

**DYNAMICS OF VIDEOCONFERENCING-MEDIATED CO-TEACHING IN THE
ENGLISH LANGUAGE CLASSROOM**

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ABSTRACT

Videoconferencing tools were initially focused on the area of business, but in recent years there have been several reports of cases in English language education that embrace its application. In fact, there is an emerging modality of co-teaching through videoconferencing, in which technology is a key element to ensure interaction among the teachers and the students, and it is leveraged according to the demands of the context and the users. In this sense, this research aims to describe the dynamics of videoconferencing-mediated co-teaching through an embedded qualitative case study. The data was obtained from interviews, observation of video recordings, Facebook chats, email exchanges, and teachers' notes shared by two pairs of collaborating teachers and an additional facilitator working in the Hands up Project. The findings indicate that in the English language classroom, the content given through videoconferencing is a complementary or introductory input to the learners, the interaction between teachers is naturally driven and CPD occurs as a natural learning experience. For this innovation to be successful, it must respond to the needs and characteristics of the context where it is applied, and to the nature of the interaction between the remote teacher and classroom teacher.

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TABLE OF CONTENTS

Chapter 1: Introduction	1
1. Research Statement.....	1
2. Research Questions.....	3
3. Purpose of the Study.....	4
Chapter 2: Literature Review	5
1. Innovating Classrooms through Technology.....	5
2. Videoconferencing in Education.....	7
3. Videoconferencing in Teacher Education.....	9
4. Co-Teaching.....	10
a. Implementation Stage of Co- Teaching.....	11
b. Co-Teaching Models.....	12
c. Co-Teaching and Continuing Professional Development.....	14
Chapter 3: Research Methodology Framework	16
1. Epistemological Dimension of the Research.....	16
2. Research Approach.....	17
3. Research Design.....	17
a. Approaching the Context.....	18
b. Collecting the Data.....	19
c. Processing and Analysing the Data.....	20
4. Ethical Considerations.....	21
Chapter 4: Data Analysis and Findings	22
Videoconferencing as a Complementary Input.....	23
a. Remote Teacher’s Tasks.....	24
b. Classroom Teacher’s Tasks.....	25
c. Technical Requirements.....	26
d. Limitations.....	27
e. Aesthetic Elements.....	29
f. School Support.....	30
g. Advantages of Videoconferencing in the English language Classroom.....	30

Naturally Driven Model of Interaction between the CT and RT.....	32
a. Underlying Common Values.....	32
b. RT Pre-teaches, CT Teaches Alternative Information.....	35
c. RT as Leader- CT as Support.....	35
d. The RT teacher and the Students as a Team.....	39
e. Mechanics of the Communication.....	40
f. Relational Challenges	40
g. Advantages of Videoconferencing in the English language Classroom.....	30
CPD as a Natural Learning Experience.....	41
a. Collaborative Learning	41
b. Change in Practice.....	44
c. Video Recordings as Self-Observation Tools.....	45
Chapter 5: Discussion of Findings.....	47
Chapter 6: Conclusion and Evaluation.....	52
List of References.....	55
Appendices.....	61
Appendix A: Interview Sample.....	61
Appendix B: Video Recorded Interaction.....	75
Appendix C: Facebook Chat Sample.....	84
Appendix D: Co-Teachers' Interaction through Email.....	88
Appendix E: Teachers' Notes.....	90
Appendix F: Model of Online Consent Form.....	92
Appendix G: Ethics Form.....	95
Appendix H: Transcription Conventions for Videoconferencing Sessions.....	99

CHAPTER I

INTRODUCTION

This chapter presents a general picture of the context studied in this research and a description of the elements coalescing during the dynamics of videoconferencing-mediated co-teaching in the English language classroom. Moreover, the research questions and purpose of the study are established.

1. Research Statement

Technology has become an invaluable resource to language teaching nowadays, first because it helps to motivate students through a series of multimedia elements that capture their attention; and second, because it provides learners with more opportunities to use the language in authentic situations, connecting them with people from different parts of the world. An example of this is the use of videoconferencing tools for language teaching and learning. Pim (2013) mentions a case in which such tool was used in primary education to team up children in Japan and Australia. The evaluation demonstrated an improvement in the children's spoken language skills and cultural understanding. Therefore, it seems technology in education is beginning to change the way teaching and learning is accomplished. Edwards (2012: 13) indicates that "we cannot dismiss the idea that educational change could be initiated by technology itself, while also acknowledging that societal forces have a central role in shaping the technology and how we use it in education". This means that even though technology embodies the way it should be used; users establish new practices that complement the original functions of it.

The notions of the Theory of Structuration into technology by Orlikowsky (2000: 407) conceive "humans as constituting structures in their recurrent use of technology. Through their regularized engagement with a particular technology, in particular ways and in particular conditions, users repeatedly enact a set of rules and resources which structures their ongoing interactions with that technology". Hence, the previous theory states that the function of any technological device or application is determined by what the users do with it, which can modify its original conception and utility.

Videoconferencing tools illustrate the previous idea, their initial use was in the area of business, but in recent years there have been several reports of cases in the area of English language education that embrace its application: for example, the project of Telecollaboration for Intercultural Language Acquisition, Ceibal and Hands up are some of them. The latter represents the main case of this research. This non-profit project was founded by Nick Bilbrough in 2011 to teach English to young learners and teenagers in places like Gaza, Jordan and Pakistan through videoconferencing, particularly based on storytelling. In it, there are pairs of work conformed by the facilitators (one local and one abroad) doing collaborative teaching.

Friend and Cook (2007: 113) claim that co-teaching “occurs when two or more professionals jointly deliver substantive instruction to a diverse, blended group of students in a single physical space”. Such definition does not contemplate the emerging modality of videoconferencing-mediated co-teaching, in which technology is a key element to ensure interaction among the teachers and the students, and it is leveraged according to the demands of the context and the users. Videoconferencing is “a set of interactive telecommunication technologies which allow two or more locations to interact via two-way video and audio transmissions simultaneously. It has also been called visual collaboration and is a type of groupware” (Rayler, 2010: 8). So, possibly when co-teaching is carried out through videoconferencing, for example, in the case of the Hands up Project, teachers have the opportunity to learn from each other aspects related to language teaching and culture, while learners get motivated because of the interaction with people from other parts of the world, in a foreign language and through technology.

The success of co-teaching *per se* relies on the interaction and the dynamics between the teachers. In fact, Conderman et. al. (2009: 9) states that “it is first and foremost a relationship... Both teachers need to feel respected and valued for their contributions.” Considering this and the premises of social constructionism, videoconferencing-mediated co-teaching in the English language classroom could be seen as a process co-constructed by the human agents interacting through it and building a relationship based on empathy, co-operation, sharing, etc. Social Constructionism states that “people construct their knowledge of the world between them. It is through interaction in the course of social life that our versions of knowledge become fabricated”

(Burr, 2015: 4). Accordingly, Berger and Thomas (in Burr, op. cit.) consider that the creation and support of social practices give place to new meanings among participants and the continuous social construction of reality. So, taking into account that videoconferencing-mediated co-teaching may be a process that is built through the interaction of two main agents (teachers), it is likely that the beliefs, cognition, culture, and identity of both individuals come together and influence each other's perceptions.

Owing to the relation established between the teachers during co-teaching, this situation possibly becomes a natural learning experience of continuous professional development (CPD) for them. This may occur during their usual work tasks, and in which teachers identify their priorities for future CPD. As an opportunity for professional growth for the teachers involved, features of learning related to social constructivism may arise. In this theory, learning is perceived as the result of social interaction and partnership, sharing cultural tools like meanings and codes (Schunk, 2012). That is, individuals learn from teamwork and cooperation, selecting from them what they think they need to learn at a definite moment. Such notion upholds the idea that "collaboration in small groups can increase feelings of ownership with the process of discussion and consensus, giving professional control over how teachers take input forward" (Rose and Reynolds, 2006: 2-3).

Considering that videoconferencing-mediated co-teaching is a new practice in which technology is used in the classroom to teach English, it is relevant to study the dynamics established with such technology and through it; looking at the interaction between teachers, the use of videoconferencing in the classroom and the CPD outcomes that such practice produces. To this end, the questions established for this research are the following:

2. Research Questions

- a. How is videoconferencing integrated in the language classroom?
- b. How does the interaction between the teachers occur in videoconferencing-mediated co-teaching?
- c. What are the CPD outcomes of videoconferencing-mediated co-teaching according to the teachers' perceptions?

3. Purpose of the Study

The questions previously established, as well as the construction of the research body, are focused on the purpose of describing the dynamics of videoconferencing-mediated co-teaching in the English language classroom. Considering that: a. the reality of the phenomenon being studied is constructed through the interaction and relation between the teachers; b. technology is enacted into the classroom as a new practice that changes the original use of videoconferencing; c. the continuous professional development implicit as a natural learning situation in the context of collaborative teaching.

CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical framework of the phenomenon studied: dynamics of videoconferencing- mediated co-teaching in the English language classroom. It is important to highlight that this topic has not been researched before, so the literature review was structured making use of what has been written so far about innovation in English language teaching, videoconferencing and co-teaching, adapting the information to the context of the study.

1. Innovating Classrooms through Technology

To research this area it was necessary to make use of literature written in the field of general education and language teaching, since as Waters (2009) claims, information about innovation involving the use of technology in English language education is “under-represented”. For the aforementioned author, change and innovation are used interchangeably. The same occurs with Inbar (1996: 23), who establishes clearly that “innovation is the inducing of functional changes in new ways. It is the reworking of familiar fields of action to new circumstances, and the creation of new ways of perceiving and approaching problems”. Hence, when analysing videoconferencing- mediated co-teaching in the light of the previous definition; it can be seen as a first-order innovation to improve educational outcomes at a micro-level, incorporating technology as a medium for teaching.

When innovation is implemented, it goes through different phases of diffusion and practice. Rogers (2003:20) specifies that the individual who applies it, passes from “knowledge of innovation, to the formation of an attitude towards innovation, to a decision of adoption or rejection”. Such stages can be applied to the use of technology in the English classroom, in which teachers are first aware of the innovation; they explore it for personal purposes, and then start developing their own perspectives about the use of it for pedagogical purposes. This carries a sense of concern about the changes it implies in teaching methodology; however, as Waters (2009) and Abukhattala (2016) show, once teachers master the necessary skills to cope with innovation and realize its possible benefits, their concern disappears.

Ng (2015) suggests that the advantages digital technology offers are the main reasons to incorporate them in education. In fact, this author generalizes them as support for the development of twenty-first-century skills, digital citizenship and lifelong learning. As a strategy based on the use of technology, the general benefits of videoconferencing in education include bringing part of the real world to the classroom, giving access to the students to new cultures and new points of view. Likewise, videoconferencing combines the use of video and sound, which in some way attracts students' attention and interest towards the content.

When technology is intended to be introduced in the educational area, there are some aspects that influence the success or failure of its implementation. According to Groff and Mouza (2008), those elements are: the school context, the teacher and the practicality of the innovation as such. The school plays an important role in the implementation of any innovation in the classrooms, especially if they have to do with technology. As a starting point, the support given by the authorities or administrative staff to teachers reinforces the length of technology use, as well as the possible access to the required electronic resources. White (in Waters, 2009) highlights organisational cultures, since they allow modifications to classroom dynamics and contents; support teacher training and foster their classroom autonomy.

As mentioned in previous lines, the teacher is the main agent of innovations in the classroom. Thus, the skills they possess for using technology affect positively or negatively the change in pedagogy which is intended. Certainly, skills are not enough to influence actions in the classroom without positive teachers' beliefs and attitudes, which become more favourable as teachers progress in increasing their abilities managing technology. Peeraer and Van Petegem (in Ndibalema, 2014: 3) point out that "an important barrier to use technology in teaching and learning are the teachers' skills and confidence in using it". So the corresponding training and/or mentoring of teachers is the primary action for innovating classrooms through the use of technology.

The use of technology in the classroom depends a lot on what the teachers do with it. Duhaney (2000) and Buabeng-Andoh (2012) argue that there are teachers who overuse it during class sessions, and others who use it when appropriate. Such decision making is focused mainly on the teaching purpose and style, which consequently influence the strategies employed. That

is, for technology to be valuable in the classroom, its use must be connected to the curriculum and also to the teaching and learning outcomes established. An example of this is the Project of Telecollaboration for Intercultural Language Acquisition (<http://www.tilaproject.eu/>, 2013-2015), in which learners get in contact with people around the world and learn aspects like languages and cultures, through the use of interactive online tools, like videoconferencing.

2. Videoconferencing in Education

Technology in education has been characterized not just by the devices or applications designed exclusively for the teaching and learning process, but also by the adoption of innovations from other areas of human life. This represents the reality of how the usage of certain technologies changes accordingly to the way people apply them. The selection of technology for pedagogical purposes has always been influenced by its initial practicality and the primary advantages it offers to the public in general. Such attributes are progressively transferred to the specific dynamic of each classroom, as well as the demands and needs of the context. Videoconferencing is an example of such phenomenon. It was originally created for business purposes, and owing to the opportunities it gives to open up the route for synchronous communication between people located in different physical spaces, it has become a useful tool in education.

Videoconferencing is defined from two different perspectives, a technical view and a more pragmatic vision based on its contextual application. From the first strand, it is described as “a synchronous model for interactive voice, video and data transfer between two or more groups/people” (Wiesemas and Wang, in Candarlin and Gulru, 2012: 357). Pandey and Pande (2014) indicate it requires several system components like computer processing unit and monitor, speakers or headset, microphone, and video camera or webcam. Owing to its pragmatic use, videoconferencing is seen as "an effective tool for the contemporary instructor, as it contributes to the opening up of the class to new communities and familiarizing students with new learning and cultural experiences and alternative-innovative learning approaches" (Anastasiades et al., 2010: 321).

Clearly, this type of interactive medium transfers the characteristics of face to face communication carried out in the same temporal and spatial location, to online settings. Among

its general advantages there are aspects related to the sensation of presence, non-verbal cues and world view. Because of its audio-visual component, videoconferencing brings people together by overcoming distance, and reducing the feelings of isolation. At the same time, it gives the users the chance to have contact with foreign people, and to become effective speakers and listeners by identifying or using communicative strategies. That is why Lawson et al. (2010) see this tool potential for school development, accomplishing learning goals, consultation, and staff development, among others.

The interaction teacher-student may be influenced by the use of videoconferencing in the classroom. Hampel and Baber (2003) pictures different scenarios in education; for example: when it is employed one to one, when the teacher is in one location and the students in another, and when the teachers and students are in different locations. In the case of this study, the second scenario is the common one, since communication occurs between a teacher remotely located and all the learners gathered around a computer in their classroom while working with their local teacher. For language teaching, this increases the level of motivation, the amount and quality of input in relation to authentic language and real life tasks, contact with foreign cultures, and consequently, awareness of other realities.

The author previously mentioned (op. cit.) considers that “synchronous online teaching in some ways mirrors face to face classroom based instruction. Many methodological considerations are the same and many teaching methods can be transferred to the virtual environment” (p. 188). For example, taking into account the way videoconferencing is implemented in the classroom, as well as the curriculum established for the course, teachers decide the role they have in the process, and determine if lessons need to be complemented with another method.

Selecting activities to be developed with the tool depends on the teachers’ style and the characteristics of the learners. However, owing to the interactivity that emerges during videoconferencing, sessions can be more collaborative and task-based oriented, which makes turn-taking a concern. In those situations, the presence of another teacher in the location where students are is needed, especially if they are teenagers or young learners. Burns et al. (1999) highlight that mostly that far-end facilitator supports teaching by arranging equipment,

organising groups, selecting participants' turns, clarifying questions, carrying out follow up activities, and so on.

3. Videoconferencing in Teacher Education

Nowadays, videoconferencing has also become a useful instrument for teacher education. There have been some contexts in which the tool has been employed for supervision, mentoring and consultation. Pemberton et al. (2004) and Dudding (2009) highlight how costs of transportation and other living expenses are reduced for those student teachers in rural areas looking for training and certification. Tutors have the chance to supervise directly their trainees at the exact moment without being physically present. They would also get to know the situations and context in which they teach, in order to provide adequate feedback, address materials and methodology.

Concerning in-service training or continuing professional development, videoconferencing could link colleagues from different regions interested in collaborating with each other, for consultations, project development and even for research purposes. That helps to create what McConnell et al. (2013) denominate as virtual professional learning communities, which are constituted by members sharing the same interest about teaching practice improvement and learning goal achievement. This increases inclusion and accompaniment of teachers located in remote areas, who feel engaged to participate more and to use information and communication technology; for personal and pedagogical purposes.

Another use of videoconferencing in teacher education is video-based reflection posterior to the observation of the recordings that the tool produces. Obviously, that depends on the software or online application through which the communication is established, and the participants' preference. According to Tripp and Rich (2012) and Mann and Walsh (2017) reflecting on recorded class sessions can be beneficial for pre-service and in-service teachers, since they can see their performance from a different perspective and make pedagogical decisions which impact their practice. So, videoconferencing in teacher education still has a lot of potentialities that have not been discovered, including the use of video recordings. However, they will emerge through the use given to the tool by teachers, students, and the entire education system.

4. Co-Teaching

To start this section, it is necessary to highlight that videoconferencing-mediated co-teaching is a new practice in which there are no references that describe or explain the dynamics. Such assumption is based on the extensive bibliographic revision carried out by the author of this research. Hence, this literature review was constructed from previous registered experiences concerning the existent theory of co-teaching, some examples of face to face co-teaching of English and co-teaching in E-learning.

Co-teaching is also called collaborative teaching and team teaching. That means it involves the partnership of two (or even more) teachers to facilitate knowledge or guide the development of skills to a specific group of learners, considering their needs and characteristics. Bair and Woodward (in Buckley, 2000), Conderman et al., (2009) and Murawski (2010) coincide in a general definition of co-teaching as the cooperative instruction carried out by two or more qualified teachers with diverse interests. According to the previous authors, the collaborating teachers are able to plan together only through continuous and frank communication, sharing knowledge and abilities for the benefit of the learners, and leaving a place to explore new ways of teaching. Similarly, the conceptualization of co-teaching English presented by Luo (2010) does not vary much from the traditional definition of that methodology. In fact, such author, as well as Tajino and Smith (in Tajino et al., 2016), characterize it as the joint collaboration of a native English-speaking teacher and a non-native English-speaking teacher at the secondary level of education, up to universities, which is a condition mainly common in Asian countries like China, Japan, South Korea, among others.

Yang et al. (2016) and Hallam and Partridge (2007) differentiate co-teaching in E-learning from the one carried out face to face as the co-delivery of instruction by teachers located in geographically distant spaces, out of which the on-site or local instructor has more responsibility in guiding and assessing the learners. Moreover, the online feature gives teachers the opportunity to learn from their partners at any time or place they establish communication, creating in that way a learning community among themselves. Yet, in any of the settings previously described and in which co-teaching is implemented, the whole process implies the osmosis of two different teaching styles, backgrounds and beliefs, representing the

transformation of identities through which teachers undergo while interacting with each other and developing an empathic professional relationship.

a. Implementation Stages of Co-Teaching

Considering the different modes of co-teaching defined in the previous section, it is important to explain how this methodology is implemented in each situation. Bailey et. al (in Nunan, 1992) from their experience in co-teaching English to speakers of other languages, divided the process into pre-teaching, in-class and post-lesson collaboration. It means that they integrate all the actions carried out before, during and after the teaching event. For them, the dynamics during pre-teaching affects every posterior action during the process, since this stage corresponds mainly to the planning of the course and of every class session. Hence, it implies setting up contents, materials and learning goals according to the level, age, needs, wants and lacks of the students. Collaboration here comprises feedback between the teachers who get to an agreement on the best decisions to enhance language learning.

In-class collaboration is the actual co-teaching implementation. For Bailey et. al (op. cit.) it is based on the teachers' interaction during the delivery of content, which tends to be mostly planned at the beginning of the professional relation. However, as the relationship evolves, teachers develop a dynamics of interaction that is characterized by the approaches they use during their practice and the underlying roles each of them accomplish (see section b and c for a broader explanation). The way they build on their relationship in the classroom represents an important model of real life communication. So, students are exposed to diverse English accents and to demonstrations of natural interaction, in which interlocutors deal with different points of view and negotiate cultural norms.

Post-lesson collaboration is seen by Bailey et. al (op. cit.) as the stage in which two teachers carry out evaluation tasks on learners' performance and their own. The fact that two educators discuss on students' progress enhances the opportunity to attribute validity to feedback, and to get to an agreement concerning the overall English language level accomplished by the course. That two-way evaluation can also help to determine the appropriate follow up actions to boost learning. Likewise, post-lesson collaboration constitutes part of the naturalistic continuing professional development of teachers, which allows self-evaluation and

co-evaluation on their performance. When professional relations are based on a climate of trust and respect, any suggestion and advice is seen as constructive criticism which makes room for improvement.

Considering the contributions of Yang et al. (2016) about co-teaching in E-learning contexts, the stages in which teachers co-work depends on the type of model adopted. The classification established by the authors is digital co-teaching and flex co-teaching. The former takes place when the agents (teachers and students) involved are located in remote geographical spaces; while the latter refers to the combination of face to face and online interaction, similar to the process carried out through a blended learning approach. Clearly, the type of co-teaching studied in this research is related to the digital model, especially because of the crucial role played by videoconferencing for establishing communication.

b. Co-Teaching Models

Before explaining the topic in detail, it is important to clarify that co-teaching models are considered in this study as the interactive approaches used by the teachers at the moment of content delivery, taking into account Honigfeld and Dove's perspective (2010) on the subject. Such authors distinguish co-teaching mainly as a formal collaborative practice evidenced during teaching implementation, in which a series of approaches emerge to facilitate content and guide students' learning.

Hallam and Partridge (2007: 179) in their article "Team Teaching in E-learning" make reference to Friend, Reising and Cook's models face to face co-teaching from 1993, which are:

- 1) Lead and support: assumes a more senior and a more junior teacher in what is effectively an unequal relationship.
- 2) Station teaching: involves two teachers working with different groups of students in the class, who then move at a later stage of the lesson to the second teacher.
- 3) Parallel teaching involves joint planning by the teachers to ensure a degree of consistency, but working with different groups of students.
- 4) Alternative teaching: one teacher works more intensely with a small group of students, to pre-teach or to supplement the learning activities, while the second teacher works with the main group of students.
- 5) Team teaching: There is a clear element of equality, with teachers sharing the planning and instruction of students.

Through the presentation of such approach, what Hallam and Partridge (2007) intend to

show to the readers is how a teaching model from an on-site or face to face context can be transferred to an online setting. Henceforth, the dynamics of videoconferencing-mediated co-teaching in the English language classroom could be accomplished through one of the previously defined models.

Regarding co-teaching in English Language teaching Honigsfeld and Dove (2010) establish different approaches considering group distribution. That is, while working with one group the models are: one lead teacher and one teacher “teaching on purpose” (similar to the lead and support model); two teachers teach same content; and one teaches, one assesses. When the group is split into two, the models used are: two teachers teach same content; one teacher pre-teaches, one teacher teaches alternative information; one teacher reteaches, one teacher teaches alternative information. When the group is distributed in multiple subgroups two teachers monitor and teach.

Tajino and Smith (in Tajino et al., 2016) made a classification of team patterns from their experience researching Asian contexts in language courses where non-native English speaking teachers (NNESTs) work together with native English speaking teachers (NESTs). Such categorization was determined depending on the interaction and integration of students and learners as a team, and it included: a. the teachers as a team; b. one teacher and the students as a team; c. two teams; and d. the whole class as a team. In the first model, both teachers interact with each other in front of the students during the session and become able to develop the same view about the language learning stage their learners are going through. In the model of one teacher and the students as a team, the NNEST prepares the students in advance and works with them on the lesson, before they interact with the NEST. Sometimes the NNEST is the support for the learners to be able to communicate with the other co-teacher. For the two-team model, the class is split into two groups and each teacher work with one. The main purpose of this pattern is to promote collaboration and interaction mainly among the members of the same group. Finally, the pattern corresponding to the whole class as a team reflects the collaborative work between teachers and students.

In spite of all the co-teaching approaches explained in this section, it is impossible to assert that there is a fixed model within a particular context or even within a particular teaching

team for a prolonged period of time. As Heo and Mann (2015) state, adopting a particular style depends on many contextual and personal factors. For example, aspects related to context are physical space, number of students, and school climate, among others. As per personal elements: level of engagement, beliefs, professional background and the trajectory of the pre-established team teaching relationships.

Co-teaching is a formal collaborative practice focused on instructional activities developed in a formal educational context that require structure and planning. However, depending on the interpersonal connection teachers establish, co-teaching gives place to informal collaboration practices that can lead to professional conversations, and therefore contribute to teachers' development. Honigsfeld and Dove (2010) state that such kind of contact can be done "through distributing or sharing information via teacher mailboxes or designated folders, school e-boards, e-mail correspondence, blogs, and wikis" (p. 63). That is how communities of practice and spaces for on-going collaboration can arise in the virtual world, offering teachers the opportunity to communicate from different locations. Videoconferencing is another possible option to do so owing to the availability of different free web tools that allow online interaction.

c. Co-Teaching and Continuing Professional Development (CPD)

Co-teaching may contribute to professional development depending on the quality of the relation, the model of interaction, and the willingness of the teachers to be part of such experience and learn from it. According to Day (in Bolam and McMahon, 2004:34) "professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the education in the classroom".

Henceforth, in the case of co-teaching, informal and formal collaborative practices can take place; for example, discussions, critical friend conference, reflective practice, mentoring, and research. They correspond to models of knowledge-in-practice and knowledge of self (Cochrane-Smith and Lytle, in Day and Sachs, 2004). The first type refers to the knowledge gotten directly from the teaching experience, through reflection and examination of their effectiveness to promote learning. On the other hand, knowledge of self is related to the awareness teachers get to develop concerning their professional identity, and aspects that

support it, like their emotions, mission, and moral values.

Sometimes, to get at such level of introspection individuals need a kind of stimulus from the exterior, and in co-teaching the trusting relationship developed among the instructors help them. Lindberg and Olofsson (2010) state that there has been a shift from traditional CPD, mainly in charge of expert trainers, to a more collaborative practice, in which teachers own their process of development, being in control of what they need to learn and improve. Such personalisation and ownership of CPD favours teachers' motivation, the relevance they give to CPD, and the incorporation of new practices into their classrooms.

One common activity in co-teaching is observation. It is inevitable to watch what the other co-teacher does, how she/he expresses, teaches and interacts with the students. A posterior reflection and feedback on what is done during lessons can lead to mutual assessment, coaching and consequently peer support for professional development. When videoconferencing, the resulting recordings can be properly used as a medium for reflection on teaching performance (Murawski, 2010). Moreover, in the ELT context, teachers help each other in improving their language proficiency, supporting their understanding of the language, in case a translation is needed, sharing material, and developing positive attitudes and respect towards foreign cultures. So, following Harland and Kinder's model of CPD outcomes (2014), co-teaching can possibly fulfil the need of teachers for materials and resources, awareness, value congruence, motivation, attitude, knowledge and skills.

CHAPTER III

RESEARCH METHODOLOGY FRAMEWORK

In this chapter, the author intends to explain the epistemological dimension of the research, the nature, and design of it; as well as a brief description of the participants, strategies used for collecting and interpreting data, and the ethical considerations that were taken into account throughout the completion of the study.

1. Epistemological Dimension of the Research

Into the epistemological dimension of this research, there are three key supporting theories from which the dynamics of videoconferencing-mediated co-teaching in the English language classroom can be viewed. They illustrate the idea of how reality is constructed and transformed, and how knowledge is developed socially. For example, to answer the research question related to the incorporation of videoconferencing in the language classroom, the researcher considered the ideas of the theory of Structuration in Technology. This theory looks at the actions carried out through technology, the characteristics of the agents who perform them and their settings, in order to create a set of outcomes which represent their practice and may become a source of new rules and resources. So, the structures are identified as the uses and results of technological applications (Giddens, in Orlikowsky, 2000). Applying the principles of the previous theory to this case study, the collaborating teachers are the ones who use videoconferencing, so, they are the ones who determine the practicality, roles and functions of it to co-teach English in spite of geographical distance. So, the findings of the research concerning this aspect show the real arrangement and management of the tool for educational purposes in a specific context.

On the other hand, the interaction between the co-teachers through videoconferencing was studied through the epistemic framework of Social Constructionism. This theory states that people construct their identity, as individuals and as part of a group, through continuous social interaction, in which one person's action influences others' behaviours and perceptions (Burr, 2015). So, in the case of co-teaching, the performance and verbal communication skills of both

facilitators may present their underlying roles during the process or during a definite moment.

The teachers' perceptions towards this type of co-teaching, in relation to their own professional development, are understood from a Social Constructivist point of view. It means, such participants' assumptions are conceived to come from their experience and construction of knowledge about the use of technology, the language and culture, resulting from the collaborative work carried out in pairs. Hence, learning is consequence of the interaction, modifying the individuals' mental structure and sense of the world (Jordan et al., 2008).

2. Research Approach

This dissertation is of a qualitative nature since one of its objectives is to represent a general view of how the dynamics of videoconferencing-mediated co-teaching in the language classroom occurs, without attempting to manipulate or interrupt the scenario by controlling external influences or designing experiments. Thus, this research is based on what Tracy, (2013) calls an inductive approach, where ideas or categories emerge from the action and the context of reality in which the phenomenon develops. As a qualitative research, participants' beliefs, values, experiences and attitudes are considered key aspects in this study to determine the dynamics of co-teaching process when the teachers are situated in two distant locations.

This research is based on an interpretive paradigm, and a phenomenological framework, since the nature of the phenomenon is described as manifested in the professional practice of the participants without any prejudice coming from the researcher (Willis, 2007). To achieve this, first it was necessary to observe the interaction between the collaborating teachers as it happened when working with videoconferencing, to interpret teachers' perceptions towards the CPD outcomes of this new practice, and to characterize what they actually did with the videoconferencing tool in the language classroom

3. Research Design

This research corresponds to an embedded, single case study design, which Yin (2014:50) perceives as “a unique case or a typical case that involves more than one unit of analysis which can often add significant opportunities for extensive and detailed investigation, enhancing the insights into the single case”. In this study the main unit of analysis is the

dynamics of videoconferencing-mediated co-teaching, occurring in one of the projects based on such new practice. To interpret the main unit, attention is given to three working pairs of collaborating teachers as subunits of analysis. Thus, even though the participants shared some features, their dynamics provided different angles of the phenomenon that complemented its general understanding.

This case study also presents some characteristics of Ethnomethodology and Phenomenology. The former, because it focuses on the way teachers use videoconferencing for co-teaching; that is, the procedures they follow to carry out their activities and give conscious and logical order to that aspect of their professional practice. That resembles the study of the activities carried out by the members of a group or sector, which can be rationally explained through the recognition of the circumstances and practical actions (Garfinkel, 1967). Phenomenology is reflected in the research when surveying the teachers' perceptions towards the CPD outcomes of co-teaching through videoconferencing. As it was mentioned in the previous section, this framework helps to describe of the phenomenon as coming from the experiences, opinions and views of the participants about it.

In order to collect valuable information for the description and understanding of the dynamics of videoconferencing-mediated co-teaching in the English language classroom, together with the participation of the teachers; it was appropriate to use an emergent design, basically interpretive-comprehensive, in which the data and the analysis of it oriented the process of the research, as well as the selection and number of participants. That is to say that the design was inductive, open, flexible, cyclical and emergent (Flick, 2014).

For this study the design presented in three stages:

a. Approaching the Context

This study is focused on a case of co-teaching, in which videoconferencing acts as the tool for synchronous communication between a teacher and their students and another teacher located in a different country and from a different culture. So, considering that this type of team teaching is performed by two facilitators collaborating together, the selection of the participants was not done on an individual basis, but on working pairs. For the researcher to be able to find

potential participants, it was necessary to contact people from one of the most currently known educational projects based on videoconferencing: The Hands up Project. In this scheme, teachers of English from different parts of the world volunteer to teach the target language to children and teenagers living in Palestine using story-telling and other activities suitable for those learners. That occurs in collaboration with the local English teacher, which means that both teachers share the same area of expertise.

The link between the researcher and the participants was first established by the coordinator of the project. Then, the teachers decided to collaborate with the study voluntarily. The data required to describe the dynamics of videoconferencing-mediated co-teaching came from the information provided by three pairs conformed by teachers from Russia, Belgium, England, and Gaza, whose participation in the project ranges from one year and up to five years, and with teaching experiences between five years and up to 22 years. The classroom teachers in Gaza have taught English to young learners and teenagers before, while the remote teachers had their first approach to learners of those stages through the Hands up Project.

b. Collecting the Data

Among the strategies used to collect the data was in-depth interviewing, since it gave a general view of the dynamics of videoconferencing-mediated co-teaching in the language classroom from the voices of the teachers. It means that different aspects were discussed in relation to the integration of videoconferencing to the class, the interaction between the facilitators and the CPD outcomes produced from applying such new practice. Interviews (see Appendix A) were carried out through Zoom, which is the same tool used by collaborating teachers in their classes. The researcher employed a semi-structured thematic guide containing the list of possible topics to talk about with the interviewees. The types of questions used in this case were open-ended as suggested by Magnusson and Marecek (2015).

Other research methods used for data collection were determined considering the questions initially stated in the study. Hence, in order to represent the interaction between the collaborating teachers when working with videoconferencing, two different sources of information were used, video recordings (see Appendix B) and any record of their meetings before and after the class sessions (if it happened), which in this case were Facebook chats (see

Appendix C), and emails (see Appendix D) from two working pairs. So, the research method employed for this kind of information was indirect observation, during which note-taking and a descriptive and analytic report were carried out, highlighting behaviours, situations and processes occurring at the moment (Have, 2004).

Observation of the video recordings and having access to teachers' notes (see Appendix E) gave also an idea of the use of videoconferencing in the language classroom. Here, it is important to mention that one of the working pairs invited the researcher to be part of a session using videoconferencing. So, in such case, the possibility of applying participant observation was also given. This consisted of the direct and immediate integration of the researcher as a guest teacher during the videoconference session, able to interact with the learners and the co-teachers. This method constituted natural participation on the field, through which the researcher was able to live the experiences, make notes and record the situation through audio recorders and screencast softwares (Tracy, 2013).

c. Processing and Analysing the Data

The analysis of the information was carried out progressively after every closure of data collection with each working pair, so that the emergent categories were compared and/or contrasted among them. Considering the purpose and guidelines of the research, as well as the nature of the information collected through note-taking, written chats, emails, teachers' notes, audio and video recordings, it was necessary to perform two types of analysis, one related to content and the other to interaction. For this, the use of a manual technique allowed the researcher to fully immerse herself into the data, to review constantly the emergent categories and later to reflect over the nature of the co-teaching process through videoconferencing.

Content Analysis corresponds to the systematic study of texts (Krippendorff, 2013). Because of that, the teachers' notes and the participants' answers from the interviews were studied following an interpretational parameter, in which the guidelines proposed by Miles and Huberman (1994) suggest data reduction, data display and conclusion drawing/verification. That is, managing the content by delimiting registration units based on a thematic criterion, which allows identifying initial categories (first order themes) with their respective coding, and later on, to group them into main categories (second order themes), and these in general dimensions.

On the other hand, interaction analysis implies the study on “human activities, such as talk, nonverbal communication, and the use of artefacts and technologies, identifying routine practices and problems and the resources for their solution” (Jordan and Henderson, 1995: 31). This type of analysis draws on tools from conversation analysis, discourse analysis, ethnography and ethnomethodology. The last two with “its focus on participant observation and the methods people use to accomplish ordered social collaboration” (Marshall and Rossman, 2011: 186). In this case, the researcher applied them to the interaction between the teachers showed in the video recordings, Facebook chats and emails. The approach consisted of a pragmatic and structural exploration, in which the mutual exchange of ideas was divided into registration units, considering thematic and conversational criteria. The former focused on the sequences referring to the same topic. The latter related to the speakers’ purpose when using individual utterances that reflect their roles in co- teaching.

4. Ethical Considerations

There were a series of ethical aspects considered during this research to increase the quality of honesty and authenticity of the findings. Some of them were related to the principle of “doing good” to individuals. That is, avoiding doing harm to the participants by protecting their identity and respecting their opinions and conditions for participating in the study (Hammersley and Trainor, 2012). Undoubtedly, fulfilling the parameters of what is ethical in research gave the possibility of representing more accurately the reality of the phenomenon being studied.

Therefore, the strategies consisted of negotiating with the participants their anonymity when citing their interventions during interviews and interactions. For this, pseudonyms were established for transcribing the data. Moreover, at the beginning of the research, it was emphasized that the purpose of the study was not to carry out value judgments towards their actions, but to present the process of co-teaching using videoconferencing. The participants were also informed about the type of research methods and resources that would be employed in the study (Ryen, 2004). With all of the above, their approval and signed consent were received, and this helped to develop a relationship of trust and confidence between them and the researcher, as well as to obtain answers that allowed better reflections on the phenomenon.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

This chapter presents the codes and themes derived from the application of a qualitative inductive method to the range of data collected through interviews, observations, and other sources of information, such as teachers' notes, Facebook chats and email interactions. The content presented in this section is organized into three main parts, which represent the focal emergent themes that explain and describe the dynamics implied in videoconferencing-mediated co-teaching in the English language classroom. The themes respond the research questions stated at the beginning of the study, about the use of videoconferencing, the interaction between the teachers involved in co-teaching and the contributions of such practice to their continuing professional development.

The findings were obtained from the information given by five English teachers working in the "Hands up Project", in which instructors from different countries volunteer to work with others in Palestine and offer learners the opportunity to be exposed to world Englishes. The special characteristic of this project is that it is mainly based on the use of videoconferencing for co-teaching using a storytelling-based methodology. The teachers work in pairs, one from the same place as the learners, and another one located abroad (any other country). In this research they are identified as the classroom teacher (CT) and the remote teacher (RT) respectively, considering their location. The CT works permanently with the learners, usually one hour every day of the week during the school year, while the RT volunteers to work with them one hour once a week.

For this study, the participants were three pairs (06 teachers), all of them working together for a year. However, during data collection there was loss of communication with one of the CTs, who was considered to have withdrawn their participation for unknown reasons. Hence, two working pairs were studied, and the perspectives of the remaining teacher were included from their experience as a RT. Each participant is briefly introduced below:

PAIR	COLLABORATING TEACHERS	
I	CT1: Female. She has been an English teacher for 14 years in Palestine. She teaches learners from different ages: 12 up to 17 years old.	RT1: Female teacher located in Belgium. It is her first time teaching young learners and teenagers, in spite of her twenty-year experience. Currently, she works with adult learners in a language school.
II	CT2: Female teacher located in Palestine. She has been teaching English for 14 years to young learners.	RT2: Female. She is located in Russia and has been teaching English for seven years. She is dedicated to teaching young learners.
III	CT3: (Loss of communication)	RT3: Male teacher located in the United Kingdom. He was a teacher for 22 years and has experience teaching young learners and adults. Now he is dedicated to teaching material development.

As it was mentioned before, videoconferencing plays the role of the communication channel between the RT and the group of students with the CT at a specific time. It means that such tool allows synchronous interaction and reproducing face to face communication into the digital world, supporting messages through audio and image. For the contact to be accomplished between the primary teaching actors, it is necessary the use of internet, computer, speakers, microphone, projector, among other elements. Using videoconferencing for co-teaching English through storytelling is a different way of integrating and applying technology into the classroom. Hence, what teachers do with it in this study case gives a reference framework for future applications in other contexts. The following dimension represents the use given to videoconferencing in the English language classroom in the context of the Hands up Project.

Videoconferencing as a Complementary Input

In this particular case, videoconferencing is used once a week during an hour for the implementation stage of co-teaching. At that moment learners are exposed to the language used by a highly competent speaker (native or near-native), who has the role of RT and does not share the learners' mother tongue, making communication necessary to be carried out exclusively in English. This theme emerged from the teachers' answers during the interviews. CT1 expressed:

All the videoconferences about the stories are- my students are familiar with them, but sometimes there are new stories. So, sometimes we learn new vocab from these sessions, which I want my students to learn next time, or maybe after a month, so I ask them: do you know this word? Yes! We remember this with RT1, students say that. And how do you know this word? How do we pronounce this word? What is the opposite of this word? Students help me at that stage, and sometimes I use drama or videoconference in teaching. For example, students are going to learn a new vocab, no, that's (?) grammar! Grammar rule maybe. I act with my students, ask them to act and to do different activities that are there in our curricula, from the videoconference, and really really RT1 has helped me a lot. She each time didn't tell me what is the story, but this story was really suitable with the curricular that I will learn them next day. So, she is like introduction, and then I complete that session with my students.

Considering this information and the one from the researchers' field notes, it was noticed that learners study new vocabulary and chunks in isolation, reinforced by images, and in context, through the story. After that session, the CT continues spending an hour daily with the learners during weekdays, and the role of the information given through videoconferencing is considered the supporting part of the content, whether as extra practice, introduction or closure. This leads to the next theme that initiates the description of how videoconferencing is integrated into the language classroom as a complementary input.

a. Remote Teacher's Tasks

As observed in the video recordings and participant observation, the methodology of this practice is based on storytelling. It means the RT features a story which constitutes the main part of the session. However, there are other activities implemented before and after, the first ones to introduce the topic and the last ones to reinforce what was learnt. Such activities are: chants, drawings, questions to activate background knowledge or to make inferences, among others. All of that content is presented through a slideshow most of the time designed by the RT. While the story is told, the teller (RT) asks questions to the learners to check understanding and get them involved in the session. An example of how the RT performs their tasks can be read from one of their personal notes:

6/02/17 Led by RT1. New session after a long break. Same group as before the holiday. They performed the chant "The Boy who cried wolf" again as it had been cut short the previous time. Picture dictation of a monster: I described **the Gruffalo** and they drew it. A few girls came to the front to show and describe it. Then I asked them to add one personal detail. A few girls came to the front to show and tell me. Before telling the story of the Gruffalo I showed them

the pictures of the 4 animals in the story and asked them what they were (mouse, fox, snake and owl). I told them the story of the Gruffalo (with a few changes to make it easier) and showed them the slides of the book. I wanted them to describe a monster to me and to practise the chant but the session was cut short 10 minutes before the end.

The use of storytelling is very practical in circumstances in which there are problems with internet connectivity and electricity, since when those situations arise, the RT's intervention is stopped in a place in which repetition is not necessary, and continuation is more appropriate. So, in next sessions the teacher can start by asking questions for recalling information about the story. However, during such gap and loss of communication that can even last until the next session, the CT is in charge of giving students the main input, through the content corresponding to the introduction done by the RT.

b. Classroom Teacher's Tasks

The CT can also work with the students on the task assigned by the RT. Concerning the use of videoconferencing, the CT is the one in charge of surveying students' experiences. This task is done through asking questions after the session is over and requesting students to write about their impressions of participating in the videoconferencing. Moreover, the CT is also in charge of setting up the technical conditions for making contact with the RT during the session. CT1 talks about the basic preparation hours before videoconferencing:

From the beginning of the day I must have two free classes because I need one hour, one full hour without classes. I don't have to teach at this time. So, from the beginning of the day I prepare the Internet, the place where I will connect, contact RT1 on net, eh be sure that my laptop is ready and that the electricity is good.

To set up the conditions for the session, CTs need to have technical skills for the corresponding management of the videoconferencing tool. Likewise, as the RTs, they need to be aware of the procedures through which storytelling is carried out in order to identify what their co-teachers are doing and the stages they are performing. This supports the emergence of the following theme about the technical requirements to use videoconferencing when co-teaching languages.

c. Technical Requirements

Taking into account the information given by CTs and RTs, it is essential for teachers to have at least basic skills using internet, headphones, setting up volume of the computer, designing slides, among others, so they can be able to master the use of the videoconferencing tool, to take advantage of it and to solve any kind of issue that could arise. Training in the case of the storytelling methodology and the videoconferencing tool is sometimes required. All the teachers participating in this research went through a period of preparation, which included a type of micro-teaching and served as a link for them to start with this experience. RT3 commented that:

We had- eh I think we had about four sessions. Some were, yeah, more focused on the technical side of things, on how to use Zoom and work things, how you could – yes, quite interesting, eh the dynamics of teaching remotely like this (...) We worked on some demonstration lessons with (?), and then we were given an opportunity to tell a story, to do the beginning of a lesson, about the third of a lesson probably. So, the introduction of a story and then telling a story, yeah.

There are some things that formal training does not teach concerning the use of technological tools, which is the control of emotions and reactions in front of a situation in which technical problems happen. It is only through experience and the continuous management of the tools that expertise can be reached. RT1 comments about her beginning using videoconferencing and storytelling:

At first I was a little bit nervous because eh, I had to handle a lot of things at the same time, the technical side, because Zoom, well I learnt to use it little by little, and at the last session or the one before last I I still discovered another, another aspect of the program, because I did not know how to share a video with the sound, so it takes time discovering and understanding how to use it...

The tool used in this context is Zoom <https://zoom.us/>, which is an online tool that allows with its basic membership to carry out videoconferencing calls and record them for up to forty minutes. To host a meeting, it is just required to create an account on its website, download the application and invite contacts through a temporary link given by the system. The recording has two formats, audio and video, and they are both automatically produced when the option is selected with the account preferences. In this particular case, the RT is the one who sets the

meeting in the program once arrangements of time and date have been made with the CT.

During the implementation stage of co-teaching English through videoconferencing, learners and teachers face a series of difficulties that restrict communication between them or affect the participation of the RT. Such issues are specific to the context in which the project is carried out and demand the attention of the teachers to find alternatives. The contextual problems that have arisen are presented in the following theme description.

d. Limitations

One of the main problems RTs and CTs face is related to infrastructure. This includes electricity shutdowns during several hours of the day, and slow internet connection that sometimes interrupts the videoconferencing for a couple of minutes and up to an hour. This is a common circumstance in Palestine, and the solutions to those problems are out of the hands of the participants of the project. Nonetheless, RTs and CTs have developed a procedure of contingency to act out when videoconferencing is disrupted. From what the researcher perceived during the observation of sessions recordings, the RT awaits for several minutes for the connection to be re-established. When the videoconferencing is impossible to be continued, the RT contacts the CT through email to set up tasks for the next session, and to suggest how the content learning can be fostered. RT3 mentioned how he has handled the difficulties while videoconferencing:

When the line is unstable, and it often is unstable, eh when I'm teaching in Gaza sometimes the electricity goes off, we can't have the lesson et all, sometimes it's just unstable, I can't hear them very clearly, ehm what happens also often is that I can't hear them at all, ehm I can't see them, the picture freezes, but they can , they continue to hear me, So, I- I've lessons maybe for fourteen minutes, it's just- it's just been one way, it's just me talking to them, and I have to- ehm yeah, I have just to imagine or hope that they've understood and followed what was going on...

Apart from the RT trying to implement strategies to solve the problem, sometimes the CT needs to move the class from one room to another in order to work with a better internet connection. When doing so the selected place may not be adequate for the type of activities that are intended to be performed. Hence, problems with physical space constitute another limitation that emerged during data collection. From observing video recordings, the researcher perceived that classroom arrangement does not ease the learners' movement from the place they are sitting

to the place where the microphone and camera are to interact with the RT. Such situation delays the communication between the RT and the students, who distract their attention from the focus of the session.

Another limitation was mentioned by RTs concerning language gaps during their interaction with the learners. As it was mentioned before, the learners have a different mother tongue from the one the RT has in this context, so they can only communicate in English, but sometimes owing to the lower language level of some students, the RT finds difficulties in transmitting meaning. RT2 expresses:

Sometimes the language is not enough, or the signal is not that good and they misunderstand sometimes like, remember the last session that you observed? They had to draw a room, but they in fact drew houses. I did not ask them to draw a farmer with three sons, his three sons, but they drew a house, and then a farmer and three sons (.) so, these are the two, the signal and sometimes they don't quite understand the task. Im not sure what the problem is, whether is me who gives the tasks not clearly enough or the- language gap that we have (.) some misunderstandings the girls from that side.

When that break of communication happens, the CT is the one who intervenes to help the RT and the learners. Likewise, as videoconferencing tools reinforce audio with the transmission of images, RTs can use gestures and body language to convey any kind of new meaning that learners encounter themselves with. However, this can become a limitation if instructors are not aware of the message they send as non-verbal cues. For example, observing the video recordings of the sessions, the researcher identified discomfort in one of the RT3 expressions when CT3 suddenly interrupted his intervention to give students their notebooks to make notes about the content that was being presented.

Hence, body language becomes more evident through videoconferencing, so aesthetic elements should be considered by the teachers since they influence the transmission of the message. RT3 mentioned in his interview that he used to put the camera to close to his face, making himself look intimidating; however, he has now recognised the importance of visual elements.

I have become very aware of the limitations of it, ehm, there are two things, one interesting this you'll see with the lessons that I sent you, that I'm going to send you, is that ehm, I'm aware

now much more of my physical – where I am in the room, whether I am able to move around, my distance, I used to start like this, to speak like this (moves very close to the camera) hahaha

When the camera is not positioned appropriately, the narration of the story can be affected, and some limitations related to the aesthetic elements of videoconferencing arise. Furthermore, this theme is described in the following part considering the observations made by the researchers.

e. Aesthetic Elements

These aspects are mainly related to the perception of the audio and image transmitted through the videoconferencing tool. From the video recordings, the researcher could notice the importance of video and audio quality to keep the interaction going between the learners, the CT and the RT. A full-colour image, with proper illumination, is more likely to get and keep the attention of the participants, than a darker figure. Moreover, the position of the camera can facilitate or hinder the interaction of the RT with the learners. In the case of the classroom, and depending on the number of participants, it is necessary to use a projector or big screen, as in most sessions observed, so all the students and the CT can see what the RT is doing. In here, it is important that the RT keeps the camera at a certain angle so the viewers can see their face, neck, shoulders and background, and feel welcome to the place the RT is. On the other hand, the CT has to make sure the RT can see all the students, and this may require changing the place of the camera. In several of the sessions observed, the CT had to adjust the device to provide a better view to the RT.

The researcher also realised how meaningful face expressions are when using videoconferencing, as it is the only part of the body from the RT being projected. In the case studied in this research, the RT always showed a friendly smile to the learners and encouraged them to participate. Such efforts, in spite of the limitations, help all the participants (teachers and students) to enjoy the experience. Sometimes, the image was blurry and the audio failed owing to the connectivity; however, the enthusiasm of the teachers kept the sessions thriving. The support that the CTs receive from schools has great relevance at the time of trying to solve the limitations and aesthetic elements. In fact, it was one of the themes that emerged from the interviews and observations done.

f. School Support

CTs remarked how they have received help from their respective institutions to face the limitations concerning technical help and infrastructure. In the session in which the researcher participated, the person who arranged the devices and greeted the RT2 was the head master of the school. He helps the CT2 to check on the internet connection, start the session with Zoom, as well as to test audio and video in every videoconference. Schools also support the use of different physical spaces that can favour better internet connectivity. CT1 talked about this in her interview:

... I use the computer lab of the school, after that we asked the ministry and the Directorate to strengthen the internet, then it can arrive the class itself, so if you noticed or if you watched some recordings with RT1, you'll find that there are different classrooms (slow connectivity) (?) students are more comfortable there (slow connectivity)

CT1 explained how difficult it was for her to get support from the school and the parents when she started including videoconferencing in the language classroom. However, because of the learning outcomes accomplished by students, that unwillingness changed and became one of the benefits of innovating language classrooms with videoconferencing.

g. Advantages of Videoconferencing in the English language Classroom

The advantages that the use of videoconferencing has promoted in the English language classrooms studied in this research are categorized as the following: change of attitudes, sensation of closeness, contact with foreign cultures and access to authentic language. Concerning attitudes, CT1 highlights how students evolved from feeling fear to feeling excitement when talking to a foreign teacher completely using English and being understood. Once their improvement in learning was demonstrated parents and schools could see the impact of videoconferencing in learning a language. The change of students' attitude provoked parents and schools to consent this new practice into students' education; so, they changed from being reluctant towards it to accept it. CT1 raised this topic in the interview:

Really at the beginning because no one know what is this, what can I do, even if they attended the session, they don't know what I do, ehm they said that this is something strange, eh maybe confuse for our girls, it took our time, they had to study at this time, but I never listened to them,

after that I asked my head teacher, that I want to continue with my students, in the beginning she refused, I move to the supervisors, and the head of the Directorate, I aske him to support me, because at the beginning also parents of the girls refused their girls to attend, ehm, the session online, ehm their photos, you know that, and I poste the video, not the video, just photos of the girls on the page of the school, on my Facebook, they refused that at the begi- at the beginning they fight me really...

Mainly the benefits to support the use of videoconferencing in the English language classroom are related to the contact that the CT and students can establish with RTs from other parts of the world. This gives learners the opportunity to interact with people speaking English with different accents and making language learning more authentic and real. Likewise, they have the chance to know about other cultures and develop cultural awareness about their own, while becoming more sensitive and respectful towards others. CT2 claimed that:

It helps us to see other worlds and learn about other cultures about other worlds, yes it's very important (.) When the students at the school hear the words or the recordings from their teacher is good, but when they hear the language from a native speaker, it's fantastic.

The RT is the one representing and bringing cultural diversity into the classroom through videoconferencing. Even though the stories are not used for that purpose, it is inevitable that students and the teachers want to know about each other's background, which makes the relationships between them more closed and full of confidence, favouring learning in that way. During the interview RT2 mentioned she feels closed to the participants and with CT2:

As long as the connection is good, it's ex(h)citing, because you have a lesson and then later you realised that these people are far away from you, but it feels like you are next to them, it makes think you can stand up and approach them, listen closer, but it- the experience is very much like having my own class here at home.

Even though videoconferencing makes use of technological components, it still allows establishing human contact through vision, voice and emotions. Usually, the RT and CT spend more time together working with videoconferencing in the English language classroom, since the sessions carried out with the tool are done with different groups. So, the teachers get to cultivate a dynamics between them that characterizes their style of co-teaching. Such interaction is described in the following section as one of the general dimensions that explains the topic of this study.

Naturally Driven Model of Interaction between the CT and RT

The way the CT and the RT interact during co-teaching is not pre-determined or defined through an agreement or contract. The relationship progresses under an unplanned dynamics in which the roles are assumed organically or naturally. In fact, the functions they fulfil vary from one stage to another. Much of the communication between them occurs during the implementation phase, in which the co-teaching approach can be modified because of the role videoconferencing has in the English language classroom, or the contextual issues that hinder the sessions. In either case, the rapport between the CT and the RT is sustained in the underlying values they have in common, and which represent the pillars of their collaboration.

a. Underlying Common Values

During the RT and CT's interaction, there are a series of signs that indicate the presence of politeness and gratitude between the co-teachers. Such values entail the relationship in an atmosphere of respect and appreciation towards the tasks done by each one of them. Usually they are manifested through the use of kind words and expressions when they greet each other during the sessions, or when they contact each other through email or Facebook. An example of this is the email CT1 sent to RT1 referring to one of the sessions they just concluded:

From: RT1@co-teaching.com
Sent: Monday, May 8, 2017 8:12:27 AM
To: CT1
Subject: today and next week

Hello CT1,

Thank you for today's session which was really great! You've been doing some great work with the girls. I loved all their stories and presentations. Next week I was thinking of doing a relaxation/visualisation exercise, as another teacher did with another group. You told me the girls will be in exams so a little bit of relaxation might do them some good. What do you think?

See you next week.
RT1

De : CT1@co-teaching.com
Envoyé : lundi 8 mai 2017 10:29
À : RT1
Objet : Re: today and next week

Hello RT1,

I am so sorry because of the Internet is so bad. I would like to thank you so much because we really enjoyed and you did an excellent work and did a great efforts. I think we can join you through exams because at the end of May schools will closed and start the summer holiday where we can not join you.

It is great to see something different next week
see you next week

In such email, the value of admiration emerged, which helps to maintain a pleasant relationship and allows the possibility of collaborative learning. What was perceived in the video recordings and the interviews is that the RT admires the CT for the help they offer, their dedication to their jobs and the classroom management skills they have, while the CT admires the RT for the use of technology and their mastery of the language, considering them native speakers, even when some of them are not. Admiration comes together with camaraderie, which is the deepest level of empathy and friendship established within a pair of co-teachers. Such value emerges when the RT and the CT enjoy working together and are compatible with each other in a way that goes beyond work. An illustration of this is present during the Facebook chats between RT2 and CT2:

RT2: Yes, i guess he's going to organise a kind of summer 'camp"

CT2: What impressive expressions expressions you use!!!
Summer camp ,as I told my headteacher
Can you carry on with me during summer camp?

RT2: Sure!
Wouldn't you like to try work with someone else?

CT2: No,no ,no

RT2: I'm NOT keen on changing you and your classes.

CT2: Thank you RT2

RT2: Not sure if every teacher is so easy to work with

CT2: You can't imagine how lucky and happy we are to deal with you

RT2: It seems we have formed some kind of bond and understanding

When the co-teachers enjoy the work they do together, this is projected to the learners, who show enthusiasm towards learning. In other words, when the RT and CT have a close relationship, they develop a better bond with the students, making them the focus of attention of their practice. So, the CT and the RT generate a new value characteristic in their relation, which, in this case, is innovation. To be able to integrate videoconferencing into the English language classroom, they have to be willing to innovate their classroom through technology and make a change in methodology. CT2 said during the interview:

Technology plays a great role in teaching, we mustn't be too traditional while teaching, we have to use the internet and the technical devices, as Skype and Zoom, it's much more better: they help us to see other worlds...

So, in order to make a change in the English language classroom, teachers have a singular feature that differentiates them from the other teachers. That is the value of self-improvement. Such aspect is the one that enhances teachers to continue learning in their professional path, for their own benefit and their learners. In co-teaching self-improvement cannot be unlinked from the perseverance RTs and CTs have, to overcome the limitations that the context or the videoconferencing tool presents. Especially, in the circumstances of this case study, in which electricity and internet connection issues happen on a daily basis. So to face those issues, perseverance in isolation is not enough. Cooperation is another value that emerged from the interviews carried out by the researcher. Teachers cooperate with each other, sharing a common characteristic, which is being socially responsible and being able to help others. This is what RT2 mentioned about her reasons to teach through videoconferencing in Gaza:

I think it's to give the opportunity for the children who (.) can't have such kind of experience or (.) lessons with their- with a person who doesn't share their language. (.) and it's- it's the feeling that you are doing something good for someone.

The way the RT and the CT cooperate with each other represents the co-teaching approach they apply while integrating videoconferencing into the language classroom. The model is carried out unconsciously since the roles and functions of each collaborating teacher are determined organically. Depending on the stage of co-teaching the RT and CT are in, they adopt: one teacher pre-teaches, one teaches alternative information; leader- support; or one teacher and the students as a team.

b. RT Pre-teaches, CT Teaches Alternative Information

This model emerges with the main purpose of using videoconferencing in the English language classroom, which is seen as a complementary input to the content given by the CT. So, when that occurs, the vocabulary, grammar and story used by the RT during the videoconferencing-mediated session become the introduction of the information that the learners will study during the week. That is why the CT steps back during the session led by the RT and acts as a support for the students and their colleague. In the interview, RT3 talked about the way he and his co-teacher interact with each other:

She stands back a little bit and lets me interact with the students, ehm ehm she doesn't- she intervenes if I ask her to, if I ask her a question or sometimes I ask her to explain a word in Arabic, because I- I don't speak Arabic, so I ask her to explain words in Arabic, that are just very difficult for me to explain, either physically or by giving a definition, ehm so she stays as a kind of support, I'm imagining also that she's also there, and very importantly, ehm, as a kind of- to sort of discipline the class in a way that they don't (?) get too rowdy or they don't get to badly behave...

The previous answer denotes another model of co-teaching that is present in this case study, particularly referring to the actual collaboration between the RT and CT during the stages of planning, implementation and evaluation.

c. RT as Leader- CT as Support

This is the model that predominantly characterizes the interaction RT-CT and it develops around the videoconferencing mediated session. It means that this co-teaching approach includes the role and functions that each of the collaborating teachers fulfil in their work. The RT stands out as the leader and the CT as their support. Considering that the RT is not physically present and sometimes his view of the classroom and knowledge of the students is limited, the CT

becomes their eyes in the place where teaching is happening.

The RT is in charge of session planning. There is little collaboration with the CT at this stage, except for consultation of the time and date arrangements. Mainly, the choice of activities and stories is made based on the material designed by the coordinator of the project. However, the RT also introduces stories related to cultural topics that convey a moral meaning or that describe the culture of other countries. Then, what the teachers consider as criteria to choose the content, apart from the learners' likes and interests, is the suitability of the content to the learners' age and culture. At this point, the CT appears to be the helping hand to confirm the appropriateness of the tasks organised by the RT. This is supported on what RT2 mentioned in her interview:

We discuss with CT2 that the girls like talking about animals, so I use a lot of- stories about animals, and then I try to choose stories that to my mind would be ok for Arabic culture, so (.) I try to use (.) just general topics, ehm to learn something about the culture of Arabic, ehm peo- Arabic people, so I don't use inappropriate stories or , sometime I consult CT2 is it ok to use this idea or can I use the blue colour? Because somehow I was sure that the blue colour is the colour of grief, but it turned out that the mourning colour is black, and blue is perfectly fine, so I- sometimes I ask CT2, even on the details of the colours of the presentation and the- if they can talk about this or that subject, or matter.

As it can be noted from the previous interview extract, the CT accomplishes the function of confirming or consenting the planning done by the RT. Likewise, the CT is also in charge of setting the time and date of the sessions, organising everything related to devices availability, and all other logistics aspects, like in classroom organisation and students homework completion. CT2 mentioned:

I get from the girls feedback about the lesson and always before I come to school we check the internet connection, we have two lines for the internet at school, if one stops we have another one as alternative. My head master is always with me, he helps me, he welcomes the guests and checks the technical devices.

Once everything is set up for the videoconferencing mediated session, the implementation stage of co-teaching takes place. The RT is in charge of telling the story to the students, as well as carrying out the introductory and closing activities related to the narration. For it, s/he sets the time learners have to complete the tasks, encourages them to participate and

answer random questions that require the application of critical thinking skills. The RT also monitors what the CT does, concerning the selection of the students. S/he makes sure that different learners go to the front of the camera to talk to her/him. In that way, most students, if not all, have the opportunity to communicate in English with a native or near-native speaker. The way how the interaction RT-CT1-learners occurs during videoconferencing can be analysed in the following descriptions of the extract:

RT1: who wants to show me their drawing?
CT1: Who wants to show the drawings? (She collects some drawings from the students) (CT2 speaks Arabic to the girls) ok now, listen! (speaking to the girls and showing a drawing to RT2) I don't know if you can you see this one?
RT1: aha::: can you come a little bit closer? (CT2 moves closer) Uh::: very scary (CT1 laughing) very scary, I like it.
CT1: Ok (students laughing)
RT1: I can see the orange eyes, the horns, the clack tongue, wow:: I like that one, nice! Very scary, uhm. (thumb up)
CT1: Thank you. (mentions the name of a student)
(The procedure continues with two other pictures for a minute)
RT1: maybe, CT1? [May]be=
CT1: [Yes].
RT1:= a gir- a girl could come with her drawing and tell about it, tell me what's on- what's on the drawing.
CT1: Now, listen girls who can come with your drawing and tell her about it? Who can? (calls a girl who comes to sit at the front of the camera)
S3: Hi!
RT1: Hello!
S3: Hi.
RT1: Maybe can you come closer? Can you come a little bit closer? Ok, can you- (S1 moves closer) Oh! Hi (background noise of the CT2 interacting with students).
S3: Hi
RT1: Can you- can you show me your drawing?
(Student 1 shows the drawing)
RT1: Let me see, uh:: uff::: very scary! Can you- can you show me what you drew?
CT1: What you draw? Tell her.
S3: (?) (Looks at the CT2 with a questioning gesture and talks to her) what is that?
CT1: (Talking to the student) Monster.
S3: Monster.

From the previous extract of a co-teaching session, it is possible to see how RT2 and CT2 interact with the students and between them. In that situation, it seems RT2 wants to check if the students are following the instructions and what they are producing at the moment of describing a picture. However, the CT does not notice the purpose of the activity until the RT directly addresses her about the procedure to make students take part in the activity.

During the implementation stage of co-teaching, the CT is the one who initiates the

online contact with the RT. So, after checking internet connection and the necessary devices for communication, this instructor greets their co-teacher and nurtures learners to start communicating with them in English. It means that as the classroom-based teacher, they are the one who helps to establish the link RT-learners. Likewise, while the session progresses, the functions related to classroom management, monitoring, and scaffolding emerge as tasks of the CT.

The CT is in charge of grouping the students for collaborative work (if any), selecting the ones who will talk to the RT, and using attention grabber strategies to keep learners focus on the activities that are being performed. Sometimes, it is necessary for her/him to help students express themselves in English, and this is done by using elicitation strategies or L1. The RT depends on the CT's help to clarify meaning, whether through translation or gestures, and to check if the instructions given are understood. Hence, the use of learners' mother tongue is only used by the CT just when clarification is needed. Moreover, when it is not possible for the RT to monitor what the students are doing, because of low quality in the videoconferencing audio or image, the CT has the responsibility to supervise their performance, to praise them, or to apply error correction techniques.

The feedback that the CT gives is not only for students' performance. As part of their functions in the evaluation stage of co-teaching, they must contact the RT to talk about their perception of the videoconferencing-mediated session. This is done to suggest possible changes for future classes. Usually, when the session was not completed owing to any external interruption, it is the RT who contacts the CT to set up follow-up activities that learners can do for the following session. Below, there is a copy of an email in which a follow up activity is proposed by the RT1:

From: RT1@co-teaching.com
Sent: Monday, February 6, 2017 9:09:46 AM
To: CT1@co-teaching.com
Subject: RE: Video Meeting

Hello CT1,
I lost you again and now I think you don't have time to continue. Shall we continue the drawing exercise next week? I've attached the slides so you can practise the story with the girls if you

want. I've also attached a chant and they can sing it the way they want or we can do it together next week.

They can listen to the story again here:

<https://www.youtube.com/watch?v=ThZqDoJi5S0&spfreload=10>

They can also watch some extracts from the film here:

<https://www.youtube.com/watch?v=aosAka1aY58>

<https://www.youtube.com/watch?v=yAsmg9cUgq4>

See you next week,

RT1

When learners have to complete a task for the next session with the RT and CT, the latter works with them as a team and that is why a new model of co-teaching emerges occasionally in the evaluation stage of the process.

d. The RT teacher and the Students as a Team

This co-teaching model is manifested in the posterior meetings of the CT and the learners in their respective English classroom. They work together on the follow-up activity established by the RT. What they do mostly is to practise pronunciation in the target language with chants, plays, tales, or any normal dialogs. When the time of the next videoconferencing session comes, they are ready to perform in front of the RT, who fulfils the role of observer and assessor. In this particular case, the assessment is formative and it constitutes a stimulus for the learners to keep on improving. The following extract is an email sent by CT1 as a confirmation that the students are ready to perform the task RT1 established the last session.

De : CT1@co-teaching.com
Envoyé : jeudi 2 février 2017 10:15
À : RT1@co-teaching.com
Objet : Re: Video Meeting

Hello RT1

I am fine thank you .Next week on Monday I am ready and my students also are ready to repeat the chant of(The boy who called the wolf)

and to do another story with you,

CT1

The communication between the RT and the CT is done through diverse means, except through videoconferencing, which is exclusively used during the implementation stage of co-teaching. The different methods the co-teachers use to keep in touch with each other are described in the following emergent theme.

e. Mechanics of the Communication

The communication between the RT and the CT happens in a synchronous and asynchronous way. The former is just displayed in the live interaction allowed by the videoconferencing tool during the implementation stage of co-teaching. Surprisingly, this way of communication is not used for extemporaneous talk, because teachers' time zones do not coincide, their work schedules differed from each other, and some teachers expressed during the research interview that they are not keen on using technology more than needed. Again, contextual issues, as regard to internet connection and electricity, also affect the communication between the RT and the CT. Because of all the drawbacks, co-teachers use alternative information and communication technology (ICT) to keep in touch; for example: emails, Facebook chat and Google Docs. The first and second are basically used to set arrangements about the sessions. The last one is used to write summaries, reports or reflections on the finalised classes. RT2 gives some of the reasons why videoconferencing is not used for contacting CT2:

As I remember she doesn't have a laptop at home and at school they are not allowed to use their personal phones, and she is usually busy with the- power parts, she usually has her internet and her phone charged quite late at night, so when we talk it's usually after 10 pm, and with secure having three children and husband at home, I don't think that she would have time for videoconferencing.

The constant sharing of ideas between the RT and the CT is crucial to keep a content and relaxed work relationship. However, when communication breaks or stops, and there is not an agreement between both teachers' methodological view on English teaching, some relational challenges may arise.

f. Relational Challenges

In this case study, the RT and the CT have the opportunity to add their own style to the material, stories, and activities they present to the learners through videoconferencing. However,

as in any relationship, there could be some discrepancies in the methodology used considering that they are two professionals with different backgrounds and perspectives of language teaching and learning which influence the way they teach. When that happens one of the teachers can get to feel frustrated about their co-teacher's actions. For example, RT3 mentions how he would like to change the way his colleague selects students and the approach to language.

... the classroom teacher tends to nominate the same students often, and they are always the strongest students, so, for me as a teacher that is a little- I can't reach – I can't so easily reach the ones perhaps that may need more support, or yeah, that's a small- that's a small frustration. I mean in other respects, as an experience, ahm (connectivity problem) It's frustrating but it's very understandable because, I think- you know, they have the pressure on them, and I think the classroom teacher feels that very strongly, the pressure of speaking to a native speaker, and she wants- she the teacher wants to present the best- ehm examples of language teaching to make the lesson more smoothly, where as I as a teacher would naturally want to- want to try to support some of the weaker ones and to get some of the weaker ones to speak, ehm, and just generally have more of a mixture yeah.

In spite of the relational challenges that arise during the co-teaching relationship, it is worth noticing the contribution such practice has made to the continuing professional development of the teachers involved in the project. Such area represents another dimension of the phenomenon studied in this research.

CPD as a Natural Learning Experience

In the case of the pair work realised through the videoconferencing-mediated co-teaching, the RT and CT develop a dynamics in their relationship which allows them to influence one another in their teaching practice. So, the continuing professional development comes out as a result of the learning and intake of information teachers make from the naturally occurring interaction they have. Particularly from observing their co-teacher, reflecting on the students' improvement, and integrating technology into the English classroom. A singular characteristic of this type of natural CPD is that the teachers are the ones who decide what they want to learn from a specific situation. That is why the following themes come to light from the voices of the participating teachers, and they exemplify individual and collaborative improvement.

a. Collaborative Learning

This category is the most representative of the dynamics of co-teaching through

videoconferencing, since teachers learn from each other owing to their collaborative work in the English language classroom. So, the outcomes included in this category result from what the CT grabs from the RT's performance, and vice versa. For example, during the interviews, CTs highlighted aspects related to materials and tools for language teaching that the RTs share with them. Now, they were able to know about the usefulness of technology in teaching English, as well as websites with free activities and materials they could apply in their sessions. The following extract from a Facebook chat shows the excitement of the CT2 about knowing a new technique:

11 APRIL 22:14

RT2: CT2, I'm terribly sorry to interrupt you. Is it at 4 tomorrow?
And another question, have you ever tried Visualisation with your girls?

12 APRIL 01:47

CT2: H RT2. Hope I don't disturb you. I'm sorry for my late reply. We don't have power just an hour ago. We will do the session as usual 4:00.
What do you mean by visualization? Or of what?

12 APRIL 07:57

RT2: Visualisation, it's when everyone closes their eyes, relaxed and listens to you. You tell them to imagine something - see in their heads. Then the learners draw or write or talk about what they saw

12 APRIL 12:13

CT2: Nice. Are you going to try it today?
I'll do my best for that
I'm going to school now
See you

RT2: Let's do the same as last week
It worked well, didn't it?
I'm already thinking about next week
Good luck for your school day and see you soon

12 APRIL 19:01

CT2: Hi RT2
What a great job you have done today!!
I was really impressed by the girls and their imaginary world
Is that visualization?

RT2: Yes, I like it
Very very much

CT2: I'd like to do it in my lessons later
I'll show you the lesson

From the way the RT works with the students, the CT has been able to reflect on his/her relation with them. In fact, one of them expressed that she feels more confident now in trusting her learners' skills in learning the language. So, co-teaching through videoconferencing has become a voyage of discovery for the CT, who has been able to know the language mastery level of the students and recognize his/her own. Concerning language proficiency, the CT let the researcher know they have benefitted from working with a highly competent speaker (native or near-native) since they have improved their use of the language. RT2 expressed:

CT2 convinces me that the girls learn a lot because, they learn words and fur- and patterns that are not in the curriculum and they enjoy and they remember the sessions more...

Apart from the benefits the CT has perceived from their collaborative work with the RT, the latter has also developed some professional insights about his/her performance, in comparison to their colleagues. They have learnt from their partners how being a friendly teacher helps to ease the anxiety learners could have when learning a foreign language. Moreover, RTs have developed more confidence as teachers and the methods they use to make content more suitable for their students, taking into account cultural matters. Below, there is a Facebook extract from the chat between RT2 and CT2 about culture:

10 JUNE 17:31

RT2: How is Ramadan going?

CT2: Very well. Today is half of the month
15th of Ramadan
We're fasting 17 hours

RT2: Ok, I also heard somewhere you can't drink in daytime
Is that right?

CT2: Yes
Neither food nor drinks

RT2: This is hard!

CT2: Yes. It's hard in summer
When I was 10 years Ramadan came in winter
It's was much more easier
We were children. We could eat sth and tell others that we are fasting
Today we are adults. It's prohibited to do that
I'm sure that my older son do as what I did in the past

RT2: Does the calendar month for Ramadan change every year?

CT2: Yes

The Arabian month starts according to case of the moon

So, for the RTs to realise the importance of considering the learners' cultural background at the moment of planning has been a positive step up in their careers as teachers with any other group around the world. The previous outcomes result from the collaboration between the teachers; however, there are individual changes that emerged especially from the RT, who is in charge of planning and using the videoconferencing tool to contact their co-teacher and learners in Palestine.

b. Change in Practice

The RTs were the ones who reported more alterations in their practice and a transcendental change in their teaching style. The way they consider the learners' characteristics and interests now has been crucial to determining the adaptability of the contents they teach. Moreover, during implementation, some RTs expressed that they have gained certain expertise in teaching learners with low level of language proficiency. So, they are more in control of the vocabulary they use, their language pace and patience, especially when they have to repeat information or deal with the interruptions in the videoconferencing because of internet or electricity issues. This is what RT2 and RT3 mentioned about their professional development:

RT2: I think I have improved into terms of being speaking more slowly and giving clear instructions.

RT3: ...I think what I learn is that thing about calming down a little bit, about- about, ehm, yes, just trying to be a little bit more- more natural and calmer.

In the specific case of videoconferencing-mediated co-teaching, the RTs have expressed confidence in the use of the storytelling methodology combined with the tool. For all of them, this experience has been the first they have had using ICT tools, videoconferencing tools and tales to teach English to young learners and teenagers. Zoom, as the application used in this co-teaching case, lets them record the sessions, so the teachers have access to review what they do through the video recordings. That is why the next theme corresponds to the utility of such

material.

c. Video Recordings as Self-Observation Tools

This topic emerged as the hidden potential of the use of video recordings. From the CTs and RTs interviewed, just one CT expressed that she uses them to review the performance of the learners. It means to reflect on the way students are progressing in their language learning. She also highlighted the use of the recordings to review content with the students and to observe how she interacts with the RT and the students. This is what CT2 said:

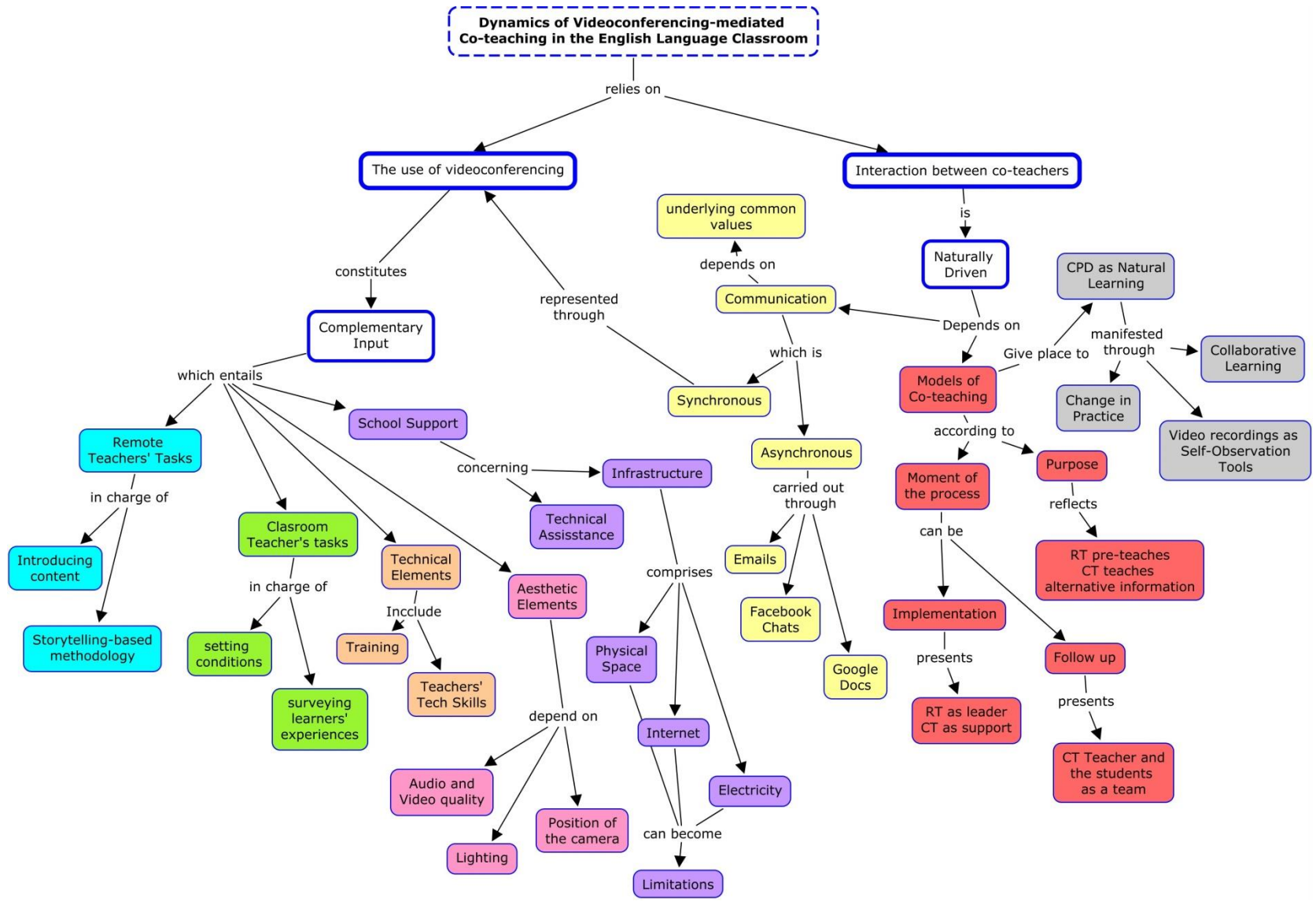
... I bring the students to the LCD room and showed them videos, of their performance, they way they communicate with RT2. It's good for me and for the students. About me, it's good to watch the videos to see how I look and how I interact and how I talk and it's good to check for the nicks time or the shape of the classroom desks. It's very good to watch the videos.

Even though the teachers involved in co-teaching have access to this material, they have not yet seen or utilised the recordings for teaching, reflecting or evaluating. Mainly the reason resides in time constraints, so teachers prefer to use another type of reflection tools like their notes or their co-teacher's feedback as a critical friend. It is worth noticing that the RT3, when submitting the recordings to the researcher, watched his videos for the first time, and this was his reaction:

... when I looked back to the one I'm going to send you I was a bit shocked, and: I realised I should have done much more of this sort-kind of self-observation, it's obviously a fantastic self-observation tool I can learn a lot from watching myself and- if I can bear-, ye(h)ah

That short experience made him reflect about his teacher-talking time, his posture in front of the camera and the type of activities he applies during the sessions. So, in the case of the videoconferencing-mediated co-teaching, CPD may be stimulated from different elements, the videoconferencing tool, the co-teaching relationship or personal insights on performance.

All the themes introduced in this chapter are summarized in the following concept map. They constitute the dimensions that characterize the dynamics of videoconferencing-mediated co-teaching, the object of this research. In the next chapter the findings are discussed in the light of the literature review presented in chapter 2.



CHAPTER V

DISCUSSION OF FINDINGS

This chapter represents the general understanding of the phenomenon in the light of what was already known about the topic and the findings of the study. In this sense, there is a description of how the dynamics of videoconferencing-mediated co-teaching occurs, especially in challenging circumstances as the ones described in this research.

Videoconferencing- mediated co-teaching in the context of the current study case is the type of teaching in which two instructors, located in different geographical spaces, work collaboratively to enhance English language learning. The main purpose of applying such new practice is to give learners the opportunity to improve their language skills, and also to have contact with other cultures, people and varieties of English. These are some of the benefits accomplished through videoconferencing, which are similar to the ones stated in another project based on telecommunications, called Telecollaboration for Intercultural Language Acquisition (<http://www.tilaproject.eu/>, 2013-2015), in which students enrich their language learning experience and intercultural awareness when interacting with peers from other places in the world.

The roles of the collaborating teachers involved and their functions are determined spontaneously. The main reason for this is that co-teaching emerges as part of a volunteering project, in which one of the teachers offers part of their time and skills to teach English with another teacher to a group of students through storytelling and the use of a videoconferencing tool. Furthermore, considering the place in which the instructors are, there is a remote teacher (RT) and a classroom teacher (CT). The former is the volunteer teacher located in another country, and the latter is the one who, at the time of the videoconference, is in the same place as the students. The common principles that sustain the relationship between the teachers in its initial stage are their social responsibility of contributing to the progress of communities in need; and the value they give to innovation in their teaching practice, promoting change through the integration of information and communication technologies.

As a teaching process, the dynamics of videoconferencing-mediated co-teaching is developed in three stages: planning, implementation and evaluation. Such phases resemble the ones stated by Bailey et. al (in Nunan, 1992), who divides the process into: a. pre-teaching, which corresponds mainly to the planning of the course and of every class session; b. in-class collaboration is the actual co-teaching implementation; and c. post-lesson collaboration as the stage in which two teachers carry out evaluation tasks on learners' performance and their own.

Communication between the RT and the CT happens throughout the stages of the process: in an asynchronous way during planning and evaluation, and in a synchronous way mainly during the implementation stage. Hence, the mechanics of the relationship between teachers rely on the use of different ICT tools. For instance, emails and Facebook to agree upon logistic aspects of the videoconferencing-mediated sessions; and Google Docs to write reports about the activities carried out during them. This shows how co-teaching gives place to informal collaboration, as mentioned by Honigsfeld and Dove (2010), who highlight that such exchange of information can be done “via teacher mailboxes or designated folders, school e-boards, e-mail correspondence, blogs, and wikis” (p. 63).

The RT is the one who mostly assumes the function of planning, considering the age, interest and culture of the learners for the selection of the stories and the activities. The initial and final tasks are mainly focused on the learning of vocabulary and chunks. Such language input is reinforced by the use of images and videos presented through power point slides. The RT teacher usually requires the help of the CT to verify the appropriateness of the content to the learners' level and culture, as well as to arrange time, date and materials for the videoconferencing session. Owing to procedures that require planning, RTs have an opportunity for professional development when learning about cultural matters and putting into practice their skills for content adaptability. The description of the planning stage is similar to what Bailey et. al (in Nunan, 1992) stated about pre-teaching collaboration, which implies setting up contents, materials and learning goals according to the level, age, needs, wants and lacks of the students. Collaboration here comprises feedback between the teachers who get to an agreement on the best decisions to enhance language learning.

During the implementation stage, the dynamics of videoconferencing-mediated co-

teaching adopts three different approaches depending on the purpose and moment of the process. This coincides with what Heo and Mann (2015) indicated about co-teaching models, claiming that the adoption of a particular style depends on many contextual and personal factors, so, it is impossible to assert that there is a fixed model within a particular context or even within a particular teaching team for a prolonged time.

In one of the emergent models, the RT pre-teaches and the CT teaches alternative information, since the content given in those classes is seen as the introduction to the ones included in the formal curriculum. So, in the days after the videoconferencing meeting, it is the CT who is in charge of developing the formal content. When the vocabulary, phrases and story taught by the RT do not coincide with the syllabus, the session is seen as an extracurricular activity which motivates students. In either case, videoconferencing-mediated co-teaching constitutes a major input in those classrooms. Such co-teaching approach represents one from the English language teaching contexts in Asia described by Honigsfeld and Dove (2010), where such practice is carried out considering group distribution between the two collaborating teachers. However, there is a slight difference since what the authors propose is implemented with the class divided into two groups.

For the development of the session, the CT is the one who sets the conditions for the videoconferencing. In that case, s/he checks internet connection and the necessary devices for communication. After that, s/he initiates the online contact with the RT and induces learners to start communicating with them. The RT acts as the leader and the CT as support. The former is in charge of content delivery and the application of activities in which students experience intake and output. One of the common techniques used is asking random questions related to the story and enhancing critical thinking skills.

On the other hand, the CT is responsible for classroom management, monitoring and scaffolding. It means, s/he determines the grouping of the students, selects the ones who talk to the RT, and uses attention grabbers to keep learners organised. The RT also depends on the CT's help to clarify meaning, whether through translation or gestures, to check if instructions are being understood and to help learners answer questions. The tasks performed by the CT in this model resembles what Burns et al. (1999) considered to be the functions of the far-end facilitator

during videoconferencing, supporting teaching by arranging equipment, organising groups, selecting participants' turns, clarifying questions, carrying out follow up activities, and so on.

Even though co-teaching focuses and depends on the use of a videoconferencing tool, its application is relegated only to the implementation stage. This is mainly because of the limitations or contextual issues that constrain its use. Some of them are related to low internet connectivity and electricity shutdowns which force, sometimes, the suspension or deferral of meetings. Another reason is the lack of coincidence between the teachers' schedule to establish meetings outside of working hours and the difficulty to cope with personal and work responsibilities at the same time.

When sessions are not completed owing to any external interruption, the RT establishes follow-up activities that learners do with their CT. In this particular case, learners and the CT become a team preparing a performance for the RT. Owing to this; the teachers learn to trust their students' skills and to gain confidence in them. In that way, their relationship improves and a climate of collaboration happens to be a key feature of the classrooms. Such change constitutes one of the benefits which can be analysed in the evaluation stage of videoconferencing- mediated co-teaching, which relies largely on the CT's views about students' progress and their perceptions of the sessions, so that changes or adaptations can be made on a continuous basis. This co-teaching model matches the team pattern described by Tajino and Smith (in Tajino et al., 2016) as "one teacher and the students as a team", in which the NNEST prepares the students in advance and works with them on the lesson, before they interact with the NEST.

Considering that ICT plays an important role to carry out co-teaching through videoconferencing, teachers are trained in the use of the videoconferencing tool, Zoom in this case, so that with their basic technical skills, they learn by themselves more about other applications of the tool, and develop competence that allows them to solve any kind of technical problem that arises while the sessions are carried out. For example, low quality of audio or image, low internet connectivity, and the prolonged interruption of sessions. These issues constitute an opportunity for continuing professional development as well, since teachers start developing attitudes to face technical problems and to cope with the situation. Such experiences become knowledge-in-practice (Cochrane-Smith and Lytle, in Day and Sachs, 2004), which is

gotten directly from the teaching experience, through reflection and examination of their effectiveness to promote learning.

The school support is important at the moment of facing difficulties like the ones previously mentioned. Such assistance includes offering other classroom spaces where internet connectivity works better, helping the teachers with technological devices, training, and even supporting the pioneering ideas of teachers, so they can continue being motivated and proactive. All the previous actions reflect the organisational culture present in the institution, which according to White (in Waters, 2009), influence classroom dynamics and contents; support teacher training and foster their classroom autonomy.

The use of videoconferencing-mediated co-teaching brings diverse benefits to the learning community (students and teachers). To illustrate this, the former members have the opportunity to interact with people speaking English with different accents and making language learning more authentic and real. Likewise, they have the chance to know about other cultures and develop cultural awareness about their own, while becoming more respectful towards others. Concerning the benefits for teachers, videoconferencing is starting to show the potentiality it has for continuing professional development. The recordings of the sessions can be used to review the performance of the learners and as a self-reflection tool for teachers about their methodology and style. In fact, this is supported by the ideas of Tripp and Rich (2012) and Mann and Walsh (2017) who consider that reflecting on recorded class sessions can be beneficial for pre-service and in-service teachers to make pedagogical decisions which impact their practice.

CHAPTER VI

CONCLUSION AND EVALUATION

Videoconferencing-mediated co-teaching would not be possible without the use of a specific tool designed to establish synchronous communication through voice and video between people located in different places. From a technical view, this technology constitutes a medium to carry out video calls/ conferences. However, that does not determine the pedagogical tasks of teachers or the way co-teaching develops. There are different aspects related to contexts and teachers' personality and style that influence the dynamics of the process. Human contact is limited to the amount of time the tool, electricity or internet connection allows. So, sometimes it is difficult for the teachers to generate a closer relationship, unless continuous contact is made under a climate of respect, courtesy and consideration, contributing to each other's professional development.

For an innovation in the language classroom to be successful, it must respond to the needs and characteristics of the context where it is applied. In this case study, the main recipients of the videoconferencing-mediated co-teaching are in Palestine, where the use of social networks and ICT is limited, and the use of internet is restricted owing to low connectivity, and electricity shutdowns. At first glance, it seems discouraging to propose any kind of innovation in the English classroom related to technology. Still, the selection of an appropriate methodology and technological tool, as well as the teachers' attitudes and school support can diminish any unfavourable contextual issue.

The use of a storytelling-based methodology in conjunction with videoconferencing turns out to be the right choice in the Palestinian context, because apart from being a source of language input to learners and local teachers, it can be paused and adapted to any disruption during the videoconferencing session, and be the subject of any follow up activity to cope up with interruptions. It is important to highlight that none of the previous alternatives would be possible if CTs and RTs are not motivated to learn more and make changes in the way English has been taught. Implementing videoconferencing-mediated co-teaching requires having basic

technical skills, being fond of technology and being persistent enough to face technical problems with patience and creativity. For the collaborating teachers to be able of doing so, training is a suitable starting point to stimulate RTs and CTs' interest in learning more about the use of the tools and the dynamics of co-teaching English through videoconferencing.

As it was said before, the success of videoconferencing-mediated co-teaching depends not only on the tool itself, but on the dynamics established between the RT and CT. Considering the contextual issues of the case studied in this research, the relation between teachers is reinforced through their interpersonal skills, and the use of other ICT tools that allow asynchronous interaction. In that way, the rapport between teachers can give place to a community of practice that grows beyond teaching and includes research and the creation of other projects.

This type of co-teaching through videoconferencing constitutes a new teaching practice with a lot of potentials and a promising future. In remote places where highly competent teachers in the English language are needed to co-teach with local instructors, the application of this practice can signify a reduction of costs for institutions that want their students to become culturally competent and to experience the use of language with people from other parts of the world.

Likewise, this innovative way of teaching can also contribute to teachers' professional development, since the video recordings produced by the tool become a source of reflective practice for facilitators to realise the way they teach (instructions, teacher talking time, interaction with learners, etc.) so that a transcendental change in practice can be made. From the researcher's experience using videoconferencing to carry out observation and interviews, the tool was a powerful medium to reach participants abroad. The fact of having access to information from other parts of the world enriched the research findings and opened up the researcher's views about the importance of the context where English is taught and where innovations are introduced.

It is relevant to mention that there were some limitations faced during the realisation of this research, which are presented in two strands: one related to literature review, and another related to data collection. As the topic

of this dissertation implies the presence and combination of different areas that have been rarely studied before, the stage of literature review was one of the most difficult to finalise, due to the scarce availability of books or studies referred to the dynamics of videoconferencing-mediated co-teaching in the English language classroom. Owing to that, the theoretical framework of this research is enriched by experiences of other authors referring to innovation in education through technology, videoconferencing for language teaching and co-teaching.

During data collection, there were some issues concerning asynchronous and synchronous communication with the participants, which caused certain setbacks at the moment but were surmounted. One of them occurred at the time of establishing the first contact with the teachers. This was done via email and the replies were received on a weekly basis, which affected the continuity of interaction between the researcher and the participants. On the other hand, during interviews carried out through an online application, some problems with internet connection interrupted or caused a breakdown in the conversations, which made participants from both sides repeat or modify the idea they were expressing.

It is important to mention that the intention of the research stated in chapter one was fulfilled. However, there are a series of topics that can be studied from this first approximation to the phenomenon. As an example, the benefits of videoconferencing-mediated co-teaching in the English language classroom are still an area that needs to be explored, whether concerning the continuing professional development of teachers, or language learning in primary and secondary school students. The outcomes of the use of a storytelling methodology can also be assessed in such levels when combined with videoconferencing. The current study can be replicated in other contexts in which co-teaching of English occurs through videoconferencing, in order to support the research-based literature that is starting to emerge. Other possible fields that can be investigated are related to the influence of the aesthetic elements of videoconferencing-mediated co-teaching over learners' reactions and language learning, and the use of ICT tools in collaborating teachers' communication and communities of practice. Moreover, the experiences of the researcher using a videoconferencing tool to collect data give place to another possible topic for exploration related to research methodology in English language teaching, which has to do with the application of videoconferencing-mediated interviews and video-based observation.

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APPENDICES

[Appendix A]

INTERVIEW SAMPLE

Place: Zoom Meeting

Hour: 9 am (Israel Time Zone/ UTC+03:00)

Recording time: 37mins., 14s.

Participants: CT1 (Classroom Teacher 1), I (Interviewer)

CT1: My name is CT1.

I: uhum.

CT1: Yeah, I am from Palestine, West Bank.

I: Uhum.

CT1: I've been teaching English for -for ok fourteen years.

I: Ok.

CT1: I teach from seventh grade to twelfth grade.

I: Ok.

CT1: Ah:: I love teaching English so much, because I loved my English teacher at the school.

I: Oh ok.

CT1: Yeah, and I hope to be like her, yes, I hope that, and when I took the course with N last September I was really fascinated with the drama in teaching English(.) Then, when I started videoconferences with N and after then, RT1, my students all the time give me a big support to do this again and again. Really, I think that I was the one who do this many times through all the teachers with me.

I: Ok.

CT1: So, I'm happy to work with you, with N, with RT1, with anyone who wants to do that, I like to do that so much.

I: Oh, that's very nice. Thank you! So, thank you very much for your participation, and, basically my first question was related to that, if you can tell a bit about your professional

background before the hands up project (.) So, you told me that you have been teaching for- fourteen years?

CT1: Yeah.

I: Ok.

CT1: Fourteen years.

I: And you have taught different ages?

CT1: Yeah.

I: Ok.

CT1: You mean they're from seventh grade, the students are, let's say twelve years.

I: Uhm, ok.

CT1: Until the last year at the Palestinian system which is twelfth year at school, they are sixteen, seventeen years.

I: Ok.

CT1: And now I'm teaching the basic standard stage which is tenth, eleventh and twelfth grades.

I: ok

CT1: Yeah, but I like very really the- I like, let's say, the middle of the lower standard and not the higher standard from seventh to tenth grade.

I: Uhum.

CT1: The most- really I was amazed with that, it's a- it's like a bound we can work with the students as you want.

I: Ok.

CT1: Ok? haha

I: haha Yeah, that's true. Ohm - how did you get started with the hands up project?

CT1: Ok, last semester these days, my supervisor asked me to join a course, called the drama, how to use drama in teaching English or teaching English through drama (.) At the beginning, this is the first time I use drama or how to use drama I don't know what to do but I accepted (.) Then, we met N in Bethlehem during three days with a big and exciting, amazing, wonderful course (.) He taught us how to use drama in teaching English.

I: Uhum.

CT1: and he uses many videoconference, classes from other teachers, students. I was fascinated and I thought that my students didn't do that, impossible to do that (hands movement) (.) After that, he told us that there was a project, the hands up project, for anyone who want to continue, eh contact N through Facebook, hands up project page if you like (.) I asked him what can I do? I don't know many things about technology.

I: Uhum.

CT1: What can I do? He asked me to apply a tool, download the Zoom on my laptop, get internet, a room and the time, talk about the time, when I started the first session really I was very frightened that I may fail, and I invited all my supervisors.

I: Uhum.

CT1: Yeah, and the- my headteacher and English teachers in my school, we are three teachers, English teachers, and we started the first one which is really, I can not describe it until now (.) Through the session with N, we did, we as teachers, we were at that time students, we wear a cap of students, ok, and N trained us how he's the teacher and you are the students, trained us how to do that in the class and we act, sing, draw, write, eh many things and I believe that because I trust students, I believed my students would do that (.) And finally, I'm ok and I can say thanks God because I succeeded in that.

I: Ok. That was perfect! So, it means that you received training?

CT1: Yeah.

I: With N, first.

CT1: Many teachers asked me how to do that, when I told them how to- I did that, they cannot did the same things because they don't take the course.

I: Ok.

CT1: It is- not impossible but- it's- you need to take the course you cannot do everything alone, without any information, without books, without pictures, without- the experience itself it's great, you know?

I: Yeah.

CT1: Many teachers, colleagues, ask me how to do but they cannot do that. They have to take the course. Yeah.

I: Ok, ok, uhm, so, from your school all the teachers are using videoconferencing, or just you?

CT1: No, just me.

I: Just you, and did you receive the support of the headteacher?

CT1: Yes, and I invite my colleagues in my school, yes, to attend, not English teachers, Arabic as I am, religion, sometimes sports, all the teachers were fascinated with the idea itself (.) This is a new idea, they don't know what is this, and they wanted to attend, and I asked them to attend lessons -many sessions- they attended them usually they are English teachers.

I: Ok and how many times a week do you see your students?

CT1: Everyday.

I: Everyday.

CT1: Yeah.

I: And how many times a week do you use videoconferencing?

CT1: Every week.

I: Every week. So, it would be once a week?

CT1: Yes, Monday, each Monday at eleven to twelve, this is my suitable time, but you know sometimes there is a holiday, there is an occasion, no school maybe (.) so, they cannot do that.

I: ok.

CT1: aham.

I: And how would you describe your experience using videoconferencing for - in the classroom?

CT1: Eh, you know, at the beginning my students said we're afraid, what is this? And how we can contact with a native speaker, they said, or a foreign English speaker, they were afraid and I encouraged them (.) And when I invited to the supervisors, they themselves helped me at this time, so, at the beginning sometimes we translate, we try to translate, students and N, really, which is wonderful drammer, he uses simple language. Students, my students, then I talked with them about the hands up project at eighth grade, you know that it means they are fourteen years old.

I: Uhum.

CT1: Yes, ok, at the first time, it's difficult but each time its beginning- it's easier then and the students liked the idea and hoped to continue. So, sometimes when there is a holiday, I told them there's a holiday, and no videoconference and they, no, oh wow you know, upset, they confused

sometimes, no, we need that videoconference, and the, really I did something very important I want to tell you.

I: Yeah.

CT1: Ok, after eighth grade, my own project and the videoconference, but at the same time I taught all the classes, all the classes in my school, I taught other classes that I didn't taught them, this is to check the experience, to do something new, to give them the chance to participate, even (?), if you know what is (?)

I: No.

CT1: The last year at school.

I: Ok.

CT1: Which is very important for overstress, hard work, I invite the students to break- to break in teams, to do something different rather than- ok, and I found a wonderful answer or feedback, I asked my students do each time a feedback about the session even written, drawn, spoken, as they want and at the end of the [year]=

I: [Ok]

CT1: =school, their school ends at May, at the end of the year, I ask them to give me a portfolio, or a file (.) and when I open it and I told them that I will give you marks. What do you learn? How do you feel? Do you like something? Or things- write about something that you liked and things that you didn't like (.) And when I opened really the files I was fascinated with that, I cannot believe that my students would do that and during the session I discovered many many things about my students and I recorded all of this notes in my mind and written on my notebook.

I: Oh, perfect!

CT1: Yeah.

I: So, and how did you integrate videoconferencing in your sessions? I mean, because you said that you have the videoconference just on Mondays, but do you use anything else from that session the rest of the week?

CT1: From what?

I: From that session? The rest of the week, do you use something like the vocabulary or maybe the topic, how do you use the topic that you've learnt during the videoconference for the rest of the week?

CT1: Ok, now, all the videoconferences about stories, but are- my students are familiar with them, but at the same time there are new story (.) So, sometimes, we learn new vocab from these sessions which I want to learn my student next time or maybe after a month (.) So, I asked them do you know this word? Yes, we remember this word with RT1, students say that, and how do you know this word? How do you pronounce this word? What's the opposite of this word? Students help me at that stage, and sometimes I use the drama or videoconference in teaching (.) For example, they are going to learn a new vocab, not I said so, a grammar, grammar rule maybe, I act with my students, I didn't feel shy, ask them to act and to do different activities that are in there in our curriculum from the videoconference, and really RT1 has help me a lot (.) She, each time, didn't tell me what is the story, but this story really was very suitable with the curriculum that I would learn them next day. So, she's like the introduction and then I complete that session with my students, ok.

I: Ok. Thank you. Eh, what kind of difficulties have you faced using videoconferencing?

CT1: Internet.

I: Oh, ok.

CT1: Yes, internet is so bad, not in my school, in all Palestine, Internet (.) Sometimes, if the internet is ok, (counting with her fingers) electricity, another difficulty.

I: ok.

CT1: Ok. Eh other things not, because I use my own laptop, I didn't have another laptop from the school, this is my own laptop (.) The class, I use the computer lab in the school.

I: Ok.

CT1: After that, we asked the ministry and the directorate to strengthen the internet, then, it can arrive the class itself (.) So, if you notice or if you watch some records with RT1, you'll find that we're in different class- (slow connection) students take all the day which is more, more more comfortable then, because other-

(Connection is interrupted)

CT1: Ok, did you hear me?

I: No, I think we're having problems with the internet connection.

CT1: Yes.

I: Ok.

CT1: Do you hear me now?

I: Yes.

CT1: Ok so, I said that some teachers need the computer lab in their clock, I cannot take it the one hour (.) So, if I move the class itself is better really, more comfortable, for me and for the other teachers.

I: So, in that case, how would you face the problem? You said that maybe you moved the classroom?

CT1: Yes, I moved with the whole classroom, sometimes we took other classes, library maybe- (slow internet connection) The internet is as strong at the computer lab (.) And electricity, there is not, there is not solution, what can I do? without electricity? I cannot do anything.

I: And have you had any session in which the connection has been lost for several several minutes? what do you do in that case?

CT1: Ok. Sometimes the session are cancelled for different reasons, so, I asked my students to do some activities as a review for the last session maybe (.) I ask them to do something different or I train them to sing the chant.

I: Ok, ok.

CT1: Because really they like the chant part SO:: much.

I: Ok perfect (.) And can you describe the support that you have received from the institution?

CT1: From what?

I: From the institution.

CT1: institution?

I: Yeah, from the School

CT1: The school itself?

I: Yeah, the support that you have received from it.

CT1: Ok, haha really at the beginning because no one know what is this and what can I do, even if they attended the decision they don't know what I do (.) They said tha this is something strange, maybe confused for our girls, that it took their time, they have to study at this time but I

never listened to them, after that, I asked my headteacher that I want to continue with my students (.) At the beginning, she refused, I moved to my supervisors and the head of the directorate (.) I asked him to support me, because me- at the beginning also parents of the girls refused their girls to attend a session online and their photos, you know that, and I post the video, not the video, just photos of the girls on the page of the school, on my facebook, they refused that at the beginning and they fight me, really (.) When I asked the head of the directorate, he told me some steps which I followed, that tell me for example, don't take a photo of a girl by herself, take it as a group.

I: Uhum.

CT1: and ask the parents if they don't their girls to do, you can put them in a corner that they cannot appear in a- (slow internet connection) and really after that it's better than before now.

I: Ok, now can you describe the whole process that you go through to use the videoconferencing in the classroom? I mean how, just the day that you are going to use it. What do you do?

CT1: Ok. First at all, from the beginning of the day, I must have two free classes because I need one hour, one full hour without classes, I don't have to teach at this time (.) So, from the beginning of the day, I prepare the internet, the place where I will connect, contact my, RT1 on net, eh:: be sure that my laptop is ready, and the electricity is good, you know that we need some cables, LCD, there are with me, and the students themselves if they have a homework from the last session, if they are ready, and if they are not ready I can train them before to ten or twelve minutes, maybe (.) At eleven o'clock, eleven o'clock exactly we should start as I did with you now, ok, at eleven o'clock, we start until twelve, until twelve.

I: Ok

CT1: After twelve we cannot because this is the time of the break in schools.

I: ok.

CT1: Ok, we start with RT1 at the beginning, greeting the students, say hello! how are you? How do you feel? How is the weather today? What is the time in Palestine?, maybe if there is exam, holidays, special occasions, and, after that, she starts, let's say she, because RT1 did manage sessions rather than me (.) eh: She starts with an activity, a small activity, with an introduction of the story, and because I took the session with N I know what is she doing and I guess what is the story but I can no tell the students, I leave them guess by themselves.

I: ok

CT1: And then she continues, I think she told you about that.

I: uhuh. And did [you] -

CT1: [I] start really preparing from the beginning, from eight o'clock, you know, from eight o'clock to eleven o'clock (.) I start preparing it for this day, sometimes from the previous day I've started (.) And all the day I am so busy, so tired.

I: and how do you and RT1 work together to plan the session and to evaluate the session?

CT1: Me and RT1?

I: Uhum.

CT1: Through e-mail

I: OK, through e-mail.

CT1: through e-mail (.) And she sometimes asks the students to do something for the next session, like a story, like a sing, like dance, anything or maybe sentences maybe, just a short homework, let's say, short activities at the end, and we talk through e mail, we contact (.) Maybe she sends me the record, she sends me the material that I can help the students to see again, the photos, the pictures because she uses different stories rather than the stories in, stories (?) by N.

I: ok.

CT1: Ok.

I: And how often do you communicate with each other?

CT1: Communicate with what?

I: With each other? How often do you communicate with RT1? And what do you talk about?

CT1: Sometimes we talk about what is the next story (.) She ask me maybe if the students know this story, or talk it with N, because we don't meet (.) Sometimes, at the end of the session like this, at the end of the five minutes maybe, she tells me: CT1, next time we are going to do that, do you start- do the students know this or do they don't know, do they read it or they cannot know like this.

I: and, but have you agreed on the roles each one of you would have?

CT1: Me as a teacher.

I: The two of you, have you agreed on the roles of each one of you during the sessions?

CT1: Yes, I am, during the session, facilitator, as the English teacher, sometimes I help the students with meanings in Arabic, sometimes, not all the time, sometimes, because I believe English should be taught with just English language, but sometimes I need to help my students because they are level weak, ok (.) facilitator, helper, organizer, as a teacher (.) for example, this student shouldn't appear in front of the camera, sit there, and those students who participate sit there. After you participate go there, others come, because I know students and she didn't know their names, I ask Rana, Leyla come here! Go back! No, you participate, give the chance to another student. I didn't focus on one student and give the chance to many students even they don't know or they cannot speak English all the time.

I: ok.

CT1: And RT1- RT1, she is the teacher at that time, she is the teacher, interviewer, she talks with the students, ok? let's say, helper also, it's could be helper, Writer, she writes sometimes in front of the students, she wrote, and she is the story teller.

I: Ok. But in that case, do you agree on the roles before that? Or is it something that comes out naturally?

CT1: No, it comes natural, because, I know what is she going to do.

I: ok. And how would you describe the interaction, the dynamic of interaction between you two?

CT1: Me and RT1?

I: Yes.

CT1: haha I don't- I didn't like to talk about myself, but each time she tells me that I'm an excellent helper for her, I give her many things that are difficult for her to context to my students (.) I try to simplify many many things to make this change more comfortable with the bigger lead, more funny at the same time, because I chant with my students, sing, up, down, dance, not problem with me (.) eh: I sometimes encourage my students to do more confident, help them to start to talk with RT1, sit in front of the camera, don't worry, why you are worried? it's very easy, it's very simple (.) At the beginning, I faced the problem with the noise in the class but so, there is not noise yeah, and she told me all the time that this is an excellent role from me as an English teacher.

I: So, now we're going to talk about a little about you but concerning how videoconferencing has influenced your professional development and the development of the language. So, can you tell me on what ways videoconferencing has contributed to your professional development?

CT1: Ok, at the beginning it a big chance for teachers to talk with foreign or native speaker, English all the time (.) this is one of the chances that I lost in my life, I cannot meet a native speaker all the time during my teaching life (.) Ok, this is the first thing, I developed my language and of my skill of speaking also, and improved my confidence as an English teacher, maybe as a woman also, some women are shy of that and I learnt a lot (.) For example, at the beginning of the sessions when N sent me the record and I cannot not open it, so, I asked him, how can I open the records? it doesn't open with me (.) He told me that I had to use some application to open this, something is new, so, I learnt something new and the after that, the zoom for example application this is the first time I use it in my life, so how can I use it? how can we learn?, and what else? After that, I have learnt something else to do with to my students, why not? Even if it is something new, strange, maybe others are afraid of it, but not it's very easy, it's very simple we learn a lot, my students at the end of the session are better than at the beginning of the year in school, they improve their skill language, their skill speaking, their skill of standing in front of others, they are really proud of themselves, why not? Even me, as a teacher, I'm proud of myself and I would like to learn more, why not? And I encourage other colleagues to do that.

I: And what have you learnt from working with RT1?

CT1: ok, What have I learnt? Ok, yes, I've learnt many things, the first thing is that we have to trust more my students, they have many hidden abilities that we cannot discover them through our curricula or teaching life, but through this activity, like videoconferences, like drama, like dancing, like singing (.) I discovered a lot of things about my students, for example, one of my students which is so weak in English, so bad in English, but she sings WONDERFUL and BEAUTIFULLY, you could not believe how when I heard her for the first time I was amazed, are you that? No, I could not believe that, this is the first thing I trust and believe in my students more than before (.) The second thing, that I believe I have learnt from RT1, it's how to simplify the material of the curricula in different ways (.) I shouldn't follow, you know that in schools we have teachers' book, we have to follow these steps on teachers' book. But – sorry, after that,

after the videoconference I believe that I shouldn't follow each step by step on the teachers' book, I can do something different which is at the same time such as the curricula with the objectives and the class itself (.) eh: The last thing that I have learnt from RT1, is how to be friendly with the students more than that, I'm friendly with my students, but how to be more friendly with the students. (Loss of communication)

I: Oh sorry, we have problems again with that.

CT1: Did you hear me?

I: Hello, hello.

CT1: Did you hear me?

I: Yes, but it's a bit slow.

CT1: Do you hear me?

I: Ok, now I can listen to you, yeas, now.

CT1: Ok. I can repeat (.) the third thing I learnt from RT1 is how to be friendly, you know that the biggest problem in the classes when we have a big numbers is noises, so, when you use different activities and be friendly with the students, students themselves be silent and be quiet and listen to you, without shouting, without screaming, without using any different things (.) Ok? Yes, I learnt that from RT1. Yeah.

I: Ok, is there anything that you think you have changed from your practice?

CT1: e mail, when we do the videoconference, on Internet or what?

I: wait, because it seems that I can't-, ok, let's try again (.) Is there anything that you think you have changed owing to this experience?

CT1: ok, change where? In the classes?

I: Yeah. In the classes.

CT1: Yes, the activities (.) maybe the first activity which is the introduction to the topic, may I use it to teach but differentiate in some things, ok? Yes, I like all the activities RT1 did, and tha::t she uses all the time photos, photos, photos, and asks the students to draw, I don't ask them to draw all the time on the classes (.) One time RT1 asked students to draw and when she saw their papers, one of them is maybe a copy of the real one that she has.

I: Yes.

CT1: Drawing is very important.

I: Do you keep in touch with teachers from, I mean other teachers from the hands up project?

CT1: yes, through the hands up project page, and the teachers that took the course with me, they are from different districts in Palestine, I'm still in contact with them, but really not all of them did the videoconference.

I: Ok

CT1: Just one, one teacher, just one teacher who did the first, the videoconference and I am a friend with her on Facebook, we contact, we talk about the experience, what do you learn? What do you do? And one time I asked to my supervisor to move from my school and go to a different school, maybe boys or anything, and do the experience in their school because this is something new.

I: Oh, that's very nice (.) And do you use the blog?

CT1: What?

I: the blog, the webpage of the hands up project? Do you use it?

CT1: Yes.

I: How do you use it?

CT1: I post sometimes, yes, I post, I share other posts from other teachers, and anything that I see I comment.

I: oh, that's very nice (.) Yes, you are the first person who has told me that.

CT1: Really?

I: Yes, yes (.) In the case of, you know with the zoom, you can have the recording of the video.

CT1: No, I don't know how to record.

I: But do you receive the recordings from RT1?

CT1: Yeah, and N (.) They send me the record and I open it, I like the idea when you attend something about yourself. Very nice!

I: ok, so, my question is how do you use those recordings? For your professional development? Or any other use that you give them.

CT1: N told me that you can show the students to watch it again, it is better for them (.) sometimes I use it with other English teachers, not in my school, in others places, maybe my family, my sisters, they are teachers but not English, I show them the records and told them watch what are we doing or what my students did then (.) even my kids, even they are small but I

show them some records to learn them that there is something different in this world, because they don't like English, even their mom is an English teacher, my kids do not like English.

I: Yeah, that happens. But do you watch the videos for you? Like to learn again what you did or to reflect.

CT1: Yes, yes (.) I always have a piece of paper and the pen, yes, and I wrote something that I may need really to change, don't do that again, or do that again (.) I sometimes I can see the girls inside through the session I cannot see the thirty four girls

I: ok.

CT1: This is a big chance to see the girls, their expressions, their movement, their faces, many things, you know.

[Appendix B]

VIDEO RECORDED INTERACTION

Place: A classroom

Hour: 11: 00 am (Israel Time Zone/ UTC+03:00)

Recording time: 1hr: 4 min: 44 s

Recording Extract: 0-21:32 mins.

Participants: CT1 (Classroom teacher 1), RT1 (Remote Teacher 1), SS (Students), S1 (student 1), S2 (student 2), S3 (student 3).

CT1: Fine thank you, I missed you!

RT1: Me too, did you have a nice holiday?

CT1: Yes, fine, fine, that's nice, what about you?

RT1: Well, uh we had a holiday for Christmas, a two weeks holiday. (Showing fingers)

CT1: O::k, goo:d! Nice! Two weeks, uh you know, two weeks for holiday.

RT1: Yeah. haha

CT1: Ok, we're getting girls, just one minute.

RT1: Sure, not problem.

CT1: Yes, they are ready for the chat.

RT1: Great!

CT1: And for the chant today, you are going to record it?

RT1: If that's ok(.) Is that ok for you?

CT1: Yes.

RT1: Perfect!

CT1: Ok (.) ok, one minute.

(CT1 talking to the SS in their mother tongue while they sit down)

SS: Hello!

RT1: Hello:: (.) Hello, girls! (Waving hands) Good morning!

SS: Good morning!

RT1: How are you?

SS: Fine!

(More SS are coming into the classroom and sitting down on their chair during three minutes.
CT1 talks to them in their mother tongue)

CT1: Listen girls, listen! (.) Ok, say hello to RT1!

SS: Hello! (Everybody in the classroom waving hands to say hello)

RT1: Hello, girls! It's nice to see you again!

CT1: Ok, now, we are going to start the chants.

RT1: Great!

(Background noise is made by the SS. Some of them stand up to make the performance. CT1
reposition the camera. CT1 talks to SS using L1)

CT1: Now listen girls, girls! (0.30) Be silent! Thank you! (.) Be silent! All the girls are silent (.)
(SS make silence) Do you see them, RT1?

RT1: Yes, I can see them perfectly, thank you.

CT1: Yes, now, are you ready?

SS: Yes.

CT1: ok, one two, three.

(SS sing for 2 minutes and 30 seconds. Then, the SS sit down on their places)

CT1: Thank you.

RT1: Wow::: (Clapping)

(there is background noise of other groups of people interacting in the classroom)

RT1: Well done!!

(Low audio quality for 8 seconds)

CT1: Sit down, please (.) ok, we are already RT1.

RT1: Ok, well, first I'd like to congratulate you (.) I'd like to congratulate you girls, it was wonderful! Great! Well, done! (Clapping) I loved- Yes, you can be proud! I loved the way you sang, I loved the way you changed places, three girls and then other three girls, I also really liked the last one, who was the last girl?

CT1: (?) (Mentions the name of the girl)

RT1: Ok, that was really, really nice! Great! Well done!

(SS clap).

RT1: Ok, well, today I am going to tell you a new story (.) ok (.) It's a story about a monster.

(CT1 talks to the students in L1)

CT1: A monster! Do you know a monster?

SS: No.

CT1: No, they don't know.

RT1: Ok, so, a monster is a- is not an animal, but it's a, creature, and it's a creature people are afraid of(.) ok, for example, a creature with BIG teeth, BIG eye:::s and very very scary, (She uses body gestures to explain words) Do you understand?

CT1: Do you know now?

SS: Yes!

CT1: Yeah? Yes, they know now RT1.

RT1: Ok, so first, first, I'm going to ask you to draw.

CT1: To draw!

RT1: Ok? Do you do you have a piece of paper?

CT1: Yes, they have.

RT1: Ok, do you have colours? coloring [pens]=

CT1: [Yes].

RT1: =or coloring pencils? Great! Ok, good! (.12) ok, are you ready?

CT1: Yes!

RT1: So, I'm- I'm going to describe a monster. (Background noise made by the girls)

CT1: Listen girls, listen!

RT1: So, I'm going to describe the monster (.) ok?

CT1: Yes, it's ok.

RT1: I'm going to describe it, and you are going to draw it (.) ok?

CT1: Yes! Ok.

RT1: Good, so, girls, my monster is a big brown monster (.) It has a head, two arms and two legs.

CT1: big, brown with a [he]ad=

RT1: [A] head=

CT1:= Two eyes=

RT1= Two arms

CT1=and two legs

RT1: Two legs,ok?

CT1: Yes.

RT1: and a tail(.) Do you understand that? Do you know what a tail is?

CT1: yes, yes, they know.

RT1: Ok, great great! Alright?(.)

CT1: Yes.

RT1: Ok? So, this monster has two big orange eyes.

CT1: Two big orange eyes.

RT1: Exactly (.) (Background noise) Ok?

CT1: Yeah.

RT1: All right! It has small nose, a small nose,

CT1: Yeah, a small nose, yeah yeah.

RT1: ok, a big mouth.

CT1: a big mouth.

RT1: A big mouth with big teeth.

CT1: with big teeth! Do you know what teeth is?

SS: yes.

RT1: ok.

(CT1 helps SS with the description)

RT1: Ok, so, orange eyes, small nose, a big mouse with big teeth, ok? And it also has (.) two tusks, let me explain a tusk is like a tooth coming out of the mouth, like elephants have (indicate meaning with gestures), you know? Two bigs tusks like an elephant.

CT1: Yes, like elephants. (She helps students with their doubts) two!

RT1: Coming out to its mouth.

CT1: Coming out of the mouth.

RT1: Ok?

CT1: Yes.

RT1: All right, on its head, at the top of its head, it has two small ears

CT1: It has two small ears.

RT1: Two small ears, ok?

CT1: Yeah.

RT1: And it also has two horns (uses gestures) so, that's like a goat, you know?

CT1: Yes! Very good girl! (interacting with the SS)

RT1: Two horns.

CT1: Two horns on the head.

S1: (?) (it seems she uses L1)

CT1: Yes!

RT1: Ok.

CT1: Nice, nice. (interacting with the learners)

RT1: Ok?

CT1: Yes, yes.

RT1: Al[right]=

CT1: [Silen]ce girls.

RT1: =Let's talk about, the hands.

CT1: The hands now. (uses body language)

RT1: Ok, so my monster has BIG hands with claws (uses gestures), you know? Like a- like a lion.

CT1: Yes.

RT1: Big claws.

CT1: Aha, yes, yes, very good! Try to draw (.) Yeah. (interacting with SS)

RT1: Ok?

SS: Yes.

RT1: Ok, one more thing about the head, one more thing about the head, [It has]

CT1: [The h]ead?

RT1: Yes, it has a long black tongue, (uses gestures) a long black tongue.

CT1: Yes, black, black.

S2: Yes, black! Yes, yes, good.

RT1: Ok?

CT1: Yes, yes(.) Shut up girls, shut up.

RT1: Ok, One last thing and then it's finished.

CT1: One last thing.

RT1: Ok? On its back,

CT1: On its back.

RT1: On its back it has purple- do you know the color purple? Purple?

CT1: Yes, the color purple. (Clarifying meaning to the SS)

RT1: Ok, on its back it has purple prickles, so prickles it like (.) when you have on roses or on cactus, you know? When you touch it (uses gestures to explain) uh:: it hurts.

CT1: (uses L1) on the back, yes, on the back, (uses L1) purple, you know purple? (grabs a color) yes, this one, purple, on the back, yes, yes, good.

RT1: Ok, That's it! That's my monster.

CT1: Ok, would you like to see them?

RT1: Yes! I'd like- I'd like to see, one or two drawings!

CT1: Ok, you can show RT1 drawings? (?)

RT1: who wants to show me their drawing?

CT1: Who wants to show the drawings? (She collects some drawings from the students) (CT2 speaks Arabic to the girls) ok now, listen! (speaking to the girls and showing a drawing to RT2) I don't know if you can you see this one?

RT1: aha::: can you come a little bit closer? (CT2 moves closer) Uh::: very scary (CT1 laughing) very scary, I like it.

CT1: Ok (students laughing)

RT1: I can see the orange eyes, the horns, the clack tongue, wow:: I like that one, nice! Very scary, uhm. (thumb up)

CT1: Thank you. (mentions the name of a student)

RT1: Another one? Do you want to show me? (CT1 talking to the SS)

CT1: Listen, listen, listen girls, ok, listen. (Show another picture to RT1)

RT1: Oh:: wow:: I like that one too, uff:: very big HO[RNS], very big horns=

CT1: [Yes]

RT1: =and claws, I can see the claws, can I-can I- (The CT1 picks another drawing) yeap, ok.

CT1: This is one.

RT1: Uh:: wow:: this one looks like the devil, do you know?

CT1: Yes.

RT1: Wow, I like it, uh::

CT1: Yeah, another one?

RT1: Yes (.) (SS get excited to show RT1 their pirtures) maybe, CT1? [May]be=

CT1: [Yes].

RT1:= a gir- a girl could come with her drawing and tell about it, tell me what's on- what's on the drawing.

CT1: Now, listen girls who can come with your drawing and tell her about it? Who can? (calls a girl who comes to sit at the front of the camera)

S3: Hi!

RT1: Hello!

S3: Hi.

RT1: Maybe can you come closer? Can you come a little bit closer? Ok, can you- (S1 moves closer) Oh! Hi (background noise of the CT2 interacting with students).

S3: Hi

RT1: Can you- can you show me your drawing?

(Student 1 shows the drawing)

RT1: Let me see, uh:: uff:: very scary! Can you- can you show me what you drew?

CT1: What you draw? Tell her.

S3: (?) (Looks at the CT2 with a questioning gesture and talks to her) what is that?

CT1: (Talking to the student) Monster.

S3: Monster.

RT1: It's a monster.

CT1: Yeah.

S3: Very big,

RT1: Very big, yes, hum.

S3: and it- he has- he has eyes.

RT1: He has orange eyes, yes.

S3: And small ears.

RT1: Small ears, uhum.

S3: And the teeth, mouth, bigger.

RT1: Yes, he's got big teeth (background noise) and does [he have]-=

S3: [a horn]

RT1: Yes? Horns! Horns.

(CT1 interacts with the rest of the students)

S3: And legs, eh::, short.

RT1: Ok, thank you, great, great, ok.

CT1: Thank you.

RT1: CT1?

CT1: Yes?

RT1: Could you- so, girl, could you (.) add one little detail to your drawing? To- to [make] it=

CT1: [yes].

RT1:= To make it your special monster, could you add one thing, to make it personal?

[Appendix C]

FACEBOOK CHATS SAMPLE

5 MAY 17:27

Hello RT2

I'm terribly sorry for my late reply

Actually we live a chronic illness called power cut

There is no time to connect the internet or charge mobile especially for us as working women

Concerning the mini project, what shall I do? can we talk about that anytime we both free?

Message me please when you're free

Hello CT2, Yes, I'm having my lessons now.

Sunday, I think I'll be at home

Can write you later?

Sure. See you.

Have a good time

6 MAY 07:21

Morning CT2, So how about Sunday? What time is suitable for you? As for the project, will you be free at some point on Sunday, Monday or Tuesday?

Shall I prepare some of ideas about it on paper, send to you and then discuss?

Have a good day!!!!

7 MAY 21:02

How are you, CT2? Is everything ok?

Sorry we didn't have a session today.

What about Wednesday next week?

Hi RT2

Next week or this week

?

Well for me it's still next week

I mean the session on 10th May.

Oh yes

We will have inshallah

Oh, sorry, what is it?

In Sha Allah

God well

You forgot it?

You applied it before

Yes

Completely slipped my mind

Have you written sth for the mini project?

Not yet,

Hope to do it tomorrow morning

Feeling not productive enough

Sorry

No problem RT2

But if you give me prompts

You said that registration starts in june

And it's holiday from 10th june

I don't know how to deal with girls

So, we have a weekly session with the same group from the beginning of next school year

All of us, you, the girls and me have diaries

We observe how learners' English progresses

And how they study better

Yes I understand

So the best group of this year will leave to prep school

We still can have a weekly session with different groups to give them the taste of these interaction

Great

We start from next year

Sure, it's just that application finishes right at the beginning of September

And it'd be great to prepare and plan most of things in summer

Summer

To make it easier when the year starts

Ok

How do you feel about this?

Even we don't prepare for the conference, we will manage for new things
It's very good . I like your ideas
Honestly, I told N that I learn so much from you

I'm just interested in the benefits for learners of having such sessions

I apply many things in my classes

I'm so glad!!!!

Yes, the project serves teachers and learners

Conference is not the main reason for this idea
It's just an opportunity to help N promote it

Yes. That's great

And it might give you an opportunity to visit the UK

I've never had such a dream
But you and n planted it in my mind
I asked N if we can do sessions during the summer holiday

But to get the ball rolling we need to have a clear aim and rough plan

He said ok
You're right

Yes, i guess he's going to organise a kind of summer 'camp"

What impressive expressions expressions you use!!!
Summer camp ,as I told my headteacher
Can you carry on with me during summer camp?

Sure!
Wouldn't you like to try work with someone else?

No,no ,no

I'm NOT keen on changing you and your classes.

Thank you RT2

Not sure if every teacher is so easy to work with

You can't imagine how lucky and happy we are to deal with you

It seems we have formed some kind of bond and understanding

My colleagues started to envy me

Do you like that we move beyond N's book? The books is great, though!!!! Good to know we are doing the right thing!

Stories alive ,do you mean

Yes!
This is a great book!

Yes

But not enough!
It gives me ideas how to work!

It's great that our traditional stories are translated in such a book
But it's good to go beyond it learning about other cultures
Having anew type of stories

And listening to new language!
I mean when the girls don't know what's next!
Glad you like it!
Your feedback is very important, CT2!!!

[Appendix D]

CO-TEACHERS' INTERACTION THROUGH EMAIL

De : CT1@co-teaching.com
Envoyé : lundi 27 mars 2017 11:00
À : RT1
Objet : Re: Material for today's class + next sessions

Hello RT1
Thank you for all these great material. I will miss you so much, my students too.
Have a nice holiday and enjoy your time
I will train students to introduce a short story. too

Bye

Take care

CT1

From: RT1@co-teaching.com
Sent: Monday, March 27, 2017 8:19:42 AM
To: CT1
Subject: Material for today's class + next sessions

Hello again CT1,
Here is some material for today's story about *Pete the Cat* in case you want to use it again.
Here is the link for the song:
<https://www.youtube.com/watch?v=Ou8hdqyCRBE>

Here is the other link for the karaoke:
https://www.youtube.com/watch?v=8DsWim_VPWk&list=PLQaFAwjVhRhURi-nn5aU9paX2D5Wj2H87

As I said, I won't be able to do the next 3 sessions. Next Monday you told me the girls are going on a trip so that's not a problem. For the other two sessions N said he could find somebody to replace me. He'll contact you about that.

See you on Monday 24 April.

Take care,

RT1

De : CT1@co-teaching.com
Envoyé : mercredi 21 décembre 2016 10:34
À : RT1
Objet : Re: Monday

Hello RT1,
I am sorry I cant see your email because I was so sad because of death of my friend, and I did not open my email, too.
We can do the chant again in our next meeting and with all pleasure I will send you all a list if their names.
You did not tell them the story(the man who followed his dream)
see you on Monday 9th January.
and hope for you happy holiday.

From: RT1@co-teaching.com
Sent: Saturday, December 17, 2016 1:02:37 PM
To: CT1
Subject: Monday

Hello CT1,

How are you?
About Monday: did you have time to practise the chant of 'The Tortoise and the Hare'? We could sing it again on Monday. I would love to hear the other one again too (The boy who cried wolf) if that's possible because the sound wasn't very good.
Could I tell them 'The Farmer who followed his dream' or do they already know it?
When you have time, could you make me a list of their names?
So, as we agreed, there won't be any sessions on Monday 26 December and on Monday 2 January. The next one will be on Monday 9 January. Is that OK for you?
Thank you and see you on Monday.

RT1

[Appendix E]

TEACHERS' NOTES

a. 21/11/16 Led by RT1. New group of 16-year-old girls. Short discussion about where Belgium is, the time difference etc. I asked them what they had done the day before (Sunday): school! I told them it's a day off in Belgium and many people go to the market. Some girls said they also went to the market. I asked one girl what she had bought (a red and pink skirt). I told them they had to guess what I had bought. 2 teams and I gave them clues for each word. Then Kim's game (see previous session). I told them the story of 'The farmer who followed his dream' without the slides. Then I showed them the pictures in a jumbled order and they had to order them. After that, I showed them the sentences about the story in a jumbled order and they had to order them. Finally I showed them the pictures and the first letter of each word and they had to remember the sentences (technical problem as the diaporama didn't work and I had to try to hide the full sentence manually). They did this really well. We ended with the first two paragraphs of the chant. It will be another group next week.

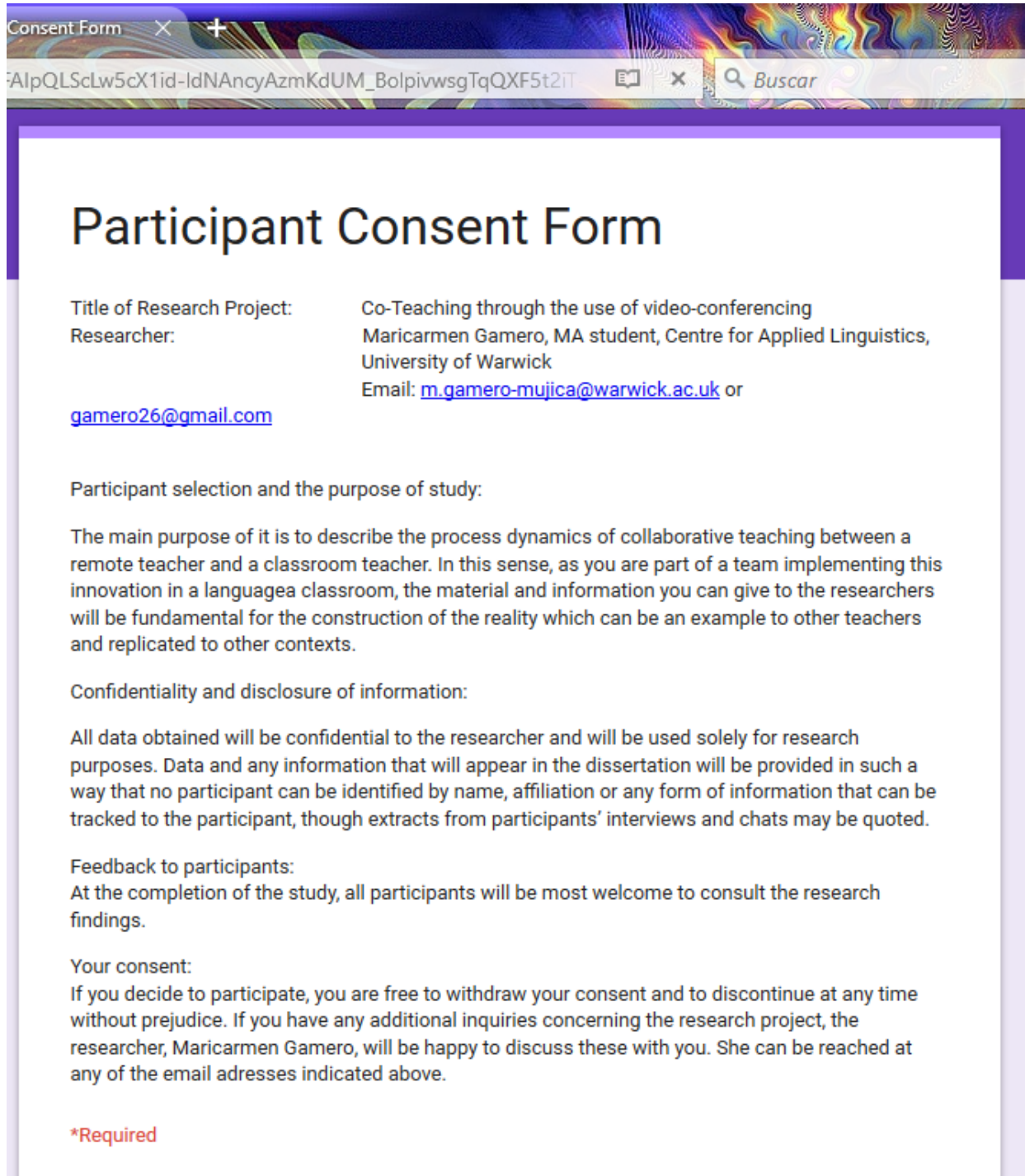
b. 28/11/16 Led by RT1. New group of girls aged 13-14. Lead-in: do you have any animals at home? Your favourite animal? Guessing game: 2 groups -> guess my 8 useful and my 8 dangerous animals -> I showed them the names of animals and a picture. I asked them to try to guess which two animals would come up in my story (a useful one and a dangerous one). Then I told them the story 'The boy who cried wolf' and showed them the pictures at the same time. I stopped before the end and asked them what they thought happened the next day. After the story: order the pictures, order the sentences (but I showed them the wrong slide with the sentences already in the right order...), first letter of each word -> remember the sentence. Finally we practised the chant. They did all this really well!

c. 20/03/17 Led by RT1. 3 girls came to the front to show me their piece of paper with their first name on it and the words they had intertwined with it. They explained why they had chosen these words (e.g. Ghada: girl, chocolate, fast, dancing, Palestine, Manar: maths, tall, banana, beautiful, running). Their teacher had sent me the list of first names before the session. The list and this exercise really helped me to get to know them better. I asked CT1 if 2 or 3 girls could do the same next week.

I showed them slide 15 of The Jackal and the Crow for a few seconds. Then I read out sentences about the picture and they had to tell me if they were true or false. After 2 sentences I asked them to write the sentence down if it was true and to change it if it was false. Along the way I explained a few words by showing them photos (beak, wings, feathers, crow, jackal ...) After this exercise, I showed them slide 15 again and asked: "What do you think happened before that? What do you think will happen after that?" They made a few guesses. I told them the story and showed them the slides. After the story I asked them what they thought the moral was. Then I asked them to make two columns on a piece of paper, one for the jackal and one for the crow. I dictated words (wings, dishonest, to sing, hungry, angry etc) and they had to put them in the right column. A few girls came to the front to tell me. CT1 told me twice that she really liked today's session because the girls learnt a lot of new words.

[Appendix F]

MODEL OF ONLINE CONSENT FORM



Consent Form

AlpQLScLw5cX1id-lidNancyAzmKdUM_BolpivwsgTqQXF5t2IT

Buscar

Participant Consent Form

Title of Research Project: Co-Teaching through the use of video-conferencing
Researcher: Maricarmen Gamero, MA student, Centre for Applied Linguistics, University of Warwick
Email: m.gamero-mujica@warwick.ac.uk or gamero26@gmail.com

Participant selection and the purpose of study:

The main purpose of it is to describe the process dynamics of collaborative teaching between a remote teacher and a classroom teacher. In this sense, as you are part of a team implementing this innovation in a language classroom, the material and information you can give to the researchers will be fundamental for the construction of the reality which can be an example to other teachers and replicated to other contexts.

Confidentiality and disclosure of information:

All data obtained will be confidential to the researcher and will be used solely for research purposes. Data and any information that will appear in the dissertation will be provided in such a way that no participant can be identified by name, affiliation or any form of information that can be tracked to the participant, though extracts from participants' interviews and chats may be quoted.

Feedback to participants:

At the completion of the study, all participants will be most welcome to consult the research findings.

Your consent:

If you decide to participate, you are free to withdraw your consent and to discontinue at any time without prejudice. If you have any additional inquiries concerning the research project, the researcher, Maricarmen Gamero, will be happy to discuss these with you. She can be reached at any of the email addresses indicated above.

***Required**

Email address *

Your email address _____

To confirm your participation in this research, please click the following statements: *

I confirm that I have read and understood the purpose of the study and my participation in it.

*

I agree to take part in the study and am willing to provide the researcher with video recordings, chats, emails and/or audio files related to my participation in co-teaching through the use of video-conferencing in onsite classrooms.

*

I agree to have an interview with the researcher, which will be audio recorded, where I will be asked questions about my experiences and views on co-teaching through the use of video-conferencing in onsite classrooms.

*

I confirm that I understand the nature of the study. I have had the opportunity to consider the information given to me by the researcher. Ask questions and have had them answered satisfactorily.

ent Form

QLScLw5cX1id-ldNAncyAzmKdUM_BolpivwsgTqQ

90%

Buscar

*

I understand that my information will be held and processed for research purposes. I understand that my personal information will not appear in the research reports, though extracts from the data I supply.

*

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without being penalised or disadvantaged in any way.

*

I have been informed that I can consult the research findings and see how I am represented in the dissertation

Please, sign in this consent form by filling in your full name *

Your answer

A copy of your responses will be emailed to the address that you provided.

I'm not a robot

reCAPTCHA
Privacy - Terms

SUBMIT

*Consent forms were filled in an online format considering that participants were settled in different countries. The URL was the following: <https://goo.gl/forms/JiWatQqv1O32hwrj2>

[Appendix G]
ETHICS FORM



**Application for Ethical Approval
BA/MA/MSc Students**

We are committed to ensuring that all research undertaken by our members, staff and students, meets the highest possible ethical standards. You will already have been introduced to research ethics in your research methods modules, but now that you are about to embark on a research project it is essential that you consider very carefully the ethical issues that it might raise and that you discuss these with your supervisor. Please treat this not only as a means of ensuring that your research meets appropriate ethical standards but also as a learning opportunity.

INSTRUCTIONS FOR STUDENTS:

Please complete PART 1 (sections A–F) and email the form to your project supervisor, together with any participant consent forms you plan to use

PART 1 (for completion by student)

A: YOUR DETAILS

<i>Student name:</i>	Maricarmen B. Gamero M.
<i>University ID number:</i>	1691396
<i>Degree programme:</i>	MA in ELT (Specialism: TEd)
<i>Provisional project title:</i>	Co-Teaching through the use of video-conferencing in onsite classrooms
<i>²Supervisor name:</i>	Dr. Steve Mann

² Application for Ethical Approval (BA/MA/MSc students) – Centre for Applied Linguistics

B: TYPES OF DATA TO BE COLLECTED

Interviews Observations Social Networking chats Emails *Blog Posts Audio Files	
Are the data in the public domain? <i>*Just blog posts are in the public domain.</i>	YES/NO
<i>For the rest of the data unavailable in public domain, I will contact the teachers involved in the Hands up Project and ask their collaboration and permission to interview them and to have access to data they feel comfortable with sharing.</i>	

C: PARTICIPANTS

<i>All participants are adult teachers from different parts of the world, volunteering in the Hands up Project. None of them is vulnerable.</i>	
<i>1. First, pseudonyms will be used to keep their identity confidential 2. I will only have access to the data they want to share 3. Find out about their cultures before carrying out the interviews, which will be focused on academic aspects only.</i>	
<i>No relationship with research participants.</i>	

D: CONSENT

Will prior informed consent be obtained from participants? <i>The consent will be written and digital, considering that participants will be in different locations.</i>	YES/NO
Will prior informed consent be obtained from others (e.g. parents/guardians, gatekeepers)?	YES/NO
Will participants be informed of your status/role as a student researcher?	YES/NO
Will any form of deception be used? <i>If YES, explain why deception is necessary, and whether and how you will debrief the participants:</i>	YES/NO
Will participants be told that they can withdraw from the study at any time?	YES/NO

Will participants be informed of the use to which data will be put?	YES/NO
Will confidentiality of data be guaranteed?	YES/NO
<ol style="list-style-type: none"> 1. It will be only used for research purposes by researcher and supervisor 2. It will be saved in secure places with security encryption. 	
Please attach any consent forms you will be using when you email this application to your supervisor	

E: SECURITY AND PROTECTION

No potential risk for research participants.
No potential risk for researcher.
Where and how long will data be stored and what measures will be taken to ensure security? The data will be stored in the University Email OneDrive with a private password. It will be stored there until December 2017.

F: DECLARATION AND SIGNATURE

<p>I confirm that I have read the University Statement of the Ethical Conduct of Research (http://www2.warwick.ac.uk/services/ris/research_integrity/code_of_practice_and_policies/statement_ethical_conduct_research) and the BAAL Recommendations for Good Practice in Applied Linguistics Student Projects (http://www.baal.org.uk/dox/goodpractice_stud.pdf):</p>	
Signature:	Manchasmen Gamero
Date:	25/05/2017

3

PART 2 (for completion by project supervisor)

<i>Supervisor name:</i>	Steve Mann	
<i>Student name:</i>	Maricarmen Gamero	
<i>Have you discussed the ethical issues relating to this project with the student?</i>	YES	
<i>Will the project entail working with children or vulnerable adults?</i>	NO	
<i>Will DBS (CRB) checks be needed?</i>	NO	
<i>Will the project involve sensitive data that may be stressful for participants?</i>	NO	
<i>Will the project entail potential significant risks for participants and/or student?</i>	NO	
<i>Please comment on any issues raised above or concerns you may have:</i>		
<i>Signature:</i>	Steve Mann	
<i>Date:</i>	30.05.17	

PART 3 (for completion by Course Manager or nominee, or, where relevant, by CAL Student Research Ethics Committee Chair)

Action taken (X)

<i>Approved:</i>	YES
<i>Approved with modifications or conditions noted below:</i>	
<i>Action deferred, with reasons noted below:</i>	

<i>Signature:</i>		<i>Date:</i>	31.05.17
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Notes:⁴

[Appendix H]

TRANSCRIPTION CONVENTIONS FOR VIDEOCONFERENCING SESSIONS

Jeffersonian Transcription Notation includes the following symbols:

Symbol	Name	Use
[]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	One equal sign at the end of a line, and another at the start of the next line indicates no break or gap. If they belong to the same speaker, it means there was a complete turn with no pause, but this is done to accommodate the placement of overlapping talk from another speaker. If the lines connected are by different speakers, it means there was no pause between one turn and the other.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
(0.0)	Numbers in Parentheses	Numbers in parentheses indicate the time, in tenths of seconds, of a pause in speech belonging to one speaker.
.	Period	Indicates falling intonation at the end of an utterance.
?	Question Mark	Indicates rising intonation at the end of an utterance.
,	Comma	Indicates a temporary fall in intonation, indicating continuation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.

>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
:	Colon(s)	Indicates prolongation of a sound or utterance.
!	Exclamation Mark	Indicates the emphasis made in a comment or short, sharp phrase
(h)	H within parentheses	Laughter within the talk.
haha		Open position of laughter.
(?)	Parentheses with text and question mark	Speech which is unclear or in doubt in the transcript.
(<i>italic text</i>)	Double Parentheses with text	Annotation of non-verbal activity.

Adapted from: Jeffersonian Transcription Notation by G. Jefferson, "Transcription Notation," in J. Atkinson and J. Heritage (eds), *Structures of Social Interaction*, New York: Cambridge University Press, 1984.