



**Faculty of Education**

**English Department**

**THE INFLUENCE OF MY BELIEFS REGARDING TEAM TEACHING IN THE  
PLANNING PROCESS OF WRITTEN ACTIVITIES**

**A thesis submitted in fulfillment of the requirements for the Degree Seminar and  
English Bachelor's Degree of Universidad Alberto Hurtado**

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### **Abstract**

Beliefs are an important factor to pay attention to when you are an educator; beliefs guide your practice, decisions, actions, and behavior when teaching. In this regard, this self-study research aimed to analyze the researcher's beliefs on team teaching and its relation to the planning process of written activities. The investigation was done considering the context of a current team teaching event, having as participants a group of Chilean pre-service teachers in an English as a Foreign Language context (EFL). Concerning the written activities, the main objective was to analyze the approaches behind it; which are content-based and task-based. The methodology used to analyze the data was a qualitative approach, specifically, a descriptive coding system of three elements: artifacts, narratives and a focus group semi-structured interview. Then, portrayed into a coding scheme. Findings suggests that my beliefs when planning written activities collaboratively rely on being, primarily, goal-oriented and discuss how to reach that goal, which leads me to a communicative approach and to share ideas, to finally understand that although I acknowledge the fruitfulness TBLT has, I do not always apply it to my lessons plans even when I believe in a learner-centered approach.

***Keywords:* Beliefs, team teaching, collaboration, writing skills, pre-service teachers, TBLT, EFL, self-study.**

## Introduction

The topic chosen for this research is team teaching. Murata (2002) in her article *What Does Team Teaching Mean? A Case Study of Interdisciplinary Teaming* encompasses different authors' ideas regarding this matter. Team teaching is seen as a practice to better control large groups, a way to diversify traditional teachers' labor, a form of improving the school and programs, and a means for decreasing teachers' isolation at the same time that increases collaboration and collegiality. Although different ideas are presented, all of them offer us an insight into what team teaching entails. I would define team teaching as the ability to cooperate among teachers to reach common goals.

Team teaching has been a constant strategy during my three different practicum experiences as a pre-service teacher. In the first year (2018), I worked collaboratively with my classmates and a school teacher preparing a group of students for a national debate competition. The collaboration was a key element for that experience because each one of us had something different to offer to students. Furthermore, it was an extensive path to follow as to doing it alone, since we needed to investigate the topics of the debates, prepare the arguments, and practice with the students. During the second year (2019), I had several co-teaching instances, most of them substituting the English teacher and taking charge of different levels when needed with my practicum partner. Since it was one of my first experiences teaching, co-teaching helped me to feel supported during unexpected events. The last experience is the current one (2020), in which I am working collaboratively with a group of pre-service teachers to carry out a project-based instruction. Even though we teach individually, the project and the lessons are planned as a team, which releases the workload and opens new perspectives for the teaching process.

This research proposal arises from questioning and reflecting on previous experiences on co-teaching and my current experience in team teaching and how these circumstances have

been shaping my teaching process. Barahona (2015) states that “little research has been undertaken about the understanding of how teachers learn to teach, in which sociocultural contexts the learning takes place and how this is originated” (p.20). The latter indicates that there is a gap in that matter in the Chilean context. Although many studies have been conducted on team teaching, there are still areas connected to it to investigate. In this regard, I would like to consider that gap and conduct my research on the impact team teaching has on pre-service teacher's teaching process.

The proposed question aims to handle two main issues. Firstly, how the team teaching experience shapes my beliefs, formation, and preparation to teach as a pre-service teacher, considering that teachers have wide responsibility for their students' learning process and they are always attached to accomplish standards throughout the teaching career. Furthermore, teaching can be complex when you are just beginning, many pedagogical concerns appear, and you have to adapt yourself to every school's unique way of functioning. In an individualistic world, team-work is a way of weakening the status quo. Naylor et al. (2015) support the previous idea by pointing out that “learning to teach is complex because of the roles and responsibilities teachers have to play, the nature of schools and classrooms, and the diversity of students” (p. 121). Thus, more research on the field is required to contribute to pre-service teachers' inquiries.

Secondly, my research question aims to analyze my process of planning writing skills. Negari (2011) emphasizes that “learning to write is difficult especially for those writing in a second or a foreign language in academic contexts since they do not know enough about how to generate ideas for writing” (p. 299). Since writing can be challenging for EFL learners, there is a need to figure out teaching strategies to assist them in their writing process, so they can improve. In this regard, analyzing my planning process of written activities is paramount.

Moreover, the planning process has been accompanied, this means that the written activities I have prepared for students have been previously discussed and agreed upon with the team members. Hence, the necessity to understand my beliefs on team teaching while planning written activities, since they are directly influenced by the team members.

### **Rationale**

I wonder about team teaching because I am currently into it. In a previous experience, I did co-teaching in two different approaches: one teach, one assist, and parallel teaching. That experience ended to be gratifying and enriching and gave me a view of how useful collaboration can be. Nowadays, I am working with a team of pre-service teachers and I am interested to enroll in this opportunity of researching how this type of collaborative project will be and how it is shaping my beliefs and process of becoming a teacher.

This issue is important to me since I reflect on how to teach large groups of students, how to manage the classroom, and how time-consuming it is to plan a unit and/or a lesson. Additionally, one of my beliefs as a pre-service teacher is that collaboration and support are key for teachers and the teaching process, but at the same time, I believe it can be difficult if your partner(s) has/have different beliefs or endorses different approaches. Consequently, the research question arises, which is: What are my beliefs about team teaching when planning written activities?

By carrying out this research, I think it may be beneficial for pre-service teachers to review and study their process of becoming a teacher. To students, since I will be considering my planning process and my pedagogical decisions towards their learning. Moreover, Education Legislators can consider team-teaching as a part of the Chilean educational context.

## Literature Review

Bearing in mind the aim of this research, it is pertinent to review what literature has to offer on this matter. Three main topics need to be addressed to understand the rationale behind the study; these are pre-service teachers' beliefs, team teaching, and writing skills. The literature analyzed is related to the design and understanding of the study's purpose.

### Pre-service teachers beliefs

The first theme to consider for this review is pre-service teachers' beliefs and their relevance to the analysis field. Barahona (2014) offers us two main perspectives to define beliefs. On the one hand, from a sociocultural perspective, the author points out that "beliefs are seen as emergent in social contexts, shaped and reshaped through specific instances of social interaction. In this sense, beliefs are interrelated with contexts and experiences of participants" (pp. 116-117). On the other hand, she addresses a Vygotskian perspective, who refers to beliefs as "a process which starts interpersonally, first at a social level, between people, and later at the individual level" (p. 117). This means that although beliefs are personal, these can be shaped and reshaped depending on experiences the individual is exposed to; highlighting the social character beliefs have.

In the same research, Barahona (2014) found out that beliefs are shaped and reshaped throughout the process of learning to teach and are used to direct the pre-service teachers' actions. Beliefs emerge while pre-service teachers are waving into theory, personal associations, and practice as well as into different experiences as language learners, university students, and actual teaching, which indicates that beliefs are dynamic. The author provides valuable information to understand the nature and flow of beliefs in the Chilean context. Although she analyzes beliefs from a language teaching perspective while I am doing it on team teaching, the study has a positive repercussion on a part of my inquiry.

Similarly, Yuan, R., & Lee, I. (2014) report that “situated in an EFL context, the study demonstrates that student teachers’ beliefs are not predetermined or stable, but open to change and development. (p. 8)”. Similar to Barahona’s idea, Yuan and Lee assert the variability beliefs have. The authors explain that pre-service teachers possibly form a set of beliefs about language teaching and learning when they are language learners. However, when they face the language teaching experience, this could trigger changes in their beliefs. Indeed, Yuan, R., & Lee, I. (2014) state that “prior beliefs interacted with the new input and experiences through participation, practice, and reflection, as result of which, their beliefs about language teaching and their self-understanding as a language teacher were both transformed and developed” (p. 10).

Richardson, V. (2003) provides a more cognitive definition of what beliefs are, explaining that “beliefs are propositions that are accepted as true by the individual holding the belief, but they do not require epistemic warrant. Knowledge, however, does” (p.3). Likewise, in Barahona’s research, the author observes that the sources for teacher beliefs are personal circumstances, schooling and instruction, and formal knowledge. However, as opposed to the previous authors, Richardson believes that changes in beliefs at pre-service stages are difficult. She holds that statement by arguing that the period in which students are engaged in preservice teacher education is very short, that there is a disconnection between theory and practice, and that students realize the importance of academic preparation due to lack of time and experience to develop a “need to know” sense.

Altan, M. Z. (2012) addressed another idea regarding pre-service teachers’ beliefs, which are misconceptions. In this study, carried out in Turkey, it is stated that culture has a wide influence on language learning beliefs, which creates misconceptions about how people learn a new language. The author claims that teachers need to make the pre-service teachers aware of these misconceptions regarding language learning and teaching and provide them

with problem-solving skills when those situations arise. Otherwise, the misconceptions will be brought to the classroom. Moreover, Altan, M. Z. (2012) asserts that “this study strongly suggests that teacher education programs should encourage prospective teachers to explore their beliefs, pay attention to any unrealistic beliefs or misconceptions they may hold, and challenge such beliefs with new information and knowledge” (p.491). Altan points out a concept that is not widely explored when referring to beliefs, but it certainly presents solid reasons to be aware of it and avoid it.

### **Team teaching**

Robinson, B., & Schaible, R. M. (1995) suggest procedures to have a positive experience when doing team teaching. Some of them are (1) To agree from the start that your first time teaching together is a trial run. (2) Choose a person who does not appear to have a strong need for power or control. (3) Discuss your teaching philosophy and methods. (4) Present your honest, not your ideal-self. (5) Review your criteria for grading. (6) Agree in advance about how you will handle differences in interpretation. (7) Work hard to develop the skill of “reading” each other during class. Additionally, these researchers point out team teaching benefits for students and teachers.

In terms of students’ benefits, Robinson, B., & Schaible, R. M. (1995) point out that “research on collaborative learning indicates that its benefits for students include higher achievement, greater retention, improved interpersonal skills, and an increase in regard for positive interdependence” (p. 58). Respecting teachers’ benefits, the authors find out that team teaching allows teachers to share and experiment with new ideas for classes, to create more effective writing assignments, help them to overcome feelings of isolation, among others.

Slightly different, Murata, R. (2002) analyzes a previous experience in team teaching. She and a partner joined other teachers who wanted to collaborate and developed a 3-year

program with eight teachers. She investigated how teaming influenced her and her colleagues' practice. The study shows positive results as teachers feeling energized and benefited both personally and professionally with team teaching. Nevertheless, it also manifests that "teaming is not for every teacher nor for every school. However, the benefits of interdisciplinary teaming for both teachers and students present a strong rationale for developing teams" (p. 76). The latter indicates that although team teaching may be difficult to sustain, it presents grounded reasons to be carried out.

Unlike the previous authors, Dugan, K., & Letterman, M. (2008) observe that scholars argue how beneficial team teaching is for students. Nevertheless, they declare that little systematic research exists to prove that. "Team teaching takes various forms including the simultaneously taught two-person course (co-teaching), the alternating two-person course (alternate), and the panel of three or more faculty (panel)" (p.11). The authors analyze students' appraisals concerning those three approaches as opposed to the traditional model (solo instruction). Indeed, results indicate that there were no real differences in student attitudes toward team-taught over traditional classes.

Dugan, K., & Letterman, M. (2008) find out that "most students who commented indicated their satisfaction with the particular course. However, a notable pattern emerged that indicated difficulties with communication and organization in some of the courses" (p. 14). Students were concerned that professors' difficulties to communicate were translated into barriers for them to succeed.

Letterman, M. R., & Dugan, K. B. (2004) share the idea of team teaching as a benefit for students but take its considerations regarding teachers. Their study highlighted that students who participated in team-taught classes reported improved teacher-student relationships and 94% of the students expressed a preference for team aching over the traditional teaching method. Moreover, students presented improved learning outcomes,

higher achievement levels, greater retention rates, and improved interpersonal and communication skills.

Conversely, potential pitfalls regarding team teaching were mentioned concerning teachers. Some of them are the difficulty to organize and collaborate with team teaching, the amount of time and imagination it requires, how time-consuming is, and the conflicts that can arise if roles are not clear or agreed upon by the members.

### **Writing skills**

Ahmed, R. Z., & Bidin, S. J. B. (2016) carried out a study to validate the effectiveness of Task-Based Language Teaching (TBLT) in promoting the writing skills of EFL learners. Hu (as cited in Ahmed, R. Z., & Bidin, S. J. B., 2016) asserts that “the strong TBLT form focuses more on meaning-making in real-life scenarios along with an authentic and accurate performance of the tasks. The weak form of TBLT accommodates more flexible tasks for communicative teaching and language pedagogy” (p. 210).

The study showed that the vast majority of the learners express that TBLT was the most interesting and learner-centered approach allowing them to use the linguistic resources they had. Another important element mentioned is that the use of existing linguistic resources is a fundamental principle of TBLT as it leads the EFL learners to be fluent and confident users of the English language both inside and outside the classroom in real-life situations (Ahmed, R. Z., & Bidin, S. J. B., 2016). The researchers concluded that the TBLT approach usage presented an improvement in L2 performance in terms of complexity, fluency, and accuracy of the participants.

Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012) believe that “a useful approach for identifying instructional practices that have the power to transform students’ writing is to conduct systematic reviews of writing intervention research” (p. 879). In this case, a meta-analysis was done to scan elementary students and how they can improve their

writing skills. The researchers came up with 12 recommendations to accomplish the task; some of them include explicit instruction, scaffolding students' writing, modes of composing, interventions with a larger weighted average, among others.

Similar to the previous authors, Cole, J., & Feng, J. (2015) declare that “writing has been identified as one of the most essential skills because the world has become so text-oriented. Due to this change, mainstream teachers are in great demand of effective techniques to improve writing skills of this particular population” (p.2). After discussing, the researchers agree that there was a lack of sufficient vocabulary among the ESL writers, frequent incomplete thoughts, and an inability to express their ideas effectively. Thus, they decided to implement strategies to improve the situation in ESL second grade students. The strategies they selected were journal writing, activating prior-knowledge, previewing vocabulary, utilizing graphic organizers, scaffolded instruction, and increased teacher/peer conferencing. (Cole, J., & Feng, J. 2015)

Apart from the previous information, the researchers also decided to focus on expressing ideas rather than on grammar errors. Although, they set aside specific times to address language awareness issues. After that stage, Cole, J., & Feng, J. (2015) assure that “the findings suggest that through the use of technology, pre-taught vocabulary, various teacher influences and the implementation of positive diverse literacy practices, this goal can be attained” (p.2). Furthermore, it was concluded that using the techniques mentioned proved to be beneficial to not only ESL students but to general education students as well. To conclude, the three authors promote analogous techniques to help students to achieve a better level of proficiency in writing skills.

### **Research Question**

What are my beliefs about team teaching when planning written activities?

## **Research Methodology**

The study aims to answer the question of what are my beliefs about team teaching when planning written activities?. The question will be addressed by analyzing data following a qualitative approach. In this regard, Sekaran & Bougie (2010, as cited in Khalid & Mohanachandran, 2012) point out that “qualitative research uses inductive reasoning and aims to acquire an in-depth understanding of human behavior and the reasons of occurrence of that behavior” (p.16). Taking that into consideration, to accomplish the objective of a qualitative method it is pertinent to analyze and understand an abstract concept as beliefs and what are the effects of that on my planning process. Therefore, I will be interpreting a phenomenon regarding myself.

### **Data collection tools**

#### **Artifacts**

The first data collection tool to be used is plannings done collaboratively with co-teachers that later on were carried out as classes. This tool aims to analyze my beliefs as well as my planning process of written activities when I am working with others. Given, L. M. (2008) acknowledges that “an artifact has a story to tell about the person who made it, how it was used, who used it, and the beliefs and values associated with it” (p. 23).

#### **Narratives**

The second data collection tool is journals as narratives. Moen, T. (2006) asserts that “human experience is always narrated. Narrative research is, consequently, focused on how individuals assign meaning to their experiences through the stories they tell” (p. 60). This tool aims to analyze my beliefs throughout the years I have been preparing to become a teacher. Specifically, my beliefs towards team teaching or collaborative work, if they were new or if they have changed or remained the same.

### **Focus group**

The third data collection tool is a focus group based on a semi-structured interview with the members of the team I am currently working on; five people including me. They were selected because they are part of my experience in team teaching and have a key role in my journey of discovering my beliefs regarding team teaching and my planning process of written activities. Kitzinger (as cited in MacDonald, C. 2012) illustrates that “focus groups are considered a socially orientated process and a form of group interview that capitalizes on communication between the research participants in order to generate data" (p. 41). Even though the study is focused on me, team teaching is a key element of it. Hence, gathering data from my team can be an enriching option to understand my beliefs on team teaching while I understand and analyze theirs.

One example per each data collection tool will be listed in the appendices section, page 42 onwards.

### **Data Analysis approach**

One of the most striking features of research is the validity of it, to overcome this situation it is necessary to define methods which support it and compare the information gathered; in this case, data triangulation. Patton (as cited in Carter et al, 2014) emphasizes that “triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena” (p. 545). Thus, I selected three data collection tools, which are artifacts, narratives, and a focus group, which were listed and explained in the previous section.

Since I will be working with a qualitative approach, after selecting the data collection tools, data needs to be analyzed, for this purpose I selected a descriptive coding system. Saldaña, J. (2013) explains descriptive coding as “assign labels to data to summarize in a word or short phrase - most often as a noun – the basic topic of a passage of qualitative data.

Provides an inventory of topics for indexing and categorizing” (p. 261). Descriptive coding is an elemental coding method and one suitable system for beginner researchers to follow.

## 7. Research findings

**Table 1**

*Lesson plans coding scheme*

<b>Artifact</b>	<b>Class objective</b>	<b>Information</b>	<b>Activity</b>	<b>Purpose of the activity</b>	<b>Approach</b>	<b>Time</b>
<b>Lesson Plan (class)</b>	At the end of the lesson, students will be able to recognize the three R rules (Reduce, Reuse, Recycle) to name ways of implementing them.	-7th grade -Unit 4: green issues -In-class -Co-teaching: planning and implementation -November 17th, 2019	Agents of change  Students should plan a proposal in which they can implement the three r's in the school. In this activity, students must work in groups and they have to use vocabulary mentioned in the pre and	To apply known vocabulary into a poster promoting the three R's rule.	Content-based	30'

			while stages.			
<b>Lesson Plan (unit design)</b>	At the end of the unit, students will be able to raise awareness of their eating habits to advise their classmates on how to be healthy during a pandemic context.	-5th grade -Unit 3: What we eat? -Online class: synchronous -Team teaching: planning -Taught individually, but peer-supported -From September 21st to October 9th, 2020	Design and present a balanced diet Students write on a Padlet the design of their one-day balanced diet, to then present it to the class.	To position themselves in a real-life situation and to accomplish the task in a written form.	Task-based	30'
<b>Lesson Plan (unit design)</b>	At the end of the unit, students will be able to develop	-5th grade -Unit 4: What's the weather	Writing in Padlet The teacher will ask	To apply known vocabulary into sentences to	Content-based	30'

	cross-cultural awareness of weather and their impact on people's lives to inform their classmates about the different climate types.	like? -Online class: synchronous -Team teaching: planning -Taught individually, but peer-supported  -From November 2nd to November 20th, 2020	students to write 2 sentences of their favorite summer and spring clothes, and 2 sentences of the festivities they celebrate in those seasons.	express their preferences.		
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**Table 2***Journals coding scheme*

<b>Narratives</b>	<b>Theme</b>	<b>Code</b>	<b>Date</b>	<b>Text</b>
<b>Journal 1</b>	Team teaching	Definition	October 30th, 2020	The possibility to work with a group of pre-service teachers with different points of view, teaching strategies, and skills.

<b>Journal 1</b>	Team teaching	Purpose	October 30th, 2020	which have enriched my own practice.
<b>Journal 1</b>	Team teaching	Opinion of current experience	October 30th, 2020	I have to adapt to different situations.
<b>Journal 1</b>	Team teaching	Factors to pay attention	October 30th, 2020	I need to look at new experiences with an open mind.
<b>Journal 2</b>	Team teaching	Positive things	October 31st, 2020	The planning process was not that difficult as I think it would be before starting to do it. One of the main strengths of the process is that we are working as a team and we can share ideas and divide the duties, which decreases considerably the workload.
<b>Journal 2</b>	Team teaching	Preconceived ideas	October 31st, 2020	Although teamwork can be problematic if team members are not selected properly or not willing to cooperate, this time has not been the case.
<b>Journal 2</b>	Team teaching	Commitment	October 31st, 2020	The fact that I am working with other people makes me be responsible and committed to the project, my team, my teachers, and the students.

<b>Journal 3</b>	Beliefs	Interpretation	June 4th, 2019	Beliefs shape the behavior, decision, and actions of a person, with teachers it is the same. Every educator has its own position regarding education and how knowledge should be delivered to students.
<b>Journal 3</b>	Beliefs	Conflict	June 4th, 2019	The problem lies in teachers who never recognize their beliefs; consequently, they will never be able to improve their weaknesses when teaching.
<b>Journal 3</b>	Beliefs	Purpose	June 4th, 2019	So, as teachers, it is important to recognize and analyze our beliefs to become good professionals and to perform successfully during a lesson with students.
<b>Journal 3</b>	Beliefs	Self-awareness	June 4th, 2019	As a pre-service teacher, I need to be aware of my own beliefs and learn as much as possible during this stage of my career.  As a pre-service teacher, I am starting to gather information about teachers beliefs, and my own beliefs too. This is an essential process in the labor of becoming a teacher who wants to do their best when teaching.

<b>Journal 3</b>	Beliefs	Needs	June 4th, 2019	Different from my case, at my school center, there are no pre-service teachers, all of them have experience in teaching, except for me and my classmate. Nonetheless, I have observed my guide teacher and I have been able to exchange ideas, thoughts, and educational beliefs with her.
<b>Journal 3</b>	Beliefs	Reflections	June 4th, 2019	Even when you can differ in beliefs and in teaching practices, all are sharing the same place of work and more importantly, the same objective, which is to provide the best learning experience for students.

**Table 3***Focus group coding scheme*

<b>Category</b>	<b>Theme</b>	<b>Sub-themes</b>	<b>Code</b>	<b>Date</b>	<b>Text</b>
<b>Focus group interview</b>	Team teaching	Previous experiences	Opinion	November 24th, 2020	-It was funny. -Something good. -A really good experience. -A really interesting exercise.

					<ul style="list-style-type: none"> <li>-I love it!</li> <li>-It was good and bad at the same time.</li> <li>-Difficult.</li> <li>-With the classmate that I work with it was a really fun experience.</li> <li>-We really enjoyed doing the class and sharing our own views.</li> </ul>
<b>Focus group interview</b>	Team teaching	Previous experiences	Experience	November 24th, 2020	<ul style="list-style-type: none"> <li>-We have different opinions about the classroom, the strategies.</li> <li>-We implement our experiences and our strategies, approaches, among others to combine them in our lesson plannings.</li> <li>-Different presentations where I had to get together with a group.</li> <li>-I was able to discuss with my partners and with my group different ideas.</li> <li>-A chance to share these ideas and have a discussion about what is the best way to help my students.</li> <li>-We weren't working like</li> </ul>

					<p>together, but still, it was like we can suggest things and receive feedback from my classmate.</p> <p>-I had to do co-teaching.</p> <p>-With one classmate I get along, and we have like share the same view towards designing a class. But, with the other one, we really had clashes when it comes to the topic of the class, and the methodology, and the way to approach the class.</p> <p>-Difficult to find a point in the middle.</p> <p>-Just work between me and the classmate that I had the best relationship, and the other classmate was just doing her own thing.</p> <p>-We were giving her some ideas and she didn't like those ideas and she only had like one approach to do things. So, it was really difficult, she wasn't open to ideas, you know? We had to be open</p>
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					to her ideas, but she couldn't be open to our ideas.
<b>Focus group interview</b>	Team teaching	Current experience	Opinion	November 24th, 2020	<p>-A very good proces.</p> <p>-Very cool.</p> <p>-Having different points of view, and approaches, and methodologies to the lesson always is a good thing for you as a teacher.</p> <p>-A very positive thing.</p> <p>-A positive experience.</p> <p>-A very positive experience.</p> <p>-One of the most important skills for a teacher to have is to work as a teamwork.</p> <p>-We are in a position where we have to communicate with a lot of people and I think being able to communicate and share ideas is really important for us.</p> <p>-I believe like sometimes I have an idea and I think that's the only way to teach something, but maybe my teammate has</p>

					<p>another idea and is better and I have to accept that and that makes me grow as a teacher, to accept other ideas and to adapt.</p> <p>-I think it was really fun, it is really fun.</p> <p>-A very good experience.</p> <p>-It was really great, it was very good co-teaching I think, very positive.</p>
<b>Focus group interview</b>	Team teaching	Current experience	Experience	November 24th, 2020	<p>-Because in this online setting, is like harder to... to think on activities or planning the lesson as we are used to, we were used to.</p> <p>-When I have doubts in... when planning my lessons I asked a la Daniela or Sofía if it... if that was gonna work or not.</p> <p>-This group was meant to be because we work together.</p> <p>-Maybe we have problems, I don't know, with our connection, like internet connection.</p> <p>-But we work together.</p> <p>-When I did my first</p>

					<p>intervention, I was so afraid that something happen, but it was not comfortable. Va a ser muy Chileno... (It's going to be so Chilean) fue muy bacán (it was really great) (laughs) know that there were people who are helping you.</p> <p>-I also agree with Alejandra and Daniela about the importance of working as a team.</p> <p>-This experience of working with my group, with my classmates was really useful to reflect on how important is the aspect of teamwork in education.</p> <p>-All us were really open to all of the ideas that we proposed and if we wanted to do something we kind of plan a way to implement that idea in the planning.</p>
<b>Focus group</b>	Team teaching	Beliefs	Before team	November 24th, 2020	-I think one of the difficulties that I thought

<p><b>interview</b></p>			<p>teaching</p>	<p>about not connecting with people, you know? Maybe you are with someone you're not really connecting with their ideas, maybe, I don't know, you had a discussion before, and, maybe, things don't get along well when you are doing a process with someone like that, I was afraid of that. Also, I was afraid of lack of communication, like teachers always said that in a teamwork there's always someone that does nothing, you know? I was also afraid of that, I also didn't want to be like that person.</p> <p>-Thinking about the... about the co-teaching, I remember that in my first ELAB experience, I had to work with the PIE teacher, but I was a trainee teacher. So, she always told me to do the... I don't know... this activity in classes or use this strategy. So, I was</p>
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					<p>not able to communicate my ideas, even though, for me was an enriching experience, it was fome (laughs) because I wanted to include my ideas in classes</p> <p>-Before this experience, as I hadn't like work collaboratively, I think that I didn't think or have a like a prejudice, I don't know, of co-teaching because I have not experience that.</p> <p>-Before, based on my experience, I had like kind of a mixed view towards co-teaching, I don't know what to expect actually, was kind of thinking about I hope I get a good team, about I hope we are all open to the ideas and not to just follow one view or something like that.</p>
<b>Focus group interview</b>	Team teaching	Beliefs	Ater team teaching	November 24th, 2020	-Now I think that after doing all this process, I can reflect that it was a really good idea to do like a cooperatively teaching

				<p>process.</p> <p>-Working now 2020, I think that it was a good experience because sometimes, I don't know, including vocabulary in classes or games or... I don't know... games at the middle of the class, was something for me... was new for me. For example, I always designed my classes with a game at the end of the class... of the lesson. But, it was funny to know that different strategies, like Alejandra including the activities, I don't know, at the beginning and then at the end, or using listenings, readings, it was for me like... I took the strategies and the opinions, everything, and now I combine with my... in my lesson plannings and my future classes.</p> <p>-Now I think that it was a very good thing to do and in our last practicum experience and in an</p>
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					<p>online context it was like better because we can support each other like in the adaptation of this new context. So, I think it was very positive and there is a lot of benefits of co-teaching for you as a professional and also as a person because you can develop like different skills like interpersonal skills and things like that. So, I think it was a very enriching experience.</p> <p>-When working with all of you it was really fun; it was an enriching experience like Alejandra said because it was, I don't know, it was fun to work with you. Awesome to do activities greater done, just having fun basically. And the thing is that we were not only having fun, but we were also working, you know.</p>
<b>Focus group interview</b>	Team teaching	-	Definition	November 24th, 2020	-Team teaching is like asking questions about your plannings, sharing ideas, and providing

					<p>feedback to other teachers.</p> <ul style="list-style-type: none"> <li>-Related to collaborative approach.</li> <li>- Ask for help and about your classes or the design</li> <li>-Team teaching is like sharing your views, your plannings, and ask for opinions to your... to other teachers.</li> <li>-To teach collaboratively, is like co-teaching</li> <li>-Ask for opinions since your team knows the context of.. ehh, the teaching. So, ehh... they can suggest you things.</li> </ul>
<b>Focus group interview</b>	Team teaching	-	Purpose	November 24th, 2020	<ul style="list-style-type: none"> <li>-With the objective to improve the teaching practice or to give feedback to other people.</li> <li>-Feedback helps you to improve your teaching practice</li> <li>-A good work, and to have different points of view in your work, and maybe to improve your work or your practice.</li> <li>-Improve the teaching and learning process.</li> </ul>

<b>Focus group interview</b>	Team teaching	-	Factors to pay attention	November 24th, 2020	<p>-Be open mind.</p> <p>-The synergy between the team members</p> <p>-The relationship, like the process, and the past experience</p> <p>-Relationship and the synergy</p> <p>-Communication.</p> <p>-As Daniela said, you have to be like open minded.</p> <p>-Willing to accept like other's comments to improve your practice.</p> <p>-Communication is a very important factor, I think.</p> <p>-I also agree that communication is a really important skill to have or something to practice as a teacher.</p> <p>-But, also, I think one of the most important factors in teamwork is be goal-oriented.</p> <p>-At the end, the ultimate goal is that students learn and we have to work all together to reach that goal.</p>
<b>Focus</b>	Team	-	Benefits	November	-Receive the peer

<b>group interview</b>	teaching			24th, 2020	feedback. -Considering other's points of view, other's approaches and methodologies -Some of us knew more things like teaching resources, for example. - We help each other in this. -If I was working alone, I think it would be like harder, a harder process.
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*Note.* The dashes represent the absence of sub-themes in those sections.

## **Discussion**

The present self-study was carried out bearing in mind an in-context team-teaching process during the second semester of this year (2020). The aim was to analyze and understand my beliefs regarding this experience of team teaching in alignment with my planning process of written activities. Hence, emerged the question of what are my beliefs about team teaching when planning written activities?. To better analyze the findings, I will differentiate the question into its three main concerns; beliefs, team teaching, and written activities.

Regarding my beliefs, in one year they have remained and I highlighted the relevance that identifying teaching beliefs have as they shape the behavior, decisions, and actions of educators. It was also found that I share beliefs with the members of the team I have worked with, highlighting among them, the value of teamwork, the importance of communication

among teachers, the relevance of being goal-oriented and open-minded, among others, being the shared beliefs one of the main explanations of success when working collaboratively. All members, including me, perceive this team teaching experience as positive and enriching. Incidentally, we must not forget that we are in a pandemic context, which also plays a role in the experience. Since there are hard times, team teaching reaches our process to lighten it, which means that under normal situations the process could have been different, or even not possible to carry out.

In terms of written activities, it was found that the input provided to students before written activities is always a text, meaning that I linked written activities with reading ones. Additionally, it was found that most of the time the approach I follow is content-based, except when I plan for an end of the term lesson, which is reoriented to a task-based approach. On top of that, when planning collaboratively, all the ideas are discussed and agreed upon first to then portray them on lesson plannings.

To summarize, my beliefs when planning written activities collaboratively rely on being, primarily, goal-oriented and discuss how to reach that goal, which leads me to a communicative approach and to share ideas, to finally understand that although I acknowledge the fruitfulness TBLT has, I do not always apply it to my lessons plans even when I believe in a learner-centered approach.

As a final observation, in connection with the literature review, Barahona (2014) addresses that beliefs are shaped and reshaped, that emerge in social contexts, and are interrelated with contexts and experiences of participants. Similarly, Yuan, R. & Lee, I. (2014) state that based on an EFL context beliefs are not predetermined nor stable, but open to change and development. Connecting these ideas to what I found in my research, it can be concluded that beliefs can be stable in a short period of time, but more research is needed to

identify if there were changes along my process of becoming a teacher. However, I do endorse the fact that beliefs emerge in a social context and are developed through experiences.

Regarding team teaching, Robinson, B. & Schaible, R. M. (1995) point out that team teaching allows teachers to share and experiment with new ideas for classes, to create more effective writing assignments and it helps teachers to overcome feelings of isolation. All those benefits team teaching presents were ascertainable in the research and highlighted by the participants. Nevertheless, Murata, R. (2002) explains that teaming is not for every school nor for every teacher. However the benefits it presents for teachers and students present grounded reasons to adopt it. In this regard, one of the participants of the focus groups endorsed this idea by presenting a case where one of the team members was not willing to collaborate and ended up being a difficult situation.

Finally, in relation to writing skills Ahmed, R.Z. & Bidin, S. J. B. highlighted that TBLT is the most interesting and learner-centered approach allowing students to use the linguistic resources they have, resulting in more fluent and confident users of English inside and outside the classroom since they are prepared for real-life scenarios. Given that my beliefs support this approach but my lesson plannings evidence something different, there is a disconnection between them.

### **Conclusion**

This self-study research attempted to identify my beliefs regarding team teaching, since it is something I was experiencing while researching, and, at the same time, something I have been connected to since my first practical experience. Moreover, as a former EFL English teacher, a connection with the language was needed. Therefore, I was interested in understanding my beliefs, but also, the relation between them and my planning process of written activities, considering that in this ultimate time, my team has widely influenced this area of my teaching practice.

Among some of the findings that can be reviewed, highlights the fact that my beliefs regarding team teaching or collaboration remain because I could experience the benefits of it and understand in the practice what authors state. Additionally, by knowing my classmates (team members) previous experiences, I could notice that not all the educators are willing to work collaboratively. Consequently, team teaching has its challenges and implications to be carried out no matter how beneficial could be, it needs to be well thought and planned. Another relevant finding, is that beliefs are not always consequent with our actions. I believe in a learner-centered approach and in how effective TBLT is in EFL contexts, however I apply them in my lesson plannings in a few circumstances.

The latter information brings up the most challenging features of my research. In this regard, I would recommend doing more research on the field of beliefs, since it has been addressed in the Chilean context, but not in much detail in relation to pre-service teachers. Following this same idea, it is also necessary to look much more back to fully understand the flow, shape and reshape process of beliefs, which also limited my own investigation since I could not find data from my early stages of becoming a teacher. Finally, concerning the team teaching area, it is difficult to analyze it from an experiential focus, since it is not something widely done in Chile. Nevertheless, more research can be done to analyze if it can fit our Chilean educational context.

### **Research implications**

The purpose of this self-study research was to inquire in my teaching beliefs attached to the topic of team teaching and in alignment with the planning of written activities. The findings gave me an overview of what is my position in all those areas and presented me the final product of my pre-service teacher journey.

In first place, regarding beliefs, Zheng, H. (2009) illustrates that “teachers’ beliefs are important concepts in understanding teachers’ thought processes, instructional practices, and

change and learning to teach” (p.73). By researching and analyzing my beliefs in relation to a process I was involved in while doing it, make me aware of how fragile ideas and concepts are if they are not applied. As well as, how contradictory humans can be. I realized that beliefs and actions are not always aligned, and that as teachers we need to be constantly gathering information about ourselves in order to actually put our beliefs into practice. And, the other way around, if what we are applying in our lessons is what actually we believe in.

Secondly, about team teaching, Letterman, M. & Dugan, K. (2004) express that team teaching “It is a unique opportunity to share, critique, confront, and cooperate” (p. 77). Although team teaching is not possible to carry out in the Chilean context, collaboration it is. Collaboration is a way to disintegrate individualistic visions, as well as feelings of isolation as Letterman and Dugan clearly state. Experiencing team teaching this year was a quite positive and enriching experience which allowed me to sustain and support my position about collaboration. Moreover, considering the hard times we are living, worldwide with Covid-19 pandemic, and Chilean with the social and political crises, feeling supported by other pre-service teachers and guide teachers, lighten the practicum experience. Hence, regarding my teaching practice, I am willing to cooperate and share my knowledge, my ideas and resources with other teachers who are willing to receive and give as well.

Finally, in relation to written activities, Ismail, S. A. A. (2011) points out that “writing should receive more attention in ESL classes in order to prepare learners to cope with the communicative demands of real life situations. Undoubtedly, the purpose of teaching writing skill is to prepare ESL learners to become better writers” (p. 73). Bearing in mind what Ismail presents, I realized that most of the time, when it comes to productive activities, I plan written activities for students. I acknowledge the importance of it, but, at the same time, I believe that I need to investigate more that field as well as the other areas of the English language. This insight appear when I realized that I was holding the TBLT approach but I was not portraying

that into my lesson plannings. Thus, I need to examine the skills and find out how to properly implement that when I am teaching, moreover when it refers to an EFL context.

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## Appendices

### Appendix A

Student: Paula González, Loreto Polanco. (24 students)				
Grade: 7th	Unit 4: Green Issues	Lesson no.: 1	Date: 17/11/19	Mins: 90'
Class Objective: At the end of the lesson, students will be able to recognize the three R rules (Reduce, Reuse, Recycle) to name ways of implementing them.				
<b>Pre</b> Present , activate , engage , motivate, develop fluency	Chunks + Keywords	Strategies + activities + instructions	Evidence (OE)	Time-mins.
	Routine: Greeting the students, writing the objective and date on the board, explaining the activities, and setting the rules of the class.			
	<b>Keywords:</b> Planet Earth Consequences Waste Pollution Solutions Global warming  <b>Chunks:</b>  we can ____	<b>Strategies:</b>  - <b>Cognitive:</b> Students will activate their prior knowledge in order to carry out the activity. - <b>Monitoring:</b> Teachers will check that everyone is participating and speaking in English. - <b>Linguistic:</b> Students will work with vocabulary while conveying meaning from images.  <b>Activity: Brainstorming</b> Students watch some pictures of the consequences of global warming. Then, they are going to share a possible solution for the environmental issues presented. <ol style="list-style-type: none"> <li>1. As a whole class, students will watch carefully the images of the powerpoint.</li> <li>2. Then, students will be asked to name a possible solution for the images</li> <li>3. Each word will be written on the board</li> <li>4. If students are having problems with the concepts, we can classify the images and then look for solutions.</li> </ol> <b>Instructions:</b>  <ol style="list-style-type: none"> <li>1. Everybody look at these images.</li> </ol>		10'

		<ol style="list-style-type: none"> <li>2. Do you know what global warming means?</li> <li>3. What is this? (according to the pictures)</li> <li>4. What other environmental issues do you know?</li> <li>5. How can we solve global warming?</li> </ol>		
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While Meaning-focused input + Fluency . Comprehension checking : <i>reading</i> - <i>listening</i> - <i>viewing</i> .	Chunks + Keywords	Strategies + activities + instructions Include interactions, timing & steps	Evidence (OE)	Time - mins.
	Reuse Reduce Recycle Resources	<b>Before reading:</b>  <u><b>Strategies:</b></u> <ul style="list-style-type: none"> <li>- <b>Cognitive:</b> Students will make inferences by looking at key concepts.</li> <li>- <b>Social-affective:</b> Students will work collaboratively.</li> <li>- <b>CM:</b> Volunteers will report back by raising their hands.</li> </ul>		20'
	Where? When? How?	<b>Activity 1: Before reading</b> Students look at the keywords on the board gather from the text "Thinking in green" to guess what is the reading about.  <b>Instructions:</b> <ol style="list-style-type: none"> <li>1. Look at the keywords written on the board.</li> <li>2. Think, What will be the text about?</li> <li>3. Raise your hand and answer.</li> </ol>		
		<u><b>Strategies:</b></u> <ul style="list-style-type: none"> <li>- <b>Monitoring:</b> Teachers will move around the classroom to see that everyone is reading and working.</li> <li>- <b>Metacognitive:</b> Students will self-check their own comprehension of the text</li> </ul>		

		<p>by looking cognates and previous knowledge.</p> <p><b>Activity 2: While reading</b> Students read the text “Thinking in green”. While they do it they are asked to identify the cognates and their previous vocabulary present in the text.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Circle the cognates in the text.</li> <li>2. Underline the words that you know in the text.</li> </ol> <p><b>Activity 3: After reading</b> The teacher shows pictures to the students and they have to categorize them according to the reading.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Look at the image.</li> <li>2. To which category it belong? (reduce, reuse or recycle)</li> </ol>		
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<b>Post</b>	Language focus, chunks + keywords	Strategies + activities + instructions Include interactions, timing & steps	Evidence (OE)	Time-mins.
<b>Productive skills, Language practice, Functions, Language production.</b>	<p><b>Chunks:</b></p> <p>I (verb), but now _____</p> <p>I am going to _____</p> <p>I can _____</p> <p>I will _____</p>	<p>Language Awareness check</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- <b>Metacognitive</b></li> <li>- <b>Social-affective:</b> Students will work collaboratively.</li> </ul> <p><b>Activity:</b> Students report on what their classmates answered using chunk.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask your classmate, What are you going to do to help our planet?</li> <li>2. Answer using <b>two</b> of the following chunks: <ul style="list-style-type: none"> <li>- I (verb), but now _____</li> <li>- I am going to _____</li> <li>- I can _____</li> </ul> </li> </ol>		10'

		<ul style="list-style-type: none"> <li>- I will _____</li> </ul> <ol style="list-style-type: none"> <li>3. Write the answer in your handout</li> <li>4. Share your answers</li> </ol> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>a. I <b>eat</b> meat, but now I am going to <b>be vegetarian</b></li> <li>b. I can <b>buy fewer clothes</b></li> </ol>		30'
	Post Activity	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- <b>Metacognitive:</b> Students will self-check their own comprehension.</li> <li>- <b>Social-affective:</b> Students will work collaboratively.</li> <li>- <b>Monitoring:</b> Teachers will move around the classroom to see that everything is ok.</li> </ul> <p><b>Activity: Agents of change</b> Students should plan a proposal in which they can implement the three r's in the school. In this activity, students must work in groups and they have to use vocabulary mentioned in the pre and while stages.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. The class will be divided in 3 groups.</li> <li>2. I will give each group one of the 3 "R". The first group will be "REDUCE", the second group will be "REUSE" and the third group will be "RECYCLE".</li> <li>3. I will give you a piece of paper.</li> <li>4. With your group, look for a way of implementing the "R" given to you in the school.</li> <li>5. Create a poster including the proposal and one or more</li> </ol>		

		drawings (be creative and clean). 6. The poster will be stick on a wall in the school.		
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Closure Pedagogical Reflection.	Language focus, chunks + keywords	Strategies + activities + instructions <i>Include interactions, timing &amp; steps</i>	Evidence (OE)	Time (Min)
			<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- <b>Social-affective:</b> Reflection will be carried out collaboratively</li> </ul> <p><b>Activity 1:</b> At the end of the lesson students will write an eco-friendly action that they will perform to improve their future. The written must be directed for their future self.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Write two eco-friendly actions that you will do every day.</li> <li>2. The written must be directed for your future self.</li> <li>3. Once you finish, show your answer and explain why</li> </ol>	

## Appendix B

Teachers' beliefs and their impact on their teaching practice.

Paula González Herrera.

Beliefs shape the behavior, decision, and actions of a person, with teachers it is the same. Every educator has its own position regarding education and how knowledge should be delivered to students. The problem lies in teachers who never recognize their beliefs; consequently, they will never be able to improve their weaknesses when teaching. So, as

teachers, it is important to recognize and analyze our beliefs to become good professionals and to perform successfully during a lesson with students. As a pre-service teacher, I need to be aware of my own beliefs and learn as much as possible during this stage of my career. Nonetheless, it is important to acknowledge what authors state about this topic in order to support my ideas properly.

First, as Castellanos, J. (2012) illustrates “this period appears to constitute a single developmental stage during which novices acquire knowledge of pupils then use that knowledge to modify and reconstruct their beliefs about teaching” (p.197) as a pre-service teacher, I am starting to gather information about teachers beliefs, and my own beliefs too, this is an essential process in the labor of becoming a teacher who wants to do their best when teaching. However, as Nicolae, M. (2013) asserts “in Romania, as in many other countries, teaching has always been a way to transfer knowledge in classrooms where students are considered a uniform and homogeneous population” (p.428). Even though that experience is gathered from Romania, it is quite common to associate that role to teachers in our context, without really considering that the role of the teacher goes beyond simply “transfer” knowledge. On the other hand, Becerra, S., Muñoz, F. & Riquelme, E. (2014) “schools should plan and implement training programs that facilitate the development of socio-affective and ethical skills such as empathy, respect, mutual appreciation, and healthy relationships” (p. 157). Even when teacher have their beliefs clear and them are able to provide many opportunities for students to learn with different methods and accommodations, the school needs to provide a proper environment for the learning, it is essential to foster a safe environment for students as well as teachers and every member of the community to facilitate everyone’s labor. Finally, like Zheng, H. (2009) points out “teachers’ beliefs are important concepts in understanding teachers’ thought processes, instructional practices, and change and learning to teach” (p.73)

Different from my case, at my school center, there are no pre-service teachers, all of them have experience in teaching, except for me and my classmate. Nonetheless, I have observed my guide teacher and I have been able to exchange ideas, thoughts and educational beliefs with her. And, as well as Zheng, H. (2009) she acknowledges the importance of teacher beliefs, apart from that, she is able to establish socio-affective and ethical skills with most of the students. I said most of the students because students sometimes tend to be disrespectful, as well as some colleagues, so there is a problem in the school environment, it is not completely healthy for its members.

In general terms, what is needed in my school center is what Becerra, S., Muñoz, F. & Riquelme, E. (2014) suggest, that is a plan and a program that enables the mutual care of every member of the community, not just centered in students or in the relationship that teachers have with their students, but also the other way around. Students also need to consider teachers as subjects that deserve the same amount of respect. As well as teachers with their own colleagues, even when you can differ in beliefs and in teaching practices, all are sharing the same place of work and more importantly, the same objective, which is to provide the best learning experience for students.

## **Appendix C**

November 24th, 2020

### Interview to my team

Interviewer: Good afternoon everybody, we will start the interview.

Camilo: Good afternoon.

Interviewer: The first question is, what do you understand by team teaching?

Camilo: Team teaching?

Interviewer: Yes, team teaching, like a team.

Camilo: ¿Quién va primero?

Francisco: In my opinion, eh, I touch this in my study a little bit, and I think team teaching is like asking questions about your plannings, sharing ideas, and providing feedback to other teachers, like with the objective to improve the teaching practice or to give feedback to other people, that's what I think of team teaching.

Interviewer: That's a nice answer.

Daniela: I think it's related to collaborative approach. No, collaborative teamwork approach, that is the same, that you ask for help and about your classes or the design, and then, the feedback helps you to improve your teaching practice.

Interviewer: Okay, the rest, do you have an opinion? a different opinion? or a similar one?

Camilo: Yeah, it's like the same. I mean, team teaching is like sharing your views, your plannings, and ask for opinions to your... to other teachers. So, you can have a, maybe, I don't know, a good work, and to have different points of view in your work, and maybe to improve your work or your practice.

Interviewer: Okay.

Alejandra: Yes, I think similar, to teach collaboratively, is like co-teaching I think, mmm, you can, mmm, ask for opinions since your team knows the context of.. ehh, the teaching. So, ehh, they can suggest you things and improve the teaching and learning process.

Interviewer: Okay, your answers were very good, and Alejandra mentioned a really important concept co-teaching, and in co-teaching you can teach simultaneously or two people can be in the same room, like one assisting and the other teaching, etc. And, team teaching is related, as you said, with working as a team collaboratively. So, very good. Next question is, apart from this experience that we are having now, have you ever worked collaboratively before? (pause)

Yes? No?

Daniela: Yes, with you.

(laughs)

Interviewer: Can you tell me your experience?

Alejandra: No.

Interviewer: If you don't, don't worry.

Daniela: It was funny, because...we, it was funny because it was my first experience working with...with a classmate, ehh... and we have different, well, we have different... we have different opinions about the classroom, the strategies, and was something good because we implement our experiences and our strategies, approaches, among others to combine them in our lesson plannings, and have to... and I thought, no maybe, I don't know if we help to the students' learning process. But, it was a really good experience.

Interviewer: Thank you very much. And, the rest?

Francisco: For my experience, apart... apart from this one, I'm thinking about different presentations where I had to get together with a group, and model like a presentation of a class for example. Ehh... I think, for example, in introducción a la...

Interviewer: ¿A la educación?

Francisco: A la literatura. No, introducción a... ¿cómo era?

Interviewer: ¿A la lingüística?

Francisco: No, introduction... a la lingüística. We have to model a class, like explaining and teaching different phonemes, on how to teach phonemes, and I think that was a really interesting exercise because I was able to discuss with my partners and with my group different ideas, and it provides me like a chance to share these ideas and have a discussion about what is the best way to help my students.

Interviewer: So, you consider your experiences as enriching. Yes? No?

Francisco: Yeah.

Interviewer: Very good.

Francisco: I love it.

Interviewer: Nice!

Alejandra: mmm, I (pause)

Interviewer: No, continue.

Alejandra: Ya, ehh... mmm, cómo era la pregunta?

Interviewer: The question was, mmm... apart from this experience, have you ever worked collaboratively with other teachers?

Alejandra: Ah ya, no, I hadn't, I haven't. Bueno, ehh... the only thing that I have do is, ehh... being in the same school with a classmate, but we are working with the same... like class, and we can... ehh... we could... mmm... share and ask for opinions as well. So, we weren't working like together, but still, it was like we can suggest things and receive feedback from my classmate.

Interviewer: Okay, very good. Camilo, do you have something to say? Or we move on?

Camilo: Of course, of course (laughs).

Interviewer: Go on (laughs).

Camilo: No, I had an experience in my previous ELAB. In my previous ELAB, I had an experience with two classmates where I had to do co-teaching, it was good and bad at the same time. We get along with one... with one classmate I get along, and we have like share the same view towards designing a class. But, with the other one, we really had clashes when it comes to the topic of the class, and the methodology, and the way to approach the class. So, it was kind of difficult to find a point in the middle. So, in the end, we decide to, basically, just work between me and the classmate that I had the best relationship, and the other classmate was just doing her own thing. So, yes, it was really like difficult actually, but with the classmate that I work with it was a really fun experience and we really enjoyed doing the class and sharing our own views. And, the thing is... I think that the reason of that happening

was because the other person didn't want to adopt some ideas that we were... mmm, we were giving her some ideas and she didn't like those ideas and she only had like one approach to do things. So, it was really difficult, she wasn't open to ideas, you know? We had to be open to her ideas, but she couldn't be open to our ideas.

Interviewer: Wow, that's a thing...

Camilo: Así es.

[Incomprehensible audio]

Interviewer: It's an interesting point to contrast visions and ideas. Mmm... the next question is how has been this recent experience on team teaching? Positive? Negative? Why?

Alejandra: Awful (laughs). No, mentira. I think it was a very good process, mainly because in this online setting, is like harder to... to think on activities or planning the lesson as we are used to, we were used to. So, having you as a teamwork it was... for example, when I have doubts in... when planning my lessons I asked a la Daniela or Sofia if it... if that was gonna work or not. So, I think it was very cool, and having different points of view, and approaches, and methodologies to the lesson always is a good thing for you as a teacher. (pause) So, yes, it was a very positive thing.

Interviewer: Nice, and... Daniela?

Daniela: I agree, I think the same, it was a positive experience. As I always mention it was... this group was meant to be because we work together, this is the first time... ya, ok, maybe we have problems, I don't know, with our connection, like internet connection. And, maybe someone who... who... writing in the drive or something like that, but we work together. For example, when I did my first intervention, I was so afraid that something happen, but it was not comfortable. Va a ser muy Chileno... fue muy bacán (laughs) know that there were people who are helping you like there's a student here who wants to talk... something like that. I think it is a very positive experience.

Interviewer: I agree with you, totally. Francisco, Camilo.

Francisco: I also agree with Alejandra and Daniela about the importance of working as a team. I think that for teachers one of the most important skills for a teacher to have is to work as a teamwork. Teachers were like in... we are in a position where we have to communicate with a lot of people and I think being able to communicate and share ideas is really important for us. This experience of working with my group, with my classmates was really useful to reflect on how important is the aspect of teamwork in education. I believe like sometimes I have an idea and I think that's the only way to teach something, but maybe my teammate has another idea and is better and I have to accept that and that makes me grow as a teacher, to accept other ideas and to adapt, that's my opinion.

Interviewer: I think it's really important what you are mentioning and it's related with the negative experience Camilo had, the other teacher wasn't able to open herself or himself, I don't know, to other ideas and other opinions. Camilo, do you have an opinion or something to say?

Camilo: Kind of similar opinion, I think it was really fun, it is really fun. It was a very good experience like of all us were really open to all of the ideas that we proposed and if we wanted to do something we kind of plan a way to implement that idea in the planning. So, it was really great, it was very good co-teaching I think, very positive.

Interviewer: I agree and through the process we could improve ourselves I think too. And, another question is what factors do you consider important to pay attention when working collaboratively?

Daniela: I think be open mind.

Interviewer: Be open mind.

Daniela: I think that because if you think that you are the best teacher in the world and someone say oh maybe you can change this methodology, approach, I don't know, or activity

because some students have difficulties and you say no because he participates in my classes, this would be a problem in the future. Also, it would affect your relationship with the students or your colleagues.

Interviewer: Camilo, I'm going to repeat the question for you. It was, what factors do you consider important to pay attention when working collaboratively?

(Long pause)

Alejandra: I'm thinking.

Camilo: I think one important factor is... I don't know how to say this in English es como la sincronía, por así decirlo, entre todos los miembros.

Francisco: Synergy.

Camilo: Yes, like the synergy between the team members maybe... ehh... I don't know, I'm thinking about more like the relationship, like the process, and the past experience because even though we only have work together this semester, I think, I haven't work with any of you, but we all know like... we all have different experiences, we all going through the same process, you know?. So, we share some ideas and that is a way to... that connect us. So, I think that's an important factor: relationship and the synergy, I think.

Interviewer: Totally agree.

Alejandra: Maybe one important... Another important factor is... (pause)

Interviewer: No, continue.

(laughs)

Alejandra: Te quedai pega, Paula.

Interviewer: I'm sorry.

Alejandra: Is communication... no? Yes?

Interviewer: Yes.

Camilo: Yes.

Alejandra: Communication because we have to be like... mmm... I don't know is something it doesn't... ehh... if you think something is not like accurate or adecuado, ¿cómo se dice adecuado?

Interviewer: Daniela estás silenciada.

Camilo: No estudio inglés.

Daniela: [Incomprehensible audio]

Alejandra: No se te entiende.

Camilo: Suitable.

Daniela: Suitable.

Alejandra: Ya, perdón, ya (laughs) if something not suitable, for example, for this lesson or for this class or something, you have to be like... communicate in a good way with your partners because sometimes they can feel, I don't know, like frustrated or pasado a llevar, because you are saying something like questioning their work, but it's not. So, you have, as Daniela said, you have to be like open minded and like... mmm... being willing... willing to accept like other's comments to improve your practice because if someone is giving you like a comment or suggestion about something is because there is probably another way to do it and it can be better. So, communication is a very important factor, I think.

Interviewer: Yes, I agree and I think it's related with trust and... I forget the other concept, but with trust... that you trust your classmates to be able to communicate with them. And, Francisco, do you have something to say?

Francisco: I also agree that communication is a really important skill to have or something to practice as a teacher because we all have to share ideas, as a I said before, is really important. But, also, I think one of the most important factors in teamwork is be goal-oriented, as teachers, as we plan classes and units we all have to start by the goal. What do I want my students to do? What do I want my students to reach? What's the point of closure in the unit?

and for teams is the same thing, what's the goal of this team? Like to pass the course? To teach my students something? To have a good learning experience?. So, I think that when everyone is in the same field and everyone has the same goal, things happen like better, you have better synergy because we are all working at the same way.

Interviewer: I totally agree with you. At the end, the ultimate goal is that students learn and we have to work all together to reach that goal. And, the last question is what were your beliefs about team teaching before and after doing it? Did they change? Did they remain? Did you know about team teaching before?

Alejandra: Mmm...

Francisco: Well, my first... I'm sorry Alejandra, do you wanted...?

Alejandra: No, dale no más si yo no iba a hablar.

Francisco: I think one of the difficulties that I thought about not connecting with people, you know? Maybe you are with someone you're not really connecting with their ideas, maybe, I don't know, you had a discussion before, and, maybe, things don't get along well when you are doing a process with someone like that, I was afraid of that. Also, I was afraid of lack of communication, like teachers always said that in a teamwork there's always someone that does nothing, you know? I was also afraid of that, I also didn't want to be like that person. So, I always tried to push like to work like sooner than later. And, yeah, that was my belief. But, now I think that after doing all this process, I can reflect that it was a really good idea to do like a cooperatively teaching process.

Interviewer: Very good. Mmm... the rest, what do you think? Do you have any idea or something?

Daniela: I think that now... thinking about the... about the co-teaching, I remember that in my first ELAB experience, I had to work with the PIE teacher, but I was a trainee teacher. So, she always told me to do the... I don't know... this activity in classes or use this strategy. So,

I was not able to communicate my ideas, even though, for me was an enriching experience, it was some (laughs) because I wanted to include my ideas in classes. But, then, working now 2020, I think that it was a good experience because sometimes, I don't know, including vocabulary in classes or games or... I don't know... games at the middle of the class, was something for me... was new for me. For example, I always designed my classes with a game at the end of the class... of the lesson. But, it was funny to know that different strategies, like Orietta including the activities, I don't know, at the beginning and then at the end, or using listenings, readings, it was for me like... I took the strategies and the opinions, everything, and now I combine with my... in my lesson plannings and my future classes.

Interviewer: Very good.

Alejandra: Mmm... (pause)

Interviewer: Alejandra? Are you thinking or... ?

(laughs)

Alejandra: Before this experience, as I hadn't like work collaboratively, I think that I didn't think or have a like a prejudice, I don't know, of co-teaching because I have not experience that. But, now I think that it was a very good thing to do and in our last practicum experience and in an online context it was like better because we can support each other like in the adaptation of this new context. So, I think it was very positive and there is a lot of benefits of co-teaching for you as a professional and also as a person because you can develop like different skills like interpersonal skills and things like that. So, I think it was a very enriching experience.

Interviewer: What do you consider are the benefits of team teaching?

Alejandra: The benefits?

Interviewer: Yes, because you mention that.

Alejandra: Yes, I think that benefit is receive the peer feedback because after our lessons we did some comments about our teaching and I think that is a good way for us and also considering other's points of view, other's approaches and methodologies. And, also, for example, adapting us into the online modality, some of us knew more things like teaching resources, for example. We help each other in this, if I was working alone, I think it would be like harder, a harder process. I would be freaking out with all of this, but with co-teaching those are the benefits.

Interviewer: Very good. Thank you. And, Camilo?

Alejandra: Ya, Camilo, your turn.

Interviewer: It's your turn, the best one for the end. (laughs)

Camilo: I forget the question, can you repeat the question? (laughs)

Interviewer: (laughs) Yes, I can. What were your beliefs about team teaching before and after doing it?

Camilo: Uuuh, okay, so... before, based on my experience, I had like kind of a mixed view towards co-teaching, I don't know what to expect actually, was kind of thinking about I hope I get a good team, about I hope we are all open to the ideas and not to just follow one view or something like that. But, then, when working with all of you it was really fun; it was an enriching experience like Orietta said because it was, I don't know, it was fun to work with you. Awesome to do activities greater done, just having fun basically. And the thing is that we were not only having fun, but we were also working, you know. So, that's what I can say. Don't cry please.

Interviewer: Well, thank you very much for all your answers, I found it really interesting and really enriching to understand and to know all your points. So, that was the interview, thank you for your participation and see you.