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Learning from Team Teaching and Beyond: A Case Study on EFL Teachers' Professional Development

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Framed in the sociocultural theory, this case study was designed to investigate teachers' professional growth as situated in team teaching and the larger teaching context. The participants were one pair of Taiwanese and foreign English teachers who were in their first year of practicing team teaching in an elementary school in Hsinchu City, Taiwan. Results of this study support the situated and social nature of teacher learning, although the socialization of the participants did not follow the typical process of learning in community of practice (COP) in which newcomers become seasoned members of a community by slowly progressing from legitimate peripheral participation (LPP) to full participation. Findings also suggest that to understand the complex and dynamic nature of teacher learning, the core as well as the non-core practices and members of a COP need to be taken into consideration.

Key Words: professional development, team teaching, community of practice

1 Introduction

Starting in the fall semester of 2001, the entire public school system in Taiwan has been undergoing tremendous amount of changes as a result of the mandatory implementation of the new curriculum guidelines, the Nine-Year Integrated Curriculum (NYIC). Aiming to vertically integrate the primary school and junior high school curriculum, the NYIC is probably one of the most drastic educational reforms ever attempted in Taiwan. An important part of this historic reform is the incorporation of English into the primary school curriculum. Starting from 2001, Grades 5 and 6 children nationwide started learning English in schools. In 2005, English instruction was further extended to the third grade and higher. Some cities even begin English education as early as Grade 1.

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An immediate problem of this new language policy was the shortage of qualified English teachers to teach at the primary school level. Among the many initiatives to increase the teaching force, Hsinchu City's decision to employ foreign English teachers to conduct English-as-a-foreign-language (EFL) lessons in 28 public elementary schools in the city is unprecedented in Taiwan (see later for more description). Since the program was implemented in 2001, some studies have been conducted to investigate the practice of collaborative teaching by foreign and local teachers (e.g., Luo, 2006, 2007; Yeh & Wang, 2009). One neglected dimension in this line of research is how teachers who are novices in team teaching grow from their co-teaching experience. The current case study is an effort to offer such an account from a sociocultural perspective.

2 Literature Review: The Sociocultural Framework

2.1 General description

The current study draws on the Vygotskian sociocultural theory to understand teachers' learning experiences in the team-teaching mechanism and the larger teaching context. In this paradigm, learning is seen as the result of the child's intense and constant interactions with the objects, events, and people in the external environment (Vygotsky, 1986). Sociocultural theory is not one single theory; instead, a few compatible concepts have helped clarify the nature of this perspective (Johnson, 2006). This research was particularly informed by two of these concepts—situated learning and community of practice. They will be discussed in the following sections.

2.2 Situated learning

An important tenet of the sociocultural framework is that learning cannot be studied without considering the contexts such learning takes place. Lave and Wenger (1991) argue that "there is no activity that is not situated" (p. 33). For them, the term "situated" does not merely mean that people's actions and thoughts are social (i.e., involving other people) and located in space and time. Their concept of situated activity implies an "emphasis on comprehensive understanding involving the whole person rather than 'receiving' a body of factual knowledge about the world; on activity in and with the world; and on the view that agent, activity, and the world mutually constitute each other" (Lave & Wenger, 1991, p. 33). As Watson-Gegeo (2004) further expounds, a situated learning perspective "rejects the notion that there can ever be decontextualized knowledge or a decontextualized activity" (p. 338).

A situated view on learning stands in sharp contrast to traditional cognitive perspectives, in which learning is typically described as "an

individual's acquisition of knowledge, change in knowledge structures, or growth in conceptual understanding" (Peressini et al., 2004, p. 69). Cognitive theorists also argue that while some learning may occur in a social context, what is learned can be independent of the setting in which it is learned (Anderson et al., 1997). In contrast, a situated view on learning conceptualizes the learning process "as changes in participation in socially organized activity" (Peressini et al., 2004, p. 69). In this perspective, the focus is no longer solely on what knowledge or skill is acquired during the learning process. Instead, the physical and social contexts in which learning takes place are also an essential part of the learning activity. As Hanks (1991) explains, instead of just asking what kinds of conceptual structures and cognitive processes are involved, Lave and Wenger (1991) further question "what kinds of social engagements provide the proper context for learning to take place" (p. 14). In terms of teacher learning, it can take different forms and occur in various contexts, such as participating in school meetings or in-service workshops, and engaging in brief hallways conversations with colleagues. As Borko (2004) sums up, "to understand teacher learning, we must study it within these multiple contexts, taking into account both the individual teacher-learners and the social systems in which they are participants" (p. 4).

One example to illustrate the situated nature of teacher learning is provided by Tsui (2003), in which she delineates the developmental path of Marina, one of the four ESL teachers who participated in her study. In order to perform her new role as the head of the English panel at her school and to implement a new project on process writing, Marina constantly sought professional input from different contexts (e.g., consulting her principal and colleagues, observing how colleagues taught, seeking advice from an online teacher network, and participating in various educational programs). As Tsui (2003) argues, this kind of interaction provides Marina with more than stimulation and encouragement; it affords her opportunities to learn the "cognitive tools" (Putnam & Borko, 2000, p. 5) of a community, including ideas, theories, and concepts, and to make sense of her own experiences.

2.3 Community of practice

Rather than depicting learners as lone investigators, the sociocultural framework views learning as a complex social phenomenon. Lave and Wegner (1991) conceptualize learning as coming to know how to participate in a community of practice (COP). Communities are everywhere, and we are usually involved in a number of them—whether it is at work, home, school, or in our interest groups (Wenger, 1998). According to Wenger, a community of practice denotes a sense of joint enterprise—a group of people participating in a set of communal activities, experiencing and constantly creating a shared identity from engaging in and contributing to the practices

of their community. Sergiovanni's (1994, as cited in Thomas et al., 1998) definition of communities is in accordance with Lave and Wenger's (1991) idea—"communities are defined by their centers of values, sentiments, and beliefs that provide the needed conditions for creating a sense of *we* from a collection of *I*'s" (p. 217, italics in original).

In this perspective, learning involves a novice moving from what is referred to as "legitimate peripheral participation" (LPP) toward full participation within a given community. In other words, newcomers' participation in a certain community is at first "legitimately peripheral" (i.e., they perform minute but necessary tasks that contribute to the overall goal of the COP; these tasks are usually simple and carry low risk to the community) but gradually increases in engagement and complexity. As the newcomers become old timers, their activities become more and more central to the overall functioning and well-being of the community (Lave, 1996; Morrell, 2003).

Seeing teacher learning as a situated social activity, we draw on the sociocultural theory to understand two teachers' journeys to professional development in a team teaching program and the larger teaching context. The guiding research questions are:

1. What skills and knowledge do the foreign and local English teachers learn from team teaching? How do they contribute to each other's learning?
2. How do other people and events affect the participants' learning?

3 Methods

3.1 Research site

The study took place in Hsinchu City, Taiwan. As mentioned earlier, since 2001, teachers from English-speaking countries have been hired to practice team teaching in all the public elementary schools in the city. The program, referred to as the Hsinchu Program in this study, is the largest recruitment plan ever attempted by a municipal government in Taiwan to employ foreign teachers to teach English in the public school system. From 2001 to 2007, the municipal government selected a private company to run the program every year after the city council approved the program's annual budget. The chosen private company then took charge of recruiting and managing foreign teachers.

Rainbow Elementary School (pseudonym, referred to as RES hereafter) was where the two participants taught. RES had three Taiwanese English teachers (Yu-ching, Li-ya, and Han-wen)[1] and two foreign teachers

[1] Li-ya and Han-wen were responsible for the English classes of fourth and sixth

(Cindy and Mike). Yu-ching co-taught all the Grade 5 classes with Mike and three of the six Grade 3 classes with Cindy. She also had solo lessons (i.e., classes that she did not have to team teach with Mike or Cindy) with all the Grades 3 and 5 classes. Cindy co-taught three of the Grade 3 and all the Grades 1 and 2 classes with the homeroom teachers. For the other three Grade 3 classes, she co-taught with Yu-ching. In addition to working as an English subject teacher, Yu-ching also worked as English head teacher in the 2006 school year.

3.2 Participants

Among the five local and foreign teachers of English in RES, only Yu-ching and Cindy participated in this study.[2] They were recruited because of their status as novice (defined as first- or second-year) team teachers.

3.2.1 Yu-ching: A novice English teacher

Yu-ching grew up in Hsinchu City and was a single woman in her late 20s when the study began. She held an undergraduate degree in mathematics from a teachers college in Taiwan and a master's degree in educational administration from a university in the United Kingdom. The school year of 2006 was her sixth year of working as an elementary school teacher. Previously, she had worked as a homeroom teacher and science teacher. Because of her love for English and desire to try something different, she volunteered to work as an English teacher after it was confirmed that a veteran English teacher of RES would be on leave for the 2006 school year. She also took over this teacher's position as the English head teacher of RES.

3.2.2 Cindy: A novice teacher from South Africa

Cindy comes from South Africa. When the study began, she was in her mid-20s and just arrived in Taiwan before school began in early September. Before coming to Taiwan, she worked as a Grade 1 teacher in South Africa to complete her one-year teaching practicum. During that year, she also worked briefly as a substitute teacher for a kindergarten and a Grade 3 class.

3.3 Data collection and analysis

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graders which they co-taught with Mike, the other foreign teacher.

[2] This study is part of a larger research project on the professional development of four pairs of team teachers in varying contexts over the period of a school year.

Data collection lasted for one school year in RES (from late August of 2006 to late June of 2007). Data were collected from multiple qualitative methods, including interviews with the participants and their colleagues and administrators, questionnaires, extensive classroom observation and participation in teacher meetings and school events, field notes, researcher journals, and document inspection. All the recorded interviews were transcribed within hours after they took place. If the interview was conducted in Chinese, the data were also translated into English during the transcription process. Each interview transcript represents a single file, and when the data in an interview were cited in this paper, they were referred to by the date the interview was conducted (e.g., interview, 2007/01/04). The researcher journals and hand-written field notes were also indexed in the same manner.

Data analysis involved intense reading of the collected data and constant discussions between the two researchers. In trying to establish triangulation, researchers are advised to "search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller, 2000, p. 126). In the current study, multiple theories (e.g., situated learning and COP), data sources (e.g., classroom observation, interviews, document analysis, etc.), and perspectives (e.g., interviews with head teachers and principals, conversations with participants' Taiwanese and foreign colleagues, etc.) were employed to solidify evidence and provide multiple viewpoints on issues related to teachers' learning. Member checking was also employed to confirm the credibility of the data and interpretations. During the data collection period which lasted for one school year, the first author, who was responsible for conducting the fieldwork, often asked the participants questions to clarify some phenomena that had been observed or words they had said (e.g., "When you said X, do you mean that…?" "Are you saying…?"). These talks allowed the researchers to ensure that the newly formed interpretations accurately reflected what the participants wanted to convey. In addition, after all the interviews were completed at the end of the second semester (i.e., June of 2007), the interview transcripts were sent to the respective individual for confirmation of data accuracy; both teachers did not offer further comments on the transcripts. In the next section, major themes on each teacher's professional development will be presented.

4 Findings

4.1 Yu-ching's growth

4.1.1 Yu-ching's learning from Cindy

Quite early on in their cooperative relationship, Yu-ching felt that she had learned from Cindy that teaching is more effective when teachers can have

some fun with students. She talked about foreign teachers in these words, "They can help me with games and interaction with students. I feel that they are very open and relaxed with students. I think this is very important for teaching and this is something I have learned from them" (interview, 2006/09/08). Later in the year, she also commented about foreign teachers' body language, "The foreign teachers (pause) their body language is quite good, which can shorten the distance between you and students. I dance in my class now. I do it quite naturally and don't feel embarrassed" (interview, 2007/06/15). Yu-ching also thought that working closely with foreign teachers provided her with opportunities to learn proper English usage. She said, "For example, if there's a picture, I can ask her 'Is this a jacket or coat?' I can know the most appropriate word for it. She can help me come up with the most appropriate English for students" (interview, 2006/09/08).

However, Yu-ching did not expect that foreign teachers had much else to offer her in terms of her professional development. She remarked, "I can learn from them their English usage, their games, and their body language. I can also practice my English with them. But I don't know, in a year, if there are other things I can learn from them." She continued, "I feel that the foreigners' stuff is very easy to understand. They only have so much."

Throughout the school year, Yu-ching had many opportunities to observe how Cindy taught in their co-teaching lessons. One strong impression Yu-ching had about Cindy was that the latter often shouted at students in class. She disliked the fact that Cindy shouted at students all the time and described her partner as someone who "went by her feelings" (interview, 2006/12/22). Yu-ching felt that watching Cindy teach provided her an opportunity to learn what she should not do to her students. In her words, "When I see Cindy teach, I think of myself. You know sometimes she shouts at students. I remind myself that I shouldn't do that." She continued, "If you have to shout, it means that your teaching techniques are not good enough. I can see some of my own blind spots from her. I rarely shout in my own class now." In the same interview, Yu-ching also said that Cindy always taught by leading students to read and would easily get upset and shout at them if she found students could not read. Yu-ching disagreed with Cindy's approach—"You should try different ways. You should try to anticipate students' learning problems and try to solve them."

4.1.2 Yu-ching's learning from her Taiwanese colleagues

Yu-ching felt that she could learn more from the Taiwanese teachers. When comparing foreign teachers with her Taiwanese colleagues, Yu-ching said, "Many foreign teachers just have some rough ideas about how to teach, and what they can offer me is very limited. However, I feel that Taiwanese teachers plan their teaching well, so I can learn more from them" (interview, 2006/09/08). Yu-ching also felt that watching her Taiwanese colleagues teach

helped her modify her teaching style. In her visits to Han-wen's classes, she noticed that Han-wen used a lot of Chinese with students. In her words, "When Han-wen teaches, he doesn't have any body language and he doesn't vary his tone. His lesson is just like the Chinese language arts class. He uses lots of Chinese to teach." After visiting Han-wen's class, Yu-ching reflected on her own teaching, "I used to feel that I have to use a lot of English when I teach. But I found that Han-wen used some friendly language with his students. It almost feels like the students are his friends." Yu-ching began to use some Chinese in class.

4.1.3 Yu-ching's participation in professional development activities

One of the outside-school professional development activities Yu-ching attended was a public hearing on the construction of ability indicators on the subject of English for the elementary school students in Hsinchu in June, 2007. Yu-ching was supportive of the birth of such a guideline. She talked about the public hearing and her thoughts:

> The last meeting was about the ability indicators. Hsinchu City set up a committee to determine the ability indicators for our students in Hsinchu. That was a public hearing. If we have any opinions, we can tell them. That meeting lasted for quite a long time. I thought the guideline is quite a meaningful one because it specifies what students in each grade need to know. In the committee, most of the members are experienced teachers—teachers from the remote area and teachers from the city center. I thought the finishing product is quite a clear one. At least I know what I should teach to each grade (interview, 2007/06/21).

As a complete novice in English teaching, Yu-ching felt that she could use the new guideline to examine her own teaching. She also stated in the same interview that she could use it to show foreign teachers what they need to achieve in their teaching.

4.2 Cindy's growth

4.2.1 Cindy's learning from Yu-ching

At the end of the first semester, Cindy stated on the questionnaire that she had learned many things from watching Yu-ching teach. In the follow-up interview, she elaborated on what she had learned from Yu-ching:

> I learned lots of games from her. She's really good with games. She's really good with the children. I've seen her in her own classroom

> where I observed her teaching by herself. She's very relaxed with them. It's really nice that she jokes around with them. She's just very relaxed, and I think that's really good. She also got very good classroom management. Like the students know when to sit down and do their work. She sets the rules very well. So I learned a lot of things like that from her. She's also very organized. I'm not very organized so she kind of makes me organized. That's really nice (interview, 2006/12/26).

Cindy is a quick learner if she feels interested in a certain idea. During a casual conversation before class began in early October, Yu-ching told Cindy that she played the "bomb game" to review words in her own class (field note, 2006/10/02). Cindy told Yu-ching that she did not know how to play the game and asked Yu-ching to show her in the next class. When the class began, Yu-ching told the class that they were going to play the bomb game. After watching a few turns, Cindy joined one of the student teams. She was a bit slow, and some students in this team shouted in Chinese, "We lost because Teacher Cindy is so slow!" (field note, 2006/10/02). Later in the semester, Cindy sometimes played the bomb game as a warm-up activity. Once in a while, she added a little twist to the game by asking a student to lead the game.

Cindy also liked Yu-ching's idea of using some Chinese in class. In late September, Cindy told the first researcher that she had an opportunity to observe Yu-ching's solo classes a few days ago (field note, 2006/09/25). She saw how Yu-ching used Chinese to teach the students and thought that was a good idea. She said that using some Chinese would help students learn better; as she commented in a later interview (2006/12/26), "It's nice that when I say a thing in English, she will ask them what it is in Chinese...They can put it into context. I think it makes more sense to them. I'm a big fan of that." She suggested to Yu-ching that they should use some Chinese in their co-teaching classes.

One discipline method which Cindy thought she had learned from Yu-ching was the use of team points and team competition. Soon after the school year began, it was found that Cindy started to divide the class into three teams and Yu-ching started to score points on the blackboard in every class they taught together; if Yu-ching was the one who was leading the game, Cindy would score the points for her. Once in a while, Cindy also added a little twist to team competition by playing "teachers vs. the whole class" games. In a causal talk with the first researcher in mid-September, Cindy said that she did not like the idea of using team competition in class too much because she felt that children got so excited and competitive that they forgot they came to her class to learn (researcher journal, 2006/09/15). Nevertheless, she also said that she did not mind using it. The team-point mechanism soon

became a routine and Cindy's main method of disciplining the children throughout the rest of the school year.

4.2.2 Cindy's participation in professional development activities

Cindy stated in an interview that she learned from the foreign-teacher company's regular training sessions and from other foreign teachers in the program. She remarked, "I also learn a lot from the company, you know from our training sessions. You know we will bump into somebody in the company. We talk about the problems we have at school and we will talk about what we should do. It's really helpful." Cindy also talked about how the company regularly sent out teaching resources to the foreign teachers in the program—"They also email us every week about new games and different discipline methods. So from my email, I got a whole folder from the company about games and things like that" (interview, 2007/12/26).

Another in-service training activity which Cindy did not mention in the interview was observation of experienced foreign teachers' teaching arranged by the foreign-teacher company. On September 20, she told the first researcher that she went to observe a foreign teacher the other day (researcher journal, 2006/09/26). She thought that watching others teach was a very helpful experience. In addition, Cindy's school is located in a short walking distance from her company. Cindy often made some quick visits to the company during the lunch break or after school. She maintained a friendly relationship with the company staff and described them as very helpful. The fact that she had convenient access to her company is definitely a contributing factor to her adaptation in Taiwan.

5 Discussion

The findings of this study support and illustrate the situated nature of teacher learning in a team teaching context. In their year-long practice of team teaching, Yu-ching and Cindy reconstructed and co-constructed knowledge of how to teach young children a foreign language more effectively both through engagement in the teaching activities and through transactions with each other and beyond. For example, Yu-ching learned the value of language learning games for young EFL learners from Cindy, whose understanding of instructional games was in turn reshaped by observing Yu-ching's diverse uses of games in the EFL class. Data also suggest that both Yu-ching and Cindy's learning went beyond team teaching. Both of them benefited from interacting with other colleagues and participating in various professional development opportunities within and outside RES. One particularly illuminating example is the use of Chinese, students' native language, in their classes. Through observing her Taiwanese colleague's classes, Yu-ching changed her view about the use of students' native language in a foreign

language class; she adapted her language use in her solo English classes accordingly. Yu-ching's use of Chinese further affected how Cindy conceived the use of students' native language in her teaching. She asked Yu-ching to, when appropriate, provide some Chinese translation to their students in class. In consistent with the sociocultural perspective which positions L1 as a valuable cognitive tool that mediates and aids second language learning (Ellis, 2008; Swain, 2000), it was observed that Yu-ching's occasional use of students' first language in class helped students, especially the lower-level ones, comprehend Cindy's input more efficiently. In other words, both teachers learned that appropriate use of students' L1 in class is conducive to learning.

On the other hand, the socialization of Yu-ching and Cindy depicts a trajectory of learning different from what is commonly expected of the novice members of a community of practice. To become seasoned members of a community, Lave and Wenger (1991) contend that learners must be fully engaged in the activities of the community, and learning will proceed from doing. Furthermore, in the COP perspective, learning is often described as a process from legitimate peripheral participation to full participation, in which novices in a community are seen as performing simple tasks before moving on to the core activities essential for the well-being of the community. One of the professions Lave and Wenger (1991) use to illustrate this process is the midwives in the Yucatec Maya community, where a girl learns to become a midwife by working side by side with her midwife mother or grandmother from a young age. Before she becomes a true midwife, she assists from the side by performing simple tasks such as running errands or getting the needed supplies.

In this study, the two novice team teachers, however, needed to start performing the core tasks involved in team teaching a foreign language to young children from their first day of taking on the role of EFL team teachers. In other words, unlike the typical apprentices (e.g., the young midwives in the Yucatec Maya community) described above, Yu-ching and Cindy immediately started from full participation, instead of LPP, once they entered the team teaching community. In the case of Yu-ching, she even had the extra duty of working as the English head teacher for RES in her first year of learning to teach English. As for Cindy, she did not have time to settle down in the foreign land before she began their teaching assignments.

This lack of opportunity for novice team teachers to slowly progress from the peripheral to the core in the team-teaching arrangement suggests an underlying assumption of the Hsinchu program that it is easy for people from related communities (for example, native speakers of the English-speaking community or seasoned members of the local elementary school teachers' community) to translate the resources and practices of the related communities into the new community of practice and quickly socialize into it, performing the core tasks from the first day of their teaching assignments.

Such mistaken assumption appears to support Hornbeger's (2006) argument that "educational policies more often than not treat them as unproblematic and straightforward" despite the fact that "collaborative pedagogical relationships are interactionally and epistemologically complex" (p. 495).

The process from LPP to full participation seems to be an ideal learning process for apprentices to gradually socialize into a community of practice. However, in the real world, many major educational policies are often implemented hastily, leaving many teachers unprepared for new practices. For example, the NYIC in Taiwan reorganizes the curriculum of elementary and junior high school into seven major learning areas, each encompassing many subjects. Under the new guidelines, teachers that used to teach one of the subjects in each major learning area are now expected to teach the contents of the learning area their subject belongs to, many of which they are not familiar with. Such a drastic change has caused many veteran teachers difficulties in adopting their new identity and practicing the new curriculum policy.

The make-up of Yu-ching and Cindy in this study also deserves further discussions. Unlike the apprentices who are typically led by experts in discussions of the COP concept, Yu-ching and Cindy were both complete novice teachers in team teaching. Moreover, it was Yu-ching's first time to work as English subject teacher, and Cindy's first time to teach in an EFL environment. In other words, if we had limited our examination of teacher learning to the scope of the two team-teaching partners, we could have concluded that there was not an expert to guide the novice through her development in team teaching. However, the findings of the current study suggest that the participants' professional development was influenced by people beyond their team and classrooms and events beyond team-teaching. An important implication of these findings is to look at their learning in a broader context, such as the community of team teaching practice in Hsinchu City.

To summarize, the COP theory generally predicts that newcomers become seasoned members of a community by progressing from LPP to full participation under the condition that they have time to start from the peripheral. However, the unique nature of the team teaching arrangement in Hsinchu City (i.e., team teachers were not given time to start with non-core tasks) makes such developmental path impossible for the participants of this study. The findings of this study suggest that in some circumstances, teacher learning needs to be understood in a broader context, not limited to the immediate teaching setting. If teacher learning is viewed in this broader sense, the social activities other than team-teaching that the participating teachers engaged in for development as an EFL team teacher can be considered as activities belonging to the boundaries or "the peripheral" of the community, with the core ones being those directly associated with teachers' daily team teaching. Likewise, all the colleagues of the participants can all be considered

as members of the global community of team teaching practice, "a 'fractal' of embedded subcommunities"(Wenger, 2000, p. 243). From this perspective, the two participants' lived experiences configure a complex and uncommon process of teacher learning: Positioned in the center of the team teaching community, the two new entrants to the community learned to be EFL team teachers through simultaneously taking on key tasks at their local community and participating in the "boundary activities" or the "peripheries" (Wenger, 2000, p. 237) at a global community.

6 Conclusion

Framed in the sociocultural theory, the current study intends to investigate how novice team teachers of English grow in their daily teaching. Such investigation contributes to our understanding of how teachers benefit from interacting with the people and events in and beyond their immediate teaching context. As this study focused on the development of one pair of team teaching teachers, its findings may not be readily generalizable to other team-teaching situations. One possible future direction to further the research on teacher learning is to investigate how team teachers respond to and grow from engaging in classroom-based professional development activities together, such as conducting action research, organizing a teaching portfolio, and watching and reflecting on a videotaped lesson (see Richards & Farrell, 2005, for more details). It may also be enlightening to focus on the professional development of experienced team teachers or to trace the development of Yu-ching and Cindy after the project ended in 2007. Other qualitative approaches such as life history (Kouritzin, 2000; Li, 2001) and narrative inquiry (Golombek & Johnson, 2004; Johnson & Golombek, 2003) can also be adopted to examine teachers' personal histories and lived experiences in great depth.

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