translator between the “foreign teacher” and parents, principal, and vice-principal.

Shin’s (2012) research on novice English teachers in South Korea highlights the vitality of “being accepted as a member of school society as quickly as possible” (p. 554) and for that reason “most novice teachers ultimately begin to follow the herd and teach the same way” (p. 555). This pressure and wanting to gain acceptance was felt by four of the six teachers in the study, the four with the highest levels of proficiency in Korean—MinJi, YooMi, JiHye as well as Nikki, who had been studying Korean daily in her time in Korea. Nikki made efforts to become

part of the school community, trying to socialize with several different teachers outside of school. Even so, Nikki struggled to feel accepted in finding her place saying, “I don’t think I really have a role in Korean society” (Nikki, 6/14/2012 individual interview).

John and Ilham were informed by their co-teachers what they felt they needed to know. Both John and Ilham enjoyed their privacy and expressed no desire to get involved socially with others at the school, preferring to spend their free time as they wished, Ilham primarily with her South African friends and John with his family. Perhaps because they were more distanced from their school community, they both expressed strong discontentment with the workings of the school and frustration that they couldn’t do anything to affect change. Ilham found the curriculum “extremely useless,” saying “the coursework or what [students] learn at school is unnecessary” and expressed frustration because she didn’t think students could learn as they were being taught. John as well, didn’t believe the current education they were offering was suitable, and expressed a lot of frustration with logistics of public schooling in general.

Preview of Chapter Eight

The analyses of the three dyads together foreshadow the major themes which have emerged through the three dyads in this study. Five major themes will be discussed in Chapter 8: (1) accepting complementary but individualized roles and responsibilities, (2) lived experiences shape teaching philosophies and practices, (3) complex layers and hierarchies of ownership of English and its teaching, (4) more than perceived linguistic competencies: legitimate teacher identities, and (5) de-professionalization of English teachers in Korea. I also discuss implications for teacher identity, public policy on co-teaching in Korea, and co-teacher training in Korea, before continuing on to suggest directions for future research and concluding thoughts.

CHAPTER EIGHT

DISCUSSION, IMPLICATIONS, & FUTURE RESEARCH DIRECTIONS

Introduction

The general purpose of this critical qualitative study was to explore co-teaching through observations, discussions and perceptions of three groups of teaching dyads, composed of six individual co-teachers engaged in co-teaching at public elementary schools in Gyeonggi province in South Korea. Through the teachers' shared stories, I sought to explore the ways in which co-teachers' perceptions of their educational and professional histories intersected with the co-construction and negotiations of their identities to influence their collaborative co-teaching practices. Although actual classroom practices of co-teaching are slowly starting to gain ground in academic research, the important topic of how the teachers' identities are co-constructed and how this affects positioning and ultimately classroom practices has been largely neglected in current research. This chapter begins with a re-examination of the purposes of the study and the three original research questions, continuing on to interpretations of major themes which emerged from the teachers' experiences and dialogues, as well as implications for teacher identity, public policy and co-teacher training in Korea. The chapter is concluded with suggestions for future research directions and concluding thoughts.

Reflecting on the Purposes of the Study

As I conducted this study, I focused on four purposes. Firstly, I wanted to examine the collaborative co-teaching practices in public elementary schools in Korea. Observing co-teachers in action in the three classrooms afforded me a perspective of co-teaching which was supplemented through talking with the teachers and hearing them plan, discuss and share with

each other. As I listened to their voices and heard of their experiences, I was able to come to see a very complex and intricate picture of their own co-teaching practices.

Secondly, I sought to examine the co-construction and negotiation of teacher identities as the two teachers cooperated to teach. Wanting to glimpse the present state of the teachers' multifaceted and ever shifting identities (Vickers & Deckert, 2013), I listened to the teachers' experiences, heard their stories and became aware of how their identities were "co-constructed in ongoing interactions in relation to the particular contexts in which the interaction is occurring" (Vickers & Deckert, 2013, p. 116). These teachers' individual experiences came together as they co-constructed understanding through their cooperative working processes, which melded together to help shape their current teacher identities. These diverse experiences, beliefs, values and ideas which had coalesced to form each teacher's identity share some commonalities, but each identity is certainly very different, individualistic and unique to each teacher.

Thirdly, South Korea's national public educational policies often go through massive government-led upheavals which force complete re-organization of current practices, creating a series of policy initiatives which thus far have been unsuccessful at improving English education in the nation (Shin, 2012) resulting in a "recurrent cycle in which education authorities introduce innovation policies but teachers fail to practice them" (Shin, 2012, p. 542). Therefore, it is hoped that this study might offer some insight which may be of consideration in future public policy drafts in relation to enhancing co-teaching in the public elementary school classroom.

Fourth, this research looks closely at teaching practices and histories in order to make recommendations for teacher development programs designed for teachers who are or will be co-teaching in language classrooms in South Korea. In the current co-teaching situation in Korea's public elementary schools, co-teachers enter the classroom with a variety of previous

experiences. Some co-teachers enter the teaching profession with university and/or graduate degrees in education or TESOL, while others are granted entry based on linguistic proficiencies, and others have a combination of the two. A thorough exploration of teachers' educational and professional histories and their influences offers value in providing assistance to some of the thousands of teachers in Korea currently engaged in co-teaching processes, particularly those in the English language classroom within the public elementary school system. Connecting teachers' experiences with training opportunities may prove useful in more adequately preparing co-teachers to engage in collaborative co-teaching in South Korean public elementary schools.

These four purposes traverse the study's three research questions to inform the results of this study. I now revisit the three research questions and then continue to share some of the ways in which the insights revealed by the teachers intertwined in regard to their co-teaching practices, educational and professional histories and co-construction and negotiation of identities.

Research Questions Revisited

A critical qualitative research design was utilized in order to investigate the intricacies of what was happening in these co-taught classrooms and how these practices related to the teachers' histories and how they co-constructed their identities. Data were collected through classroom observations of co-teaching, survey questionnaires, individual interviews and team interviews with teacher dyads, recorded co-planning of teaching sessions, and teacher journaling. All data were transcribed by the researcher. Data were coded initially utilizing emergent design, then analyzed and organized in relation to the original research questions and subcategories which emerged through the data analysis processes. The study's main and auxiliary research questions are the following:

1. (main) What are the practices of 3 pairs of collaborating co-teachers in the English language classroom contexts in Korea?,
 - A. (auxiliary 1) How do these teachers perceive their educational and professional histories as impacting their collaborative co-teaching practices?, and
 - B. (auxiliary 2) How are identities co-constructed and negotiated within and beyond the classroom contexts?

Emergent Themes

The experiences of the six teachers in this study bring to light the complex ways through which teachers co-construct and negotiate their multifaceted teacher identities in co-taught English language classrooms in the public elementary schools of South Korea. These teachers' experiences, which have been analyzed using positioning theory, based within a critical qualitative foundation, come together to illuminate the effects of positioning on the classroom practices as teachers bring their diverse lived histories together to co-construct identities in and out of the language classroom. Themes were identified by initially grouping concepts which emerged through the data, coding the concepts into similar categories, and then combining the categories into themes. Major themes which have emerged are presented in this chapter. These themes may be useful in appreciating the complexities of co-constructed teacher identity within the co-taught classroom as well as having implications for future national policy on co-teaching in the language classroom in Korea and in the construction of co-teacher development training programs that might better match the needs of practicing co-teachers in Korean public elementary schools.

Accepting Complementary but Individualized Roles and Responsibilities

As the teachers speak and continuously position themselves and others, they are working to co-construct roles for themselves and one another. In positioning theory these roles take various forms,

These positions may be seen by one or other of the participants in terms of known ‘roles’ (actual or metaphorical), or in terms of known characters in shared storylines, or they may be much more ephemeral and involve shifts in power, access, or blocking of access, to certain features of claimed or desired identity, and so on. (Davies & Harré, 1999, p. 39)

Research into perceptions of roles in co-teaching typically report disparity, often highlighting disagreements in the roles a teacher perceives for oneself and the co-teacher (Arkoudis, 2006; Jeon, 2009; Trent, 2012; Tsai, 2007). In stark contrast, the teachers in this study were, for the most part, quite in agreement about how they perceived both their own and each other’s role in the classroom, perhaps because “roles are not viewed as properties of individuals alone; our roles and statuses are bound together by sets of reciprocal expectations and obligations about what to do, and about how and how and when to do it” (Schriffrin, 1996, p. 196). Though the roles were different from partner to partner, it is notable that within the dyads teachers often held similar perceptions, illuminating agreed upon shared visions of each other’s roles, likely facilitated as a result of their experiences co-teaching and interacting closely with one another. These differing roles were individualized for each teacher, and the roles and responsibilities of one complemented the other in the classroom.

Though the Korean government’s structure of the program and its hiring practices appear based upon the “native English speaker” as an ideal language teacher, public acceptance of this model is far from universal (Jeon, 2009). Myoung Hee Kim’s (2011) investigation of

“native English speaking teachers” involved in co-teaching found these “native English speaking teachers” felt marginalized and isolated, as they “work invisibly living on an island” (p. 46) dehumanized to the extent one participant stated “you just feel like a tool...you are not a person anymore” (Kim, 2011, p. 46). Jeon (2009), as well refers to these teachers as mere “political tools,” saying the “hiring of native English speakers serves as a political tool for (re)gaining the trust of parents who sent their children abroad or to private English language institutes” (p. 240). The extent the “native English speaking teachers” in this study are being excluded from the school community has strong possible implications for why these teachers have not come to embrace the “teacher” aspect of their identity as much as some of the other teachers who are granted entrance into the school community. Though being a “native English speaking teacher” is privileged in many ways, for example by the Korean government allowing the hiring of only these “native English speaking teachers,” clearly “the EPIK teachers’ assumed superiority as native speakers of English does not guarantee local acceptance” (Jeon, 2009, p. 240) in the classroom, school institution, nor society.

Lived Experiences Shape Teaching Philosophies and Practices

The ways in which each of the teachers understood their teaching contexts was very much shaped by their own personal experiences (Clandinin, 1985; Golombek, 1998). Golombek (1998) discussed “reconceptualizing the notion of knowledge so that it includes L2 teachers’ ways of knowing and how they use their knowledge in the language classroom” (p. 447). All six of the teachers in the study discussed the importance of their lived experiences in forming the roots of their teaching philosophies. They came to make sense of their teaching contexts based on their own lived experiences, through a wide variety of points, considering themselves and

their experiences as teachers, as students, as co-teachers, as human beings (Golombek, 1998), all of which heavily influenced their practices in the co-taught language classroom.

These diverse educational and professional histories shaped the ways each teacher perceived his or her roles as a language teacher, and therefore impacted their teaching practices and interactions with one another. Each of the teachers then draws from their own associations of what they perceive a ‘teacher’ to be in order to craft their own teacher identity and role. The ways in which people have positioned and have been positioned in relation to a particular construct (teacher, for example) allow people a “personal history with its attendant emotions and beliefs *as well as* a knowledge of social structures (including roles) with their attendant rights, obligations, and expectations” (Davies & Harré, 1999, p. 42, italics original).

The teachers’ educational histories, which impacted their experiences in the classroom, were derived strongly from their respective educational experiences both prior to entering the classroom as teachers as well as their ongoing interactions inside the classroom as teachers. Many of the teachers had various educational goals which had emerged from each of the teachers’ prior educational experiences. The teachers appear to have come to rely on their own educational experiences, which have shaped their own beliefs, affecting what they do in the classroom as teachers as well, a sort of apprenticeship of observation (Lortie, 1975).

Acknowledging and recognizing the influences of teachers’ lived histories being embodied within them (Golombek, 1998), the differences in these teachers’ lived histories became apparent in the ways they negotiated their roles in the classroom. As the teachers cooperated to co-teach, in each dyad, they valued both their own and also the lived and educational experiences of their partners as they negotiated to find their footings in the co-taught classrooms. Each of the co-teachers within each dyad had very different teaching philosophies,

which they attributed to their diverse upbringings and educational experiences. However, the awareness of these differences helped each dyad to adopt a mutual respect for one another's histories.

Complex Layers and Hierarchies of Ownership of English and its Teaching

A complex multi-layered picture emerged through hierarchies and the ways the teachers positioned themselves in relation to associating and/or distancing themselves in relation to the English language.

Due to the relational nature of positioning “by positioning someone in a certain way someone else is thereby positioned relative to that person” (Harré & Moghaddam, 2003, p. 7). As Nikki, Ilham and John's English proficiencies are given privilege and prestige, though all very proficient English users, YooMi, JiHye and MinJi are consciously or unconsciously positioned as binary opposites, “non-native English speaking teachers.” None of the latter three spoke of any privileges they accrued in terms of their high language proficiency in English, perhaps because they were comparing themselves to the “foreign teachers,” people who had been recruited primarily for their “native” language proficiencies.

In 2008, when former President Lee Myung Bak proposed all English classes be conducted exclusively in English, there was great public outcry, as many teachers expressed feelings of inadequacy. It seems reasonable that these feelings of inadequacy have come about in no small part due to Korean society and government's tendency to idolize the “native English speaker” as being an ideal form of English speaker and to disadvantage others who fail to reach that level of proficiency (J.S.Y. Park, 2009, Park, 2011). Another possibility is that outlined by Park (2011), who claimed by setting forth a “criterion of ‘good English’” (p. 451), the Korean people will (and have) worked toward that proficiency goal. Then, as more people reach a higher

level of proficiency, coupled with teachers brought in from “native English speaking countries” the bar for English competence raises higher and higher. Increasing environmental levels of proficiency may result in teachers being “pressured into an even more intensified pursuit of English and kept under its great burden” (Park, 2011, p. 542).

The issues related to the usage of English in the classroom run much deeper, more complex than linguistic differences. Jeon (2009) iterates “the dichotomy of the native speaker of English as a superior teacher and the non-native speaker of English as an inferior teacher is too simplistic to explain real-life interactions among EPIK teachers, local Korean teachers, and Korean students” (p. 241). Shin (2012) iterates that lack of English proficiency is not always the main cause for not using English in the classroom, studying teachers with “native-like English proficiency” who do not teach in English in the English classroom, for a variety of factors, including peer pressure not to use English, primarily due to teacher socialization, adopting similar teaching practices to maintain consistency with the existing teachers in the school, a practice common among novice teachers in Korean schools (Ahn, 2008; Shin, 2012).

More than Perceived Linguistic Competencies: Legitimate Teacher Identities

In some cases, for example, bilingual Korean teachers with F visas (for example, for visiting or joining family or overseas Korean), whether a teacher is hired as a “native” or “non-native” teacher is up to the hirer’s discretion (Lee, 2013). How can this sometimes arbitrary categorization be the primary factor in looking at teacher identities? Regardless, current research on co-teaching continues to perpetuate that divide. Some studies consider only “native” or “non-native” teachers (for example, Carless, 2006; Cha, 2000; Choi, 2001; Jung, 2009; M.H. Kim, 2011) while others investigate both groups, (for example Liu, 2008; Park, 2010) often in direct comparison and contrast to each other. This research trend to divide the teachers based on

perceived linguistic proficiency is also common in international literature (for example Carless, 2006, Liu, 2008; Trent, 2012) with the dichotomy enforced from the very onset of each study conducted. The lack of research that identifies these co-teachers simply as teachers or co-teachers or considering them from any other side of their multi-faceted identities is problematic. Though I do not wish to whitewash the very real and important differences that emerge as a result of each teacher's linguistic background and do consider them when relevant in this study as well, it does no good to continue to promote this dichotomy by continually emphasizing as well as forcing these as two as forced binary opposites.

De-Professionalization of English Teachers in Korea

Several problematic features of co-teaching in the public elementary school of Korea have actually led to the de-professionalization of English language teaching in Korea. As Quirke and Aurini (n.d.) argued, "As non-professional entrepreneurs enter the private education field, a distinctly non-professional model of teaching emerges" (p. 2), which is what has occurred in the English teaching field in Korea.

The notion that anyone can teach is being perpetuated and reinforced by the Korean government's policy to recruit and hire teachers, proficient in the English language, but often lacking any training in education or teaching experience. Setting the main exclusionary criteria as whether or not potential teachers are from an "English-speaking nation" and have any 4-year degree sends a clear message on its stance, that linguistic skills are valued over teaching skills. This privileging of linguistic skills, and simultaneous albeit indirect de-emphasis on and devaluing of the teaching skills, has resulted in a de-professionalizing of perceptions of English teachers in Korea. In some ways, this reflects the findings of Creese (2002) who has found that EAL (English as an Additional Language) co-teachers in England had differing statuses from

their cooperating “content teachers” and were not perceived to have any ownership over the classroom content, merely acting as peripheral facilitators. The co-teachers do have differing statuses bestowed upon them. The result is that even teachers who are well-prepared, having invested in studying undergraduate and graduate degrees in the field, express inadequacy often due to language, and a self-marginalizing attitude toward their whole profession, being “only an English teacher.” Those who are more linguistically proficient are valued for their language competence, as Nikki was told “only to speak English...not so much as you’re here to teach them English, but that you’re here to speak English all the time.”

Implications

Based on the shared experience of the six teachers, I propose several implications for consideration in relation to teacher identity, public policy regarding co-teaching and co-teaching training programs.

Teacher Identity

How teachers come to understand their identities, and particularly their teacher identities is complex, derived in part from how they “understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future” (Norton, 1997, p.410) as well as the ways their interactions and sense of being have been co-constructed through others (Park, 2012). This complex concept cannot be limited to one or two basic criteria, multifacetedness is so encompassed in the essence of identity (Bailey, 2001; Park, 2012; Schifffrin, 1996; Vickers & Deckert, 2013).

The multiple, fluid and personal natures of identity in the contexts of collaborative co-teachers is acknowledged by the teachers in this study as well, as John iterated, “I think every foreigner is a little different. They have a different character, personality, they have different

strengths.” Of course, it makes no sense to essentialize all teachers as being the same any more than it does to reify all “foreigners” as one and the same, but this is what has been done in much of the literature on co-teaching. There is danger in prioritizing one part of an identity so much that it becomes forced as “the” single identity, whether even claimed by the individual or not. Recognizing the multiple and shifting options speakers have in claiming linguistic identities is critical (Park, 2012).

Much of the world has subscribed to the myth that being a native English speaker somehow trumps other categories and therefore native speakers of English are inherently ideal teachers of English (Phillipson, 1992). Bailey’s (2006) quadrant, shown in Figure 1, included an additional dimension, recognizing language proficiency cannot be the single determining factor, but also intersects with professional preparations. This indirectly challenges the exclusive prioritizing of nativespeaker-ness, noting “a teacher’s language proficiency is only one element of professionalism” (Bailey, 2006, p. 305), recognizing the necessity of consideration of professional preparation experiences as well. However this offers only a minor improvement, as the focus is still on linguistic proficiency being one of just two features prioritized, still grossly inadequate in illustrating the various and multifaceted components that constitute a teacher’s identity.

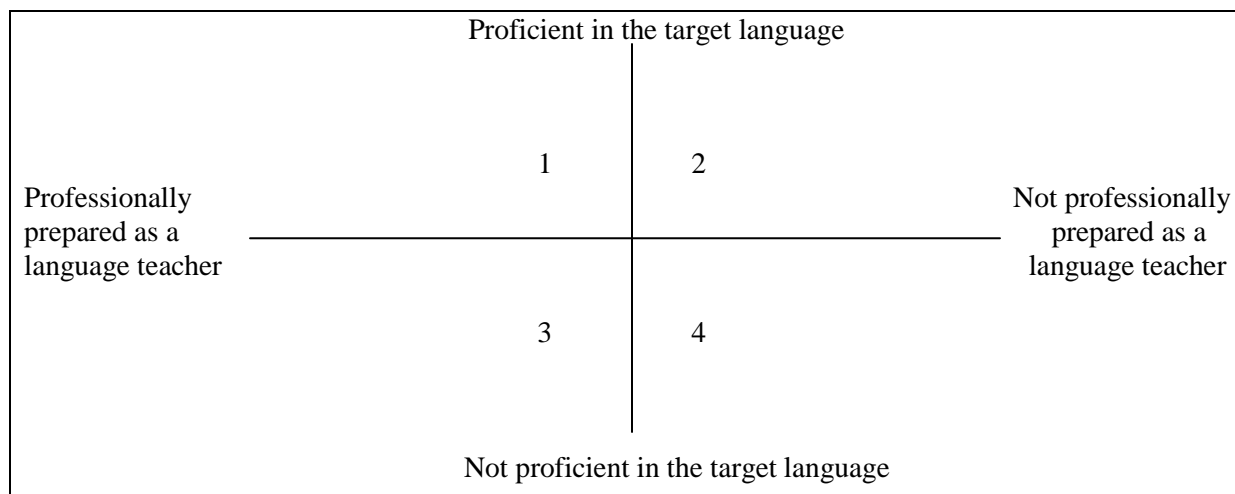


Figure 1. Continua of target language proficiency and professional preparation. (Bailey, 2006, p. 305)

Hornberger’s continua of biliteracy (1989) focuses on challenging the idea that differences equate with binary opposites, focusing on the continuity and diverse points that merge together to form the intersecting relationships among various aspects of biliteracy, as educational and institutional practices tend to privilege the end of the continuum associated as having more “power” (Hornberger, 2004). The continua of biliteracy “conveys that all points on a particular continuum are interrelated, and the intersecting and nested relationships among the continua convey that all points across the continua are also interrelated” (Hornberger, 2003, p. xv).

There is a need for attention to co-teacher identity co-construction, reflecting co-teachers diverse complexities in response to the tendency to oversimplistically position co-teachers as binary opposites of one another. With no model existing in the field, I have devised a visual representation drawing attention to the various multifaceted components of a co-teachers’ teacher identity, shown in Figure 2.

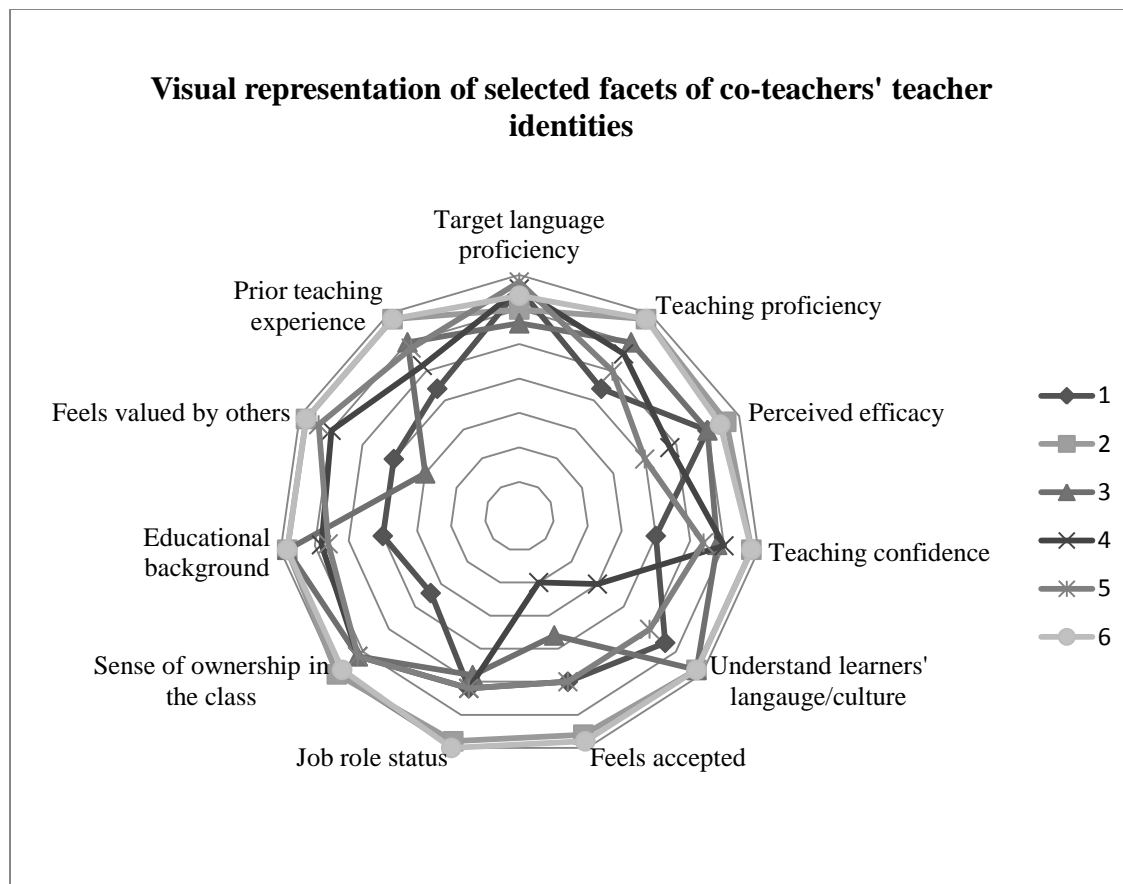


Figure 2. Visual representation of co-construction of co-teachers' teacher identities.

Because there are so many diverging and converging aspects associated with identities, a visual representation drawn with lines is inevitably too fragmented to truly encompass the realities of the concept, but I believe that the following model offers a helpful portrayal of some of the various elements in a co-teacher identity encompassing the diverse elements of a teacher's identity at any particular moment in time. The reasons for developing this diagram are twofold. First, it is to recognize the varied facets that converge to create the amalgamation of a co-teacher's complex identity. This chart is not inclusive, it offers only select categories which emerged as key in this study. Obviously, other individuals may prioritize other components of their teacher identity as well. The second reason for having this diagram pertains to the plurality

of co-teaching. This diagram serves to highlight some of the ways in which teachers might complement each other both in and outside of the classroom. Co-teachers' identities needn't be "matched" nor explicitly contrasted, but by recognizing the various unique qualities each person brings into the collaborative co-teaching partnership, teachers may be better able to build off of and complement each other in and out of the classroom. In this way, my vision is that co-teachers' identity spectrums might operate in tandem with one another, not sitting nor intersecting on the same plane, but each teacher remains in a separate parallel plane, true to their unique, individual teacher identities. In some instances these planes will exist very close together and more distantly in other teaching relationships. This is not to impose that they will, or should be similar, but that as each teacher relationship progresses, the gap may be narrowed, not necessarily in their identities, but in the way they come to understand, (re)negotiate, co-construct and accept each others' multifaceted identities.

I have entered an approximation for each teacher in each given category, intentionally nameless, only to model the figure. As identity construction is of a very personal nature, it is not something that can, nor needs to be given a number and quantified. Teachers are, and always will be in variable positions on the continuum of privilege and marginalization (Park, 2013). These intersections form their very complex identities, defining the very core of how teacher identities are co-constructed. Teacher identity must be considered as one part of a person's identity, all of which comes together to form a complex configuration of a person's whole identity.

Public Policy on Co-Teaching in South Korea

In recent decades, South Korea has witnessed a series of failed new policy implementations designed to increase the English proficiencies of the youth of Korea (Shin, 2012). Two of the most well-known include the official requiring of TETE (Teaching English

through English) by all teachers, and the focus of this study, the plan to place to a “native English speaking teacher” in each public school across the nation.

When former President Lee Myung Bak took office in 2008, he quickly announced a plan to increase the English fluency levels of all students in order to heighten Korea’s economic potential and globalization (Jeon, 2009). This sudden call for a massive overhaul to the country’s English education declared that all subjects would be taught in English by 2010, requiring an overhaul of the educational system in just two years. Public outrage followed and the plan was soon modified to call for the training of 3,000 English teachers per year to teach English in English (Ramirez, 2013b).

This speedy decision and equally quick withdrawal process is not uncommon in the government’s educational procedures. Other forms of public policy, including the EPIK (English Programs in Korea) initiative which sought to incorporate co-teaching into language classrooms in all public schools across the nation, have followed suit. The plan for co-teaching requiring a “native-English speaking teacher” in each middle school (for a total of 2900 teachers), and recommended for all elementary and high schools by the year 2010 was implemented through a “Five Year Plan for English Education Revitalization” (Jeon & Lee, 2006).

Budgetary restrictions and dissatisfaction about the effectiveness of the plan has caused the government to abruptly curb the program in 2012, cutting the EPIK program in public high schools and drastically reducing hiring in elementary and middle schools. The EPIK program reached its highest numbers with 8,798 teachers being recruited from abroad to co-teach in public school classrooms, and has decreased down to a current estimated 7,011 in 2013 (Ramirez, 2013a). GEPIK, the Gyeonggi province branch, the largest sector and where all of the teachers in

this study were co-teaching showed the largest decrease, dropping from 1,543 “native English teachers” in 2012 to 1,207 in 2013 (Ramirez, 2013a).

In this section, I will not debate the merits and demerits of the program, but wish to raise the point that it is extremely difficult for a program to be effective when implemented very quickly and without proper planning and steps to ensure teachers and administrators are prepared for the situation. Prior to EPIK’s rapid expansion, scholars warned against implementing too quickly without proper preparations, as Choi (2001) argued problems were arising and “it has not been as effective as expected because the program was initiated too quickly and perfunctorily without circumspect step-by-step preparations” (Choi, 2001, p. 102).

It would be prudent for future directives on co-teaching in Korea to use what has been learned from the nation’s schools’ and teachers’ experiences to inform future co-teaching policy. Especially essential is to listen to teachers’ voices, to use their wisdom and experiences to propel the nation’s English education and co-teaching into the future. Greater attention needs to be paid to employing language teachers with adequate language and teaching proficiency levels alike. It is hoped that this study may contribute by showcasing the experiences of six co-teachers on the frontlines of co-teaching in Korean public elementary school classrooms.

Co-Teacher Training in South Korea

A multitude of backgrounds exist amongst English teachers in the public school system. Permanent homeroom teachers (YooMi) and English teachers (MinJi) at public elementary schools are required to have an undergraduate degree in primary/elementary education. Contracted English conversational teachers (JiHye) are not required to have an education degree, but speaking proficiency is privileged. In the case of the “foreign teachers,” (Nikki, Ilham and

John) neither an education-related degree nor any teaching experience is required, but teachers are required to have a 4-year University degree “from an English-speaking country.”

Different educational programs are offered for each of these three categories of teachers. To offer “foreign teachers” a brief training in English teaching, Korean culture and basic Korean survival skills, a lecture and demonstration-based orientation training is required for all “foreign teachers” upon arrival in Korea, ranging from three to nine days, though little time is actually devoted to the topic of co-teaching. Contracted Korean teachers of English, including JiHye, are expected to attend co-teaching seminars taught over the course of a week. Periodic co-teaching training programs are periodically offered for other permanent teachers who wish to attend as well.

These programs have a history of high rates of dissatisfaction. In the late 1990s, when the EPIK program was much smaller, orientation training programs consisted of a two week training session (Choi, 2001). However, in spite of this lengthened training session, Choi found the attendees, “native speakers,” were not satisfied and reported not being adequately prepared for co-teaching in Korean classrooms, with 80% of survey respondents being dissatisfied and 15% remaining neutral, a mere 5% offering positive ratings to the orientation. When nearby Hong Kong created its’ pilot co-teaching program, beginning with co-teaching in 40 schools, it enjoyed very high levels of teacher and school satisfaction. However, after the pilot programs initial success, when it grew to be implemented in all of the nation’s 800 primary schools, it was impossible to maintain the same levels of success enjoyed in the pilot stages (Carless, 2006a).

The five teachers in my study who had participated in co-teaching orientation or training programs, Nikki, JiHye, Ilham, John, and MinJi (MinJi only as a presenter, not as an attendee), all criticized the orientation program as lacking rigor and useful information on co-teaching.

Ilham described the orientation as “very boring. The one thing, the only thing it really helped with was it gave you a solid foundation of networks of non-Korean people” (Ilham, April 12, 2012 team interview). Since she already had met her “support structure” (of “non-Korean people”), then “there was no need to network” further. John, who was a frequent presenter at the orientation also described the one he attended as a participant as “a joke...I don’t remember anything from it. It was useless” (John, May 14, 2012 team interview). On the positive side, Nikki was impressed by the co-teaching demonstrations in terms of how well she saw the co-teachers getting along and resolved to try to establish a better relationship with her co-teachers, which she did.

The primarily negative experiences echo Kim’s (2001) findings reporting that teachers need more and higher quality opportunities to develop as co-teachers. In fact, Kim’s inquiry discovered a Ministry of Education, Science and Technology and National Institute of International Education document divulging the purpose of the required orientation program is *not* to prepare novice teachers for the co-teaching they will do, but rather to acclimate them to Korean culture and to provide very basic information on general teaching. Clearly, some attention and guidance on co-teaching would be valuable. Based on the problematic finding that current co-teaching orientation training programs are not actually designed to prepare teachers for co-teaching and therefore perhaps unsurprisingly, co-teachers are not finding them useful in preparing them to co-teach, I propose some alternative suggestions to consider in co-teacher development training program planning.

As teachers who do engage in co-teaching in Korean public elementary schools converge in the classroom bringing with them a wide variety of educational, professional and lived experiences, there is no easy answer on how these teachers might be best prepared for what

they will encounter in their co-teaching experiences. However, training programs actively supporting co-teaching are likely to increase the success rate of collaboration (York-Barr, Ghore, & Sommers, 2007). My own study brings to light several areas that could be expanded on in teacher education programs in order to better prepare teachers for co-teaching situations. In this section, I set forth three considerations for establishing effective collaborative co-teaching coaching or training sessions. The three considerations—cooperation, compatibility, and context—combine to emphasize the need for a joint training program which allows collaborating co-teachers shared experiences, working toward positive social and working relationships, specific to the teachers shared teaching contexts, with a bottom-up focus on context-specific curricular and classroom techniques.

Quality training programs for new teachers is essential. There is a growing awareness lamenting the lack of training materials and adequate training preparation for co-teachers in Korea (M.H. Kim, 2010; M.H. Kim, 2011; McHale, 2007). Often even those teachers who have graduated from teacher training programs may have educational backgrounds which may have been general, and not fully preparing them for their actual real-world teaching assignments (Richards & Farrell, 2005), and even less so for collaborative co-teaching. Collaborative co-teaching can be one form of collaborative learning, as teachers develop practical co-teaching skills and have opportunities for forms of professional development and “reciprocal professional growth” (Mulazzi & Nordmeyer, 2012, p. 223). Effective collaboration is especially necessary in schools, particularly in co-teaching and “special effort often has to be made to develop teamwork in schools because teaching is generally seen as an individual activity” (Richards & Farrell, 2005, p. 12).

Acknowledging the richness those familiar with the local context can bring to the educational context, Kumaravadivelu (2003) advocates engaging with postmethod pedagogy through three P's (the parameters of particularity, practicality and possibility) to engage in a "bottom-up process in which local language teachers and teacher educators, using their professional and personal knowledge-based take the initiative to construct a pedagogy that is sensitive to their local needs, want and situations" (Kumaravadivelu, 2003, p. 545). Akin to Kumaravadivelu, I draw on contextualized local knowledge and co-teaching practices in order to develop the three C's of considerations conducive to collaborative co-teaching coaching. Three critical categories for collaborative co-teaching coaching are identified and elaborated on—cooperation, compatibility, and context.

Cooperation is drawn from the necessity of establishing common bonds and camaraderie between all people involved in co-teaching relationships. Teaching professionals with allotted time and opportunities to engage in cooperative work are more likely to be successful in sustaining student achievement (Chrisman, 2005). Fostering a collaborative community of co-teachers allows for more cohesive and connected community of collaborators.

Compatibility involves organizing habits of practice and a common curriculum compatible with both (or all) of the collaborating co-teachers as well as the known community of learners. This mutual recognition of respective sets of beliefs supports the cooperation of co-teachers as they collaborate to co-construct teaching philosophies and strategies that may reciprocally inform one another's teaching practices.

Recognizing and valuing the uniqueness of the specific contexts where the co-teaching practices occur is essential as frontline co-teachers are the people most cognizant to their specific co-teaching contexts. Connecting both Kumaravadivelu's (2003) postmethod pedagogy and

Freirian critical perspectives, this category strives to encourage teachers to look deeper into their own particular classroom contexts in order to make sense of personal, societal, and cultural-specific considerations affecting collaborative co-teaching, thereby recognizing the agency of co-teaching pairs in developing and enhancing their own co-teaching practices. Based on these three constructs, I expand to detail how these considerations might be implemented within co-teacher education coaching programs.

Coooperation. Cooperation is at the very heart of collaborative co-teaching. Enhancing collegiality and positive working relationships between co-teachers is a beneficial component of a co-teaching coaching session. The current separation of co-teaching orientation sessions into clear-cut divisions, such as “native English speaking teachers” vs. “non-native English teachers” or “foreign teachers” vs. “Korean teachers” or “local teachers” serves no purpose but to highlight and extend the differences that exist between the two, further widening the gap into the existing dichotomy. In the separate training programs of today, any opportunity for the development of familiarity and collegiality are lost, unfortunate in that strong personal relationships between the teachers are often a strong indicator of success in the co-taught classroom (Murawski, 2009; York-Barr, Ghore, & Sommers, 2007). Ilham met her “support structure” of “non-Korean people” immediately as she began her travel to Korea, friendships began on the airplane and cemented at the orientation. Because she was immersed with only her fellow travelers, this became her new network. If she had instead spent extended periods of time growing and developing with her Korean counterparts, this may have strengthened her and JiHye’s relationship, or potentially affected her desire to get involved with others more at her school. John has found “relationship is the most important thing” (John, 5/14/2012 team interview) and Nikki “honestly believe[s] that the more you get to know who you’re working with, it helps in

the classroom” (Nikki, 6/14/2012 individual interview). Rather than leaving these advantageous interpersonal skills to chance, this is something that might be facilitated through cooperative training programs, with co-teachers attending together for at least part of the training session. This would open doors for opportunities for all co-teachers as they obtain relevant training together, and also bond while working together with their own specific co-teachers to brainstorm, practice and experiment with different styles of co-teaching. In addition to promoting cooperative practices amongst the teachers, having the support of and communication with administration is key in creating and maintaining successful co-teaching relationships (Davison, 2006; O’Laughlin, 2012; York-Barr, Ghore, & Sommers, 2007), therefore though perhaps more difficult to implement, including administration in at least some cooperative training would also be worthwhile.

Compatibility. Developing and utilizing practices and curriculum in alignment with the target learners maximizes effectiveness and efficiency of teaching, pointing toward the utilization of classroom-specific models considering how to effectively implement the overarching curricular goals the Korean government requires to be implemented in the individual classrooms. This attention to compatibility aims to draw attention to differing curricular goals and teaching philosophies within a co-teacher partnership, which can sometimes be vastly different (York-Barr, Ghore & Somers, 2007). In Korea, Korean teachers hired locally have usually been matriculated through the local educational systems and are acutely aware of the pressures to follow the national curriculum and for students to attain high scores on cumulative tests, whereas incoming international teachers were not always made aware of these objectives and often times reported having no knowledge of what teachers were doing in the other classes, as 2007 EPIK award-winning essay states, “They [NETS, native English (speaking) teachers]

have no idea what the students are specifically learning in their Korean counterpart's classes. Most NETs do not know the curriculum requirements their co-teachers follow" (McHale, 2007, paragraph 3). It is worthwhile to allow time and opportunity for each teacher to jointly discuss and reflect upon how each other's professional and educational experiences have influenced the co-teachers' individual backgrounds as learners and teachers, as well as discussing and co-constructing their objectives in teaching the current students. This will promote a better understanding of how these backgrounds inevitably influence classroom practices and will help to raise awareness about differences in each others' educational ideologies. This personal attention could be much better facilitated through opportunities for individualized dialogues with actual co-teachers communicating together, rather than an essentialized lecture on the topic, which is all the currently segregated training programs can provide.

Due to the very nature of EPIK's hiring practices and implementation in the schools, the dichotomous positioning and native speaker fallacy is being reinforced every day, perpetuating the attitudes and interactions that continue to promote the dominating discourses (McLaren, 2009). Park (2013) discusses the need for developing awareness in graduate academic programs, a need also urgent in this context. These co-teachers as well, are all somewhat awkwardly positioned right at the nexus, reverberating simultaneous echoes of privilege and marginalization. It is vital for co-teaching developmental programs to acknowledge

dominant discourses of privilege have often been normalized and unquestioned due to magnification of marginalization discourses...thus culminating in a denial of the existence of other forms of privileges. Understanding the educational biographies depicting both privileged and marginalized experiences can be one of the ways to open

up dialogues and questions pertaining to ‘disrupting’ normative discourses (i.e. marginalization) pervasive in educational contexts. (Park, 2013, p. 21)

This might be implemented through less lecture-style presentation and through more what John has recommended—a brief lecture and then ample time and opportunity for co-teachers to talk in small groups, sharing personal experiences, reflections, and discussing actual concerns.

Context. A pedagogy of particularity emphasizes the need to consider the specific site of the local teaching context (Kumaravadivelu, 2001). “Language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu” (Kumaravadivelu, 2001, p. 538). Particularly troublesome then is the lack of attention in current training programs to specific teaching practices related to co-teaching, as well as deficiencies in research relating specifically to the language classroom in general and particularly in the public school classroom in South Korea.

Fostering a bottom-up approach to co-teaching, valuing practices which have developed from within the language classrooms of South Korea is much more relevant than an overreliance on general co-teaching models. Many models of co-teaching in use are often based upon very different contexts of co-teaching, for example inclusion of a small groups of students with differing linguistic proficiencies into a larger classroom, a sharp contrast to the distinctive English educational environment of South Korea, resulting in very different classroom goals. Rather than looking outward to global scholars and others to provide models of collaborative co-teaching, contextually relevant practices can and should be fostered as collaborating co-teachers cooperate to co-construct classroom practices based on a amalgamation of their co-teachers’

individual and shared teaching and learning experiences to derive meaning from their own particular shared classroom contexts.

This can be initiated through a raised awareness of existing literature in the field. Although much work has been done on developing various models of co-teaching for the language classroom, based on the classrooms observed in this study, teachers remain aware of only very limited forms of co-teaching. Although many different models of co-teaching for the language classroom have been identified (Honigsfeld & Dove, 2010) throughout all of the classroom observations, there was only one instance of co-teaching when teachers actually split up the students and utilized a model other than the teachers teaching one large group of students together. Co-teacher development program would benefit teachers by demonstrating various types of co-teaching as well as providing resources on ways to implement co-teaching in diverse ways within the classroom.

Recent years have seen a slow, steady rise in publications in the co-teaching field, however many of these often remain concealed within academic journals. The hectic schedules of practicing co-teachers often does not allow easy access to this information, so many remain oblivious to this research, unaware of the studies or even that instructional manuals exist, instead fending for themselves in the world of co-teaching. Without getting too deep into theoretical issues, there are accessible informational research-integrated guidebooks and articles that current co-teachers could benefit from (for example, Honigsfeld & Dove, 2010; Murawski, 2009; Murawski & Dieker, 2008), granted not Korean-context specific. More research-based articles, such as Jeon's (2009) "Globalization and native English speakers in English Programme in Korea (EPIK)," although specific only to "native English speakers" experiences, are very relevant to practicing teachers. Jeon's work was done through attending EPIK reunion training

sessions and speaking with coordinators and co-teachers. Though very well-written and relevant to inservice teachers, it is unlikely that the majority of co-teachers will ever be exposed to this, or other equally pertinent research set in their own immediate context. Co-teachers may benefit greatly from an awareness of the ideas drawn from these studies, with shared insights in regard to co-teaching which they may then use to help them to re-negotiate their own classroom practices.

The inclusion of an overview of some of this research, acknowledging its existence, or even a brief roundtable informative session at a training session could help to better inform co-teachers about various perspectives related to the co-teaching field in Korea. In 2007, NIIED (National Institute for International Education) began an essay contest for EPIK co-teachers. This type of incentive program, which encourages reflection and offers potential for a wealth of information from practicing teachers can be better utilized and more highly promoted, with exemplary essays published and/or made more easily accessible to all other co-teachers and administration. Encouraging collaborative written reflections via essays as discussed on the previous page offers great possibility for encouraging reflections on the students, teaching, and particularly “effects of change” (Richards & Farrell, p. 2005, p. 11).

Regarding training sessions and connections to co-teachers immediate teaching contexts, it would be valuable for all co-teachers, and particularly novice teachers, to have opportunities to actually see and reflect on co-teaching being implemented with actual elementary school students using the nationally approved elementary school English textbook, so they might see live classroom management practices, as well as seeing how the co-teachers work together to collaboratively co-teach and to manage the classroom. In this way, co-teachers may use the

existing knowledge to help inform their current practices and to provide a foundation off of which they may build on to construct their own co-teaching practices.

Additionally, one-time training sessions have been shown to be much less effective than ongoing continuous development, “one-shot workshops and prepackaged seminars, although potentially effective for creating awareness and building discrete skills, are insufficient for facilitating teacher collaboration and change” (Clair, 1998, p. 466). Consequently, in addition to the massive orientation training at the start of the year, smaller workshops or sharing sessions, either online or offline might also be encouraged within neighboring schools to promote mindfulness, reflection and cooperation for co-teachers.

Future Research Directions

Conducting this research study has been a rewarding experience. As these six teachers have so willingly opened up their lives and classrooms to me, I have become much more informed about the current situation of co-teaching in South Korea. In this process of seeking to discover, I have also discovered new questions which have arisen throughout the process of the study. In future studies, it would be valuable to investigate a larger variety co-teaching situations. As I recruited teachers that were former graduate students of mine who had majored in TESOL, all were trained and interested in becoming English teachers. In carrying out this research, I came to hear of the stories of many other English teachers on the periphery of this research who do not have training in English, nor a desire to teach English, but were thrust into the English classroom and simultaneously into a co-teaching situation. I believe the stories of these teachers may show a very different perspective than the practices of these six teachers, each of who eagerly volunteered to be a part of the study and who are in the classroom because they want to be there.

This study has identified a strong need for research and development of a context-specific collaborative co-teaching manual, a guide book, with accessible explanations of current Korean research and information useful for teachers co-teaching in language classrooms in South Korea. This is a project I would like to undertake in the future.

Concluding Thoughts

Co-teaching is a unique phenomenon in the language education field. It offers potential to unite the often individuality associated with teaching to a more cooperative inclusive collaborative practice. It offers daily ongoing on-the-job professional development and cooperative learning. However, it is far from easy and uncomplicated. This study has unraveled some of the complexities associated with collaborative co-teaching, as two teachers with diverse educational, professional and lived histories come together to negotiate and co-construct identities, practices, and livelihoods within and outside of the language classroom. Through glimpses into the lives of these six teachers, the complex ways teachers position and are positioned by others have emerged.

When I began this study, co-teaching was at its' peak in Korea, growing and expanding more and more each year. While my own research process was continuing and evolving, co-teaching in Korea as well was going through some drastic changes, with sweeping reductions in the numbers of co-teachers being allowed to remain. As this research highlights, co-teaching is an involved process, rich with potential reward and wrought with controversy. As co-teaching in Korea is now in a transitional period, it would be prudent to consider how to continue to benefit from the merits co-teaching, while negating the potential disadvantages and inadvertent messages that may be sent to a new generation of English users. I desire that what has been shared with me though out this study will be shared with others as well, who might also be able

to take this information, particularly current and future generations of co-teachers who may use this to inform their own practices. I hope that these six teachers' stories might be valuable in instigating scholarly conversations about co-teachers and the co-construction of teacher identity. I aspire that this work might be used to improve co-teaching training development programs

Though I have been living in and teaching in South Korea, the site of this study for more than 13 years, it was this study that really opened my eyes and helped me to see the classrooms, the students, teachers, administration and the educational system I had taught about and within. After undertaking this research, I make no claims of fully "understanding" it, but I leave this study much more aware, with a new sense of understanding, a multitude of new perspectives. My own teacher identity and the ways in which I am continually co-constructing it have been touched by the many diverse components of these teachers' identities. I see pieces of me in each one of them and they have each become a part of me as well. My own experiences and the lens through which I see the world is interconnected within this study as I connected with each of the teachers, and the various facets of their identities.

The very first time I met Ilham and was introducing my proposed study, she asked me point blank, "Have you ever co-taught yourself?" When I replied that I had, and had in fact met my husband as my co-teacher, she appeared satisfied and replied, "Good, because I don't think anyone who hasn't co-taught can really understand this situation." Though co-teaching is an immensely complex, elaborate process, I hope that this study may be useful in helping others, including those not directly involved with collaborative co-teaching, to see and appreciate the simultaneously rewarding and challenging interconnections that converge to make co-teaching the experience that it is.

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Appendix A

Approved IRB Letter



Indiana University of Pennsylvania
www.iup.edu

Institutional Review Board for the
Protection of Human Subjects
School of Graduate Studies and Research
Stright Hall, Room 113
210 South Tenth Street
Indiana, Pennsylvania 15705-1048

P 724-357-7730
F 724-357-2710
irb-research@iup.edu
www.iup.edu/irb

July 27, 2011

Shannon Tanghe
755 Locust Street
Indiana, PA 15701

Dear Ms. Tanghe:

Your proposed research project, "Collaborative Co-Teaching in South Korea: A Critical Ethnographic Case Study," (Log No. 11-168) has been reviewed by the IRB and is approved as an expedited review for the period of July 27, 2011 to July 27, 2012.

It is also important for you to note that IUP adheres strictly to Federal Policy that requires you to notify the IRB promptly regarding:

1. any additions or changes in procedures you might wish for your study (additions or changes must be approved by the IRB before they are implemented),
2. any events that affect the safety or well-being of subjects, and
3. any modifications of your study or other responses that are necessitated by any events reported in (2).

Should you need to continue your research beyond July 27, 2012 you will need to file additional information for continuing review. Please contact the IRB office at (724) 357-7730 or come to Room 113, Stright Hall for further information.

Although your human subjects review process is complete, the School of Graduate Studies and Research requires submission and approval of a Research Topic Approval Form (RTAF) before you can begin your research. If you have not yet submitted your RTAF, the form can be found at <http://www.iup.edu/page.aspx?id=91683>.

This letter indicates the IRB's approval of your protocol. IRB approval does not supersede or obviate compliance with any other University policies, including, but not limited to, policies regarding program enrollment, topic approval, and conduct of university-affiliated activities.

I wish you success as you pursue this important endeavor.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. Millis'.

John A. Millis, Ph.D., ABPP
Chairperson, Institutional Review Board for the Protection of Human Subjects
Professor of Psychology

JAM:jeb

xc: Dr. Gloria Park, Dissertation Advisor
Ms. Jean Serio, Secretary

Appendix B

Individual Interview Protocol

Individual interviews will be conducted three times during the course of the semester. Each interview will be conducted on the day of the classroom observation. Interviews will be conducted in a semi-structured format. The following types of questions may be elicited to gather information pertaining to each of my research questions.

- **Main Research Question 1. What are the practices of 4 pairs of collaborating co-teachers in English language classrooms in the public educational system in South Korea?**

Possible interview questions:

- Describe a typical day of teaching.
- Describe your first day of co-teaching in Korea.
- Describe the best/worst lesson you have ever co-taught.
- In a typical class, describe which roles you tend to take control of and which roles (your partner teacher) tends to take control of? Why?
- Are there any things that you ALWAYS do or that (partner) ALWAYS does?
- Who tends to speak more in the class?
- Is there anything that you would like to do more of in the class?

- **Auxiliary Research Question 1. How do the individual teachers' educational and professional histories impact their collaborative co-teaching identities?**

Possible interview questions:

- Please describe any educational related classes you have taken? In University or certificate programs.
- What is one thing that you wish you would've known before beginning co-teaching?
- Describe your favorite teacher. Why did you like that teacher?
- Have you ever co-taught prior to this particular co-teaching partnership?
- What was your University major? How did that prepare you to co-teach?
- Describe any teaching experiences you have had prior to this partnership.
- As a student, what are some memories you have learning a foreign language? What strategies were most effective as you learned a language?
- Think about a time when you learned a foreign language and struggled with it. What made it difficult for you to learn?
- What activities in your classroom do your students seem to like the most? Which ones seem most beneficial to their language improvement?
- Describe your teaching philosophy. How has it evolved since you began teaching?

- **Auxiliary Research Question 2. How are identities co-constructed and negotiated within and beyond the classroom context.**

Possible interview questions:

- If you could change one thing about the way the two of you teach, what would it be?
- What is one word that describes you as a teacher and why?

- How do you feel at the end of a day of teaching?
- How have your beliefs about teaching changed from when you began co-teaching to now?
- Do you consider yourself a cooperative co-teacher? Why or why not?
- Describe your ideal co-teacher.
- How do you feel about yourself as a teacher.
- Describe one lesson or activity you co-taught that was very successful/unsuccessful?

Appendix C

Partner Interview Protocol

Twice during the course of the semester, co-teachers will be interviewed after school on the day the classroom observation was recorded. It is estimated the partner interview will take approximately one hour. Interviews are semi-structured and will follow tangential responses, initiated with the protocol below.

- **Main Research Question 1. What are the practices of three pairs of collaborating co-teachers in English language classrooms in the public educational system in South Korea?**

Possible question prompts:

- What was one thing that didn't go as you expected in your class this week. What happened?
- What was the best class you had this week?
- Describe the first day you co-taught together.
- What is the best part about co-teaching?
- What is the most difficult thing about co-teaching?
- **Auxiliary Research Question 1. How do these teachers' perceive their educational and professional as histories impacting their collaborative co-teaching identities?**

Possible question prompts:

- What is one new thing you have learned this week through co-teaching?
- Describe the training sessions you each attended prior to starting co-teaching. How did it help to prepare you to enter the classroom?
- Describe how any training prior to starting at this school have helped prepare you for co-teaching, or teaching English in general.
- What is one thing that you wish you would've known before beginning co-teaching?
- What is the most important thing you have learned through your co-teaching experiences?
- **Auxiliary Research Question 2. How are identities co-constructed and negotiated within and beyond the classroom context.**

Possible question prompts:

- How are co-teachers viewed within your school context?
- Do you feel that you are both equally respected?
- Do you feel that expectations are the same for both of you? If not, how so?
- What is the most important thing you can do as an English teacher?
- What is the most important thing you have done as an English teacher?

Appendix D

Class Observation Protocol

Classes will be observed and video recorded three times during the course of the semester. I will sit in the back of the classroom, acting as a non-participant observer, taking field notes on paper. The class will be recorded with a video camera next to me. Teachers will wear a clip on microphone to record all voiced utterances. On the initial observation, general observations on the course will be taken using the following protocol.

Classroom Action	Reflective Comments

Upon viewing the video recording, the following protocol will be reviewed to explore teacher talk in the classroom.

	<i>Field</i>	<i>Audience</i>	<i>Interaction</i>	<i>Channel</i>	<i>Action</i>	<i>Location</i>
	<i>What is T2 talk about?</i>	<i>Who talks to T2; who does T2 talk to?</i>	<i>Which are key T2 IRF speech functions?</i>	<i>Which channels are used by T2?</i>	<i>What does T2 do?</i>	<i>Where is T2?</i>
No talk	Sampling	No one	Nonverbal response, if any	Writing	Samples LL's language; head down, avoids eye contact	Behind the class
Support talk	General; class management	T1 to LL and T1 to T2; occasional T2 in private to L	Responding	Speaking, gestures	Samples; gaze follows T1 to LL talk; encourages LL to do same	Alongside the class
Collaborative talk	Content-related language	T1 to LL and T2 to some of all LL for limited time	Feedback: praise, reinitiating, nomination	Speaking + gesture	Contributes to particular aspects of the teaching	Facing part of the class, or the whole class, from the side
Partnership	Instructional	T1 and T2	Initiating	Speaking	Teaches	Center-

talk	content	together to LL	and developing elicits and directs	+ gesture + action	with T1	stage with T1 facing the whole class
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T1 and T2 are teachers, LL are language learners, ‘+’ means occur together
(adapted from Gardner, 2006, p. 492)

Appendix E

Cooperative Planning Session Protocol

Co-teachers are given a digital voice recorder and asked to record regular planning conversations, occurring in the context and manner in which they usually plan their lessons. This is done a minimum of once per dyad during the course of the semester. Planning sessions are analyzed based on emergent data, investigating themes which emerge from the recording. The following framework aids in categorizing the teachers' interactions and positioning in the recording.

Social ontological levels within a critical realist perspective		Categories of interpretation	
	<i>Material utterances</i>	<i>Social relations illocutionary force</i>	<i>Hermeneutic negotiating heteroglossic diversity</i>
<i>Discourse</i>	Texts, utterances, illocutionary tasks, words used in conversations	Power as choice to make linguistic expressions and interpretations.	Enacted representations, meanings attributed to negotiating intersubjective positioning
<i>Agency</i>	Professional associations, University Major	Power as ability to act, teachers' intentions in relation to taking action, curriculum as practice, power as domination	Articulation and/or reasoning of educational theories, interests, curricula, and other cultural products
<i>Structures</i>	Forces of production, gender, school, EPIK	Teacher hierarchy within school, relationships between co-teacher within school	Canons of pedagogic knowledge about co-teaching and language teaching

(Adapted from Arkoudis, 2006)

Appendix F

Teacher Journaling Protocol

The goal of teacher journaling is for you to reflect on your collaborative co-teaching experiences throughout the semester. You may write down brief notes or longer paragraphs of anything that happens related to your co-teaching. For example, you might reflect on:

- a) Co-teaching interactions
- b) Student comments
- c) Administration comments
- d) Co-planning interactions

You may use either of the strategies provided below to organize your thoughts on your co-teaching experiences

What happened?	
Who was there?	
Where did it happen?	
How did you feel?	
What did you think about this?	
Have any similar occurrences happened? How often?	
Do you think this will happen again?	

(adapted from G. Park, 2006)

1. Reflect on a single event which happened in your classroom, either positive or negative, which caused you to stop and reflect on it.
2. Think about and write down your thoughts relating to the following questions:
 - a. What happened before this incident?
 - b. What happened after it?
 - c. What was this incident important?
 - d. What does this incident tell me about myself as a teacher?
3. Continue to reflect on this incident as you continue teaching.
4. Write two to three questions about what you have just written.

(adapted from Farrell, 2007)

Appendix G

Voluntary Informed Consent Form for IRB for Dissertation Study Research

You are invited to participate in this research study conducted by Shannon Tanghe, a doctoral candidate in English Composition and TESOL at Indiana University of Pennsylvania. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask. You are eligible to participate because you are currently involved in a co-teaching partnership at a school in the Republic of Korea.

The purpose of this study is to investigate co-teaching interactions and relations and their effect on the classroom. Participation in this study will require approximately 5 hours of time per month in addition to the time the researcher is observing you teaching in your normal classroom. Selected participants will be asked for 3 interviews—one at the beginning, middle and end of the semester. Participants will also be asked to join in monthly chats at a coffee shop.

The information gained from this study may help us to better understand the usage of collaborative teaching and help to improve the co-teaching situation in South Korea.

Your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigator or your school. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, you may withdraw at any time by notifying the Project Director or informing the researcher. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence and will have no bearing on your academic standing or services you receive from the University. The information obtained in the study may be published in educational journals or presented at educational conferences but your identity will be kept strictly confidential. Whether or not you complete the study, you are entitled to read results of the findings of the study through contacting researcher via contact information given below.

If you are willing to participate in this study, please sign the statement below and deposit in the self addressed stamped envelope and deposit it in a mailbox. Take the extra unsigned copy with you. If you choose not to participate, take no further action.

**Student Researcher: Shannon Tanghe
Rank/Position: Doctoral Candidate at IUP,
Visiting Professor at DKU
Department Affiliation: Graduate School of TESOL (DKU)
Campus Address: DKU, 126 Jukjeon, Suji-gu
Yongin, South Korea 448-701
Phone: 82-2-2298-2446**

**Project Director: Dr. Gloria Park
Rank/Position: Assistant Professor
Department Affiliation: English
(Composition & TESOL)
Campus Address: IUP, Leonard Hall, 346
Indiana, PA 15701
Phone: 724/357-2981**

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

Informed Consent Form for
Collaborative Teaching Partnerships Study

VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed Consent Form to keep in my possession.

Name (PLEASE PRINT)

Signature

Date

Phone number or location where you can be reached

Best days and times to reach you

I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.

Date

Investigator's Signature

Appendix H

Transcription Conventions

The following table contains the transcription conventions utilized in transcribing this dissertation study.

Transcription Symbol	Meaning
Name:	Name of the speaker of preceding utterances
...	(ellipsis) section of transcript omitted
?	(question mark) rising intonation
-	(hyphen) abrupt cut-off
::	(colons) elongating the sound
<u>word</u>	(underlining) stressed word
WORD	(all capital letters) loud speech
()	(empty parentheses) inaudible talk
(word)	(word in parentheses) unclear utterance
((looks to co-teacher))	(double parentheses) non-speech activity
\$word\$	(dollar signs) smiley voice
[word]	(brackets) word added by researcher to clarify meaning in incomplete spoken excerpt
[<i>word</i>]	(brackets and italics) word originally spoken in Korean, translated into English

Appendix I

Description of Roles

	How describes roles		How described by co-teacher	
Nikki	<u>Specific tasks performed</u> Do the greetings... explanations I bring a little extra fun in the lesson	<u>General descriptions</u> To be a kid Don't try to take a role, just go with the flow Giant kid Goofy Native English speaker Not a very good teacher	<u>Specific tasks performed</u> Authentic language Help my [YooMi's] teaching Nikki is the materials Greeting Explanation Makes the worksheets speaking English	<u>General descriptions</u> Not exactly novice in teaching Free from paperwork Follow I adapt to her teaching style Passive
Yoo Mi	<u>Specific tasks performed</u> I always work, make the script (for report cards) I'm trying to prepare the whole lesson I usually lead the class Make good relationships with students, good rapport with my students Do a lot of paperwork I should say Korean to...grab their attention Mother Counselor	<u>General descriptions</u> Professional teacher I'm in charge of library section I spend a lot of time working or making or preparing materials after work...until night or midnight	<u>Specific tasks performed</u> Follow it up with Korean (translation)	<u>General descriptions</u> Puts so much into it Overprepared Really teaching A good teacher
JiHye	<u>Specific tasks performed</u> I want to give opportunities to speak English Make them like English [give students opportunity] to enjoy, to have fun with her	<u>General descriptions</u> Not permanent teacher Teaching machine Passion to teach	<u>Specific tasks performed</u> She[JiHye] does the structured part. JiHye does the lesson plans, she puts the lesson together	<u>General descriptions</u> JiHye will go to Vice Principal on my behalf, so she is my communication medium between me and the school system She's a non-permanent teacher

	<p>[Ilham] I find the materials I should improve [students] English ability, especially speaking and listening I have to check or analyze students kind of level and take care of their point grade I want to make her[Ilham] speak English with the students To communicate with her[Ilham] speaking English Give [students] listening chance Listen and repeat I focus on practicing speaking and listening, so kind of drill. I focus on drill. Presenting target language or vocabulary and review Give them [students] motivation Learn English is fun, not kind of study</p> <p>I present target sentences and vocabularies by repeating and check their understanding so that I explain the meaning of words and grammar or translate instructions into Korean I take control of students'</p>		<p>She'll run the whole CD ROM</p>	<p>She's got a very good heart JiHye is very good at English</p>
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	<p>attitude and make them concentrate on the class while coteacher teaches them and switch role with coteacher as well.</p> <p>Give them [students] confidence to speak English</p> <p>I want to make them [students] like English</p> <p>I have to care about [vice principal, principal, and head teachers]</p> <p>I have to take care of all of things and students and parents as well.</p> <p>I try to make [students] speak English with Ilham Teacher</p> <p>I try to translate into Korean</p> <p>I practice target language and memorize the sentence</p> <p>Presenting the target language and vocabulary by using the ppt and then repeating</p> <p>I just make them practice speaking</p> <p>I know the target language</p> <p>I have to take care of the students</p> <p>Sometimes translate her words</p> <p>Tried to make students communicate with her [Ilham]</p>		
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	<p>Give [students] chances to speak with her [Ilham]</p> <p>I want to make them fun in English</p> <p>I made the worksheets and lesson plans</p> <p>Taking care of students' attitudes</p> <p>Take care of them—sit up straight or please concentrate on teacher</p>		
Ilham	<p><u>Specific tasks performed</u></p> <p>Just to hold the space of calmness</p> <p>I find material for grade 4 and 3 and then I send it to her [JiHye]</p> <p>My responsibility is teaching</p> <p>I often take her [JiHye's] lead</p>	<p><u>General descriptions</u></p> <p>To teach with love</p> <p>More of a student than a teacher</p> <p>I just come here to do what I have to do and play.</p> <p>Never a part of it (personally dealing with admin)</p>	<p><u>Specific tasks performed</u></p> <p>She tries to find good material and then gives me</p> <p>Ilham makes the worksheets</p> <p>Uses her worksheets and stuff</p> <p>Quite good at improvising and then creating some activity from using extra materials</p> <p>Greeting at beginning of class, so some activities or games in the class and review as wrap up</p> <p>She just teaches the students, that's all</p> <p>Make them [English language] more real</p> <p>She try to make her communicate with students</p> <p>Explain something</p> <p>She prepared some game</p> <p>Gives me some advice</p> <p><u>General descriptions</u></p> <p>Make [the students] motivate to speak with foreign teacher</p> <p>She balances out her teaching</p> <p>Students think Ilham makes more fun</p> <p>She thinks we don't need to do extra work</p> <p>She doesn't need to spend her whole energy</p> <p>She doesn't [have to] care about vice principal and principal and another head teacher</p> <p>Students think maybe Ilham Teacher more like main teacher</p> <p>Native English</p> <p>Strong opinion</p> <p>Friend</p>

John	<u>Specific tasks performed</u> To help her Assistant Walking dictionary Manage class without MinJi when she is busy My role is just to get through the book efficiently and try to supplement it as best as possible with other activities	<u>General descriptions</u> Jester Friend Don't think of self as a great teacher or as a trash teacher Not the best teacher Jack of all trades Broad analytical brush and tune what she wants to do with our classes I work with her on it	<u>Specific tasks performed</u> Authentic language Real language, real English that's on his part	<u>General descriptions</u> Comedian Man Not always fun teacher Good friend
MinJi	<u>Specific tasks performed</u> Controlling them and manage them and homework Really teaching English I manage the students, talking, talking, and talking and teaching Start teaching English, how to read I'm checking their homework...I stamp it	<u>General descriptions</u> witch Role model Head teacher I have to do teacher's role, I have to do Mom's role, everything together Boss woman	<u>Specific tasks performed</u> Activity ideas Translation, for lower students	<u>General descriptions</u> Head teacher Not a native speaker Perfectionist The initiation The boss

Appendix J

Groups Teachers Identified With

Nikki	Ilham	John
6 th grade teacher “Adoptive” mom Army American Black British Co-teacher Co-teacher with YooMi Crime scene investigator Daughter Dual citizen Editor English teacher Foreign teacher Good friend Grant winner Introvert Japanese learner Korean learner Kid Kindergarten teacher Middle child Native English speaker Nikki & YooMi Nursing student Part of Korean community Published writer Publisher Reader Single Sister Student Teacher Traveler Trinidadian Tutor Young	27 year old 3 rd -6 th grade co-teacher Animator Anthropology postgrad student Aunt Child Co-teacher Co-teacher with JiHye Daughter English speaker First foreign teacher Foreign teacher Foreigner From conservative Muslim Indian family GEPIK teacher Human Johannesburg resident Not like any other teacher Kid Older On the peripheral Outsider coming in and visiting People Person made in my mistakes Psychology graduate Research assistant Second child out of four Sister SMOE teacher South African Teacher Tutor Worked with professional people Younger	7 th Day Adventist All English teachers American Co-teacher Co-teacher with MinJi Computer programmer English (as a subject) EPIK orientation team Father Foreign teacher Foreign teacher attending orientation Foreigner Friend (to MinJi) Friend (to students) GEPIK’s perspective Human Husband Introvert Non-drinker Online foreigners Partner with other co-teacher Public school teacher Religious S. Institute teacher School employee Student Teacher Teacher in B. City

(Tracy) YooMi	(Cindy) JiHye	MinJi
3 rd grade teacher Co-teacher Co-teacher with Nikki English teacher Elementary school teacher Homeroom teacher Human being In charge of library Korean Korean speaker Korean teacher Music teacher Primary education degree Professional teacher PE teacher Researcher Teacher Wife YooMi & Nikki	3 rd & 4 th grade teacher Administration major Co-teacher Co-teacher with Ilham Contract teacher EFL speaker English student English teacher MA graduate Not permanent teacher Kind of Australian Korean Korean speaker Korean taxpayer Korean teacher School employee Special teacher Teacher Teacher partnered with foreign teacher Teaching machine Timid person Traveler in Australia Work here (Korea) for a living	Class teacher Co-teacher Co-teacher with John English teacher Experienced teacher Government worker Grew up in Korea Gyeonggi province teacher Gyeonggi province office team Head teacher Homeroom teacher Human Incheon Teacher's College graduate Korean Korean English teacher Korean government employee Korean national Korean person Korean speaker Korean teacher (ethnic) Observing teacher PE major student PE teacher Rural area teacher Rural resident Science teacher SoIn Elementary School teacher SoIn Elementary School Student Teacher's college student TESOL graduate student Teacher Visitor