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The Value of Co-teaching in Teacher Agency: A Focus on ESL Teachers in South Korea

by Mairi Canning

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The Value of Co-teaching in Teacher Agency: A Focus on ESL Teachers in South Korea.

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DECLARATION

I hereby certify that this dissertation, which is 16,109 words in length, has been composed by me, that it is the record of work carried out by me, it conforms to the University's GAP Policy, and that it has not been submitted in any previous application for a higher degree. This project was conducted by me at the University of St Andrews from [05/2021] to [08/2021] towards fulfilment of the requirements of the University of St Andrews for the degree of MSc TESOL under the supervision of Blair Matthews.

Signature: Mairi Canning **Date:12/08/2021**

I agree to my anonymised dissertation being shared electronically with future TESOL students. YES/NO

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11 June 2021

Dear Mairi

Thank you for submitting your ethical application which was considered at the School Ethics Committee meeting on 10.06.21.

The International Education Institute Ethics Committee, acting on behalf of the University Teaching and Research Ethics Committee (UTREC), has approved this application:

Approval Code:	ET15530	**Approved on:**	10.06.21	**Approval Expiry:**	10.06.26
Project Title:	The value of co-teaching in teacher agency: A focus on ESL teachers in South Korea				
Researcher(s):	Mairi Elizabeth Canning				
Supervisor(s):	Blair Matthews				

The following supporting documents are also acknowledged and approved:

1. Participant Information Sheet
2. Participant Debrief
3. Participant Consent Form
4. Interview Questions

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  - the details provided in your ethical application
  - the University's Principles of Good Research Conduct
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Yours sincerely,

Alison Jane Brooks

cc. Blair Matthews

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Abstract

Teacher agency is an 'emergent phenomenon' that encapsulates an individual's capacity to act in changing situations over time (Biesta and Tedder, 2007; Priestley, Biesta and Robinson, 2015b). While awareness over teacher agency has increased, there is little research in the practice of co-teaching, especially in ESL contexts in Korea. The co-teaching model in Korea commonly recruits teachers from English-speaking countries to promote globalisation. Existing literature noted that the environment of co-teaching may constrain or support teachers. However, the voices of the 'native' teachers' perceptions of professional growth in this context is limited. This qualitative case study explores the value of co-teaching in teacher agency from the perspective of the 'native' teacher. Semi-structured interviews were used to collect the data from four participants who co-taught in Korea. The framework of teacher agency by Priestley, Biesta and Robinson (2015b) was adopted to tabulate and analyse the data. The results showed that the teachers had the capacity to act over time, but as co-teaching was revealed to be fluid in nature, the teaching environment similarly became variable. Furthermore, the results revealed that achieving teacher agency in co-teaching was shaped by the interaction of past experiences aiming towards future goals, reducing conflict to maintain consensus, and depended on both teachers being openminded and willing to support each other to achieve professional growth in the present. These findings provide a practical insight into understanding implications in co-teaching that may affect teacher agency, and how Korean teaching schemes and schools could support teacher agency, which may lead to more cases of successful co-teaching.

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Chapter 1. Introduction

1.1. Rationale and Aims

> *"This concept of agency highlights that actors always act by means of their environment rather than simple in their environment [so that] the achievement of agency will always result from interplay of individual efforts, available resources and contextual and structural factors as they come together in particular and, in a sense, always unique situations."* (Biesta and Tedder, 2007, p. 137)

This definition of agency is just one of many in the ongoing debate of, "what is agency?" Agency is a concept that appears in various fields, increasingly in teaching. An overview of the literature highlighted the simplest meaning of agency is an individual's ability to act (Ahearn, 1999). However, theories have emerged arguing that agency is much more complex. Recognising that an examination of the research in agency is outwith the scope of this dissertation, I decided to start by choosing a definition of teacher agency that aligned with my understanding of agency. As such, the definition above by Biesta and Tedder (2007) was chosen as it encapsulates agency and the complex nature of teaching. Agency for a teacher, according to Biesta and Tedder (2007), is achieved by the interaction between teachers acting upon situations in changing environments that are supported or hindered by social structures, cultural contexts, or resources available from that environment. This led to the realisation that this definition was influenced by theories of agency from notable scholars (Bourdieu, 1977; Giddens, 1984; Archer, 1995; Emirbayer and Mische, 1998). The

focus of this dissertation is not to provide a detailed history of agency, but to understand the key arguments in the debate of agency that shaped this definition.

So why teacher agency? The concept of teacher agency caught my attention in the EAP (English for Academic Purposes) module where it prompted reflections of my own teaching experiences and self-examination, looking at whether I was able to achieve teacher agency at any point in my teaching career. I taught English in Korean public schools where I co-taught with several knowledgeable local teachers that enriched my experience of teaching and living abroad. My interest in the practice of co-teaching as a benefit for speakers of other languages in learning English increased from seeing the growth of my students over time. Research in co-teaching is often written in a positive light because reporting negative experiences may undermine the practice (Priestley, Biesta and Robinson, 2015a). However, more studies have emerged highlighting the conflicts and tensions co-teaching brings, especially in these contexts in Korea (Nam, 2011; Heo and Mann, 2015; Yim and Hwang, 2018), if both teachers do not receive the right support to effectively work together. Recognising that my positive experience with co-teaching may not reflect other teachers' experiences prompted me to explore how an individual can grow professionally in co-teaching contexts.

Furthermore, there seemed to be a gap in literature that explores teacher agency and co-teaching. The native teachers' voice in the majority of the studies was limited. As such, it seemed appropriate to explore native teachers' perspectives about their experiences of professional growth while co-teaching in a new environment. Conflict and consensus in co-teaching also appeared to be under-theorised as factors that may hinder or support the

native teachers. Hence, this research focuses on the relation between the native teacher's capacity to act over time and co-teaching.

The aims of this study were prompted by the rationale above, to explore the value of co-teaching in teacher agency. Research questions were formed after considering the rationale to guide the research.

RQ1. What are native teachers' perspectives of the effects of co-teaching on teacher agency?

RQ2. How does conflict and consensus shape teacher agency?

RQ3. What is the value of co-teaching in teacher agency?

The term 'native' in this study refers to an individual with English as their first language from an English-speaking country (EPIK, 2021).

'Conflict,' is defined as "an active disagreement between people with opposing opinions or principles" (Cambridge Dictionary, 2021). This term is used to describe problematic situations between both the 'native' teacher and 'non-native' teacher.

'Consensus,' is defined as "a generally accepted opinion or decision among a group of people" (Cambridge Dictionary, 2021). This term is used when both teachers agree with each other.

'Value' is used to consider if co-teaching is a beneficial practice to achieve teacher agency.

1.3. Research Context

The research questions were explored in the context of Korean teaching schemes with a focus on 'native' teachers who co-taught with a local teacher.

1.3.1. Korean Teaching Schemes

Co-teaching practices are commonly used in Asian contexts in public schools, largely in Japan, Korea, and Hong Kong (Carless, 2006). This model brings together 'native' English-speaking teachers (NESTs) and 'non-native' local English teachers (NNESTs). I acknowledge that these terms are contested. However, discussing the literature surrounding this argument is beyond the limits of this dissertation. For context, the words 'native' and 'non-native' will be utilised to refer to the recruited English-speaking teachers and the local Korean teachers respectively. This dissertation focuses on co-teaching in ESL (English as a Second Language) contexts in Korea. Co-teaching is defined by Korea's largest recruiter of 'native' teachers, EPIK (2021) (English Program in Korea) as 'native' speakers of English bringing their culture and the English language to Korean students and teachers, and they believe two teachers' sharing their practices to create engaging and cultural lessons offers the best chance of student success.

EPIK and GEPIK (Gyeonggi-do English Program in Korea) are the two main educational teaching schemes that recruit teachers from English-speaking countries to co-teach in public schools in Korea on a rolling yearly contract. For confidentiality reasons, this dissertation will not disclose which teaching scheme the participants came from. However, both programmes will be used as references for context. EPIK (2021) and GEPIK (2021) offer major incentives to entice potential teachers, such as paid airfare and accommodation, 20 days of paid vacation, a monthly salary of 2.0M KRW, a stable workday from 9-5PM and 22

teaching hours per week and the opportunity to explore Korea. Both schemes hire experienced and inexperienced teachers and offer training programmes for the new teachers. However, the job requires a bachelor's degree and a Teaching English as a Foreign Language (TEFL) certificate to pass the first stage of the application process, which is followed by an interview. EPIK and GEPIK have been running for 9+ years and have gained popularity, with over 1,000 teachers placed all around Korea every year, meaning the programmes are very competitive. This may be due to the rise in popularity of Korean culture and the flexibility to travel.

1.3.2. The 'Native' Teachers

The teachers were placed into public schools all around Korea in either elementary or middle schools, as NESTs in high schools have been phased out by the government. The participants lived in Korea for less than 5 years with one still living in Korea and the rest had left recently. They all worked from Monday-Friday where they taught regular English classes to various grades, e.g., grades 3-6 in elementary school. In addition to their regular classes, the teachers were required to teach after-school classes and English camps to make up the 22 teaching hours. The teachers were expected to create lesson plans in the time they were not teaching classes during the workday and engage in external activities conducted by the school.

1.4. Outline of this dissertation

This dissertation is divided into 6 chapters. Following the introduction, Chapter 2 gives a brief overview of the literature surrounding teacher agency and co-teaching, and highlights the gap in the literature. Chapter 3 details the methodology procedures adopted in this

dissertation, lays out the framework used to conduct the interviews and analyses the data. Chapter 4 tabulates the results of the interviews undertaken online by the researcher. Chapter 5 discusses the results and the literature to answer the research questions. Lastly, Chapter 6 concludes the dissertation with summarising the aims, followed by the implications of achieving teacher agency for teachers in co-teaching situations, limitations of the study and recommendations for potential future research.

Chapter 2 Literature Review

This chapter examines theories of agency, specifically teacher agency, and the situation of co-teaching in Korea. The first section of this chapter highlights the debate around the definition of agency, and the framework that will be implemented from this discussion. The following sections examine co-teaching terminology and examples of studies that have investigated the co-teaching system in ESL contexts in Korea. The final section highlights the gap in the literature that links agency and co-teaching.

2.1. Agency

2.1.1. What is agency?

Despite the extensive amount of literature on agency, there is ongoing disagreement on the definition of agency. Searching for the word "agency" into the library catalogue produced a vast list of scholars discussing and arguing their definition of agency in fields such as politics, religion, philosophy, and sociology. An overview of this literature highlights the contested nature of agency. Furthermore, in the English language, agency means "acting on behalf of someone else", whereas the scholars' meaning of agency, in its simplest form, is "the human capacity to act" (Ahearn, 1999, p.12). I agree with the basic understanding that agency is an individual's ability to act. However, I also align with the definition of agency by Biesta and Tedder (2007, p. 137).

> *"This concept of agency highlights that actors always act by means of their environment rather than simple in their environment [so that] the achievement of agency will always result from interplay of individual efforts,*

available resources and contextual and structural factors as they come together in particular and, in a sense, always unique situations."

They believe agency is temporal and changing in contexts that require action. Agency happens when the interaction of the individual, social structures, accessible resources, and cultural contexts come together to assist in present problem-solving, which is also informed by past experiences that are aimed towards achieving future goals. Furthermore, I agree with Priestley, Biesta and Robinson (2015a) that teacher agency is an 'emergent phenomenon' that is not innate, but achievable by individual and external means. They suggest that adopting this definition of agency helps understand teachers' decisions are either supported or constrained by these encounters in environments (Priestley, Biesta and Robinson, 2015b). Additionally, my interest in teacher agency prompted me to reflect on my experience co-teaching and, if possible, explore teacher agency in a context with various constraints. Following an overview of the literature, I decided to highlight the key scholars who theorise the structure-agency debate and the different processes of agency to understand the studies that led to my chosen definition of teacher agency.

2.1.2. Structure-agency debate

If agency is about action, then the structure-agency debate is a sociological problem that provides explanations of social action. It is important to note how structure plays a role in agency because this is significant in debates on how agency is achieved. Individualist theories focus on external micro-features of humans passively living by social and institutional rules, rooted in religion and society (Lukes, 2006). However, this idea was criticised by Lukes (2006) who argues that individuals are able to make decisions in society and for oneself and are not passive agents, and Lukes is one academic amongst many who

levelled criticisms at this idea. Ideas from this time reflect past movements of social change. Nevertheless, these theories are acknowledged as the start of the debate between structure and agency.

2.1.3. Conflation tendencies

Further theories emerged from scholars regarding the structure-agency debate that tended to focus on conceptualising structure and agency together. Archer (1995) identified conflation tendencies, indicating structure and agency are not separated concepts but are theorised together. She argues that scholars tend to focus on 'upward', 'downward' and 'central' conflations that try to emphasise one side of the debate. The 'upward' explanations refer to theories from individualist perspectives (Archer, 1995), whereas 'upward' conflation focuses on the individual capacity to act and ignores consensus and conflict from structural factors. An example for teachers would be individual values and beliefs. The 'downward' conflation stems from collectivist positions of structure (Archer, 1995), e.g., policies imposed by schools. The 'central' conflation is from views that bring together structure and agency, and is discussed as the theories conceptualised structure and agency through actions, linking to the chosen definition.

A practice-based theory of structure with an inward approach to this debate is that agency is habitual. Bourdieu (1977, p.78) theorised that the 'habitus' plays a role in mental structural systems that act as the basis of the individual's social world to able to purse their goals. He defines the habitus as "… the durably installed generative principle of regulated improvisations …". Hence, the individual has internal goals and rules from past practices to cope with unforeseen and ever-changing environments. Structures are not simply mechanisms from environments affecting the individual. Rather, they are connected to

actions from fixed thoughts and behaviours stemming from social conditioning (Bourdieu, 1977). As such, referring to the chosen definition of agency, habits formed by past experiences and an individual's existing social world are significant in achieving agency. While Bourdieu's theory is fundamental to the structure-agency debate, he does not separate structure and agency. He only focuses on structural conditions existing in the moment and avoids how structure and agency change and affect each other over time (Archer, 2012).

Giddens's (1984) structuration theory is not dissimilar from Bourdieu's as it conceptualises agency on a practical level where human activity is key to analysing social structure. His theory focuses on humans as "actors" doing activities which happen in a "continuous manner with the flow of day-to-day conduct in contexts of social activity" with the central part of the theory being routinisation which is open to structural change (Giddens, 1984, p.23). Giddens's provides valuable insights into changing outcomes from individuals' day-to-day experiences and proves helpful for implementing into institutions (see examples in Jones and Karsten, 2008 and Whittington, 2010). Nevertheless, Bourdieu and Giddens' ideas focus mostly on structure and do not provide explanations for the process of agency and how it can be analysed.

The previous theories look at agency as a routinised habitual act that lies unconsciously inside individual structures. However, Margaret Archer sought to develop the understanding of social structure and agency (Archer, 1995; Archer, 2000 Archer, 2003). In the conflation tendencies, she suggests that there is a 'middle-ground' between structure and agency that bridges individuals and society. This act is called 'reflexivity', described as

> *"… the regular exercise of the mental ability, shared by all normal people, to consider themselves in relation to their (social) contexts and vice versa"*
>
> (Archer, 2007, p.4)

Reflexivity is expressed through 'internal conversations' where conversations are problematised and explored internally and then solved within society. A notable example in co-teaching contexts are conversations between teachers about classroom management and lesson planning (Carless, 2006); these conversations first happen within each teacher and then discussed between both teachers. Her frameworks of reflexivity offer explanations that autonomous action is valuable in separating structure and agency, and propelled theories to expand on separating these two concepts.

2.1.4. Emirbayer's and Mische's Chordal Triad of Agency

Emirbayer and Mische (1998) acknowledge Archer's theory that there is an autonomous 'internal conversation' to process decisions. They believe agency is achieved from past, present, and future influences. They define agency as

> *"The temporally constructed engagement of by actors of different structural environments - the temporal-relational contexts of action – which, through the interplay of habit, imagination, and judgement, both reproduces and transforms those structures in interactive response to the problems posed by changing historical situations."* (Emirbayer and Mische, 1998, p. 970)

In their view, their aim was to overcome the bias around theorising routines, structure, or judgement. They constructed a framework called The Chordal Triad of Agency which divides past, present, and future influences of agency into three elements: iteration, projectivity and practical evaluation (Emirbayer and Mische, 1998). Therefore, they emphasise the

significance of these dimensions working together in temporary contexts and achieves agency when

> *"… temporally embedded process of social engagement, informed by the past (in its habitual aspect), but also oriented toward the future (as a capacity to imagine alternative possibilities) and toward the present (as a capacity to contextualize past habits and future projects within the contingencies of the moment)"* (Emirbayer and Mische, 1998, p. 963)

Emirbayer and Mische informed definitions in learning and agency as they acknowledge agency is built from past experiences and action in temporary, changing environments. This, in turn, influenced Biesta's and Tedder's definition of teacher agency (Biesta and Tedder, 2007; Priestley, Biesta and Robinson, 2015). The next section explores how Emirbayer's and Mische's Chordal Triad of Agency influenced teacher agency.

2.1.5. Teacher agency

The researcher adopted the definition of agency by Biesta and Tedder (2007), which builds on the definition of agency from Emirbayer and Mische (1998). In numerous works by Biesta and Tedder, and Priestley, Biesta and Robinson suggest an ecological approach to agency. Their approach to agency suggests that it is subject to changing environments and factors that constrain and challenge individuals, and is achieved in temporary, context-based situations. Moreover, Priestley, Biesta and Robinson (2015a, p.34) defined teacher agency by viewing the definition in section 2.1.1 and utilising it in the practice of teaching:

"… teacher agency should not be understood as individual capacity – as something that individuals have or don't have- but something that is achieved in and through concrete contexts-for-action."

Their framework of agency provides the most concrete method to understand teacher agency and acknowledges conflation between structure and agency (see Figure 2.1). Priestley's, Biesta's and Robinson's (2015b) adapted the three dimensions from Emirbayer's and Mische's (1998) Chordal Triad and acknowledged that the interaction between the iterational, practical-evaluative and projective dimensions play a role in the 'temporary' and 'relational' features of agency. They utilise the three core dimensions that deal with past experiences to inform decisions and look towards the future. However, they added subcategories that are acted upon in present situations which may constrain or support the achievement of teacher agency.

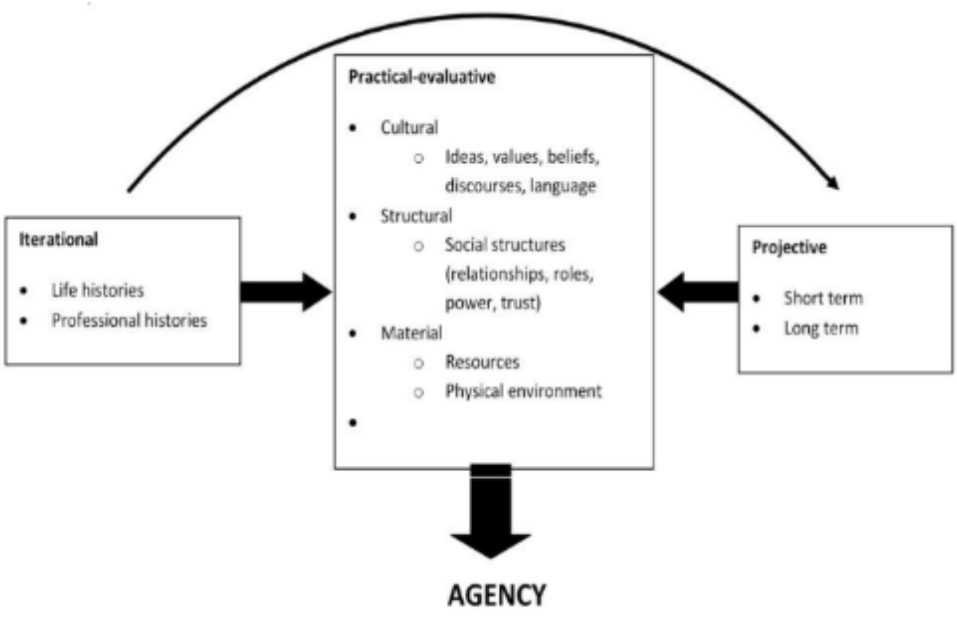

Figure 2.1. Priestley, Biesta and Robinson's (2015b) model of teacher agency.

The iterational dimension is informed by past experiences. For a teacher, these are personal histories, professional histories, and day-to-day experiences. They believe that individuals do not always follow routinised behaviours, but emphasise that they

> *"… are able to recognise, appropriate and refashion past patterns of behaviour and experience as they seek to manoeuvre among repertoires in dealing with present dilemmas and engage in expectation maintenance in their orientations to the future."* (Priestley, Biesta and Robinson, 2015b, p.4)

Priestley, Biesta and Robinson (2015b) note that this is evident in the case of teachers where past experiences help them move towards agency. They provide examples for iterational factors that inform teachers, e.g., skills, knowledge, beliefs, life values, and professional histories. In the context of co-teaching and teaching abroad, individuals who have no teaching experience may rely on past experiences from certain aspects of previous jobs and their personal values to navigate challenges, grow professionally and teach successfully. Priestley, Biesta and Robinson (2015b) point out from previous research that teachers with various professional experiences may be more flexible when faced with challenging situations.

The projective dimension identifies past experiences that help solve problems for the future in order to form short- and long-term goals. They suggest that the extent of these goals may depend on the individual and highlight that

> *"An implication here is that people are able to form expansive projections about their future trajectories might be expected to achieve greater levels of agency that those whose aspirations are limited."* (Priestley, Biesta and Robinson, 2015b, p.5)

They suggest that, in terms of teacher agency, this dimension relates to teachers' short- and long-term goals within their profession. In ESL contexts in Korea, from my own investigation, teachers who go to Korea hold a variety of reasons that form their short- and long-term goals.

The practical-evaluative dimension points to present, temporary situations where individuals act upon problems they have encountered. Priestley, Biesta and Robinson (2015b, p.6) emphasise Emirbayer's and Mische's point that "context and structure in agency" are temporary in the individual's present environment. They subcategorised their framework as individuals engage in conversations with others in collective environments, and agency is influenced by "the availability of physical resources and the nature of physical constraints" (Emirbayer and Mische, 1998, p.7) (see Figure 2.1). They note that, for teachers, the decisions and actions made in this dimension derive from constraints and conflicts in their environments. As such, they postulate

> *"… the practical-evaluative dimension forms a major influence on agency, powerfully shaping (and often distorting) decision making and action, both offering possibilities for agency (for example by making resources available) and inhibiting it …"* (Priestley, Biesta and Robinson, 2015b, p.7)

Therefore, the practical-evaluative dimension for co-teaching, which involves two teachers conversing and working together, would involve actions that take place in the present. The teachers need to solve problems in situations that may constrain or promote professional development in their environment. In the case of Korean co-teaching contexts these problems may be conflicting teaching practices or classroom management methods (Carless, 2006).

2.2. Section Summary

Following reviewing the literature of agency, in particular teacher agency, Biesta's and Tedder's (2007) definition of teacher agency was adopted. They view teacher agency as relational where past experiences inform future decisions, looks towards the future to create goals, and is temporary where engagements in the present are acted upon in contexts that may constrain or support the individual in ever-changing environments. Priestley's, Biesta's and Robinson's (2015b) framework of teacher agency helped understand teacher agency in that not only conversations with colleagues in social contexts and the schools organisational structure affects teacher agency, but other factors such as the materials and the physical environment that are accessible. The researcher's interest in teacher agency prompted reflection of their own experience of co-teaching in Korea, as it is a practice that is highly destabilising and constraining in terms of social barriers, for the teacher migrating to Korea to teach. This raised the question: where does teacher agency lie in the literature of co-teaching in Korea? The following section reviews literature surrounding co-teaching to explore the themes that arise in co-teaching and to find discussions of teacher agency to answer this question.

2.3. Co-teaching

2.3.1. Co-teaching terminology

The majority of the literature surrounding co-teaching is related to the relationships of general teachers and special education teachers who support students with special needs (see Friend, 2008). However, co-teaching has been gradually used as a model to support language learners, especially in Asian contexts (Carless, 2006; Liu, 2008; Sanders-Smith, *et al*, 2020). Furthermore, there seems to be different takes on the meaning of co-teaching and team-teaching.

Co-teaching uses collaborative methods between two or more teachers working together in the same environment to enhance student learning (Jang, 2006). The central concept of co-teaching provides opportunities for new teachers to learn various techniques to become better at teaching and grow professionally. Friend and Cook (2017) suggest six methods of co-teaching: one teaches and one observes, one teaches and one assists, parallel-teaching, station-teaching, alternative-teaching, and team-teaching. Team-teaching frequently appears in literature as a feature of co-teaching. This model of co-teaching refers to both teachers sharing responsibilities in the classroom in a non-hierarchical manner (Jang, 2006). This form of co-teaching encourages teachers to discuss the most effective methodology together to support students, allowing inexperienced teachers to be more autonomous in their decisions. However, Jang (2006) highlights that not all team-teaching situations provide collaborative opportunities and professional growth. Nevertheless, team-teaching and co-teaching are used interchangeably in literature, but the overarching term 'co-teaching' will be used in this research because job advertisements for teaching in Korea

states the position as co-teaching (see EPIK, 2021) and there is no one suitable method for each classroom environment as real-life experiences are not that simple.

2.3.2. 'Native and Non-Native' co-teaching in Korea

Co-teaching models between 'native' English-speaking teachers (NESTs) and 'non-native' local English teachers (NNESTs) are common practice in public schools mostly in East Asia, e.g., Japan, Korea, and Hong Kong (Carless, 2006). It seemed appropriate to understand the discussion in the literature between NESTs and NNESTs in co-teaching in ESL contexts. This study focuses on the Korean context: EPIK (2021) and GEPIK (2021) are the two schemes that hire experienced and inexperienced teachers for public schools. For example, EPIK's (2021) idea of co-teaching is for native English speakers to teach Korean students and teachers about the English language and culture. They view successful co-teaching as the NEST and NNEST being able to understand their role in the classroom, to share methodologies and responsibilities, and communicate difficulties. This definition of co-teaching indicates the aim of this model is for NESTs and NNESTs to blend their differences to support students' language-learning and enrich them with an understanding of different cultures. As such, what does successful co-teaching look like and is this really the experience held in the classroom?

Firstly, EPIK emphasises the importance of understanding each other's role in the classroom. Carless (2006) outlines a case of a successful NEST and NNEST experience in Korea. The NNEST reported that the pair shared the role equally and this is confirmed by the NEST. He stressed that, in the partnership, knowing what each other is doing is important to build rapport. However, on reviewing newer studies, this seemed like a rare occurrence where the NEST fully understood their role in the co-teaching relationship. Jeon's (2009) study

reported that there was a disconnect of understanding between NNESTs and NESTs of each other's roles. In Nam's (2011) study, an interview with a NEST stated that she was doubtful that the NNESTs received the same information as NESTs because most co-teachers only assisted with classroom management. A more recent study by Yim and Hwang (2018) shows this has not changed as they reported that some NESTs still taught the lesson alone, which is not advised by EPIK. This echoes Choi's (2001) previous findings that EPIK do not enforce co-teaching practices. However, some NESTs saw teaching alone positively and felt more valued and confident. This may be due to the fact that most NESTs have had more than one co-teacher and their role in the partnership was different depending on the NNEST's opinion of the NEST.

Secondly, in Carless's (2006) case study, both the NEST and NNEST put time aside to prepare materials for each lesson. Even though some NESTs actively prepared to discuss lessons with their co-teacher, it was reported that the NNEST either had little time to prepare for lessons due to their heavy workload, did not see NESTs as real teachers or simply did not want to work with the NEST due to past negative experiences (Choi, 2001; Jeon, 2009; Yim and Hwang, 2018). This is the case when inexperienced teachers are put into a teaching situation that is different from what EPIK envisioned, echoing what Kim (2016) described in their study. Inexperienced teachers tend to resort to past professional or student experiences, e.g., excessive drilling. It seems lack of time on the NNEST's part and inexperience of most NESTs contributed to unsuccessful co-teaching.

For EPIK, communicating difficulties is important to successful co-teaching. To counter these problems, EPIK (2021) has a mandatory orientation for NESTs to learn about Korean culture and how to work with local teachers. However, in reality, intercultural communications are

not as simple due to several factors, such as anxiety over teaching for the first time, NESTs not having the support they needed from NNESTs, NNESTs shying away due to their anxiety of speaking English, NNESTs not trusting in NESTs due to inexperience, language barriers when communicating classroom issues and conflicts in teaching practice (Nam, 2011; Heo and Mann, 2015; Yim and Hwang, 2018). This is relevant in teacher agency as these actions cause problems and conflicts, shaping the way in which agency is engaged or constrained.

2.4. Co-teaching and Agency

Teachers are constantly faced with changing policies, assessments, and constraining curriculums that directly affect their agency in making professional judgements and engaging in professional development (Priestley, Biesta and Robinson, 2015a). The main challenges for achieving teacher agency are the problems of structural and cultural constraints. As for where co-teaching fits into the framework of teacher agency, by Priestley, Biesta and Robinson (2015b), co-teaching seems to have characteristics mainly from the structural context but moves between the cultural and material. Co-teaching deals with relationships, roles, power, and trust, but an individual's cultural values, beliefs, discourse, and language play a role in internal decision-making in the native and non-native context. However, does the literature focus on co-teaching from either the NEST's or the NNEST's perspective, or both?

There are few studies that explicitly mention the correlation of co-teaching and teacher agency. Edwards's (2005) work on relational agency was the closest to theorising how relationships affect individual decisions to promote professional agency. Her research focuses on identifying the importance of collaboration between teachers and how this collaboration can strengthen professional agency to support children in disadvantaged

systems. While this study is a valuable resource on individual professional agency, it takes a broader view of collaboration rather than co-teaching. Priestley, Biesta and Robinson (2015) briefly discuss teacher agency and collaboration in their study. They emphasised that one of the keys to teacher agency is an outward relationship between teachers to support the decision-making process. They described how teacher agency is achieved in policy change, but the teachers in their study did not co-teach explicitly. Even so, their framework is valuable in assisting in the analysis of the value of co-teaching in teacher agency.

There is some literature discussing agency and co-teaching implicitly. These studies focus on identifying the most successful co-teaching model, understanding each other's roles in the classroom, and overcoming role discrepancy between the NEST and NNEST (Choi 2001; Carless, 2006; Kim 2009; Jeon 2009; Park, 2014). A few studies focused on the NEST's opinion of co-teaching. They mainly focused on how co-teaching affects the NEST's values and how conflicts arise (Nam 2011, Heo and Mann, 2014; Kim, 2016; Yim and Hwang, 2018).

2.5. Chapter Summary

After analysing the literature surrounding co-teaching and agency, there is a gap in the literature that explores teacher agency in co-teaching contexts, not only in Korea but in other Asian contexts (Liu, 2008; Sanders-Smith *et al,* 2020). The nature of this research focuses on the relation between the individual's capacity to act in contexts that change over time. Conflict and consensus are under-theorised as either constraining or encouraging factors in co-teaching. Due to the co-teaching phenomenon, it is important to understand if professional growth to achieve teacher agency is possible in co-teaching contexts due to the complex nature of bringing two individuals together. It seems that the NEST's voice on their

professional agency is limited, judging from the literature in Korean ESL contexts. Hence, this study aimed to provide an exploration of individual perspectives to fill these gaps.

Chapter 3 Methodology

A qualitative approach was adopted in the form of semi-structured interviews to address the gaps highlighted in the literature review. The conceptual framework of teacher agency by Priestley, Biesta and Robinson (2015b) was used to strengthen the exploratory case study method. During data collection, ethical issues were considered before interviews were conducted once sample size was identified. Thematic analysis and an abductive approach were used to analysis the data to identify any emerging and existing themes in the framework.

3.1. Research Approach

This study aims to understand native teachers' individual perspectives and experiences in constraining co-teaching situations, and to examine the value of co-teaching in achieving teacher agency. A qualitative approach was implemented to collect and analyse data for this study, rather than a mixed methods approach or a quantitative approach (figure-reporting).

The reason for choosing a qualitative approach surfaced from my ontological position that there are "multiple realities" through individual perspectives (Creswell and Poth, 20, p.2018). This was derived from my personal experience of co-teaching; I knew other teachers had different experiences while in the same situation as myself. I also maintain an epistemological assumption that "… knowledge is known-through the subjective experiences of people" and the researcher should get as close as possible inside the individuals' field (Creswell and Poth, 2018, p.21) to obtain this knowledge, in my case being a native teacher co-teaching in Korea. However, I took caution to not obscure the voices of my participants with my own biases. I drew recommendations from the research design, collection tools and analysis procedures to reduce this possibility.

3.2. Research Design

Mackey and Gass (2016, p. 222) define case studies in second language-learning as "… to provide holistic description of language-learning or use within a specific population and setting." In relation to my research aims, the objective was to explore perspectives of native teachers who taught in Korean public schools in a co-teaching environment. According to Creswell (2013), the nature of case studies is either one 'bound' system or multiple 'bound' systems that the researcher chose to explore a specific phenomenon through one or more cases studies. This study chose multiple (four) cases to gather in-depth descriptions exploring teacher agency while co-teaching in Korea. To gain a variety of perspectives, all four cases were native teachers who experienced co-teaching in different schools. I followed Yin's (2009) recommendation that multiple cases allowed for more in-depth descriptions to explore comparisons.

Three types of case studies were suggested by Yin (2014): exploratory, explanatory, and descriptive. He argues that case studies are appropriate when the researcher is asking 'how', 'what' and 'why' questions. Exploratory cases aim to gain in-depth descriptions of social trends (Yin, 2014); this case study looks at teacher agency and co-teaching. I hoped to consider the value of co-teaching in achieving teacher agency through asking 'how', 'why', 'what' and 'was' questions via exploratory cases aligned with the research aims.

The conceptual framework of teacher agency by Priestley, Biesta and Robinson (2015a) (see Figure 3.1) strengthened my choice to adopt exploratory case studies. The framework aided in data interpretation and creating the interview questions. This helped to explore in-depth native teachers' perspectives of their teaching experiences by comparison, and to analyse the value of co-teaching in teacher agency. Although this framework is adapted from an

existing study, Mackey and Gass (2016) suggest that frameworks used in a different context strengthens the opportunity for the study to be replicated. Furthermore, Miles and Huberman (1994) recommended using a conceptual framework to avoid data 'overload' in the data analysis stage. Since four case studies were predicted to produce a large amount of data, adopting a framework seemed beneficial to answer the research questions.

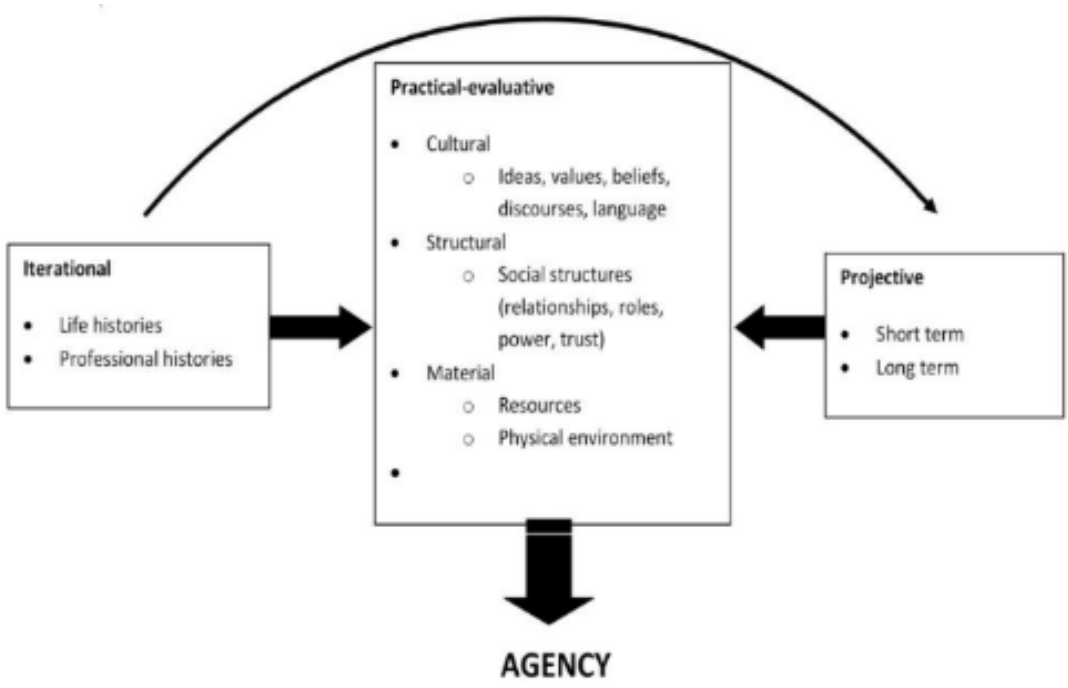

Figure 3.1. Priestley's, Biesta's and Robinson's (2015b) model of teacher agency.

3.3. Data Collection

After finalising the research method, the researcher moved to selecting the sampling process to recruit participants for the cases and adopting a data collection instrument. Most importantly, studies involving human participants highlights ethical issues that need to be considered by the researcher (Creswell and Poth, 2018).

3.3.1. Sampling and Participants

Convenience sampling was implemented to select the participants and place as it allowed the researcher to choose a sample based on accessibility (Bryman, 2016). I emailed teachers from the same teaching cohort; as I had previous interactions and a personal connection with ESL-teaching in Korea, I had already built a basic rapport with the participants. Four participants were recruited; I chose the first four who responded to the email. All of the participants were aged 23 - 26, had less than 5 years' experience teaching in public schools in South Korean teaching schemes, and use English as their first language. The sample size was small because this study is a focused small-scale research to explore individual perspectives. The research was conducted online due to COVID-19 restrictions.

The main disadvantage of convenience sampling in this study may be that the chosen participants are not representative of all the native teachers who participated in co-teaching contexts in Korea. However, this study is concerned with collecting detailed accounts of the participants' experiences and behaviours in a social context (Bryman, 2016). Utilising thick descriptions (Bryman, 2016) in Chapter 4 provided enough data to connect the practice of teacher agency in the context of co-teaching. A large amount of data was produced from detailed descriptions, affording sufficient depth into each individual. This meant that a larger sample may produce excessive descriptions that complicate analysing data or generate surface-level descriptions (Lofland and Lofland, 1995).

3.3.2. Ethical Considerations

Collecting qualitative data creates ethical procedures that the researcher needs to follow, as research papers are open-access on the Internet. As such, the degree of transparency of personal data should be decided by the participant (Mackey and Gass, 2016). Two main

areas of concern were addressed before the study started: informed consent, and confidentiality and anonymity.

Mackey and Gass (2016) state that informed consent infers voluntary participation from the participant in a study by having enough information about the study and understanding of their involvement. This is echoed by BERA (British Educational Research Association) (2018) who offer a detailed description of consent and stressed that the participant can withdraw their consent at any time. In this study, documents detailing the study were emailed to the participants to read. The participants were also given opportunities to ask any questions via email before signing the consent forms. These documents included a participation information form, consent form and debrief form detailing information about the study, their right to withdraw, data protection and confidentiality procedures (see Appendices 1, 2 & 3). All participants digitally signed the consent form.

Protecting the participants confidentially and anonymity is a promise the researcher makes to the participant in the study (Bell, 2014). The St Andrews School Ethics Committee (2021) advised the researcher should follow procedures to avoid identification. In this study, the participants are from a small teaching cohort in Korea, small enough that it is possible to identify them. As such, I pseudonymised the data to protect the participants' confidentiality. The St Andrews School Ethics Committee (2021) method to pseudonymise data was used to create a 'code,' meaning only the researcher can trace the data back to the participant. The data from ethic forms and transcripts were saved in separate password-protected drives. The teachers' names were assigned letters in both in their transcripts and in the study, e.g., Teacher A, B, etc. The participants' gender was removed and replaced with the pronoun 'they', and any indication of school names or cities removed. I chose to only audio record

the interviews to maintain anonymity and encourage a comfortable atmosphere. After securing ethical approval, the interviews were sequentially conducted.

3.3.3. Interviews

Interviews are widely used in qualitative approaches, particularly in small-scale research for teachers where case studies are accessible (Griffee, 2012). A semi-structured interview, meaning "questions are predetermined, but the interviewer is free to ask for clarification and even add follow up questions" (Griffee, 2012, p. 160) was adopted as the data collection instrument. The reason for this is that structured interviews only allow the interviewer to ask the pre-set questions and the same questions need to be asked to all the participants (Griffee, 2012). Richards (2003) emphasises that structured interviews in TESOL should be left for quantitative research because they are too restrictive. He notes that when interviewing teachers, the researcher needs to go in-depth to understand the fluid nature of the teaching profession. My aim was to gain insights into the participants' experiences. This requires flexibility to ask follow-up questions, as some questions may evoke different responses; according to Richards (2003, p. 50), an interview "… is an interactional event".

However, as discussed, I used a framework of teacher agency as a guideline. This required a structured set of questions to answer the research questions described in Chapter 1. As such, I had to reject unstructured interviews in favour of semi-structured interviews. The questions were open-ended to balance the structured nature of the framework. Sixteen questions were formed where interviews lasted between 35-45 minutes. I used the dimensions of Priestley's, Biesta's and Robinson's (2015b) framework of agency to design the interview questions for data-collection. An excerpt of the interview questions and how they were formed to reflect the framework is shown in Figure 3.2 (compare with Figure 3.1

for full model). For the full set of questions, see Appendix 4. To reduce the possibility of misinterpretation or vulnerable information in the transcription process, the interviewees were given the opportunity to read their transcripts to retract information or highlight misinterpretations.

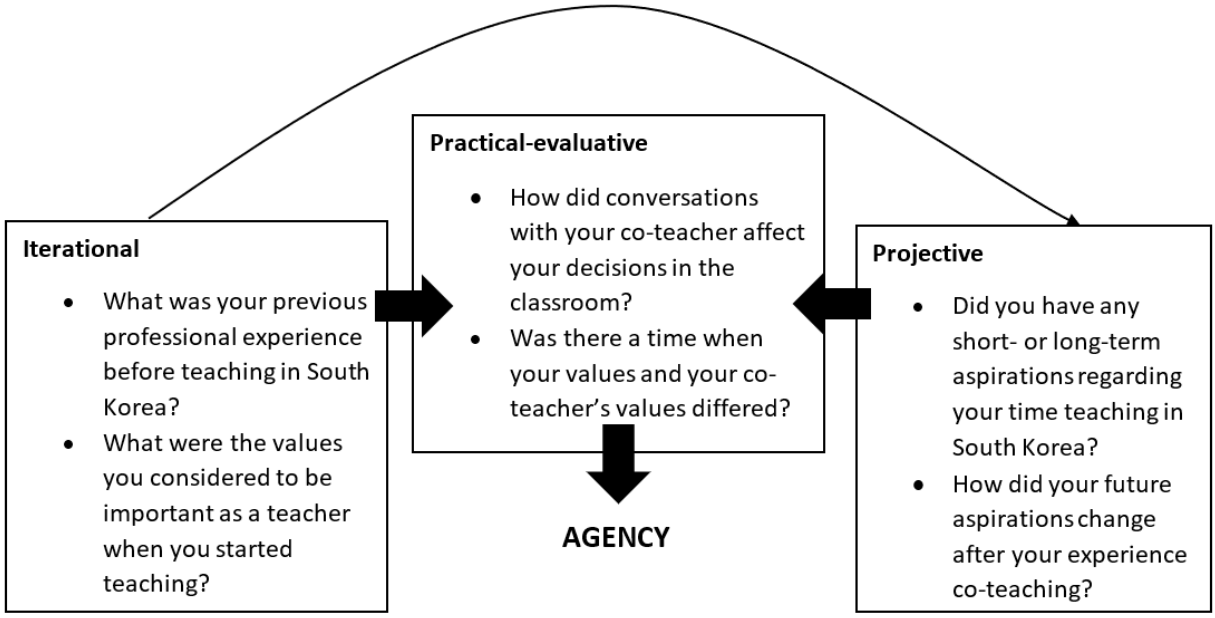

Figure 3.2 Interview questions inside an adapted version of Priestley, Biesta and Robinson's (2015b) framework of agency.

3.5. Data Analysis

After the interviews, I analysed the data using some of the categories in Priestley's, Biesta's and Robinson's (2015a) framework. Griffee (2012, p.165) states "the more exploratory your research is, the more you hope for grounded categories to emerge from the data," meaning the researcher has reasoning for asking the questions. This was true for this study; Figure 3.1 shows that the three dimensions, iterational, projective and practical-evaluative, were predetermined themes. However, the sub-categories in the framework were determined by the themes that emerged from the data or reflected the original categories. This means thematic analysis was required to identify themes in the data which are "… broad units of

information that consist of several codes aggregated to form a common idea," (Creswell, 2013), making data-analysis more manageable.

An abductive approach seemed relevant as it allowed movement between deductive and inductive approaches (Tavory and Timmermanns, 2012), to not restrict the data by the framework and identify emerging themes. I rejected a solely deductive approach that used all of the categories from the framework to enable unforeseen findings that arose from discussions because of the fluid nature of qualitative research. This indicates that categories may "… obliterate the complexity of personal and professional lives" (Tavory and Timmermanns, 2012, p.173). Hence, an abductive approach was adopted in order to answer the research questions.

Even though a conceptual framework was used to focus the interview questions, the interviews still produced a large amount of data because of the open-ended nature of semi-structured interviews. The process of selecting and reducing the data was followed by steps suggested by Miles and Huberman (1994, p.55), see Table 3.1.

Step 1 - Transcribing by listening to the interview	• Listened and transcribed each interview and removed data that may reveal participants' identity, fillers, and off-topic discussions.
Step 2 - Read to understand what was said.	• Re-read the transcripts to understand overall what each teacher was meaning to try to avoid biased interpretations.
Step 3 - Code the analysis choosing the appropriate method. Note themes and patterns.	• Adopted pattern coding- thematic analysis • Used Priestley's, Biesta's and Robinson's (2015a) framework for themes; iterational, projective, practical-evaluative.

	• Matched the questions that were formed under each theme using different coloured highlighters, e.g. pink for questions that related to the iterational category. • Moved what the participants said in each question over to a document under the three categories. • Identified already existing sub-themes in the framework: professional and life histories, short-term and long-term goals, roles, discourses, school culture and environment, values, internal and external conversations, and conflicts and tensions. • Identified sub-themes that emerged from the data: day-to-day experiences, inconsistencies of the role, inferring the word 'native,' and solving conflicts and tensions.
Step 4 - Summary of coded data	• Under each theme, I inserted relevant quotes and "chunks" of text the participants said, e.g. under solving conflicts and tensions, I inserted discussions from each teacher about differing values and conversations with their co-teachers, or if this theme was referenced in another part of the interview.
Step 5 - Make notes and memos that ties together themes.	• I made a note next to quotes and chunks of text to see what I understood in each outcome of the themes after compiling and comparing what each teacher meant in the interview.

Table 3.1. A step-by-step guide of data analysis to reduce data by Miles and Huberman (1994).

Overall, each step taken in this chapter assisted gathering and analysing the data in order to answer the research questions. The next chapter presents the findings from these processes.

Chapter 4 Results

This chapter presents the findings from the interviews. The findings are discussed as a cross-examination of each case using Priestley's, Biesta's and Robinson's (2015b) framework of teacher agency to compare and contrast perspectives. In the main three sections, the dimensions in this framework - past, present, and future experiences - are used to inform the process of achieving teacher agency. To understand the value of co-teaching in this framework, thematic analysis is used to highlight the themes that emerged from co-teaching contexts in each dimension. In this section, tables are used to organise discourses and summarise the large amount of data. Full transcriptions of each interview are in Appendices 5, 6, 7 & 8.

4.1. The iterational dimension

The first set of analysis came from questions aimed to examine the NESTs previous educational experiences, professional histories, values, and day-to-day experiences to understand the teachers' individual thoughts and processes.

4.1.1. Previous Educational Experiences

To qualify to teach English in South Korean public schools, a person must have an undergraduate degree from any discipline. The four teachers have degrees from various disciplines outside of education. Regarding past student experiences, a love of language-learning and a realisation of the importance of language studies were common to all teachers. This was expressed strongly by Teacher A, who felt that,

"…learning and expanding your knowledge is one of the most important things you can do for yourself, and I think that's something that's never ending."

Teacher D stated that language-learning was fun, stressful, and a worthwhile experience as a whole. Teacher C thought studying was the duty of a good student. Teacher B initially responded that they "prioritised friendships over studying." That changed after working in Korea because their peers were studious.

Even though the teachers did not have a degree in education, they seemed to be enthusiastic about learning, student development, and language studies, and their inexperience in education did not seem to blunt their enthusiasm for teaching. This question aimed to understand how their past educational experiences affected their decisions in the classroom. The next section highlights the teachers past professional experiences to see if they had similar experiences of working as a team or as a teacher.

4.1.2. Professional histories

Regarding past professional experiences, only one of the teachers had teaching experience prior to working in Korea. Teacher A worked at a tutoring academy, did not have prior co-teaching experience but felt supported by other teachers. All four teachers had experience in team-working after previously working in team-oriented professions in hospitality and retail. In all cases, they felt supported in their respective workplaces when conflicts and tensions arose. Teacher C mentioned an experience of coaching volleyball that, while not explicitly previous teaching experience, yielded some interesting experiences. One of which involved co-ordinating a lesson with two peers to effectively coach a group of young adults. Teacher C illustrated a situation of how they handled conflicts between the coaches and students by

emphasising the importance of treating students with respect as a way to hold authority over the group of boys. Recognising how to handle conflict proves advantageous for Teacher C in situations during co-teaching.

It seems past educational and professional experiences highlighted how the teachers' curiosity for studying, learning languages and their positive experiences of teamwork prompted their interest in teaching. Furthermore, these questions aimed see if past experiences, a key aspect of agency, made an impact on teaching practices and values.

4.1.3. Initial values

Values are significant in teacher agency to understand why teachers make certain decisions for their students or in problematic situations. All the teachers reported their own set of values before teaching in Korea. The participants' values are summarised in Table 4.1.

Interviewees	**Values**
Teacher A	• Love for language learning translated into her values to show the students how pop culture can have a positive influence on language-learning. • Findings from later in the interview this value seemed to have originated from past experience of learning Spanish in school.
Teacher B	• "I think well, I didn't really think about it until I was doing it" • Important "to be friendly and approachable and making them feel comfortable with learning English" • Their past value of friendship during their student years appeared into their values as a teacher.
Teacher C	• "One value […] was patience, I think a lot of people, when they think of teaching, they brush over the fact that kids do have short attention spans and they can act up and they can get bored, and they just want to play."

	• Suggestion - teachers should keep their emotions under control and always be understanding towards the students.
Teacher D	• Their values were formed while teaching, same as Teacher B • Important - "… a love of learning, being enthusiastic about being a teacher because if you're enthusiastic you're going to have students who are enthusiastic." • Being resilient, determined, open-minded, strong communication skills, teamwork and professionalism are key values to a successful teacher in Korea.

Table 4.1. A summary of the teachers' initial values.

Interestingly, the teachers were unaware their values were largely informed from past experiences before arriving in Korea, even as some of those values grew during their teaching career. This certainly highlighted the influence previous life experiences have on the formation of personal/professional values and emphases the significance of the iterational dimension in agency.

4.1.4. Day-to-day experiences

Teachers' day-to-day responsibilities revealed the discrepancy of involvement from NNESTs in the classroom and daily behavioural patterns. Teachers C and D had up to 17 classes a week. Both these teachers had to plan and deliver the whole lesson alone, which contained content and usually games. Teacher C who was left alone in the classroom and had to make use of the book provided said,

> *"… it was a long process of creating lesson plans, especially for the age group you had. Cause you couldn't have the games too easy because they'd get bored […] but then you also have to keep it that it wasn't too difficult that*

they wouldn't understand what they're doing because sometimes my co-teachers would leave."

However, Teacher D had more freedom to use external sources and their co-teacher would stay in the classroom. It seemed Teacher D gained more confidence from this method and said it was, "my way of going about it."

Teachers A and B's day-to-day responsibilities differ from C and D's. Teacher B's situation seemed to be unstable as they either planned the whole lesson alone or they planned only the games and the co-teacher taught the content. Teacher A equally split the lesson with their co-teacher, illustrating characteristics of team-teaching (Jang, 2006).

After cross-examination, these findings illustrated the dissimilarity of the NEST's responsibilities nationwide. The majority of the NESTs had full responsibility of the workload, which goes against EPIK's (2021) official co-teaching guidelines.

As a whole, the teachers' personal and professional values were largely informed by their past professional and educational histories, despite not possessing backgrounds in formal education and language-learning. Some of those values grew as they pursued their teaching careers. However, an analysis of the teachers' day-to-day experiences revealed discrepancies in their workload. This raised the question: how did co-teaching affect these day-to-day experiences over time?

4.2. The projective dimension

Past experiences from educational, professional, day-to-day experiences and individual values are motivators to help the teacher form future short- and long-term goals to work towards achieving; these are formed in the projective dimension.

4.2.1. Short-term versus long-term goals

The short-term and long-term goals are illustrated before the teachers went to Korea and afterwards to see how they changed over time and if they related to their past experiences.

4.2.1.1. Goals before experiencing teaching in Korea

Teachers A and B's aim was to stay in Korea long-term whereas Teachers C and D did not see Korea as a long-term plan. A commonly shared view was that they wanted to try to live abroad and to explore teaching because all of them were at a crossroads in their careers. The teachers' individual goals are shown in Table 4.2.

Interviewees	**Initial Goals**
Teacher A	• Their value of language-learning is seen again as one of the factors why they considered living in Korea permanently.
Teacher B	• They did not look far into the future because their goal was an extended stay in Korea and emotional wellbeing. • They focused on improving professionally.
Teacher C	• Their reason for not having long-term goals was "… it was halfway across the world, and I didn't know how it was going to go."
Teacher D	• Their long-term goal was influenced by self-education on the societal issues in Korea. They said their goal was to: "… try to influence the younger generation to say […] it could get better. You don't have to look like other women, you don't have to look a certain way. Men don't have to be a certain way. You can look at minority communities in a respectful way."

Table 4.2. The teachers' goals before teaching to Korea.

The teachers all aspired to develop professional teaching skills and experience living abroad, and they also have individual goals important to themselves. Although they were interested in teaching as a career, they were still unsure if it was the right profession for them. The next section looks at how their time during their tenure changed their goals.

4.2.1.2 Goals after experiencing teaching in Korea

A later question intended to see if the teachers' goals and values had changed during the co-teaching experience. It was reported that some goals were successful, whereas some changed. This is demonstrated in Table 4.3. An unexpected finding was that three out of four teachers' values did not change. Throughout the process it seems the majority held strong values and beliefs.

Interviewees	**Changing Future Goals**
Teacher A	• Their goal was realised when they were able to integrate some pop culture projects into the classroom to improve their students' English. Apparently, the majority of their co-teachers supported their ideas. • They knew teaching was not going to be their forever career, but co-teaching was not the factor in that decision.
Teacher B	• Their aspirations changed for various reasons. • Built a strong bond with their students • Realised living in Korea was not a long-term option because the teacher's lifestyle was too repetitive and desired change.
Teacher C	• After a few months of teaching, they knew the profession was not for them. • The reason for their changing values came from expectations that they will have a co-teacher to support them in the classroom, but this was not the case. • The Korean school culture focused on test scores more than helping the students.
Teacher D	• Their goal to highlight societal issues was achieved through a lesson on beauty standards where students opened up about their struggles. • Realised Korean societal issues go much deeper, than an individual person's capability for change. Nevertheless, they were happy they tried. Wanted to try influence students in the U.K.

Table 4.3. The teachers' goals after their experience teaching in Korea.

Although the majority of the teachers realised that teaching was not their forever career, it seemed that co-teaching did not play a major factor in that decision. Their goals before and after teaching also shifted as they came to that realisation, but their core values were unaffected. Those changes are discussed in the practical-evaluative dimension where situations arise during co-teaching. The last section discusses these effects on their teacher agency and future goals.

4.3. The practical-evaluative dimension

Categories originally appearing from inside this dimension were roles, discourses, the learning environment, and school culture. Some new themes emerged such as inferring the word native, inconsistencies of roles, reflections, external conversations, conflict and tensions and co-teaching supporting goals. Decisions made by the teachers were acted upon in this dimension from problems that supported and hindered teacher agency over time in their co-teaching contexts.

4.3.1. Roles

Two primary themes arose from discussions about roles in the classroom which were the meaning of the word “native” and the inconsistences of the NESTs role that surfaced over time.

4.3.1.1. Inferring the word “native”

I was curious about the teachers’ grasp of the term “native teacher” as it is a contested term in ESL literature. All the teachers thought a “native teacher” is someone who is born in a country whose first language is English, however, the extent of these thoughts differed. Teacher A had not thought further about how being the native teacher affected their role

with the NNEST. Teacher B had heard of the term but thought of themselves as a general teacher. This changed in the second and third year of their career. When asked to elaborate, Teacher B found new importance in the term when a co-teacher classed them as a helper instead of a full-time teacher in their second year in a different school.

Teachers C and D considered the term more in-depth. Teacher D had an issue with being called the native teacher in the beginning, but as time went by, they justified the term because their colleagues were respectful towards them. When asked if the term influenced their co-teacher, Teacher D said that one co-teacher thought they were not as good as a native teacher because English was not her first language, but Teacher D respected her deep teaching experience. Teacher C supported this claim and said, “I think there’s people out there who aren’t native who would make great English teachers.” Surprisingly, it seemed Teacher C’s co-teachers did not acknowledge they were a “native teacher” and expected them to just teach.

4.3.1.2. Inconsistencies of the role

Analysis from the interviews regarding the NEST’s role uncovered inconsistencies. All of the teachers had more than one co-teacher, with the majority having more than three. Teacher A had full support from their co-teachers and they split the lesson evenly. Teacher B taught some classes with a co-teacher and some alone with a general teacher in the classroom to assist with misbehaviour. Their experience was significantly affected by the co-teachers experience of teaching English and the co-teachers’ attitude towards NESTs. They noted a big difference when the NEST and NNEST both started teaching at the school at the same time because they discussed together how to approach teaching as a team.

Conversely, Teachers C and D taught alone in the classroom with their co-teachers assisting in classroom management. Teacher D said even though they taught alone, they noted their co-teachers offered support and preferred teaching alone with the option of assistance. However, Teacher C was often left alone to teach in the classroom, and they were challenged on their teaching practices with no explanations. Later in the interview they asserted the job was different from what was advertised,

> *"When I found out that it was all through a co-teacher and they help you […] I seen it as, okay this is great. It's going to be co-work which is great for teaching because the students get two different ideas […] So, when I didn't have that kind of co-teaching relationship it changed the values because […] it's not really co-work it's just me doing everything and them translating."*

These comments showed the NEST's classroom experience is heavily affected by the NNEST's perception of the NEST's role in the classroom. It seems having a co-teacher who is clear of both roles, understanding of different cultures and/or supportive help the NESTs have a positive experience which may offer more opportunities for agency. As such, the inconsistencies of the NEST's role led to a mix of positive and negative experiences.

4.3.2. Discourses

In co-teaching, conversations held between teachers are significant in reflections in conversations processes when conflicts and tensions arise due to having two sets of teaching practices and values and beliefs between the teachers.

4.3.2.1. Decisions affected by reflections

The previous question about day-to-day teaching experiences provided insight into how these experiences informed future decisions in the classroom. In this discussion, all of the teachers

mentioned observing their students during lessons helped analyse how they reacted to various types of activities. This informed adjustments to aspects of their lesson that were unsuccessful in keeping students engaged and helped improve teaching methods. From the findings, it seems that reflection on problems from daily lessons were either discussed with co-teachers before implementation, or they were sometimes acted on without prior discussion. Teachers A and D's reflections were validated by their co-teachers because their teaching practices were trusted over time which could explain why they were able to achieve their goals to implement culture focused lessons. Teachers B's reflections were mostly unacknowledged in their second school compared to their first where their reflections felt supported, justifying why they had a challenging second year. Teacher C's reflections were constantly challenged or unappreciated by their co-teachers, clarifying why their goals and values changed over time.

Reasoning why the teachers felt validated or invalidated in their reflections is highlighted below in conversations with their co-teachers.

4.3.2.2. Decisions affected by external conversations

> *"If I brought something up, an idea, my co-teachers respected that, and they always valued my input."*

Teacher A's statement shows their reflections being valued and supported by their co-teacher; they noted the key to success was "teamwork." Teacher B felt validated when conversing with their co-teachers in their first school but reported negative experiences in their second school. An example given was when one of their co-teachers seemed uncaring if the students liked them and would not engage in conversations during lessons. It seems language barrier played a role in this negative experience as Teacher B would later justify

these events as a miscommunication. Teacher D did not converse frequently with their co-teachers; they asked other native teachers in the area to help with lesson content, again highlighting role discrepancy because the teacher felt they had to act independently. When their co-teachers did engage in conversations, they suggested pitching the lesson level lower and advised to insert more fun games, after which Teacher D said "… that got really good results." However, Teacher D commented that they knew one class enjoyed content-heavy lessons, so went against advice from one co-teacher who suggested adding more games. This action could cause potential conflict, and Teacher D stressed that this was only successful after gaining trust. Teacher C reported negative attitudes from their co-teachers who made them feel inferior in their teaching methods and criticised and rejected activities without explanations. Teacher C also commented that they got new co-teachers during the semester which further frustrated rapport-building as they had to start from scratch again. These finding justifies why Teacher C felt invalidated in their reflections and avoided conversing with their co-teacher, jeopardising their agency.

4.3.2.3. Conflicts and tensions

Three teachers expressed instances of mild tensions with their co-teachers. Only Teacher A reported no tensions or conflicts with their co-teachers, commenting they shared the same ideas. Teacher B gave an interesting example when a temporary NNEST came to teach and showed desire to actively co-teach; this teamwork was reflected in the lessons where the students saw positive interactions between the new NNEST and the NEST. Teacher B commented

> *"I think the kids could probably feel mine and my previous co-teacher's tensions that we weren't super close."*

This links back to the nature of co-teaching: it should be two teachers working together and supporting in each other to grow professionally (Jang, 2006).

Teacher D noted no serious tensions, rather their co-teachers offered advice on how to improve. Describing tensions with their students Teacher D felt supported by their co-teacher in managing behavioural issues since they could not speak Korean. Teacher D described feeling validated and supported in their teaching practices and could focus on achieving agency rather than pushing through difficult situations. Teacher C noted that NNESTs focused too much on test scores and relied heavily on the book. A situation occurred when Teacher C's co-teachers asked for help correcting the English in test papers. When Teacher C pointed out mistakes, the NNESTs did not value Teacher C's advice over the book. Teacher C said they felt unappreciated as a teacher as their co-teachers appeared to value their opinion and values, but this was not the case in reality.

4.3.2.4. Solving conflicts and tensions

To solve conflicts and tensions, Teacher B and C decided to avoid conflict. Teacher B said when conflicts arose, they would "[…] brush it off and try to keep going. I was trying to do it maturely." When asked to elaborate, Teacher B said their co-teacher sometimes did not understand what they were saying, so they reached out to other native teachers for advice on how to approach these instances. Teacher C said they tend not to let conflict impede their progress and felt there was no point fighting over minor issues, e.g., grammar mistakes, because the co-teacher would just reference the book. These findings appear to affect the way in which teacher agency may be shaped as both teachers did not actively try to seek consensus, maybe because their day-to-day conversations were invalidated or misunderstood.

Teacher A did not have conflicts with their co-teacher and felt supported in tensions with students regarding classroom management. Teacher D would be the one to ask questions during times of conflict. Teacher D said “I’d listen to that justification, and it was sensible. They made sensible and rational decisions.” As time passed, they noticed their co-teachers trusted their decisions more and allowed them more independence, illustrating support, trust and communication achieved consensus quicker or maintained it over time.

To summarise, conflicts and tensions between the NEST and the NNEST are not uncommon due to the differing teaching practices, values, and beliefs between both parties. This seemed to affect the NEST’s performance positively or negatively, depending on how the conflicts and tensions were resolved. Positive outcomes tend to result when the NEST and NNEST co-operate and resolve conflicts amicably. Regardless, it seemed the NESTs were able to adapt to their circumstances, and trust in their abilities tend to come with time.

4.3.3. Learning environment and school culture

A question about the Korean school and learning culture was asked to see if the conservative nature of their environment affected the teachers’ practices and how they navigated these problems. Teacher A felt the Korean school system with rigorous testing was similar to their home country. However, their value of incorporating more pop culture into the classroom was frowned upon in one of their schools. After working together and discussing with their co-teachers, Teacher A successfully integrated some pop culture through class projects. This highlights the structural barriers present in some schools that are hard to change. Teacher B was negatively affected because they thought teachers in their school did not like them until it became known that they were leaving Korea soon; other teachers became more engaged. Teacher B also noted some differences between their first and second schools. Concerns

about societal issues in Korea wavered Teachers C and D's values. Teacher C disagreed with the lack of support for special needs students as they were put in the same class as the other students with no extra support. Teacher D was worried about Korea's attitude towards mental health after a student confided in them, saying

> *"I think what it did was kind of hold me back a little bit, because I knew I had lots of influence on the child […] that would be quite dangerous to her in the society she is in."*

However, they said their values were strengthened when they were able to successfully teach a lesson on beauty standards which emphasis the significance of personal beliefs (Priestley, Biesta and Robinson, 2015b).

It seemed that the teachers struggled initially with the conservative nature of the Korean school system and society. The majority of the teachers managed to adapt their values and outlook successfully, but some failed due to difficult-to-overcome factors, e.g., attitudes towards mental health, etc.

4.4. Summary of the teachers' perceptions of co-teaching to support goals

The last question was to understand the teacher's overall perception of the value of co-teaching to achieve their goals. The teachers' unanimous view was that it depended on the attitude of the co-teacher. The positives and negatives highlighted in Table 4.4 seem to be helpful suggestions for successful co-teaching.

Interviewees	**Perceptions**
Teacher A	• Beneficial- "I think that it's great. It could be bad if you don't get along with your co-teacher […] I've had great co-teachers and it's been pretty much teamwork […] I don't see any way that it could be bad if you work as a team, it could only benefit you as a teacher."

Teacher B	• Language barrier- "My first co-teacher knew English so well, so she was understanding of me. She already experienced a different culture. […] Whereas the other two had never really lived in another country. They didn't know English fluently. They struggled a lot more to understand me and my values." • They were confused about their role in the classroom.
Teacher C	• Knew of other teachers who had good experiences but said their goals for their lessons were sometimes not met because they did not have a co-teacher to prepare half of the materials. • Suggestion- if the co-teacher was involved "it would have put a lot less pressure on myself to come up with the best games."
Teacher D	• Taught alone- but said they had a positive experience with their co-teachers. • Co-teaching helped reach the goals of the students speaking English more frequently. • "… for the purposes of me achieving my goals, it was quite helpful for advice and translation."

Table 4.4. The teachers' perceptions of co-teaching as a method to support goals.

4.5. Chapter Summary

The results indicate that past experiences informed values and helped the teachers navigate day-to-day challenges of teaching, since they were all new to the teaching profession. All the teachers' future goals changed over time for various reasons, three of the teachers' values did not change due to constraints of co-teaching. However, several factors that affected the teacher's agency in co-teaching emerged, such as the inconsistent role of the NEST, NNEST perceptions of the "native teacher," decisions affected by conversations, conflicts and tensions, and school culture. Nevertheless, the teachers still tried their best to offer the best learning experience for their students and to grow professionally when faced with challenging and unexpected situations. Overall, the teacher's perception of successful co-teaching is dependent on the NNEST and NEST working and supporting each other. The next chapter moves to discuss if co-teaching is valuable in achieving teacher agency.

Chapter 5. Discussion

The similarities and differences of each NEST's experiences were gained by cross-examining each case using Priestley's, Biesta's and Robinson's (2015b) framework after the results were tabulated. The key themes that emerged from the findings in the three dimensions are discussed within the limits of this dissertation. These are relational past experiences, day-to-day experiences oriented in the past, present and future, and challenges in the achievement of agency. These findings are cross-referenced with the literature. The summary of the discussion will conclude the findings and literature back to the research questions in section 1.1.

5.1. Relational past experiences

The findings from this dimension revealed the teachers' past experiences in education, professional histories, values and beliefs, and day-to-day experiences in the classroom informed decisions made in the present for the future, and each experience built on other past experiences. These results confirm that past experiences are rooted in the achievement of agency and for the participants who had little-to-no experience teaching played a major role in navigating co-teaching in Korea. These results corroborate ideas of a majority of previous research in agency from Bourdieu (1977), Giddens (1984), Emirbayer and Mische (1998), Biesta and Tedder (2007) and Priestley, Biesta and Robinson (2015).

The relational link between past educational experiences and professional experiences had on the teachers' initial values when they started teaching proved interesting. The teachers' love for language-learning and studying suggest that they valued these attributes enough to try to pass on these values through teaching. In fact, Teacher A believed "learning and expanding your knowledge" was the most important act an individual could do to improve;

this appeared as a core pillar of their teaching values. Teachers B and D said that they formed values after starting teaching (see Table 4.1). However, section 4.1.1 showed that Teacher B valued friendship in their experience as a student and Teacher D's love for learning is reflected in their enjoyable student experience. This was also the case for Teacher C who valued patience and understanding; they said this value was informed by previous teachers when they were a student who could not keep their emotions under control. This confirms that past experiences in agency interact over time (Emirbayer and Mische, 1998).

For professional histories, one finding was that all the teachers worked in jobs that had a teamwork environment. They experienced conflicts in these environments but felt supported and respected by their colleagues. This result may explain the fact, which would appear later in discussions about co-teaching, that they were mostly successful in navigating challenges faced by unexpected situations, e.g., most of teachers felt supported in situations of student misbehaviour. Even though Teachers B and C faced the most challenges with their co-teachers, they were resilient in creating engaging lessons for their students. A noteworthy finding from Teacher D regarding their values was when they suggested that open-mindedness and professionalism are key to a successful experience while working as a guest in a different country. These results further support the idea from Priestley, Biesta and Robinson (2015b) that teachers who have experienced various professions may be more open-minded and flexible in challenging situations.

5.1.1. Day-to-day experiences oriented in the past, present and future

Day-to-day experiences in school was a theme that appeared throughout all the dimensions because it is an action that happens daily in the past, present and future. This finding matches Emirbayer's and Mische's (1998, p.972) argument that

> *"Each of our dimensions of agency has itself a simultaneous internal orientation toward past, future, and present, for all forms of agency are temporally embedded in the flow of time"*

A few routinised aspects of the teachers' day-to-day experiences seemed to promote teacher development, in that the teachers had time to observe their students' needs and adapt accordingly. This was seen in discussions about responsibilities in the classroom, e.g., the number of classes taught each day stayed the same and they had to prepare lessons for each class based on previous lessons, hence acknowledging the habitual aspect of agency (Bourdieu, 1998). However, the unexpected nature of co-teaching highlighted the temporary day-to-day experiences in the classroom that emerged from later in the interviews. This factor may be explained in that co-teaching seems to be fluid, meaning it is unstable and changeable. The teachers highlighted obstacles that effected their day-to-day experiences.

- NESTs and NNESTs engage in conversations that changed daily.
- Miscommunications occurred from language barriers between both teachers.
- Inconsistencies across schools about the NEST's role in the classroom which led to expectations of the role.
- New NNESTs joining during the semester which changed the dynamic in the classroom
- Barriers from the school learning environment and culture.
- Differing values and beliefs that effect lesson planning.
- Unpredictable participation in day-to-day teaching from the NNEST.

It should be noted that previous studies have demonstrated similarities: Choi (2001), Nam (2011), Heo and Mann (2015), Yim and Hwang (2018).

Interestingly, two teachers were able to challenge these constraints by teaching lessons that aligned with their future goals. Possible explanations for this are that their co-teachers were open-minded to new ideas from the NEST, the NEST integrated successfully into the Korean teaching culture which earned trust (this was seen as a successful trait in Carless's, 2006 study), the NEST used various resources from internal and external sources to create engaging lesson plans. This is similar to Priestley's, Biesta's and Robinson's (2015b) the view that teachers may be unlikely to achieve the same support from schools that have more resources. Resources could extend to supporting both the NEST and NNEST to develop successful practices to teach together.

5.2. Goals before and after experiencing teaching in Korea

The most obvious finding from the projective dimension was that the teachers' short-term and long-term goals changed during and at the end of their time teaching in Korea, as this dimension is reliant on past experiences (Priestley, Biesta and Robinson, 2015b). This emphasised that situations occur in temporary contexts and can change over time. One surprising finding was that three of the teachers' core values did not change. A cautionary note here is that this is a small sample size, meaning this result may not represent the general stance of all native teachers. Nevertheless, it is interesting to note the teachers' individual values stayed consistent to support their students, as Priestley, Biesta and Robinson (2015b, p.6) put it "thus we must not under-estimate the importance of strongly held beliefs about subject identity."

The findings in Tables 4.2 and 4.3 are consistent with the argument that future goals are formed from past experiences, as was observed in the teacher's goals before experiencing teaching in Korea and how their day-to-day experiences changed their future goals. In the

case of co-teaching, three teachers' goals changed due to other societal issues, or a desire to change careers, but not from the effects of co-teaching. The remaining teacher, Teacher C, indicated that a reason in their changing values was the NNESTs and the school's attitudes towards student success.

Data from this study showed the teachers were mostly successfully in short-term goals. Even though this was not mentioned explicitly, they were highlighted in questions related to day-to-day experiences informing decisions for immediate goals. The teachers worked hard with available resources; if these resources were limited, they outsourced materials from the internet and advice from other native teachers, created engaging lesson plans to bring in their own culture and worked overtime to create lesson plans that engaged and supported their students. This illustrated those past experiences are instrumental in reaching short-term future goals (Priestley, Biesta and Robinson, 2015b), even while working closely with another teacher. Even though the majority of the teachers' values were unchanged, situations were reported that challenged their teacher agency.

5.3. Challenges in the achievement of teacher agency

Results from the practical evaluative dimension indicated all the teachers faced day-to-day challenges in their co-teaching contexts. Expectations, dealing with conflict and achieving consensus emerged from the cross-analysis of the data.

5.3.1. Expectations

As discussed in above in section 5.2, Teacher C's expectations of their role changed their values of teaching in Korea. Interestingly, this theme was illustrated implicitly by the other three teachers. Inferring the word "native" helped understand the expected role versus the role in real-life experience, this finding was also reflected in Heo's and Mann's (2014) study.

The role of the NEST and NNEST according to EPIK (2021) and GEPIK (2021) is to share responsibilities. Teachers B and D noted interesting interactions with their co-teachers about this subject. Teacher B realised the meaning of this word when a co-teacher in a new school classed them as an assistant, but equality was encouraged in their previous school. This understandably caused confusion about their established expectation of their role, and the inconsistency of their role caused confusion and miscommunication. Thus, Teacher B found themselves dominating lessons because one NNEST had less experience teaching English and the other showed no interest in co-teaching. In contrast, Teacher A had not thought about the word and how it affected their co-teacher. This may attribute to Teacher A's lack of miscommunication between their co-teachers. In the case of Teacher D, one of their co-teachers thought they were not good enough to teach English because they were not 'native.' This emphasises the problem that Korea's idea that English from certain countries is 'superior' (Jeon, 2009). However, Teacher B, C, and D voiced this concept of 'English superiority' is less important than teaching experience. This also relates to the following arguments from Jeon's (2009), that it is relevant when certain mindsets regard some forms of 'English' as superior, but this is too simplistic in the everyday complex interactions between the NEST and NNEST.

The inconsistencies of the role of NESTs in the classroom affected the expectations of the NEST and NNEST. The experiences described in section 4.3.1.2 illustrated that the NEST's expectation of their role significantly affected their experience, as it was expected that the NEST would be supported by the NNEST due to their presumed teaching inexperience. However, the NNEST's expectation of the NEST's role differed depending on the school; some seemed to think the NEST should teach the whole lesson while the NNEST assisted in misbehaviour. Some NNESTs actively showed interest in teaching as a team to grow professionally and this highlighted the positives of having two cultures working together to

help the students. Only one NNEST was illustrated, by Teacher B, as not showing interest in teamwork. Although this study focuses on NESTs' perspectives, these results should be interpreted with caution because of the potential bias towards the NEST. It may be the case that the NNESTs had constraints from school policies or hierarchical structures within the school which caused this inconsistency (Jeon, 2009; Yim and Hwang, 2018). Overall, these findings are still consistent with Choi's (2001) study that co-teaching is not, in reality, enforced.

5.3.2. Dealing with conflict

Expectations of the NEST's and NNEST's role in the classroom and miscommunication seemed to cause the majority of the conflicts illustrated by the teachers. However, reflections, external conversations and teaching practices played a role in potential conflict. Positive and negative experiences were described in sections 4.3.2.2. and 4.3.2.3. Even though Priestley, Biesta and Robinson (2015a) noted findings from studies in co-teaching are mostly biased towards positive experiences, e.g., Carless (2006), this study demonstrates that is not always the case and corroborates with studies from Jeon (2009), Heo and Mann (2014), Kim (2016), Yim and Hwang (2018).

Interestingly, when conflicts and tensions arose the teachers dealt with situations differently. Teachers B and C avoided conflict because they desired to deescalate tensions that may turn into serious conflicts. Both of them also seemed to become passive in their decisions to avoid conflict. This led them to become passive agents, a fractured form of reflexivity, of their environment where they avoid overthinking situations of conflict because it may cause more distress (Archer, 2003). This passivity may be due to being victims of their environment and feeling invalidated. In this study, Teacher C had their teaching practices questioned and

criticised without guidance from their co-teachers to improve, which led to them feeling inferior in their decision-making for lessons. Teacher B was not given the support they needed to succeed in the classroom and grow professionally by their co-teachers because of miscommunications and changing co-teachers. Possibly if Teachers B and C were in supportive environments similar to Teachers A and D where their conversations were validated, their passivity may have been reduced.

Teachers A and D were active 'communicative reflexives' (Archer, 2003), in that their thoughts and decisions about lessons were communicated to their co-teachers. This is because they had little teaching experience and needed extra support to validate their ideas. If there was a potential for conflict, their practice of asking questions and communicating ideas where their co-teachers listened and offered advice may have helped them to become confident negotiating in problematic situations. However, as Teacher D gained confidence in their teaching practices, they started to become an autonomous thinker (Archer, 2003) about their lesson plans. Teacher D went against advice from a co-teacher who thought their lessons were too context-heavy. Teacher D's justification for this autonomous decision was that they knew their students' preferences and needs. An explanation for Teacher D's actions may be due to validation and trust about their lesson aims from conversations with other co-teachers and native teachers which increased their confidence to push boundaries and implement lessons about societal issues.

Reducing conflict and becoming reflexive for all the teachers was the main factor to achieving consensus with their co-teachers in order to focus on helping their students. To achieve consistent consensus for co-teaching to be valuable in achieving professional goals, the teachers mentioned several factors attributing to this success.

5.3.3. Achieving consensus

The teachers' experiences of achieving consensus during co-teaching to achieve professional goals were positive and negative. The teachers' overall attitudes of successful co-teaching were dependent on the NNEST and the environment. The teachers who had a negative experience understood their experience reflected their environment because they knew other NESTs had positive experiences. Thus, it may be that some of the teachers avoided conflict and tried their best with the resources available to achieve consensus. A list of requirements to achieve consensus in co-teaching are compiled from the teachers:

- Teamwork from both the NEST and NNEST to achieve overall lesson goals.
- Open communication is required to reduce conflict and tensions, to outline expectations and roles, and to decrease miscommunications.
- NNESTs need to be involved in all aspects of day-to-day lesson planning and teaching to support the NEST.

The fluid and unpredictable environment of co-teaching hindered consensus due to conflicts and expectations arising from the NESTs and NNESTs. In this study, it seemed that past experiences, values and beliefs, educational and professional histories, and day-to-day experiences strongly influenced the success of future goals and helped the teachers consider the importance of maintaining consensus in their environment to achieve their goals. In the case of teacher agency, there is an agreement with Priestley, Biesta and Robinson (2015b) that there is a clear interaction between the aspects a teacher brings to the environment and how the environment affects them.

5.4. Chapter Summary

Discussing the cross-examined results using Priestley's, Biesta's and Robinson's (2015b) framework of teacher agency alongside the literature aided in answering the three research questions posed for this study from Chapter 1, section 1.1.

5.4.1. Research Question 1

The native teachers had diverse experiences in their co-teaching contexts, these were positioned on a spectrum from positive to negative. The effectiveness of co-teaching in achieving teacher agency is dependent on the willingness of the NEST and NNEST to co-operate in supporting each other, and on the school they are both teaching in for the right support and materials to achieve professional growth. The teachers believe if these aspects interplay successfully, the NEST and NNEST can reach consensus in problematic situations and achieve individual growth by passing on collective ideas, thereby achieving the main goal of improving their students' English.

5.4.2. Research Question 2

Conflict and consensus interplay in co-teaching contexts where both teachers need to be open-minded to communication in situations where tensions arise, and both work towards maintaining consistent consensus. From this study, it seems conflict and consensus shaped teacher agency depending on the teacher dynamics. In environments where the NEST and NNEST created a bond, the NEST felt validated in their opinions and supported in improving their teaching practices. Conflicts rarely surfaced and if conflicts did arise, they were quickly solved through communications to maintain consensus. Teacher agency was shaped in that both teachers exploited their environment through reducing conflict and sustaining

consensus to receive the benefits of learning skills and knowledge from each other. However, in environments where conflict surfaced and the NNEST seemed unwilling to communicate, teacher agency shaped the teachers into passive agents to sustain consensus. The NEST would comply by agreeing with the NNEST's ideas and chose to repeat day-to-day patterns and behaviours to reduce conflict. Thus, the interplay of the NEST and NNEST in conflict and consensus is dependent on the achievement of teacher agency.

5.4.3. Research Question 3

Co-teaching and teacher agency are dynamic in nature as these concepts are relational and temporal in changing environments. The significance of the relation between past experiences informing future goals and present day-to-day experiences in teacher agency may be hindered or supported in co-teaching contexts. Thus, co-teaching was found to be fluid due to uncertain circumstances, emphasising the importance of the individual's capacity to act in changing environments over time. This highlighted the relation between the individual and structure. Co-teaching is valuable in the achievement of teacher agency with the interplay of several factors. If the NEST and NNEST are openminded, willing to co-operate, have conversations about each other's role in the classroom, and understand each other's differences in teaching practices or cultures, this would reduce conflict and maintain consensus. Furthermore, the school environment needs to support both teachers to encourage professional growth. The various obstacles noted may hinder the success of co-teaching in Korean teaching schemes.

Chapter 6. Conclusion

In conclusion, this study adopted a qualitative case study approach where four teachers who co-taught with local teachers in Korea were interviewed to explore the value of co-teaching in teacher agency. Data was analysed using Priestley's, Biesta's and Robinson's (2015b) framework of teacher agency which illustrated that co-teaching is a fluid practice, temporal in changing environments and is related to past, present, and future actions. The structural nature of co-teaching can be valuable to promote individual professional growth, potentially for both teachers. The findings revealed that achieving teacher agency in co-teaching proved to be situation-dependent even if the native teacher had strong values and belief. Such situations may stem from factors influenced by day-to-day experiences related to language barriers, external conversations, expectations of roles, barriers from the school learning environment and culture, and conflict and consensus.

Conclusions drawn from linking the results to the existing literature in Chapter 5 answered the three research questions posed for this dissertation. This study ends by highlighting implications for teacher agency with explanations of the significance of this 'emerging phenomenon', followed by limitations and recommendations for future research.

6.1. Implications for teacher agency

Existing literature of teacher agency categorised it as an 'emerging phenomenon' that is achieved in changing environments over time, related in the past and present, and looks towards the future. Co-teaching in ESL in Korea involves a 'native' teacher bringing their teaching practices and culture into a classroom with a 'non-native' teacher to work together

to help improve Korean students' English. There are several implications that need to be addressed for teacher agency to be achieved in co-teaching, since both rely on individual and external contexts to be successful. A number of reasons why I believe teacher agency should be understood in co-teaching contexts will be discussed below.

The main implication agrees with Priestley, Biesta and Robinson's (2015b) argument that context is significant in teacher agency because agency is not reliant on the capacity of the individual. In this case, the Korean educational programmes which constructed the scheme and the schools involved both promote teacher agency. From the findings, it was found that co-teaching is a fluid practice that possesses constraining factors that can impact an individual. The data highlighted that even if the NEST is willing to learn new teaching practices, or if they bring previous skills and knowledge, or has strong values and beliefs that have the potential to achieve agency, they may still feel invalidated in their ideas or unable to challenge social structures embedded in the school.

This implication further emphasises the importance of Priestley's, Biesta's and Robinson's (2015b, p. 8) argument that the relation between "what teachers 'bring' to the situation and what the situation 'brings' to the teacher, that is, inhibits or promotes." For this study, it is co-teaching that may hinder or promote agency. The factors in co-teaching that may be changed at the macro level, e.g., the Korean educational programmes, are the miscommunications caused by language barriers, the expectations of respective roles and constraints from social structures in schools. To reduce language barriers, the findings highlighted a successful co-teaching situation between a NEST and a NNEST who had lived abroad. A recommendation for the Korean teaching schemes is to offer opportunities to the NNEST to teach abroad, opportunities to enrol in a class about international teaching

practices or English tuition classes to reduce potential nerves regarding English conversation. Also, the NEST could be offered more classes to learn Korean and continuous education on Korean teaching practices to overcome their inexperience rather than a one-off mandatory orientation. To overcome the discrepancy in the roles of the NEST and NNEST in the classroom, the Korean educational programmes and schools should enforce clear guidelines that apply nationwide regarding the role of the NEST and NNEST.

The second implication lies in the capacity of the NEST and NNEST that consensus and conflict within co-teaching can shape the type of agency a teacher adopts. Examples include becoming passive agents in situations of conflict to maintain consensus or becoming autonomous (Archer, 2003) in actions against the co-teacher rather than offering compromises. The individual may be repeating habits of behaviour to avoid challenges (Emirbayer and Mische, 1998), e.g., in this study the teachers who faced difficult situations focused on creating engaging lesson plans for their students according to their values and beliefs but only stayed in this state to avoid conflict. Therefore, even if the teacher feels they are being creative in their circumstances, they may not actually achieve agency (Emirbayer and Mische, 1998; Priestley, Biesta and Robinson, 2015b). Should the recommendations discussed above be adopted, reducing conflict, and maintaining consensus may be achieved quicker. However, there may be situations in which those recommendations would not be effective, as conflict and consensus in co-teaching is dependent on the co-operation of the NEST and NNEST. Some mandatory and optional courses run by the teaching programmes offering advice on dealing with conflicting views on teaching practices, values and beliefs are recommended. Furthermore, conversation between the NEST and NNEST should be encouraged, e.g., lesson debriefing at the end of the school day. This may encourage both teachers to engage in professional growth that promotes achieving agency.

6.2. Limitations

Five limitations are identified from the following chapters in this study.

Firstly, this research focused only on the NEST's perspective of co-teaching, and information about how the NNESTs interacted with the four teachers is only from the NEST's perspective. The voices of those NNESTS and other NNESTs in co-teaching situations could not be explored in this study due to the inaccessibility of the NNESTs for the researcher. It was emphasised in Chapter 5 that studies with human participants may be biased because the situation is from their point of view.

Secondly, this study was limited by the small sample size which cannot represent the view of co-teaching from all NESTs who participated in those schemes. However, choosing a small sample size allowed the researcher to provide more in-depth descriptions. Furthermore, the usage of Priestley's, Biesta's and Robinson's (2015b) framework meant that this study was designed to be replicated.

Thirdly, the nature of interviewing, transcribing and analysing results is all interpreted by the researcher. As discussed in Chapter 1, I experienced co-teaching in Korea which has potential for interpretations from the data that are distorted to match my assumptions and values. To reduce personal biases, the interviewees had the opportunity to read their transcripts to highlight any misinterpretations.

Fourthly, the genders of the participants were removed to keep the confidentiality and anonymity of the participants intact. As such, findings from gendered agency could not be examined in the achievement of teacher agency.

Lastly, this study focused on structural factors of agency related to co-teaching rather than the cultural aspects of agency that relate to the teacher's values and beliefs. The teachers' values, and beliefs were discussed briefly as factors in conflicts and tensions but was otherwise left unexplored. Structural and cultural conflations were not separated and analysed in detail as it was outwith the scope of this small-scale study.

6.3. Recommendations for future research

Following the implications and limitations of this research, three recommendations for future research are suggested.

Firstly, future studies could have NNESTs participate in their perceptions of co-teaching which could strengthen the argument that teacher agency may or not be achieved for two teachers, as NNESTs experience different social structural constraints, e.g., hierarchical constraints or workload.

Secondly, a cross-analysis of cases from a pair of NESTs and NNESTs working together could help understand how teacher agency is shaped from both perspectives. This could reduce the potential bias from one teacher and may uncover reasons for ongoing conflicts or miscommunications. This type of research could provide strong recommendations to improve co-teaching practices to help both teachers grow professionally.

Lastly, research could be conducted to analyse structural and cultural conflations of agency, to understand how these are relational in co-teaching with both NEST and NNEST. If this type of research is conducted in the future, I look forward to seeing the research unfold to gain some personal insight into teacher agency and co-teaching.

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Appendix 1 - Participant Information

University of St Andrews

Participant Information

Title: The value of co-teaching in teacher agency: A focus on ESL teachers in South Korea.

Researcher: Mairi Canning

What is the study about?

We invite you to participate in a research project about your perspective of your experience co-teaching and how this co-teaching effected your values as a teacher. These values could be what you believe is the most important aspect of teaching, for example the students' success or teacher development. The term teacher agency focuses on how your past experiences effect your future goals and the experiences you had during teaching.

Why have I been invited to take part?

You have been invited to take part in this research because you have a unique co-teaching experience with teachers in South Korea. I am interested in your experience of this environment and understanding your opinions of this method of teaching. I think your personal insight into this situation will enrich my research.

Do I have to take part?

This information sheet has been written to help you decide if you would like to take part. It is up to you and you alone whether you wish to take part. If you do decide to take part you will be free to withdraw at any time without providing a reason, and with no negative consequences.

What would I be required to do?

You will be interviewed online for 45-60 minutes with only your voice being recorded.

Are there any risks associated with taking part?

There are no significant risks in this project, but if you feel uncomfortable talking about aspects of your experience you do not have to answer questions you feel uncomfortable answering.

Informed consent

It is important that you are able to give your informed consent before taking part in this study and you will have the opportunity to ask any questions in relation to the research before you provide your consent.

What information about me or recordings of me ('my data') will you be collecting?

Your experiences and opinion of co-teaching will be collected by audio interview. To keep the data pseudonymised your voice will be recorded, and your name will be kept unidentifiable by using a code. All the data will be transferred from my devices (voice recorder app) electronically onto my University drive which is password protected. The data and they key will be kept separately to avoid identification. The data from my device will subsequently be deleted after transfer.

How will my data be securely stored, who will have access to it?

Your data will be saved onto my University drive in a pseudonymised form, which means your data will be edited so that they are referred to by a unique reference. This will be coded as letters in the dissertation, and you will only be referred to as these letters during analysis. The data from the analysis will be backed-up on a separate USB from the key document which will be password protected. I will only have access to your data and reconnect your data to you if you want to read it.

Audio recordings will be taken on an encrypted device and transcribed at the earliest opportunity before being destroyed on or before 30th April 2021

How will my data be used, and in what form will it be shared further?

Your research data will be analysed as part of the research study. It will then be published in my dissertation where your identity will be pseudonymised using letters, e.g., Teacher A. You can ask to read extractions from analysis at any time during writing the dissertation. In the future, my dissertation may be subject to publication or used for a poster. It is expected that the project to which this research relates will be finalised by 12th August 2021.

When will my data be destroyed?

Your data will be shared as described above, and then the data held by the researcher will be destroyed after on or before 30th April 2022 following submitting the dissertation.

Will my participation be confidential?

Your data will be completely confidential as your data will only be pseudonymised and your data will not be shared with anyone apart from the researcher. Again, your audio files will be destroyed following submission of the dissertation. You can ask any questions before signing the consent form.

Use of your personal data for research and data protection rights

The University of St Andrews (the 'Data Controller') is bound by the UK 2018 Data Protection Act and the General Data Protection Regulation (GDPR), which require a lawful basis for all processing of personal data (in this case it is the 'performance of a task carried out in the public interest' – namely, for research purposes) and an additional lawful basis for processing personal data containing special characteristics (in this case it is 'public interest research'). You have a range of rights under data protection legislation. For more information on data protection legislation and your rights visit https://www.st-andrews.ac.uk/terms/data-protection/rights/. For any queries, email dataprot@st-andrews.ac.uk.

You will be able to withdraw your data before 12th August 2021.

Ethical Approvals

This research proposal has been scrutinised and subsequently granted ethical approval by the University of St Andrews Teaching and Research Ethics Committee. Approval code: ET15530

What should I do if I have concerns about this study?

In the first instance, you are encouraged to raise your concerns with the researcher. However, if you do not feel comfortable doing so, then you should contact my Supervisor or School Ethics Contact (contact details below). A full outline of the procedures governed by the University Teaching and Research Ethics

Appendix 2 - Consent Form

University of St Andrews

Consent Form

Title: The value of co-teaching in teacher agency: A focus on ESL teachers in South Korea.

Researcher: Mairi Canning

The University of St Andrews attaches high priority to the ethical conduct of research. We therefore ask you to consider the following points before signing this form. Your signature confirms that you are willing to participate in this study, however, signing this form does not commit you to anything you do not wish to do and you are free to withdraw your participation at any time.

Please initial box

- I understand the contents of the Participant Information Sheet (marked 'PIS_ [02/06/2021][v01]_[The value of co-teaching in teacher agency]) ☐
- I have been given the opportunity to ask questions about the study and have had them answered satisfactorily. ☐
- I understand that my participation is entirely voluntary and that I can withdraw from the study at any time without giving an explanation and with no disbenefit. ☐
- I understand who will have access to my data, how it will be stored, in what form it will be shared, and what will happen to it at the end of the study. ☐
- I understand that I will be able to withdraw my data until 12th August 2021 and I understand that if my data has been anonymised, it cannot be withdrawn after this date. ☐
- I agree to take part in the above study ☐

Photographic images / audio recordings / video images

I understand that part of this research involves recording audio data. These will be kept securely and stored separately to any identifiable information, i.e. consent forms and questionnaires. This will be destroyed after 13/08/2021 following submitting the research.

- I agree to being audio recorded. ☐
- I give permission for my contact information to be collected and retained for this purpose and understand that this information be destroyed on or before 30th April 2022. ☐

I confirm that I am willing to take part in this research

Creating an electronic signature is straightforward – sign a piece of blank paper, take a photo i.e. with a smartphone, copy and paste the image into the signature box and resize it as necessary.

	Print name	Date	**Signature**
Participant			
Person taking consent			

Appendix 3 - Debrief

University of St Andrews

Debrief

Title: The value of co-teaching in teacher agency: A focus on ESL teachers in South Korea.

Researcher: Mairi Canning

Thank you for taking part in my research project; your contribution is very valuable and appreciated.

Nature of study

The nature of this study is about your perspective of your experience co-teaching and how this co-teaching has affected your values as a teacher. These values could be what you believe is the most important aspect of teaching, for example the students' success or teacher development. The term teacher agency focuses on how your past experiences effect your future goals and the journey you took during teaching to achieve these goals. So, the research aims to encourage reflection of how these experiences have affected your perception of co-teaching. You have been asked to participate in this project because you have had an interesting and unique experience co-teaching in an ESL context in South Korea. Your insights into this experience are valuable to understand the dynamics of co-teaching.

Data

As outlined in the Participant Information Sheet (marked 'PIS_ [02/06/2021] [v01]_[The value of co-teaching in teacher agency]);

- The information (data) you have provided will be stored in a pseudonymised form.
- Your information (data) will be stored in my password protected University drive and only the researcher will be able to access it.
- Your data will not be shared, published or placed in a database accessible by others.
- Your voice will be recorded on my secure device and will be transferred to my University drive and then your data will be destroyed after on or before 30th April 2022.
- If you no longer wish to participate in the research, you are free to withdraw your data before 12th August 2021. If your information data is anonymous at the point of collection or subsequently anonymised, we will not be able to withdraw it after that point because we will no longer know which information data is yours.

Sources of support

If you have been affected by participating in this study and you wish to seek support, you can contact your local GP who will refer you a psychiatrist or psychologist.

Contact

If you have concerns or if you would like to view a summary of the results of my research, please email the researcher or the supervisor detailed below.

Researcher	Mairi Canning mec24@st-andrews.ac.uk	**Supervisor**	Blair Matthews bm221@st-andrews.ac.uk

Appendix 4 - Interview Questions

Dimension 1

1.What were your experiences as a student?
2. What was your previous professional experience before teaching in South Korea?
3. How was working with colleagues in your previous profession?
4. What were the values you considered to be important as a teacher when you started teaching?
5. Did you have any short- or long-term aspirations regarding your time teaching in South Korea?

Dimension 2

6. This teaching role in South Korea is labelled as the 'Native Teacher.' What can you infer from the word "Native" in teaching English?
7. What was your role and what were your responsibilities in the classroom?
8. What was the process of creating lesson plans?
9. How did conversations with your co-teacher affect your decisions in the classroom?
10. Was there a time when your values and your co-teacher's values differed?
11. How did you solve these tensions with your co-teacher?
12. How did the learning environment and school culture affect your values?

Dimension 3

13. How did your everyday teaching experiences inform future decisions?
14. How did your values change whilst teaching with a co-teacher?
15. How did your future aspirations change after your experience co-teaching?
16. What is your opinion of co-teaching as a method to achieve your goals?

Appendix 5 - Teacher A

Interviewer: The first question for you is what were your experiences as a student?

Teacher A: I was always a very studious student. I love going to school. I went to school for business and. Yeah, and also nursing, but I unfortunately had to take a break from nursing and that's when I started to pursue going into teaching.

Interviewer: So, do you feel being studious was the most important thing for you as a student?

Teacher A: I think for me, yes. It still is when I have friends that want to go back to school. I am genuinely so excited for them because I think that learning and expanding your knowledge is one of the most important things you can do for yourself. And I think that's something that's never ending. I think something you should do forever even if it's not official if you're not going back to school, you should maybe look into a new hobby and learn something by yourself. Whatever it is I'm always trying to learn new languages by myself as well. So, it's just I love studying.

Interviewer: That's interesting. So next question is, what was your previous professional experience before teaching in Korea if you had any?

Teacher A: I did actually I worked at a tutoring academy where we, it was an after-school academy in the states where if there were students that were having either, they didn't have to, but if they were having trouble in school, they needed help with math, they could come there. Or if they, some of my students were not having trouble with any of their subjects, but their parents still wanted them to have extra help after school. So, they would come there. And that was really interesting. And I also worked at a doctor's office, and I also did retail at a clinic.

Interviewer: And so then how was working with colleagues in your previous profession?

Teacher A: And in the tutoring, for example, we were in this large classroom with other teachers, but it was individual work. So, I never had to do co-teaching for example. But there was a lot of teamwork in retail, of course. Especially when we were on the floor, we helped each other as much as we could. I mean, even in the tutoring, I did get a lot of help sometimes. Some students needed extra help and we would help each other as much as we could. I think I've never really had that experience with my colleagues. We've always been a team.

Interviewer: So, going to Korea then did you have any short or long-term aspirations regarding your time teaching in Korea? So, this could be with anything your teaching time or less learning a language or going into a new culture.

Teacher A: Yeah, actually, it was a lot of things I did. I was kind of in the crossroads of career. Career-wise I wanted a break from nursing, but I still wasn't sure if I wanted to get away from nursing forever and I was interested in teaching. So, I finished some of the pre-tests to go into to get my teaching certificate in the states. So, well with Korea, I can see if this is something I want to do forever. I do want to do it right now, but maybe I wouldn't want to. I would want to go back to nursing, and I won't want to do this forever. So that was one thing. And I also was considering living in Korea for a very long time, if not forever. And I did want to learn the language as well because Korean was one of the languages that I was learning. So. Okay. Long term things.

Interviewer: So, then this question is this teaching role in South Korea is labeled as the native teacher. So, what can you infer from the word native in teaching English? So, have you ever thought about the meaning of the word to be the native teacher.

Teacher A: I've never really thought of that, especially for some reason, especially with English. I think because where I'm from is such a melting pot of culture and languages. I've never thought, I might be kind of dumb, but I've never really thought of native with English. Yeah. It's yeah, but I get it. It's someone who is born into the language and it's not something they. At school, it's something they learn naturally. I would assume that's what native to a language means.

Interviewer: So, have you ever thought about what the Korean teacher thought of you and what you think of as the Korean teacher in being native?

Teacher A: I've never really thought of that. I think Hmm. Maybe. I honestly don't know.

Interviewer: No problem. Yeah. I thought that would be an interesting question to ask.

Teacher A: I just don't know what they would think.

Interviewer: Yeah, okay. And then, so moving to the classroom, so what was your role and what were your responsibilities in the classroom?

Teacher A: Yeah. So, I worked at multiple schools and at one school. I was basically in charge of everything. I did the intro to class. I did the book and I did the game and my co-teachers, there were kind of there to help manage the class and they kind of set the curriculum as well, even though I did basically the planning but my other school I would say I was pretty much a co-teacher I would do the intro and they would do the book and I would do an activity or a worksheet along with the book that they were working on.

Interviewer: So how did you feel, did you enjoy one more or the other?

Teacher A: Yeah, I think I actually ended up surprisingly, I ended up enjoying the one where I had a little bit more freedom where the co-teacher was helping me manage the classroom. I developed a better relationship with the students. They would talk to me in, well, they

would try to talk to me in English a lot, outside of the classroom, in the hallways, they'd be, “oh my gosh, hi teacher.” And they would, they would try their best to tell me about their day. Whereas, when I wasn't as much in charge with my other classrooms, they would try to talk to me, but the, the Korean teacher for example, would still have more authority. So, not on purpose, but with the students, they would if they had a question, they would automatically go to the Korean teacher rather than me, whereas the one where I had more charge, they would come to me for a question.

Interviewer: Oh, Okay. So then after your responsibilities what was the process of creating lesson plans?

Teacher A: Yeah. So, the one where I had more freedom, to be honest, I sent them both the same way. I would, yeah, so I would try to get all my lesson. Well, we knew what chapters we would be on, from the beginning of the year. But I would find the lesson a week before I would prepare, I call them word drills. I would, where we would go over the vocabulary of the chapter every day. So, we would do that as a warmup. And then we would do the book, whether that was with me or with the co-teacher, at the school where I was in charge. I did the book mainly and at the school where I was less in charge, she would do the book. And, and then we would do the game activity, which we would make for the students.

Interviewer: Did you ever go off the book?

Teacher A: Only when we were ahead of the schedule. Sometimes we would go a little too fast or we would finish the set amount of chapters that we needed to do for this semester. So, I would prepare for either group activities and sometimes individual activities and I would have them present it. So, we would do things like projects.

Interviewer: Yeah. And what did your co-teacher? Did they encourage you to do that?

Teacher A: I've had a lot of co-teachers. I haven't had just one. So, they've all had different personalities as well. Some of them really liked it. And some of them really didn't like projects, so it just depended on the co-teacher, but I personally really liked them. So, I would always try to do at least one a semester.

Interviewer: So, then that would lead to how did conversations with your co-teacher affect your decisions in the classroom? For example, when you did the projects.

Teacher A: Generally, if I brought something up, an idea, my co-teacher has always respected that, and they always valued my input. So, if, even if they didn't, for example, didn't like projects, if I suggested we should do it they would usually do it as well. They would agree that you know what. Yeah, you're right. That would be a good project for this particular chapter. So, we would do it. And same way with them. If they had an idea for a test or a particular type of worksheet or activity, we would talk about it beforehand and we would just plan around it. It was teamwork, you know.

Interviewer: What about decisions about classroom management? Did that affect when you had conversations with your co-teacher.

Teacher A: We never really talked about it, but they helped a lot with managing the classroom, especially because of the language barrier. My idea with management that helped a lot was having reward sheets. We would stamp paper and all the co-teachers that I had really liked that idea that I had. So, and that really helped with managing the classroom. Honestly before, when we didn't have the reward sheets the students didn't play, even though they would get tired of the games even but having a little bit of competition with the reward sheets helped manage the classroom with having them want to do the activities and do their best.

Interviewer: So then was there a time when, so your values as a teacher and your co-teacher values differed?

Teacher A: Luckily, no, we've all pretty, I've been really lucky with my co-teachers. We all got along, and we pretty much had the same ideas with things. So, no, we've been good.

Interviewer: Oh, that's so lucky even though you've had, how many co-teachers have you had then?

Teacher A: Let me think. 1, 2, 3, 4, 5, 6, 7, 8, Eight. Let's see. Yeah.

Interviewer: That's really good. So, if there, if there were any small tensions with your co-teacher, did you have any, and if you did, how did you solve them?

Teacher A: Trying to think. I honestly have not had any tensions with co-teachers. No, we've been good. Yeah.

Interviewer: Yeah. Yeah. It takes some time to think.

Teacher A: No, we've been good.

Interviewer: That's so good. Yeah. So, you've not really had any tensions. What about tensions with students? So, you and your co-teacher had to work together. Have you had a tension with the students?

Teacher A: I remember a couple of years ago we had one student that was not, not wanting to work and would rather act out during class. And I don't remember. It was a while ago. So, I don't remember the details, but they were very rude, and the co-teachers would help as well. Again, with the language barrier cause they, this particular student also didn't study. So, it was kind of, the language barrier was even more apparent. So, this co-teacher would help me with the classroom extra during that time. I don't remember the details. I just remember the student would act out even during the games, they weren't participating and would rather kind of leave the class along to also not participate.

Interviewer: So, do you feel you were supported by the co-teacher?

Teacher A: Yes, for sure. I think that's one of the greatest things about having a co-teacher in general, even outside of language teaching, I think having a co-teacher or someone in your classroom in general to help you out. Another adult is very helpful. I have some friends back in the states as well. They're homeroom elementary school teachers and they love when parents come along to help out pretty much the same thing, helping manage the classroom.

Interviewer: Okay then. So next question is how did the learning environment and the school culture affect your values as a teacher?

Teacher A: I think this was the question I didn't understand.

Interviewer: Yeah. So, I know Korea has a different learning structure and school structure where you have hierarchy in the school that's quite. So, for example, if your values were all, I want to help the students develop, maybe the Korean system doesn't really allow that because they just want the students to have an exam and, and pass, but you actually want to get done to understand why, why they're having a hard time learning. So, it's really about the environment of the structure of the Korean learning environment.

Teacher A: Yeah. Unfortunately, where I'm from, it has started to become that as well as the standardized testing has become the focus in the classroom, unfortunately. So, I know that that's an issue as well. Slowly the arts and music and stuff that is becoming less and less important for the classroom and more getting ready for standardized tests. So, I see that, I felt school was stricter. So, I feel, yeah. I feel sometimes in some respects, I actually think where I'm from was stricter and at least for elementary school. I think that I don't know, but I know that once the students in Korea get older, it's much harder though.

Interviewer: Yeah.

Teacher A: So yeah, I don't know. I've noticed it's pretty much the same.

Interviewer: Yeah. It's interesting that it's the same and so did you feel the Korean culture, or the structure of the school stopped you from you wanting to teach the way you want to teach?

Teacher A: A little bit, I did want to incorporate more pop culture to the classroom. I that's one thing that just came to mind. Because, for example, when I grew up Spanish was something, we had to learn in school. I remember distinctly, our Spanish teacher would show us Spanish shows and Spanish music. And I remember during Christmas time we had to learn. I don't remember how many, but it was a lot, it was a booklet of Spanish carols. We had to walk around the school and sing Spanish carols to the classrooms. Around the campus. And, I really wanted to incorporate more, pop culture into the classroom, but that was kind of frowned upon here. At least in one of my schools. It was.

Interviewer: Why do you think that is?

Teacher A: I think that they didn't see the benefit of pop culture also being incorporated into the classroom, which I get. Outside of learning a new language. I can get that, you know, in math class, you don't need to watch a movie about math to do it. But I think with language, for example, I think is really important. Cause I personally, I said, I love learning languages. And one of the first things that I do is I find shows and movies and music in that particular language. And I kind of just immerse myself into that language. The hard part easier because you start grabbing onto words and you don't even realize it. A lot of the Korean that I learned is from movies. It's not from books, you know. And I've had an uncle who learned Spanish from just watching TV. I don't know, I just, I think that I think pop culture and learning a new language is super important.

Interviewer: So then next question is how did your everyday teaching experiences inform future decisions? So, these future decisions can be kind of short term.

Teacher A: I kind of looked at it, mostly the students. For example, the activities, if I saw that the students weren't grasping the activity that well, if it wasn't really helping them learn anything and they weren't focused, I won't play that activity or provide that activity again. If I also would see if it were too much, I would also have that activity less. If it, was I dunno how to explain it, but someone, for example hold on, let me retrain my thoughts?

Interviewer: Take your time.

Teacher A: Yeah. I would just kind of look at how the students took activities. And I would also listen to, for example if, if a particular. Yeah, numbers are really hard. So, I would incorporate more numbers even though, for example, the chapter that taught numbers didn't although the numbers were part of the chapter, it didn't, I don't think it had provided enough number practice. So, I would incorporate more number practice into the activities that I would make, whatever that activity happened to be. I noticed that made a huge difference. Yeah, I would just look at how the students were taking things.

Interviewer: What about decisions for yourself for example, the way you manage the classroom is different?

Teacher A: So, in the beginning I struggled with finding a routine that I wanted for the classroom. And then I kind of fine toothed that and found a routine that I, and I stuck to that, and that helped manage the classroom as well. I noticed when the students had a routine, they knew, they were, okay, we're doing this, we're going to do this next and we're going to do this. So, they knew what to expect and that kind of helped manage the classroom as well. So, finding a routine helped me a lot. Yeah, that's pretty much it. Yeah. And the variation in my routine though, was the activity and the worksheets that I would make for the end of class. And if I saw a particular activity, wasn't going well with most students. I won't play that activity or have that type of worksheet again with sometimes it

was just with some classes or some grades as well. So, I will look at that as well. If a certain class, their level wasn't as high as the others, I would have easier activities that would make the learning process easier for them. And for some of them, some of the classrooms the students had a higher level, so I would incorporate harder questions and more challenging vocabulary. In addition to the one that the book had as well.

Interviewer: Did you take that sort of routine all the way through?

Teacher A: Yeah. I have the same routine for both schools and that helped me, and it also helped the students. It helped me because it made it easier to manage lesson planning, especially since I basically have a lot of classes, especially if you count two schools. So yeah, so it's a lot of classes and a lot of different students and having a routine helped and having a routine that you can adjust is also really important.

Interviewer: Yeah, So next question is, how did your values change if they did, or they did not whilst teaching with a co-teacher?

Teacher A: I don't think they really changed, but I did see how important it is to have another helper in the classroom. So, hopefully in the future if my friend, my friends were also teachers, if they need help in the classroom, I will be there for them. Cause I know how important that is. If they just stayed the same, then it didn't change.

Interviewer: So then did your future aspirations change after you experienced co-teaching?

Teacher A: Yes. So, I went into teaching. I'm not sure if I wanted to, I liked the idea of teaching, but I wasn't sure if this was going to be my forever career. And, you know, as much as I enjoyed it and as much as I loved teaching and I loved I loved seeing my students improve and, you know, see that, I love seeing when they would understand something. Nothing made me happier than when I would explain something and there'll be, oh, so that's why! I realised my real passion is to be in the hospital.

Interviewer: So, do you feel the co-teaching maybe helped you realise this?

Teacher A: I don't think co-teaching in particular, made a difference in my decision, but it did make me realise that, you know, having a co-teacher so important and, as a teacher, you might not have that. So, whatever you find difficult now, it will be extra difficult because you won't have an extra pair of hands and extra help.

Interviewer: So, then the last question is what is your opinion of co-teaching as a method to achieve your goals?

Teacher A: I think that's great. I don't, it could be bad if you don't get along with your co-teacher. I can see that, but I've been really lucky, and I've had great co-teachers and it's been pretty much teamwork. Yeah. Which can only be good, you know? And I don't see any I don't know the word for those. Sorry. I don't see any way that it could be bad if you're, if

you work as a team, it could only benefit you as the teacher. And it could also benefit the students because they'll get two teachers instead of one. If you work as a team, it's good. But if you don't work as a team, it could be bad for both you and the students as well because the students won't get the best learning experience if they don't have teachers that are working as a team. Whereas again, the opposite. If they do work as a team, it’s extra for the student.

Interviewer: Okay. That's great. Thank you.

Appendix 6 - Teacher B

Interviewer: I'll start with the first question is what were your experiences as a student?

Teacher B: In high school, I wasn't really studious. I didn't really study hard, but that's because I just didn't really think I had to. I got decent grades. I got some A's, and I got some CS, it was all over the place, then I dropped out at six form. I wanted to do art at college, which was fun and then I did uni was good. It's also a nursing uni, but yeah, I think, yeah. I honestly better with my essays and language classes than I did with my actual course. I look back on my grades and I'm like, what the heck was this about because clearly, I was better at that than actual projects and stuff and then that was pretty much all my, I don't know. I think I prioritise friendships and stuff that a lot. Yeah, but now I'm very different. I'm going to be student` again, soon and I really want to study, I want to be a good student.

Interviewer: What do you think made you change your mind about this time?

Teacher B: Probably well, I'll take friendships. Yeah. I think when I was in Korea, I might have heavily affected me because I want to do better. I, before didn't really care about that stuff. I put my butt into gear because my friend was extremely studious and always studied. So, he would courage that constantly. And then suddenly I just found myself really enjoying studying. And I was kind of want to do this more now that I'm a grown adult who understands the need to learn new things and, you know, have a decent job for the future. That's probably why it's not really sure. I've seen when I was younger as well. I didn't get forced to study. Nobody told me it was important, so I didn't really think about it that until recently I was, oh wait, it is kind of important to study a bit harder than I did.

Interviewer: Yeah. So then, what was your previous professional experience before teaching in Korea?

Teacher B: Oh, I didn't have any real teaching experience. The last job that I had was working in G***as a retail assistant and then before that, what did I do? I think I worked, I've only worked as a sales assistant and a waitress. Wait, when I was younger, before uni, I think, and also a bartender before your uni and that's about it.

Interviewer: So, then any of those jobs, how was it working with your colleagues?

Teacher B: In G*** I became really close friends with pretty much all of them. And we hung out after work and the manager was pretty much one of my good friends and still is, I still see him and talk to him, yeah, it was very close. Especially where I'm from, you know how there's a bully culture where your friends, I was very much the target of that because it was a lot of guys who worked there. So, they just bullied me all the time. But that was their way of saying they liked me.

Interviewer: Oh, that's good too you felt supported by your team members. So, then the next question is to do with going into Korea and teaching, what were the values you consider to be important as a teacher when you started teaching?

Teacher B: I think well didn't really think about it until I was doing it. The things that I kind of saw as important was being really friendly and making sure that they felt comfortable with me. Possibly, I mean, teaching is obviously one of my jobs, so I have to, make sure they learn, but at the same time, I just wanted them to be open and see somebody different and see me as a way to open up in, talking to you from different countries and understanding there. I don't know. I don't really explain it, but I decided to be friendly and approachable to them and making them comfortable with learning English. That was my main thing that I wanted. Values. What else?

Interviewer: Yeah. If you don't have another one, that's ok. So then after you taught, did you feel you'd achieved that value?

Teacher B: Especially first year, my first year was a bit different to my second and third year. Yeah. They really opened up to me. They were constantly jumping on me, wanting to talk to me and it was so cute. It was my favorite thing that I think it's because where I first taught English, they hadn't had a teacher that was white, first of all, a different color, different skin, or they were so shocked by that they were kind of excited and a bit scared, but then really excited, it was so cute. I loved it.

Interviewer: Yeah. You moved to **** your second year. So then did you stay in that same school for two years?

Teacher B: For two years. And that school was the second school. So, I stayed in that one.

Interviewer: How were they towards you?

Teacher B: They were similar, but a lot of them were just oh, okay. Can you teach it? They didn't care as much. So, it was a little harder to create a bond with them, I would say. And then obviously with different kinds of co-teaching, it made it a little difficult as well. Cause it was different. My first-year co-teacher was absolutely the best co-teacher I could have asked for, but the second and third year a little different.

Interviewer: Ok, the next question is, did you have any short- or long-term aspirations regarding your time in South Korea?

Teacher B: Okay, my I just wanted to be there first of all, but I didn't in my head. I'm going to live here for a long time and I'm going to be teaching for a long time. So, I was very dedicated to it, learning about teaching and just being decent, you know, to stay there. I didn't really plan ahead because for a long time because Korea was just my only goal for a really long time. So, I didn't think, oh, what am I going to do after that? I was just going to

be happy and live there for a long time. And that was it. Obviously, things changed, but yeah. I'll say about that to be honest because I wasn't really sure what I wanted to do after.

Interviewer: What made you change your mind to if something happened?

Teacher B: Yeah, I guess, it's very, well, I figured out about myself is I'm not I really change sometimes. And especially something happened, and I need to change it's it was very hard to do that with teaching because it was so repetitive, especially with the kind of teachers that we were. And I also, I mean, personal things. So, I had to come home. That was one of the main reasons. And then, I wanted to study as well. Yeah.

Interviewer: Yeah. So then, so then this leads to the teacher, you are the native teacher. So, this role, they call it in South Korea. They call us the native teacher, so what can you infer from the word, native in teaching English?

Teacher B: I didn't really think about it. I saw the question earlier, how would I approach that question? But I think I just, at first for the first year or so, I even know, I heard it from, I didn't really take it in and then I only really started thinking about it in my second, third year. And I was, oh, maybe we are classed as different, but I just considered myself a teacher. I felt the first year to two years, I was, oh, I'm just an English teacher. I didn't think of natives, but thinking about it, I'm just like okay. It just means we're, oh, I don't we're born somewhere that teaches English. I don't, I don't really get it to be honest, but I guess it makes sense to them. So, it's fine.

Interviewer: Did you have any instances with your co-teacher where that kind of thing would come up?

Teacher B: Yeah, I got that for sure. Especially in my second school. And also, the fact that I don't know if this is really related to this question, but yeah. How we're not really the teachers we're an add on and a helper, which I didn't think about until my second school, because that's what one of the teachers really classed me as I was a helper or not their actual full teacher. Oh, I guess I'm not, but it was a very different system in that school, I guess. I don't know. He made me think about that phrase more. I mean the native teachers.

Interviewer: Yeah, Do you think it was just this school system that was different than your old school?

Teacher B: I think also it depends on the person because she was my actual what is it called? My co-teacher my main co-teacher, she was a little more difficult sometimes, but the other teacher was, she was really strong. She had a really strong, a really strong head on her and then the other one was very weak. She was a new teacher, so she relied on me to know everything and kind of do stuff and followed my rules for me to follow her goals. So, it was a lot different. Oh yeah. That is a lot different.

Interviewer: I see, so then this leads nicely to, what was your role and what were your responsibilities in the classroom?

Teacher B: Okay. The first school, we both started at that school at the same time, but I think it makes a big difference, you know, because she was new to it. So she was, hey, what should we do? And she was, do you want me to be fully hands on? Or take a step back? what do you want me to be? And I was, it's my first year. I literally have no idea what I, but let's just try it. So, we did two hours when we did, what was it called? Two periods together, each class. So, we kind of did it as she kind of took half of with it, but she mostly just the CD. And then I did everything else, and she just sat at the side and helped me when it was needed. And it was actually really good. She knew when to step in and when not to step in and when they needed it and when they didn't need it, because her English was really good as well. She lived in Canada, I think, quite a long time. So yeah, she was really good. She was. super nice. Then my second, or, but yeah, the first school I was considered, the teacher, as well as her and second school. I, she only did sixth grade with me, I think one teacher. And then I had third and fourth with my other one, and then I did fifth alone with the homeroom teachers.

Interviewer: Oh, wow.

Teacher B: Yeah, it was all over the place, but sixth grade was a lot more difficult for me because I felt I wasn't, I was told what to do and when to do it. And I wasn't really always informed. And it was just a little bit difficult sometimes. And then third and fourth grade, she was very quiet. I think she also has; I don't know how to speak about her in the right way, but I think she had some kind of speech impediment or sometimes, and I, the kids sometimes found it difficult to understand her. So, when she's speaking English, it was even harder sometimes for them to understand her. So, I definitely took a main role on, and sometimes I could tell she wanted more power. So she was, kind of trying. So, I would try and let her, but also, I knew that I knew quite a bit more. I was trying to guide her as well as the classroom. Yeah. I don't know. It was kind of weird. It was, it was difficult. And fifth grade homeroom teachers, they let me just do all of it. They were like go off. Yeah. That was really, I felt like a teacher, and it was just me and they just sat the back and the students listened to me because their homeroom teacher was there. Yeah. I say if they misbehaved, the homeroom teacher would stop them. And I had all the power to go just to my teaching. Yeah. It was very different.

Interviewer: Yeah. So, what role did you prefer then?

Teacher B: I do prefer that fifth grade, but only because the homeroom teacher was there to back me up, but I think if they weren't there, I would have found it quite difficult to do alone, but it was fine. Yeah, I did, I don't know about the six and the third and fourth because they were both had their issues. By the first year, because that teacher knew

English really well. And she understood my feelings and she was always there for me when I needed it. She was so nice. So yeah, it was very different.

Interviewer: You've had really diverse experiences. So, then what was your process of creating lesson plans?

Teacher B: So, I would always create, basically create the games every time. And then I would do the PPT. I go through the PPT with them, the new words with their new words worksheet. Mostly that, for the lower grades, I don't even know. I think we just played a lot of games. I tried to anyway. Cause I knew that games would be the way to keep them entertained, but I have a lot of behaviour issues with those my first time too. That teacher had no authority whatsoever with them. We have a few of them. And so, it was so difficult to be the teacher that had to have the authority. I didn't want to do that, but sometimes it was so hard. I didn't know how to do that yet. Honestly, my first year where I was, we split it and I did pretty much that. It was pretty much always I get the games; they did the CD. And I did the PPT as well. All right.

Interviewer: So, did you go by the book?

Teacher B: Yeah, every time we had the book.

Interviewer: And were they quite strict about that?

Teacher B: Basically because, oh, with my fifth grade? The first time I kind of skipped the book. Sometimes I was like I'm not going to do the games in the books because we'll just do a game. Right. But they will, at some point they came up to me and was, please, can you do the pages in the book and then a game so that they have that completed. And I was, oh, okay, sure. So, I had to do. For fifth grade, I had to do the activities in the book, listening and repeating, and then those little games I had to do all that first and which is fine with me because I think I was struggling to, without their help, without the teachers help, explain, and practice the words with them. Sometimes it's just my fault. I take responsibility for that. So, I think using the book was a good way to go at that point. Cause I didn't know how to navigate that sometimes for every time, cause usually I had the co-teachers helping explain what some of the grammar is and stuff that, but I couldn't sometimes on my own. Yeah. That was on me.

Interviewer: How did you feel when your first language is not Korean, and their first language is not English?

Teacher B: Some classes are really good at English though. So, there's a couple of classes that I struggled with.

Interviewer: So then question number nine is how did conversations with your co-teachers affect your decisions in the classroom?

Teacher B: The first year, just it went really well. If we had a problem, I would bring it up a little bit in a nice way, or she would bring hers up really, really nicely. I would sort it out. It was pretty much fine every time. My second school was the lower grade co-teacher would, she was very quiet. I felt a lot of the times it was me being that annoying co-teacher who was, could you maybe do this instead of this kind of thing, she was a new teacher, so it made a lot of sense. She was younger than me and everything. So, I completely understood. And I tried my best to be so nice about it because I knew how she felt to be you weren't doing a good enough job, but she had a lot of complaints, honestly, from kids and teachers about the way, cause she was really hard to understand. I think that also affected things. I don't really know it was, she wasn't a really nice person, it was just really hard to teach with her sometimes and then the other one, it was her, sometimes it felt we were about to have a fight. Not actually, but yeah, she sometimes it was the person who was, can you please do this instead? Or sometimes I would be looking at her in the class. Can you jump in? Cause, this is the time for you to jump in. And she just wouldn't, and I'd be okay, I'll just carry on trying to do whatever I was doing. It just felt she wasn't really; she didn't really care. if the kids liked me or understood me sometimes. But I don't know that this is my guess was that she didn't want the kids to like her more than me. So, I felt kind of weird that it got better literally the last year. But she was nice to me. She invited me to her home. I was like what is it? It was really odd. I think.it was just miscommunication. We have different teaching methods, I think. Cause she teaches them differently to how I teach them. I don't know what it is I'm not really sure. I honestly, it was really confusing to me why it was a mess.

Interviewer: That's interesting, actually, that kind of goes into question 10. So, was there a time when your values and your co-teachers' values differ?

Teacher B: I think, yeah, probably was quite a few times maybe just, sometimes she, you know, she stepped up and got involved really well. And I was, oh, that was, you know, that was a really good way of dealing with it, but sometimes I just felt I was left alone to deal with it, even though I couldn't speak to them properly and sometimes they would be doing something. I can't think of what they were doing, but they'd be doing something, and I'd be looking at her, like that's not okay. Should we step in or something? She would just kind of brush it off and carry on going.

Interviewer: So, did you feel you were getting that support that you needed from her?

Teacher B: A lot of times but I just sighed about it. I was like it's whatever I'll just carry on. And then I think the kids probably noticed it because the last year there was a, I had a co-teacher or the second year I can't remember. I had a new co-teacher cause she, she was pregnant. She was, she lived in Australia or something. And so, her English was so good. She, she sounded Australian and a little bit British as well. And she's my age-ish. And oh, she was so loving. She grabbed me, hugged me all the time. She was always holding my arm and I was like; this is really weird. I loved her because she was so nice to me, and we could talk about anything. And then that translated in the classroom because she was always doing

that in the classroom too. So, the kids saw how close we were and how much we laughed together and giggled about stuff, in the hallways and stuff. So, I think the kids could probably feel mine and my co-teachers previous one the tension sometimes we weren't super close.

Interviewer: So, and then did that affect your classroom flow?

Teacher B: Definitely, cause then I was like oh God, are you in smiling? My co- teacher was back, so I was like, oh, they are going to notice this so bad cause we're so not like that with each other. And it was so much chiller. It was weird and the kids did like that teacher as well. Cause she was actually really good at teaching English.

Interviewer: That's interesting. Well, you kind of answered, how did you solve these tensions with your co-teacher?

Teacher B: Yeah, I took a breath. Oh, sometimes I felt I was visibly so annoyed by her that I was like okay, I got turn around and just smile. It was just going to brush it off and try and keep going. And yeah, I just trying to do it maturely.

Interviewer: What was your reasoning instead of bringing up with her?

Teacher B: Sometimes I did that for a little bit until I was like this is really bugging me. And then, so I asked people, what should I do? So, they're like just say, you know, in an indirect way kind of thing, hey, could we maybe, I had to re rephrase it, how I felt about it. Not really sure why. I just remember having that conversation with her a couple of times about certain things. She didn't understand me sometimes she was like, and I was, oh my God, how do I say this? I don't know how else to rephrase it. And also, she just said she understood, but she didn't why I was, I had a problem with what she was doing.

Interviewer: Oh, so then question 12 is how did the Korean learning environment and school culture affect your values?

Teacher B: Hmm. I think generally Korea affected my values sometimes realising. Definitely I had a different perspective or outlook of learning. I was, like dang these kids study so much, and it made me inspired me to be honest, but I also knew how unhealthy it is for some of them. Yeah, maybe the culture. I was very, I think sometimes I was just blissfully unaware. And sometimes I was a bit sad because I felt my teachers didn't like me. It wasn't until suddenly my last, before they left school or something, or before I left Korea that were like, hey, and I was, excuse me, you can speak English? So, I think my outlook wasn't super different. Sometimes they asked me, oh, Hey, how's it, how's it different to where I'm from. And I'll be, I honestly, yeah. There are differences, but I don't remember what elementary school was for me, because I haven't taught in school elementary school and yeah, I don't really know how different it is. Apart from my first school, the principal also said that school was very different to most schools because I don't know why I can't remember the name he

called but they're very free. They weren't afraid to go to the toilet and which sounds weird, but I mean, they were a lot freer. They didn't have restrictions as much. And don't pass a teacher in the hallway and jumping around them and just jumping on them. It was very free. Whereas in Seoul, they were way more respectful and in saying hello, I didn't know this until I went to the next school. And I was like, oh yeah, there is a difference in the way the kids act. We didn't have as much stress. I think the second one they were probably more stressed.

Interviewer: Okay. So then question 13 is how did your everyday teaching experiences inform future decisions? So, these future decisions don't have to be five years in the future. They could have been next day decisions.

Teacher B: I think every day I learned something, or I tried to improve on how I was doing it those times where, I had a game plan and I thought oh, this was going to be so boring. because it was so simple, and I could have put a lot more effort in. And so, I'll just start laminating things, making games myself, there's sometimes that. Yeah. Then I would see other teachers, what they did, and I'll be, okay, noted. And then I will try and do something similar to that and I was always trying to learn about a way to teach them because it's, especially the second school is a lot more difficult for me with a lot of the classes. Cause behavior and stress. I was like, what would they like? I was trying to figure out ways to make them enjoy their class time. Well, it was short classes, so I wasn't used to it. I had less time to play with them and stuff that and how else, whatever kind of things would be a teaching experience? I also, there was a time when because there was so misbehaved. Every, every time I had them, I was playing something different because I was like, well that doesn't work. So let me try the next day. I made behavior charts. I had different rewards all the time. And I was freaking out and nothing's working with this class. I literally, one time just stood there. I said to my teacher, can you please translate what I'm about to say? Cause I can't take it. I was so upset with them. It was one time I literally broke out. I broke down after class and had to go to the toilet and I was just crying for a little while because I was so stressed out. I don't know how to deal with it. And I feel I'm failing.

Interviewer: How did your values change while teaching with a co-teacher?

Teacher B: Honestly, at the end of it, I don't really think I want to be a teacher long-term because it's, I mean, it's not repetitive, but it kind of is, especially in Korean in that school and then I also do to change what I do a lot. I think I'm a very one of the teachers that I was friends with in the second school, she said I look and feel freelance. I wouldn't be in a job where everyday thing. Yeah. I do my own thing and I was you know what? You're probably right. To be honest because yeah, I do like switching things up, wait, what was I going to say? My values, I mean, there's one thing about teaching kids, I instantly, I want kids, I love children. I learned to love children so much, none of my children, but want kids now more than ever. And I called them my kids. I dunno. I had strong bonds with some of them, but yeah. I definitely, I learned a lot in that job, oh my God. So much work experience. I didn't

think about until I was looking for a job recently. And my guidance person was, so much of your experience from teaching in a different country can go into, many jobs for sure.

Interviewer: So, then the last question is, what is your opinion of co-teaching as a method to achieve your goals?

Teacher B: Okay. I think it really depends. Every teacher is so different. It's ridiculous. I think the language is a big problem because, for the perfect example, as my first co-teacher knew English so well. so, she was so understanding of me. She already experienced a different culture. So, she, she was really good with me. Whereas the other two had never really lived in another country. They didn't know English fluently. So, they struggled a lot more to understand me and my values and stuff that. I think both teachers need to be very open about how they are going to go forward with their teaching and be very clear, because it wasn't very clear in my second school, how we were going to co-teach. They were just you do the game, let's go. And I'll be like, okay, I guess. Well, I don't know. It's so hard. I really appreciate having a co-teacher in my first year, because I was too scared to do it alone because I feel I'm going to mess it up. But my second year I was more, maybe it would be better if I could just do the teaching and they could do the monitoring. Cause it just kind of, we kind of clashed heads sometimes and it’s, oh wait, what? And we got confused by each other’s actions and what you're doing this, it got a little difficult to plan. Yeah. So, I also know a lot of teachers don't want a co-teacher at all. They just want to leave the classroom, do it alone. So, it's really hard to say because everyone provides different things.

Interviewer: That's it then. Thank you.

Appendix 7 - Teacher C

Interviewer: We're going to start the interview with the first question. And the first question is what were your experiences as a student? So, this could be anything school or university or learning a language.

Teacher C: I suppose they were all normal experiences. I didn't really have any crazy experiences as a student it was just head down. Do your work, just be a good student.

Interviewer: What was important to you as a student to learn or have fun?

Teacher C: I think, yeah, it was to learn, and I was really quiet, so it wasn't really about having fun. It was more just learning what I could learn on doing what I have to.

Interviewer: So, then what was your previous professional experience before teaching in Korea?

Teacher C: I didn't have any professional, like teaching experience, but I don't a lot of so, I had to tutor maths to secondary school children, and so they would have been about seven of them and then I also tutored and a version of spike ball to six class boys. So, they would've been about 10 and that was about it. That's like all the professional, like, experience, like had dealing with kids and actually trying and get them to learn something.

Interviewer: And what about just jobs, any other jobs you did?

Teacher C: I had like other jobs. It was not really about teaching, and I was a waitress.

Interviewer: What did you do there?

Teacher C: I just served customers through really, so there wasn't anything too crazy.

Interviewer: So, when you were tutoring, did you tutor alone?

Teacher C: So, for the tutoring of the volleyball game, it was in a team of three, so there was three of us teaching and then when it came to tutoring the maths, it was alone.

Interviewer: So, waitressing was that just with a team?

Teacher C: Yeah. So, there was a few of us. And it depended on the night. Like sometimes there'd be three of us on and then other times it could be by yourself. It just depends on the day. Cause it was in a pub so, some days were busier than others.

Interviewer: So, then how was working with colleagues in your previous professions?

Teacher C: So, when I worked in the pub, it was more of an easy going, job. So, it was like, just about having fun. It wasn't really hard. So, there was nothing like too crazy to do it. And

it, so it was more just having a bit of fun, getting along with everyone, talking to the customers, making sure they were having a good night and then obviously am doing your job at the same time.

Interviewer: What about the volleyball?

Teacher C: Yeah. So, in the volleyball, it was more, we were very nervous this was when I was, I would have been about 15, 16, so it was very nervous. And when you had a large group of just boys to teach, we felt like going in, it might be hard, they just wouldn't listen. They wouldn't see you as an authority figure. And, but after a couple of weeks we got the hang of it and it just became easy going just trying to get them to have fun. Sometimes we have to be the bad guys but, most of the times the kids were good. So, it made it a lot easier to actually get on with the stuff that we have to teach.

Interviewer: Did you sort out how to teach them together or did you do it alone?

Teacher C: So, we had to do a course beforehand, and we got a booklet which kind of showed us what each lesson and they have to learn. So, we did, we would go through kind of who would teach what part or who would demonstrate what parts and otherwise it would have been too much hassle on the day trying to figure out who was doing what, when you're trying to teach kids, because that's how they get bored really easily. So, there was a bit of preparation beforehand on who was going to teach what part and who was going to demonstrate what parts.

Interviewer: Hmm. What about when the kids acted up?

Teacher C: There was a teacher, they weren't in the room when we were teaching, but their teacher was outside. So, if they acted up, we could always send them out to the teacher. And we just tried to be as real with them as possible. Tell them, like, making them feel like it wasn't a chore. Like they didn't have to be there. It was just to have some fun so, most of them were like, when you treat them with respect, a lot of them were easy going. And if they kind of started acting up, you look and said, okay, come on. It's time to do it today. They would do it. They were good kids.

Interviewer: So, then question four is what were the values you considered to be important as a teacher when you started teaching?

Teacher C: One value that I think I always considered important was patience, I think a lot of people, when they think of teaching, they kind of brush over the fact that kids do have short attention spans and they can act up and they can get bored, and they can just want to play. It is hard. It's like then when you have to kind of have to reel them back in and be like look, kids it's learning time. So, I think patience is important. You can't kind of lose the cool. You have to always be understanding and just willing to kind of adapt and keep it under control.

Interviewer: That's interesting. Do you think that came from the volleyball?

Teacher C: I think it just came from overall, I think seeing some of the teachers that we had in school, how they would get very annoyed when something didn't go their way. And then just, it would lead to shouting or like a discipline. It just seemed like there was no way to kind of go on. And if they had had just had a bit of patience and kind of tried to talk to the students first, it might have stopped things escalating and so I think after seeing that, and then having to actually teach and adapting to like how you teach, it was a thing of just being patient with the kids and trying to explain to them. They have to do it. Like you weren't there to punish them. You didn't want to punish them. Like you wanted them to do their best and that just seemed to work more when you were patient with them.

Interviewer: Okay. That's interesting. So then question five is did you have any short- or long-term aspirations regarding your time teaching in South Korea? So, this could be anything it doesn't have to do with teaching.

Teacher C: I didn't really have any long-term aspirations when it came to teaching in South Korea. Some of the short-term ones would kind of just see if I could actually do it and cause it was new. As I said, I didn't have a lot of teaching experiences, so I wanted to see if it were something that I'd be good at, if it were something I could probably do in the future. And I'm also then, because it was so far away from home, it was like kind of seeing, could I survive that far away from home? So, it was all just kind of short-term aspirations. I didn't really think of the long-term for the simple fact that it was halfway across the world, and I didn't know how it was going to go. I think after a while it changed like your, you know, after a couple of months, your aspirations kind of changed because you're at had to go a couple of months and you know what it's like, so then you can kind of say, okay, well then this isn't for me or being this far away from home is not something I'd like to do so, yeah. I kind of kept it to the short-term aspirations and didn't really try to think long-term of it.

Interviewer: This role that you did is called the native teacher. So, what can you infer from the word native in teaching English?

Teacher C: When I, when I see that I assumed there was just like a person who's like native language is English. I suppose though, it kind of now, after spending time in Korea and that it just seems more like, I don't know what the term just doesn't kind of fit because there were people who, their first language wasn't English, but because they came from an English speaking country, they were considered native English speakers. So, I would have assumed there was like native as in that that's your first language that the language you've learned from a child that's not to say that people who aren't native. I think there's people out there who aren't native, well who would make great English teachers. So, I feel like it's a bit, what's the word? I think it's a bit I cannot think of the word now. I don't know. I think it's just a bit rude to kind of say like, oh, it's a native teacher. And then just to kind of take away other people's heritage or that like, even if they're not a native English speaker, but they speak it so well.

Interviewer: Yeah. So, then did you ever think about what your co-teachers thought about that?

Teacher C: No. They never really expressed that and to be honest, they didn't really talk much. So, they were all great English teachers don't get me wrong their English, their spoken English was really good, but they never really mentioned anything about native or native teaching or they just kind of kept more to themselves and just were like, yeah, you're here to do a job and you're a teacher.

Interviewer: Okay. So, then talking about teaching. Question seven. What was your role and what were your responsibilities in the classroom?

Teacher C: So obviously the role was the native English teacher. That was the title of the role and then the responsibilities in the classroom, I had the responsibility of everything basically. So, because I was teaching up higher on the grade level. So, they would have been like 12 to 15 and it meant that my co-teachers didn't actually do a lot of stuff. They kind of just stayed in the classroom as a way to translate or if and people were being bold. Then they could do the discipline, but other than that they didn't do anything. So, the responsibility of teaching the class of doing the lesson plans and doing speaking tests, preparing all the materials to prepare, and preparing all the games was all on me. I had no help and basically at all, so I was doing all three grades and doing all the lesson plans, all the games, all the lessons for those three classes. So, it was a lot of responsibility. Yeah.

Interviewer: What did the co-teacher do?

Teacher C: Yeah. So, mostly what the co-teacher done was they would go around and if there was any, like I said something and they kind of needed it translated into Korean, they translate it. Or if a student were not listening, they'd kind of be like, oh, can you listen? If I needed help explaining rules, they did explain them in Korean, or like, if I wanted to demonstrate a game, they would like just stand there and do the actions with me. But like when it came to actually taking responsibility of teaching. It was just all on me.

Interviewer: So then talking about responsibilities in the classroom, what was your process of creating lesson plans?

Teacher C: So, I try to, I got obviously the material, the books, and what lessons I would be doing in the first semester and second semester. So, I kind of tried to take the process of creating lesson plans earlier because I knew it was going to be a lot of work. So, on my days off after school hours, I was creating lesson plans because it was three or four lesson plans per chapter and I knew I didn't have that like half and half where I do half the lesson and my co-teacher would do the other half of the lesson and I was working in two different schools so, it meant that I had all the grades in one school and then in the second school I had, it was a bigger school, so there was more classes but I had all of the first grade, which was like six first grade classes. So even though the grades were doing the same lesson plan and it

was just changing all the games, so they didn't get bored. So, I tried to be creative as possible, but when you're creating games and trying to be creative and it means a lot more process has to go into it for those games, like if you need cards, or if you need any sort of material for the games, you kind of have to do it all yourself. Yeah, it was a long process of creating lesson plans, especially for the age group you had. Cause you couldn't have the games too easy because they'd get bored. So, you kind of had to make them a bit more difficult for their age category, but then you also have to keep it that it wasn't too difficult that they wouldn't be able to understand they're doing it because sometimes my co-teachers would leave. So, if the rules game were too hard you couldn't explain in English, but then they just got confused and there's no one there to then translate these rules to the kids. So, you kind of have to keep them easy but hard at the same time.

Interviewer: How would did you feel when the co-teacher left you in the classroom?

Teacher C: Yeah, sometimes they would leave during the lesson. I knew kind of like, okay, you're in that kind of zone so, it's not too hard, but like then you're like, oh, okay hopefully they understand the rules or like, if it was an easy game that you knew what was going to happen, you're like, okay, well, the game is easy. It's not that hard to explain. That should be okay. But then there were times when you knew the game would need some like Korean translation and their leaving and you can't do anything because you're in the middle of a lesson. So, you can kind of be like, cause you can't turn around and say, oh no, no, no, I need your help because then the kids wouldn't see you as the person in charge. So, it did give you a lot of anxiety when they would just leave, because then you didn't know if they were coming back. You didn't know like what was happening. So, you're just left in a room with a bunch of kids and obviously you're not and especially in the second school, cause I wasn't hired by the second school. I was just paid by the first school and then went to the second school. So, you felt like, because anything could happen, like a kid could fall or fight could break out, especially in my case, cause kids were a lot older, so it was a lot of anxiety. Cause you were like there's nothing I can do because you don't speak their language. and their English is not on the level of like that they would understand if you needed them to stop doing what they were doing.

Interviewer: So how many co-teachers did you have in both schools?

Teacher C: I had four co-teachers altogether, well I had six originally, well, technically I had six, the first two co-teachers I started with both left so, then I got two new co-teachers and then in my second school, the co-teachers stayed the same. So, and that's good I only had two co-teachers, but in my first main school I had four basically because two of them left. So, I had only taught with them for a few weeks. And then it was like, oh no, you are getting new ones. So, it was hard because you're getting used to the co-teachers and then it's like, oh no, no, you are having new ones. So, you have to go to the process all over again. And it seems like they just, I don't know, it feels like you then have to kind of reestablish a bond, which has got to take some time. So, it's back to feeling like inferior because they could be

like, oh, I don't like how you do that. Oh, no, we can't do that. Which did happen like I did have some of the co-teachers I've worked with even though they weren't helpful when I came up with something, they were like, oh no, we can't do that. Oh no, we can't do it.

Interviewer: And how did you feel about that?

Teacher C: It was like hard, obviously. I understood sometimes if they were saying like, oh, it might be too difficult. We might not be able to do it. I'd understand because obviously they knew because they were the children's English teachers all of the time, for grammar, I was like, okay, maybe, you know the kids better for their English level, but when it was kind of just like, oh no, we can't do that but there was no explanation as to why we couldn't do it. I was a bit hard it just felt like, okay, well you're not giving me any feedback. You're not trying to help. You're just saying like, no, we can't do it. So, it felt a bit of a kick.

Interviewer: So, talking about conversations, how did conversations with your co-teacher affect your decision as in the classroom, as you said, they wouldn't let you do a certain game.

Teacher C: So, as I was saying most of the time it was just to say like, oh, that might be too difficult, which I was okay with, because I know if, when I was learning languages, like if something they are parts are difficult, then you wouldn't be able to do certain things. So, I kind of understood that part. I was like, okay, then we'll change it. We'll make it easier. Yeah, sometimes it was just kind of like they would question you kind of when you were explaining stuff, and then the teacher would start questioning you on. Oh, well, how do you do this? How'd you do it off, like as you're getting ready to explain the game. So, it kind of was like, I'm getting there. Can you just give me a minute? It made it harder when they were questioning you in the classroom in front of the students.

Interviewer: Did it happen often?

Teacher C: Mhm, but one kind of did, she would like ask for re explanations of the games and I just felt like it was one of those things where she could have come to me beforehand and said, oh, what's happening. But it was like, they just, it was, it felt like it was kind of like, oh, well it's someone else's problem. It's their class. They can do it and then it was like we don't really care it's not got to do with us.

Interviewer: So then that kind of leads to number 10. So, was there a time when your values and your co-teachers' values differed?

Teacher C: Yeah. So, there was also times where my co-teachers used the fact that I was a native English speaker to go through the tests. So, obviously the students have tests at the end of the year, and they would ask me to go through tests and check them, make sure the English was okay, make sure like the students would be able to understand. And there wasn't any like questions which could lead to like multiple answers. Which I didn't mind

going through. I was like, yeah, no, that's fine. But it was kind of like when I would say like, oh, this sentence, it's not grammatically correct. It's a bit difficult, then they would just kind of hit me back with, oh, well, that's how it is in the book, because they were taking the test materials from the schoolbook and it kind of just felt like I was like, why are you asking me to go through and then I tell you what's wrong and you're like, oh, well, it's that way in the book. So, I just felt like, it was kind of like, oh, we value your opinion, but we don't value your opinion because that is not how the book is wrote, which I wouldn't mind, but the books that they use are written by Korean people that learn English, not English speakers, but their first language is not English. So, it just, yeah, sometimes it was hard cause they would ask you to do stuff and you do it and then they'd be like, oh, well actually, no, we don't like that. Can you change this? Can you change that? So, it was kind of like, oh, we value your opinion. We find you, you, we value your values, but we also don't at that same.

Interviewer: Hmm, I see.

Teacher C: It just seems like some of them were fine like in my second school, they didn't really ask me to do anything with tests or they just asked, okay, just teach your classes, do your afterschool activities. If you need any materials, just let us know. And that was that like, they, if they didn't really kind of say, oh, what are you doing? Oh, no, you can't do that. So, they kind of gave me a bit more creative freedom and they did value you what I was doing more and I think it just depends on the actual co-teacher like, not all co-teachers were like that. It kind of was like just one or two. So, it's kind of more, it seems more down to the person 's work ethic and personality. It seems like when they asked you to fix it and if they would just, they didn't expect there to be problems. So, when you say like, oh, well this is wrong, they were like, oh, well I'm not going to change it. Cause it was their work, so they didn't want to change their work. So yeah.

Interviewer: So then how did you solve these tensions with your co-teacher when this happened?

Teacher C: So, it's certain things and I kind of just left it, there was no point in fighting over it or like when it came to the tests, I was like, okay, if it's that way in the book then just leave it. There's no point. And I just didn't see the point in having a big conversation on how something is not correct.

Interviewer: Why is that?

Teacher C: Basically, I'm not the type of person. I just, I didn't see the point in trying to explain why something was not grammatically correct. For it to just be said, oh, well, it's in the books that way. So, I just was like, okay, then it's fine. I suppose, whatever you want to do.

Interviewer: So, then you just let them get on with it?

Teacher C: I just let them do what they wanted to do. I wasn't the type of person to kind of let that type of stuff get to me. So, I was like, there's no point in fighting over and there's no point in giving out. If someone's not going to change their mind, it doesn't matter how many times they say it. They're not going to change their mind.

Interviewer: Question 12 is how did the learning environment and school culture affect your values?

Teacher C: One of the biggest things that I seen in the school culture that kind of affected the values that I had or the values that I've seen from the Korean teaching was in my main schools in one of the years, they had a number of students who were special needs and some of them, they were all different ranges of special needs. So, it was kind of hard to see cause they just left they just put the kids with the special needs in the same class, doing the same exact same work and having to do the same tests, the same lessons as the students who were just weren't special needs and they had no extra help and they just kind of took it as, well if we put them with the normal kids they'll be normal and it was hard to see because in Ireland if kids have special needs they do go to class with all the other kids they tried to make sure the kid has the same experiences, but they do have special teachers there that will help them with certain tasks and just look out for them and look after them a bit more because they just need a little more attention. So, it was really hard so it kind of changed my view and it kind of affected how I've seen those values that the school culture had there, that they were just kind of given up on the kids to say like, oh, if we just put them with all the other kids, then they'll just do what all your kids do.

Interviewer: Hmm. That's interesting. So, question 13 is how did your everyday teaching experiences inform future decisions?

Teacher C: Yeah, I think the good thing was some days you would have so sometimes I'd have different grades. So, I could have like first grade, second grade, so when it was like that, it was good because you could kind of test out the new lesson, test out new games and see if they worked and then alter them or change them or do something different if they didn't work. And so, it was good that way, because you could, as I said, you could change your lesson plan, but other times it was hard, especially when you knew something wasn't working, then you couldn't change it because you had all the same grades in the same day. So, you have to go through that like bad lesson the whole time. You're like, I wish I had an extra day to like test it and then change it. So, it could be a better version of this so that they could learn more. On those days where you had the same kind of all the same grades. I would go through their lesson plans beforehand and see like, okay, is there anything I can do to change this? Is there anything I can do to make a better? Is there anything that might be too difficult for them to understand? So, those kinds of teaching days gave me a bit more information to kind of go and check before the next lesson to see, like, okay, will this work because I have the same class three times today the same lesson three times today. So, you always want them to have like the best lesson.

Interviewer: Yeah, I see.

Teacher C: Yeah. So, that was like the hardest, but it did give you like, especially if it went bad it kind of gave you that bit of a push to be like, okay, let me check for next week. The lesson plan for that class for that day. Cause it's all in the same class. It's all the same grade so let's check and make sure there's nothing that could go wrong.

Interviewer: Oh, that's interesting. So, then how did your values change whilst teaching? Well, you didn't with a co-teacher, but how did any of your values change with them in the class or them not being there?

Teacher C: Yeah, I think so. When I found out that it was all through a co-teacher and they help you and then like talking to obviously people that were there as well that had co-teachers that were helping them. I seen it as like, okay, this is great. It's going to be co-work which is great for teaching because the kids get two different ideas, they get different ways of learning the same language because you have one person that only spoke English and one person learnt English so they could kind of have different experiences bring to that lesson and combine them to make it something that the kids would get quicker. So, when I didn't have staff kind of co-teacher relationship it changed the values because I was like, oh, it's not really co-work ing it's just me doing everything and them translating. So, it just didn't feel like what we were told, like before we came to Korea, it just didn't feel like that at all. It just felt like you were put in a room, and you were told, okay, we'll go teach all these kids that don't know English and just try and learn them. They have to know all this information come the end of the year.

Interviewer: So, then did you feel supported by them?

Teacher C: No, I didn't feel like they did support you, it kind of felt more like just do to work and then if the kids know it, the kids know it, if the kids don't know it the kids don't know it. It just kind of felt like, oh, well, you'll have to pass them at the end of the year in any way. I kind of had that feeling where if they got low on their tests, it was like, oh, well you have to pass, and they can't fail. So, it didn't feel like their values were actually about the kids like learning and trying to learn a language that could benefit them in the future. It was more like, oh, well you have to pass them. So, even if they don't answer anything. You still have to pass them. You have to give them a minimum mark. There was no zero which is, I suppose, like when you think of it, it is a good thing because you don't want to give a kid zero. No one wants to give a kid a zero. We all want the kids to do their best. There were times when the kids just sat in front of you and didn't even try and say hello. So, but you were still told like, oh, well you have to pass them. So, it just felt like they didn't value actually teaching the kids another language, they didn't value the kids being like the best selves and try and so yeah, it, it did change all the values I kind of would have had about teaching, about the kids actually learn and putting the kids first. So, it was just kind of hard to then continue on, like after a couple of months. It was like hard when you knew that they just really didn't care if

they knew the language or not because they were being passed at the end of the year in any way.

Interviewer: Oh, I see. So, then question 15. Did your future aspirations change after you experienced co-teaching?

Teacher C: Yeah, kind of, I assume after teaching, well, after the co-teaching I kind of knew that the teaching in Korea wasn't it for me. I just, especially for the older students, I just didn't like the way the teachers went on and how the kids could just pass without ever saying two words of English. So, I kind of knew that I was like, no, it's, it's not for me. I am I still, I kind of wanted to know as well, like would teaching be something that I'd like to do and definitely learned that teaching a language I would never want to do again, maybe teaching like kids in a more like one-on-one setting, but teaching 20 kids, just not especially since they didn't want to learn the language at all. They didn't see the benefits of learning the language. Whereas I think if you're in, obviously if you're in Ireland or Scotland or wherever, when kids come to learn English it's because they're living there. So, they kind of have to learn. So, they have more of a push behind them to learn. So, I think if I ever were to teach English to people again, it would be more in that kind of setting where they have that push to actually learn it because they need to learn it.

Interviewer: So, then last question is what is your opinion of co-teaching as a method to achieve your goals?

Teacher C: So, this one's hard. I can't really answer it because I didn't have the co-teaching method. As I said, it was more like I done everything and that was it but when I heard other people talking about the co-teaching methods, how they had it, it just seems a lot less pressure on them because they would have more time to come up with one game that would work, and their co-teacher would have another game. So, then they had two games prepared and if one kind of didn't go well, they could just switch to the other one and the lesson could still go on and still be effective. Whereas when you're by yourself you don't have that time to prepare multiple games. So, as the game was kind of not working to the best, you're kind of left, stuck with it. Then your goals for that lesson of them learning the language, just isn't met because you know that they're bored and they're not trying, but I feel like if I had the co-teaching, it would have put a lot less pressure on myself to come up with like the best games or have multiple lesson plans done up and kind of have a fear of going into class, wondering if a game was going to work or not.

Interviewer: Thank you very much for coming to this interview.

Appendix 8 - Teacher D

Interviewer: Hi, I'm going to ask you the first question for this research and question number one is to do with your experiences as a student. So, what were your experiences as a student?

Teacher D: When you say student, do you mean like university students?

Interviewer: Any type of student, university student, language student, student at school, anything.

Teacher D: My experience as a student, I would say. It was a mixture of like stressful and fun at the same time. As you kind of get used to being a student, it got a little bit easier. Overall, I think it was a worthwhile experience and I mean, learning languages as a student that was fun. It was a bit stressful, but also fun and then when I went to Korea I found out, I didn't know anything, but I would say being a student is quite a worthwhile experience, I would say.

Interviewer: And so then, well, as a student, what did you feel was the most important experience you got out of that?

Teacher D: I think this is, it goes for me. I think two things come to mind. The social experience was very important. Also, the things I learned when I chose modules in university that really interested me. I just completely enjoyed what I was doing and to this day, I still remember so many things I learn cause I just like love to learn. So, most of the things that I personally chose were important and also the social aspect is very important. Cause you're all on the same bubble when it comes to university. And you're all thrust into this with no idea what you're doing. But being in the same boat with people who are in the same situation as you I feel that is very helpful. So, social and learning things that you're mostly passionate about doing.

Interviewer: Yeah. And so, number two is what was your professional experience before teaching in Korea? If you had any.

Teacher D: Mine was mostly hospitality, so I left uni and became a food runner. And then I stopped doing that. And then I went into this place, this kind of like co-working space and I helped there. And you kind of get a bit of everything. Really. You sort of book clients in you, looked after the food and you looked after the money, you talked to people on the phone. Yeah, it was kind of like the position was called guest host. So, you kind of a little bit of everything in hospitality. So, those were the two main jobs I had before going to Korea.

Interviewer: So then considering your job and you said it was kind of a co situation where you worked together, how was working with your colleagues then your previous profession?

Teacher D: Oh, working with my colleagues in the previous profession?

Interviewer: Yeah, in your hospitality job.

Teacher D: So, first hospitality job was okay. And I think is it was cause I wasn't really passionate about the industry. We just kind of like kept it as acquaintances. The second job guest host, I kind of had more in common with the people because they were more creative. So, you had people who played instruments, you had the artists and people who were just kind of passing through. So, on a social level, I had more in common with them, but we weren't in there for the long haul. It was just kind of like a passing through job in a way. Yeah, I think that's how I related to my colleagues before teaching and South Korea.

Interviewer: How did you get on with your colleagues?

Teacher D: In the ones before South Korea?

Interviewer: Yeah, the ones before Korea.

Teacher D: It was fine, you just kind of like, to me I just thought this is a job and you have to be all professional. And luckily you have people who were professional too, who had been there longer than I had and who I could learn from that was in both of them really. Although I did, can I talk about negative experiences?

Interviewer: Of course. Go ahead.

Teacher D: There was a time in when I was a guest host where there was a client. He wasn't really particularly happy. Me and another girl, we did get an ear full from it, but we both kind of remained professional and handled it in the best way we could at the time. Yeah, that's why that's it. Well, I can say about that one.

Interviewer: Did you feel like you were supported by her?

Teacher D: Oh yeah, I was supported by her. My manager was really supportive. I actually started to feel okay working with these people. It was quite nice. Yeah.

Interviewer: I see. So, then looking at going to Korean now, so what were the values you considered to be most important as a teacher when you started teaching?

Teacher D: Well, the values I considered to be most important, a love of learning, being enthusiastic about being a teacher because if you're enthusiastic you're going to have students who are enthusiastic. So, your enthusiasm will rub off on them. This is kind of something I learned whilst being a teacher. Can I answer that in that question?

Interviewer: Of course. Go ahead.

Teacher D: Resilience, it's definitely something that you need, if you want to teach in South Korea and resilience and determination, because you're going to come up against a lot of

challenge, which I did. But you've just kind of got like strain your back and grow thick skin, basically. So, yeah, resilience, I would say is another one. Open-mindedness, communication because you're going to be working with other Korean teachers. Oh, what else? Good teamwork, professionalism, because you are completely in a new different country. So, you're going to have to be utmost professional. So, people have a good impression of you.

Interviewer: Do you think that people having a good impression on you relates to you as a teacher or you as the foreign teacher?

Teacher D: I would say me as the foreign teacher if I'm being honest, because as a foreign teacher, you're coming from a completely different country. And I think this will go for anything, like if you're coming from a completely different country to any other country, because you have a different set of rules, societal expectations than the country and the people they are going to. And I think also understanding the rules and expectations of the country that you're going to will help you a lot in the long term. So, I think just being friendly and courteous and kind and professional like in the beginning is incredibly helpful. And it did help me a lot to gain respect from my colleagues. And also open the doors into deeper friendships that actually did happen in the end.

Interviewer: Yeah. That's interesting. So then did you have any short term or long-term aspirations regarding your time teaching in Korea?

Teacher D: Well, actually I did in university I did learn about South Korea from YouTuber. And then that opened my eyes to all the societal issues in Korea that we know about today, how it's kind of like is a lot more conservative, than some countries. And I would say I'm a lot more liberal. So, in some ways I really want to go over there and like try and influence the younger generation to say it was better, I could get better. You don't have to look like other women you don't have to be a certain way. Men don't have to be a certain way. You can look at minority communities in a respectful way. So, that was kind of like one of my long-term goals, but then when you got there it's like, this runs a lot deeper than I thought and you can't really, one person cannot fix this issue. But I did go and try, and it was actually a lesson. There was a lesson I did about the beauty standards. There was actually a Korean YouTuber who has suddenly passed away in the past couple of weeks. She had cancer. And I don't know if you've heard the story, but she completely shaved her head. I wanted to teach all the boys and girls that even if you don't have these societal expectations of long luscious hair, it's a big thing in Korea, you can still be beautiful. So, that's one of the long-term things that I, one thing I actually managed to get done.

Interviewer: That's great. How did that go down in your school?

Teacher D: They actually really liked it. I made the plan, this was in my last year, so I gained a lot of trust from them, and I'd gained a lot of, yeah, just like trust and like they knew I was going to do a good job. I had formed friendships at this point. So, I felt confident doing it. So, I made it to show my co-teachers and they said he was really good. And they said it was a

topic that people needed to hear, which was really nice. That made me feel better. I'm managed to get it done before I actually left and hopefully influenced a class of teenagers.

Interviewer: What an interesting long-term aspiration.

Teacher D: It was, it was good. Then when you get there, you realise it's like, wow, this goes quite deeper. I mean, at least I managed to influence some people. Actually, I'm still in contact with some of them. I mean, I don't want to them all the time. They tell me like happy teacher's day and stuff like that, still.

Interviewer: What made you realise then that this runs deeper than you thought?

Teacher D: I think it's just spending a certain amount of time in a place; you delve deeper into what happens there. And there's more of opportunity for people to show you what they really think. Like you're around the same people all the time, something, and the way they talk about things and the way they speak and the way they think is going to come out. And after two years, I realised even though I taught so much to them about my liberal issues, they'd be still kind of like were hesitant. They didn't hate what I said, but they were like, oh, okay, but then they still kind of like still believed what they knew, and I think I'm just one person and I can't really compete against a whole institution, like a school or different aspects of society. So, yeah, I kind of saw it as like a bit of a lost cause. But it's nice to think big and think it would be grand in some situations.

Interviewer: Okay, so staying on that subject, actually question six is this teaching role in South Korea is labeled as the native teacher. So, what can you infer from the word native in teaching English? Have you thought about it?

Teacher D: Native? Well, they describe native as someone who comes from like an English-speaking country. Isn't it? My brain is going in a few directions. It's different countries that Korea sees as having adequate quote unquote adequate English speakers. Well, I figured how to quit English be critical from a different country. So that was something that was always in my head about native teacher. In a way you're not really just a normal teacher. I remember I had a locker it said "wonamin seam," I had that. I can't remember what "wonamin seam" means?

Interviewer: It means native teacher, literally.

Teacher D: Oh, like that means native teacher! So, I remember at the beginning having an issue with that but, as you go along, you just kind of get used to it. This is just kind of a part of how people in Korea live. Yeah. It was like a little issue, but I think particularly in my school, the way they behaved towards me was quite respectful. So, I guess it wasn't too much of an issue for me, I say, but it was like a little thing in my head.

Interviewer: Do you think your co-teacher thought about it in that way?

Teacher D: I had one male teacher. All, and all over the two years I had five co-teachers. So, four stayed the same and then one changed. There were some instances I think I remember where the Korean teacher was thinking that she's not good enough as the native teacher because it's the conversation classes isn't it? She was thinking I'm not good enough as a native teacher, when in my head I'm thinking I have zero teaching experience. You're probably better than I am. That's literally how I was. So, I guess there was kind of, she put herself down and put me up in, I guess that was one thing. I remember my male co-teacher said in regard to responsibilities, there was a lot of the native teacher does this, the Korean teacher does this. It wasn't like malicious. It was just kind of like, that's how they'd defined things. Yeah, that's how they define responsibilities. But the thing is, cause I'd never experienced that it was very like, oh, okay, this is new, but you get used to in the end. And it's for my overall experience, I wouldn't say that that was the worst thing I experienced. It was just sort of like part of how people understood who I was really.

Interviewer: That's interesting. So, then looking at your teaching then everyday day-to-day teaching, what was your role and what were your responsibilities in the classroom?

Teacher D: So, I had 17 classes and I had to plan lessons for them. So, I had year one, two, and three. Year one was sort of like a special class. They weren't really graded, but year two and three, we had to follow a curriculum. So, I'm made a weekly plan for the year one classes, the year, two classes and for the year, three classes a week in advance. So, all the year twos are the same lesson. All the year threes had the same lesson, all the year ones had the same lesson each week. I mean, a week in advance. And then I photocopied it and gave it to each co-teacher a week in advance. So, that was me planning. And then it was my job to source everything from for like the games and the lessons. There was a book that they used. I kind of went from that right at the beginning. When I had no idea, what was going on. But by the end, I kind of like went on online forums, like the British council and did my own thing by the end of that. Because I got a lot more confident in what the students needed and what actually motivated them to do it. Where else were my responsibilities? Like planning, sourcing, everything teaching obviously, running the classes, teaching the classes by myself.

Interviewer: So, you taught them by yourself?

Teacher D: Yeah. I taught my classes by myself, and my co-teachers were kind of there and the responsibility of my co-teachers, if I said something that they didn't fully understand my co-teachers would translate it. I also liked my co-teacher being there in case there were any like behavioral issues, even though I kind of managed to solve behavioural issues myself. I think it held more of an impact if the Korean teacher told the Korean student, because they could say it in Korean, and it would get the job done quicker. And then that was it.

Interviewer: Yeah. Did you feel you were supported in that role when they were there just to help you with classroom management?

Teacher D: Yeah. I mean, I asked a load of questions. Okay, I asked a lot of questions. I think, I don't know if they would just if they had just agreed with me or not. So, then what I did was called upon the other, like foreigners in the area cause they had the same experience. We're both foreigners in South Korea and we are both teaching. So, I thought the better person to call upon here is the person in my situation. So, I think I called upon the other Western teachers more than I called upon my co-teachers. With regards to like behavioral issues and dealing with the school that was more my co-teachers. But running the lesson and lesson content I would say the other foreign teachers helped me more. In the beginning I did call up on my co-teachers a lot more and say because I think I leveled the lessons too high, and then I had to like talk to my co-teachers and they'd be like, I think this is too high. How can we adjust it? Honestly, even though they were lovely people. I don't think I got as much as I needed from them. It was very much left for me to kind of figure out in the end. And I mean, I did figure out, well, I guess I would have liked a little bit more help, but then obviously I found the other foreigner in the area and then it was like, okay, so maybe I don't really need the co-teacher for this certain thing.

Interviewer: I know your responsibilities were making lesson plans. What was your process of creating lesson plans?

Teacher D: Well when you do go from the curriculum. I would look at the book and I would look at what the phrases they need to learn. Then I would go work backwards essentially, and like break down those phrases, and use the phrases in all different contexts. So, they would be able to learn the phrase and apply it to different contexts. When speaking to each other. I would go over like speaking, writing, I would do some listening depending on what kind of things we were learning about. And then I kind of always used to get through the book quicker than the actual term. So, then I would look to game shows, like English but like blockbusters, like different game shows like that. That the students could take part in and then bomb games. I don't know if you any of them. The PowerPoints. Yeah, that was pretty much it. And I used to go on British council, Dave's ESL Cafe, and different things like that. So, in the end, I kind of like rift and made it my own little thing. Cause I got so much more confident by the end. So, yeah, a combination of curriculum and then like do my own thing by the end of it. My way of going about it.

Interviewer: So, then I know you didn't co-teach with your co-teachers that much, but did you have some conversations with your co-teacher affect your decisions in the classroom?

Teacher D: I remember talking to one of my co-teachers about the year one class. And then one of them telling me that there wasn't really an assessment for year one. So, what I did for year one was just make fun lessons. How they could like create things and make things and get them talking with each other. So, that conversation with my co-teacher made me choose, fun lessons, less intense lessons, conversations with year two and three because they're more intense years. I did spend more time structuring it and putting in more content, more related content into it. Behavioral issues if I had an issue with the behavior. I

have one really good co-teacher I could talk to who was actually in charge of behavior. Yeah, she was great. Well, okay. I mean, if I had an issue, I could really easily go tell it to them. I think that's all I can think of for that one.

Interviewer: How did those decisions make you feel about your teaching?

Teacher D: I think it made the content better. I never, no one ever really told me about my teaching style. And then when I was leaving, they all said to me, you're a really great teacher. It was kind of the only bit I got. I did ask them about; I'm trying to think now because it was over a year ago. I did ask them about how I was leveling like pitching I was actually pitching at a higher level. And the co-teachers came to me and said, maybe you need to dial it down a little bit. So, I did. And then that got really good results. When I dialed it down a little, I remember talking to them about the games. The teachers said they really enjoyed the games and the conversation games and stuff like that. Actually, something has, come to my head. One of my co-teachers said, you should do more games than you do content lessons. But the thing is, I feel, I knew the class more than the teacher did. I knew that they enjoyed content heavy lessons cause they were very inquisitive. So, I kind of left in and I did take his advice with like the lower levels with the higher levels I kept in. The higher content because I knew they wanted it. So, I did kind of listen to my co-teacher when I knew they knew more than I did, but if I knew more. I kind of did my own thing.

Interviewer: That's interesting. So then that kind of leads well to, was there a time when your values and your co-teachers values differed?

Teacher D: Yeah, there wasn't really malicious fighting over, but the thing is, I remember doing it at the beginning when I was like very confident, and I knew what to do. And then one of my co-teachers was like, well, no, this is the thing. And I was like, Hm. But then I did listen to him cause he was like, yeah, I know. And then right at the very end, when I was a lot more confident in my abilities. I remember some people telling me that maybe the content should differ a little bit. And like, I was just telling you, I knew some of the classes wanted the higher content, so I left it in and then did the lower content. Oh, I just remembered another thing in regard to behavior.

Interviewer: Go ahead

Teacher D: I had one older female co-teacher who we had absolutely horrendous behavioral issues with. So, what we decided to do was we split the girls and the boys up because it was the boys who were causing the issues. So, my class was seen as like a reward class. So, the boys wouldn't get to come to my class and some of the girls too. So, they got taken out and the girls and some of the boys who wanted to participate, would stay in that class. I thought that worked really well. So, that was her decision. I was like, yeah, this is a really good decision. I think we should go for it. And that did work really well in the end because there were less distractions I could actually go on and do my lesson without yelling at everyone all the time. So, that's another thing I just thought of in regard to working with behaviour.

Interviewer: How did you then solve these tensions with your co-teachers?

Teacher D: I think it was up to me to ask questions and be like, okay, so why do you think we should do that? I'd listen to that justification, and it was sensible. They made sensible and rational decisions. It was like, okay yeah, I decided that, and then that was mostly in the beginning. And then when it got to the end, like towards the end, I think they trusted my decisions more. And let me just kind of like run with it and go with it. There was quite minimal differing and if I'm being honest. I was left to go about it myself in a way. I mean if I had queries and concerns. I would talk to a teacher, but I think this was mostly down to my like fear of getting it wrong and they were very supportive about it. When I was doubting myself and saying this and they were like, oh no, I think this is a really good idea. You should go for it, but at the beginning of minimal deferring and then as I got more confident, I just kind of like went for it and I asked them, is this, okay? or what do you think? But I think they kind of knew my teaching style. So, they just said, yeah, that's great. They just trusted my teaching.

Interviewer: So, I know you talked about a little bit about this before, but how did the learning environment and I mean the Korean school culture and the school system affect your values?

Teacher D: Mmmm, nope. Wait there was one girl. I don't know if this is a school culture or if this is general Korean culture. There was one girl. I think this was my second year. And then the older students had kind of trusted me a little bit and they knew that they could come to me with issues regarding like mental health and depression. So, that one student came to me, and she said, I'm feeling depressed. And so, I let her talk to me all in English. I would let her talk to me and then I told my co-teacher at the time and then they told the school counselor and what worried me was Koreas attitude towards mental health. And think what that did was kind of hold me back a little bit, because I knew I had lots of influence on this child, and I knew that if I just like went off on her about mental health, that would be quite dangerous to her in society that she's in. So, I just kind of listened and then sent her to my co-teacher for that issue. So, I think worrying about my impact on a very influential child held me back a little bit. I would say that's one thing actually that comes to mind. Oh, and also the lesson I told you about, how I saw all the girls with the beauty standards, I did that lesson about how you can be beautiful, even if you don't look like the standard. That's one lesson that I learned. I don't think I changed my values. I think he just kind of strengthened them and I saw the day-to-day life and it was like, oh, these kids really need some kind of help. That's pretty much how it affected me.

Interviewer: Interesting. So then how did your everyday teaching experiences inform future decisions? So, this can be like something you learned in the classroom that affected your next lesson. It doesn't have to be future for example, two years later.

Teacher D: Hmm. Okay. I guess what I did. I remember for each class, what I did was jot down some ideas of where they were at generally as a class. If they were higher level, I would put higher level and put little notes and put low level and put notes. And then over time, I would say months of me getting to know this class. I would understand what activities they responded well to and what activities would get them talking more in English. If they were low class, that he did lower-level content and more games and such to like engage them. If they were higher class, I could play ball, but most is with them and they would ask me questions, teacher, what does this mean, teacher, what does that mean? And I would happily explain to them what it means, what some word means. So. Yeah, I think just watching them evolve over months kind of showed me, oh, this is what they need. This is what they need. I actually ended up doing, I ended up making two lesson plans for each year groups. So, one was the higher lesson plan, and one was the lower lesson plan. That's something I ended up doing. I think that is generally kind of what I did.

Interviewer: What about you as a teacher?

Teacher D: I guess I really cause I really enjoyed the school. I really enjoyed work in the school. I really enjoyed how I as a teacher could positively influence students. And then I thought to myself, this is quite interesting let me go and see how this, how this can turn out in the UK. Maybe, so I guess that's how it influenced me. I actually wanted to take teaching and transfer it into and see what it was like in another country because I couldn't really see myself living in Korea because I'm not really the type of person, but I did actually go and do teaching now. Even though I'm like moving out of the profession. It did kind of inspire me to see, oh, what's teaching like in the UK? I wonder what it's like. Yeah, I think that's how it affected me.

Interviewer: Right. So, then how did your values change whilst teaching with a co-teacher even though they didn't really teach?

Teacher D: I don't think they changed. I think I was always generally quite respectful because I was a foreigner in a new country and it's just best to kind of like keep the utmost respect because you're the guest. You're the guest in the host country and I always valued my co-teacher's opinion and always kept them informed and up to date. Yeah. I don't think it really changed. I think it was kind of like stayed the same. I think that just goes for any job, any job in any profession. Yeah, that was really why. So, yeah, no change.

Interviewer: So, then did your future aspirations changed after your experience co-teaching?

Teacher D: Well, I don't know, because like you said, I don't really have what I would call traditional co-teaching experience. It was more kind of like an assistant. Did it change my future aspirations? Not really. And so, it was more like an assistant role. It wasn't really, honestly, in the beginning it was more like co-teaching, but as I became more confident, and they saw me what I could do. It became more of like me as a teacher, them as the assistant

which personally I found better because I don't know if I could have worked with like another co-teacher, trying to dictate what I do. Like, cause I heard a load of different like horror stories from other co-teachers from other native teachers. Yeah, I was just kind of glad that I wasn't in their position, and I had quite reasonable people who I worked with in the end, who would offer their opinion, who I would listen to their opinion. They wouldn't condescend. They would just be like, oh yeah, I think that's good. I also think this and this and this. We had really good discussions in the end.

Interviewer: And then when you came back here, you're teaching now so have your aspirations stayed the same or they changed?

Teacher D: Well, I came back as an assistant role, and I think it would have been better as me as a teacher role because it did come from teaching like the main teacher. I've not really enjoyed the assistant role if I'm being honest and the place, I'm in now just kind of goes to show how important communication between teachers is because my opinion, the communication here, isn't that great.

Interviewer: That's interesting. So then final question is what is your opinion of co-teaching as a method to achieve your goals?

Teacher D: Well, my experience of co-teaching was actually pretty positive. I was very confident going to my co-teachers about what do you think of this lesson and this lesson? How do you think the students would take it? So, it was more co-teaching in the sense of brainstorming before the lesson and during the lesson and it was very helpful with translation. I would ask the co-teacher to maybe translate a few words here and there, but I tried not to use them hopefully. Okay, so achieving the goals of the lesson in regard to translation was good, but I think the goal of our school was to get them a lot more confident with English. So, I was told I couldn't speak to them in Korean. Yeah. Because if they would start speaking to me in Korean, they would just speak in Korean, and they won't do any English. I mean, I'm not saying that my Korean is the best it got okay. But it was suggested that I never talked to them. Not never, but use English as the majority of communication, because that it was the purpose of my lessons. So, I guess that advice from my co-teachers was really good at achieving the overall goal of what the school wanted in English for the for the students. So, advice from the co-teachers would really good and the translation was really good to achieve goals and mostly was done to me in the full content I would use and the style of teaching, which is something I learned over time. So, there was a lot of responsibility on me and see the goals of the class. So, that was my experience. Now I know that other people have very more hands-on co-teachers so I couldn't really tell you about that, but that kind of like teacher assistant dynamic is what I experienced. And I would say for the purpose of me achieving my goals, it was quite helpful for advice and translation.

Interviewer: That's great. Okay. I think that's all. And thank you.

Teacher D: No worries. Thank you very much.