Same Course, Different Teaching? Exploring 'Collaborative Teaching' of Academic Writing at Higher Education through Reciprocal Journaling

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Abstract

This study examines collaborative teaching through the thematic analysis of reciprocal journals kept by the researchers of this study. The researchers were instructors for a graduate-level academic writing course taught to different groups of international students at a university in Singapore. The journal entries were written on a shared Google word file throughout the semester (12 weeks). The scope of the journal was kept broad, in that the instructors could reflect on any issue pertinent to the classes they taught. This was to ensure that the notion of collaboration can be comprehensively understood, as a classroom setting involves multiple entities. The thematic analysis was grounded in our aim to understand collaboration. Different themes that were identified are a common goal, realization of issues, different (pedagogical approaches) for the same

goal, and collaboration with students. These themes indicate that collaboration can be achieved implicitly in different class settings, that is, the mutual acceptance of diverse teaching principles and practice relevant to his or her own teaching and learning environment, but geared towards the same goal. Based on these themes, other pertinent issues are also discussed, such as the role of students and the teaching of English in higher education. Implications for pedagogy and research are also provided.

Keywords: Collaborative teaching, English for academic purposes, academic writing, reciprocal journal

Introduction

The demand for English for academic purposes (EAP) courses is prevalent across higher education institutions, especially courses that aim to support students' development of academic writing (Kırkgöz & Dikilitaş, 2018; Macaro, Curle, Pun, An, & Dearden, 2018). These courses are also established to keep up with the pressures of academia (Deem, Mok, & Lucas, 2008; Li, 2016; Ho, 2017), in particular the massification of higher education and the movement of international students to world-ranked universities in Asia (Mok, 2015). In these universities, almost all study programs are offered in English with assessment being conducted in the written format (for example, for South Korea, see Collins & Park, 2016; for Singapore, see Bolton, Botha, & Bacon-Shone, 2017).

To provide academic writing support to international students and to ensure that international students are able to function in an English medium program, language and communication centres have been established (Wingate & Trible, 2012; Zuma, Popoola, & Makondo, 2016). Moreover, to keep up with the increasing number of students, several EAP instructors may be assigned to teach a course to different classes. For example, one academic writing course may have more than one instructor, as seen in this study. It is expected that students in such a setting would encounter different pedagogical approaches, even though the course materials may be same for all classes. This presents an

interesting phenomenon, whereby instructors of the same course with the same learning objectives may approach the classroom content differently. With this as a premise, the present study aims to better understand the teaching of the same academic writing course by two instructors to different groups of students. This study will employ thematic analysis to examine the notion of collaborative teaching based on pedagogical reflections shared through reciprocal journals. It is hoped that this study will contribute to our knowledge regarding the concept of collaborative teaching at higher education, the unique philosophies and pedagogical approaches found in an EAP setting, and further support the professionalism of language educators teaching academic literacy, especially at a time when higher education level is experiencing rapid change (Macaro, et al., 2018).

Academic Writing in Higher Education

In the realm of EAP, academic writing is an important skill that can support higher education institutions seeking international recognition. Being able to publish in English-language international journals contributes to the notion of 'world-class', as do other English-related matters, such as using English as the sole medium of instruction, adopting educational paradigms from English-speaking countries, and supporting exchange of resources, including students and visiting staff, from the English-speaking countries

(Deem, Mok, & Lucas, 2008). Furthermore, academic writing is also considered important because it is typically used as a basis for assessing students' knowledge or progress, especially those at postgraduate level (Burke, 2008; Wingate & Tribble, 2012; Li, 2016).

Currently, many academic writing courses in higher education employ a task-based or genre-based approach. The former approach focuses on the completion of an assignment or project, with emphasis placed on the process. This approach also allows tasks to be completed individually or cooperatively (Poonpon, 2011). For example, the development of academic writing through the implementation of a discussion forum, the creation a blog, or wiki (Miyazoe & Anderson, 2010; Kuteeva, 2011). The provision of different tasks may help students identify skills pertinent to a particular type of writing, or the differences of registers used in these tasks (Miyazoe & Anderson, 2010), in some cases it will help students improve grammatical accuracy (Kuteeva, 2011). The latter approach, on the other hand, emphasizes developing one's knowledge about a particular genre, as well as one's awareness of the genre as a way to bridge knowledge to practice (Nordin & Mohammad, 2006). This includes a familiarity with form and structure, lexical choice, and rhetorical styles (Wingate, 2012). Not only does it help students recognize characteristics of disciplinary writing, it can also inform instructors in lesson planning. For instance, in a recent genre-analysis study by Gardner, Nesi, and Biber (2018), personal evaluatives

was found to be a distinct feature in student-produced academic writing from disciplines considered to have minimal use stance. This result, in turn, calls for a reexamination of the value of teaching authorial voice and stance in disciplinary writing that is traditionally void of such evaluatives.

Another approach is through content and language integrated learning (CLIL). In this approach, English language instructors teach language via materials from students' subject content. For instance, language instructors create language lessons based on readings or concepts pertinent to the students' subject area. The purpose of CLIL is to bridge the gap between subject content and academic literacy, driven by the assumption that knowledge of a particular subject is also defined by the ability of one to convey meanings pertinent to the subject (Dalton-Puffer, 2011). These approaches have been considered useful for higher education literacy, as they place students at the forefront, where students take responsibility for their own learning. Nonetheless, some concerns regarding these approaches include managing students' completion of tasks, providing fair yet individualized feedback, and implement modifications at a regular basis to support students' writing and learning needs (Butler, 2011; Ball, 2018). Furthermore, there may be doubt over language instructors' ability to discuss writing conventions not from their disciplines, which inevitably may lead students to

relegate their language instructors as an intermediary support system (Willey & Tanimoto, 2015; Luo & Hyland, 2016).

Same Course, Different Instructors

Centres that offer English support have been found to be necessary in many higher education institutions. These centres not only offer language development programs to students, but also to other higher education teaching staff (Kim & Shin, 2014; Zuma, Popoola, & Makondo, 2016). In these centres, having more than one instructor teaching a course is a common arrangement. As mentioned earlier, this arrangement may be due to the increasing number of students requiring further guidance in academic writing. Another common way to manage class sizes is to delegate teaching responsibilities through the hiring of part-timer instructors. At the university level, part-time instructors are hired as they are perceived as flexible, as well as a strategy utilized by the university for the diversification of workforce (Abbas & McLean, 2001). The massification of higher education may also be a contributing factor to the necessity to hire part-time instructors. Different issues affecting part-timers have been pointed out by some studies, for example, the lack of involvement of part-timers in a teaching program and departmental activities. This unfortunately leads to the lack of voice of part-timers working in higher education (Husbands & Davies, 2000).

When reviewing literature, one may encounter different terms describing the notion of two or more instructors teaching a course, a class, or groups of students. Co-teaching, team teaching, collaborative teaching are some of the prominent terms. The definitions of these terms are very similar. Brief descriptions from different studies in the area of language education are presented in Table 1.

Table 1. Descriptions of work relationship between two or more instructors

Term	**Types of Instructors Involved and Working Relationships**
Collaboration	Content specialist with language support instructor in one class (Davison, 2006); content specialist and language instructor plan lessons together (Wingate & Tribble, 2012);Lesson study between content specialist and language specialist (Norton, 2018)
Push-in	Language teachers are brought into a content classroom to give language lessons (Bell & Baecher, 2012);Subject content instructors provide teaching materials to language instructors to be used as the basis for language lessons (Wingate & Tribble, 2012)

Pull-out	Language teachers take students to a different location or class to give language lessons that will support content classes (Bell & Baecher, 2012)
Partnership	Language teachers with subject teachers (Creese, 2002)
Co-teaching	Grade-level teachers with teachers of speakers to other languages (McClure & Cahnmann-Taylor, 2010); Teacher educator in a teacher preparation program with public school teacher (Bacharach, Heck, & Dahlberg, 2008);Language teachers with classroom or content teachers jointly provide instruction to English language learners (Bell & Baecher, 2012); The combination of teaching materials and teachers from different disciplines (Helms et al., 2005); General education teacher with special needs teacher can be 'symbiotic' (Pratt, 2014)
Team-Teaching	Different teachers teaching a difference facet of a course, but with the presence of a leader (Conn, 2010); Cooperation between teachers from different disciplinary areas (Stewart, 2018)

Embedded	Subject content instructor, with the guidance and recommendation of a language instructor, teaches both content and communication skills pertinent to the content (Wingate & Tribble, 2012); Subject content instructor embeds academic literacy skills - subject expert as a practitioner (Wingate, Andon, & Cogo, 2011)

From Table 1, one similarity that can be observed is the presence of a subject specialist and a language instructor, whose primary responsibilities include working on developing teaching materials based on the content of a subject and improving students' communicative abilities to be able to function within the classroom of that particular subject. From this, we may assume that there may be an imbalance of power in the working relationship. There will also be different types teaching principles and beliefs, which may be accommodated, or complemented, or in some cases, be at odds with each other (Pratt, 2014) and possibly even belonging to different communities of practice, especially if beliefs and practices are not aligned and there is suspicion towards outsiders (see Jameson, Ferrell, Kelly, Walker & Ryan, 2006). Beyond these descriptions gleaned from the literature, it is quite challenging to further elaborate on the work relationships mentioned in Table 1. One of the reasons is that these

work relationships or work arrangements are often examined in isolation. Because of this, it is difficult to say which variant of collaboration works better. This is also further complicated by the dissimilar teaching and learning environments. Hence, this study is valuable as it may spur more discussions about the types of collaboration available to language instructors.

While it is common to have more than one instructor involved in the teaching of a course and the hiring of part-time instructors, there are several issues worth considering. From students' perspectives, having several instructors in a lesson or a class may be viewed favorably. For instance, in the study of Chu, Tse, and Chow (2011), students held a positive learning attitude and their performance was found to improve significantly with the presence of several teachers and professionals facilitating the process of completing a project. This was attributed to the ability of different personnels to predict possible challenges, and intervene when difficulties arise. Moreover, students may also develop other skills, such as social and interaction skills when learning with different content or skills experts (Chu, 2009). Nonetheless, there are also problems, such as collaboration being viewed as work that just involves 'another pair of hands' or 'another head'. Another problem is the imbalance of power between instructors. As reported by some studies that look at cooperation between a content specialist and the other is

a language instructor, the former has the upper hand in decision-making (Davison, 2006). Furthermore, part-time instructors - while they are considered a part of a higher education setting - have received little attention in educational research, particularly with regards to their professional development (Husbands & Davies, 2000).

The Study

Our discussion of the prevalence of academic writing courses and the work relationships pertinent to the massification of higher education depicts, albeit succinctly, the complexity of English language education. At this juncture, it becomes evident that English language instructors' roles at tertiary institutions are changing (Dearden, 2018) as it is observed in students' expectations for higher education to achieve self-fulfillment (Nixon, Scullion, & Hearn, 2018). These, we believe, provide compelling reasons to explore the professionalism of English language instructors. Not only will our study examine the notion of collaboration, but we hope to give a voice to part-time instructors, and reveal ways in which part-timers navigate their way amidst other full-time instructors, or establish their professional legitimacy (Abbas & McLean, 2001).

Exploring Teachers and Teaching through Reciprocal Journals

The mode of inquiry employed in this study is reciprocal journaling, built based on the understanding of narrative inquiry. In the past decade, narrative inquiry has been a main tool used for the examination of teacher professionalism (Johnson & Golombek, 2018) for a recent meta-discussion. The reason for the longevity of this method is its multi-functionality and its ability to capture meaningful pedagogical experiences of teachers at different points in their professional lives, that "goes beyond the specific stories to explore the assumptions inherent in the shaping of those stories" (Bell, 2002, p. 209), thus making this paradigm intertextual, as it brings in teachers' histories, present circumstances, and aspirations (Ollerenshaw & Creswell, 2002; Kayi-Aydar, 2015). It also provides a platform where there can be potential reconciliation between personal and professional constructs (Yuan & Lee, 2016). A crucial attribute of this paradigm is also the potential in developing responsive pedagogy that is suitable to their school setting and the larger community (Johnson & Golombek, 2018).

Teachers' narratives may be collected through reciprocal journaling. Reciprocal journaling, or dialogic journaling, may be viewed as collaborative narrative

inquiry. Having co-teachers as collaborative participants in a narrative inquiry will help support professional development, especially if they are collaborators of a same course. Specifically, such collaboration through reciprocal journaling will allow the clarification of learning objectives, guide in the socialization of the teaching environment, share recommendations about effective teaching approaches (Tillman, 2003), and identify the (re) positionings of professional trajectories over time (Adamson & Muller, 2017). Furthermore, reciprocal journaling also helps teachers feel like they belong in a community of practice. This is especially valuable for part-time university instructors as it provides a space where concerns can be voiced, or provides a safe space to address issues that are sensitive in nature (Abbas & McLean, 2001; Tillman, 2003). Finally, reciprocal journaling may provide a support system for part-time teachers through several means, such as improving the morale for teaching and legitimizing their status as educators. From a methodological perspective, keeping a reciprocal journal also allows researchers to revisit initial narratives. Researchers can negotiate and renegotiate meanings emergent from these narratives (Adamson & Muller, 2017), without relying on external subjectivities. Hence, there is no imposition of meaning upon narratives (Bell, 2002). This allows for the subjectivities, or voice, of the teachers to be involved in the understanding of narratives (Moloney & Wang, 2016). This will also guide the narrators to identify and potentially reconcile conflicting

discursive incidents present in their narratives (Liu & Xu, 2011; Loo, Trakulkasemsuk, & Zilli, 2017).

Context and Participants

This study examines the collaboration between two English instructors, who are also the researchers of this study. Being personally involved in the study provides an autoethnographic turn, where we can practice self-inquiry processes (Johnson & Golombek, 2018).

Our work setting is a centre that provides EAP support to students at the undergraduate and graduate level. The main types of courses are those that address academic writing skills, critical thinking (in writing), and professional communication. Since the centre caters to the whole university, it becomes necessary to hire part-time staff. The primary researcher, Daron, who is also the course coordinator, comes from an applied linguistics background. He used to be a teacher educator and a lecturer of applied linguistics. He recently moved to Singapore to take on a full-time teaching position, where he is now coordinating and teaching EAP modules, focusing specifically on academic writing for graduate students doing either a master's program or a doctor of philosophy program. His collaborator, Estee, on the other hand, has had extended experience working in the corporate world, in the area of public relations and communication. After leaving her

corporate job, Estee had been hired part-time at the centre, and had taught different courses at the undergraduate and graduate levels.

The course which Daron and Estee teach is a graduate level academic writing course. The course is grounded in principles of task-based instruction and genre analysis (see an example lesson in Appendix 1). The course served two purposes: one is to acculturate international graduate students to a new study setting; the other purpose is to help students improve their academic writing skills, particularly at the sentence and paragraph level. The former was accomplished by using published materials on higher education and English in higher education as readings to build comprehension, and the latter was done by analyzing how these readings are written. Students' own readings from their core subjects were also analyzed. These texts served as points for analyses, where students had to examine various grammatical points, lexical choices, logical connectors, and discourse moves. Since lessons on academic writing were built on these aspects, including working on what students are reading in their core courses, careful planning had to be made, and the understanding of being an instructor had to be expanded to include the role of practitioner (Lehtonen, 2018). Another challenge was for the delivery of content and evaluation of work to be similar, since the students were all enrolled in the same course and would do the same final assessment. To mitigate severe discrepancies, we met at the beginning of the semester and

spent some time going over all the lessons. For some of the assignments, Daron provided models to help Estee gauge what is expected. There were also discussions and norming sessions to facilitate the grading of assignments. While the course is supposed to help students in the area of academic literacy, it has been observed that there are students who are resistant, as they view the course as interfering with the core subjects and a misrepresentation of their English language ability, as they had already been admitted into their graduate program through the scores from international standardized English examinations.

At the time of the study (late August 2017 till end of November 2017), this course was offered to five classes, where Daron taught three and Estee taught two. Each class had around 12 to 17 students, with Daron taking the larger classes (between 15 to 17 students). Referring to the types of cooperation between instructors (see Table 1), we believe that our working relationship was similar to that of a pull-out collaboration, where graduate students from different disciplines attended our course for academic writing support.

Reciprocal Journals and Analysis of Journal Entries

Reciprocal journals were kept throughout the semester as a way for Daron and Estee to highlight challenges or suggest potential improvements for teaching materials,

and also as a way to maintain communication. These journals were written after each week of teaching, where we met each class over two two-hour classes. There were 13 entries written by each of us, giving us a total of 26 entries. The journal entries were written and shared through a Google word file. Both instructors read each other's posts for informative purposes. This was to avoid making radical changes based on what was being done in a different classroom setting. Nonetheless, both instructors acknowledged that contextual change was possible and permitted, as long as they were suitable to the classroom context. While not stated explicitly, verbal conversations that occurred from time to time between the instructors recognized the necessity of these changes.

The scope of the journals was left open, recognizing that there are numerous entities and instances that may affect our teaching. As discussed, the reciprocal journals allowed us explain how we taught a particular lesson or learning objective, comment on the learning environment, and examine our position as English instructors. After the journals were completed, the entries were analyzed through thematic analysis (also known as content analysis, see Benson, 2014; Barkhuizen, Benson, & Chik, 2014). An inductive approach was utilized because the main issue being addressed in this study is not yet clearly defined, that is, the meaning collaborating to teach a course to several classes. Furthermore, inductive analysis may

draw our attention to underlying meanings found in the teaching journals (Cho & Lee, 2014). Finally, thematic analysis is suitable when there are multiple subjectivities and sources of narrative involved, such as that seen in this study (Polkinghorne, 1995; Barkhuizen, Benson, & Chek, 2014). The specific steps of the analytical procedure are presented in Table 2.

Table 2. Data collection and analytical process

Pre-Analysis/Data Collection Stage	**Purpose**
1. Reflecting and narrating experiences about teaching	To communicate with other teachers; to capture experiences, such as potentials and challenges faced in the teaching setting; interaction with materials and students.
Analytical Steps	**Purpose**
2. Iterative reading of journal entries by both researchers/instructors	To gain a comprehensive understanding of self-reflection and to spur reflexivity
3. Identification and coding of themes	To identify attributes pertinent to individual narratives

4. Categorization of themes into broad and sub-themes; and	To identify individual or common attributes across narratives (See Appendix 2)
5. Discussion and interpretation of themes	To gain insights through the intertextual weavings of themes

Findings and Discussion

Before we present the findings from the thematic analysis, it is important for us to explain the notion of collaboration within the context of our study. This is crucial as it will guide the readers through our explication of collaboration. As will be discussed in the coming sections, there are different themes that emerged from the analysis of our reflective entries. These themes indicated attributes that are common in the examination of teacher professionalism. The themes are: a common goal, different (pedagogical approaches) for the same goal, realization of issues, and collaboration with students. These were focal points in our journals as they were points of where we intersected. This intersection is crucial as it illustrates a more implicit collaboration, defined by sharing a goal and having mutual acceptance and respect for agency (instead of an explicit collaboration where the same teaching methods were applied, or the same way of presenting and manipulating a teaching material). An implicit collaboration was also

possible through a common understanding of the teaching and learning materials established at formal meetings held at the beginning of the semester, and over the course of the semester over several unplanned run-ins (e.g., meeting and talking to each other in the hallway or on the way to class/office). There was also regular communication through text.

In this section, we will present findings from the thematic analysis. These themes represent factors which supported collaboration. Several excerpts will be used to support our explication of the themes. The excerpts are marked with our initials (Daron: DBL; Estee: EC) and the time of the journal entry (e.g., Week 5 – W5 etc.).

A Common Goal

Implicit collaboration may be reflected through a common goal. Through the first few journal entries, it became apparent that our lessons were set towards the same goal, albeit employing different teaching approaches. Our common goal was the recognition of the necessity to ensure students knew the purpose of the course, and that they knew how the class would be held. We believed that in order for students to commit to our instruction, they will need to see the relevance of what we did in class with them.

> ***Excerpt 1:*** *At the beginning of the class (for each section), I made it a point to explain to the students the reason they are there. This was because some felt that they had failed the diagnostic English test (DET). I clarified to them that this was not the case; instead, from the DET, it was found that these students only need to improve their writing (and reading) skills to be able to function optimally in an academic context. (DBL-W1)*

> ***Excerpt 2:*** *I also highlighted that in order for writing to progress smoothly and to be productive, there must first be input. This means the other aspects of learning language, namely listening, speaking and reading, must also be included so information or data/input can be gathered and discussed before a piece of writing is finally fashioned. (EC-W1)*

In the excerpts above, it can be seen that we made it a point to explain the reasons for the students taking our module. Daron pointed out that while students had gained admission into their graduate programs based on their score in an international standardized test, it may not reflect their academic writing ability [Excerpt 1]. Similarly, Estee was of the belief that the students required further guidance with their academic writing skills, which could only be

developed properly along with other language skills [Excerpt 2].

> ***Excerpt 3:*** *I was able to convince students that they are learning English as a higher level (different from their last English course in high school or in their undergraduate studies). (DBL-W1)*

> ***Excerpt 4:*** *I also spent some time explaining how they could read and benefit from the extra materials I gave out. This was an idea I was contemplating in the last tutorial. (EC-W5)*

Daron also wanted to make it clear that the support his students will be receiving should not be comparable to the type of English preparation they did before enrolling into their graduate studies [Excerpt 3]. Estee, on the other hand, stated that materials beyond the syllabus were to help students and not to possibly burden them [Excerpt 4]. Ultimately, both Daron and Estee aspired for their students to be involved in their learning. As this course aimed to improve the ability in academic writing, students should see to it that they personally invest in the learning process [Excerpts 5-7].

Excerpt 5: *Another approach I had employed for empowering the students is to give opportunities for them to be able to analyze texts (DBL-W1).*

Excerpt 6: *I really want to instill in them the value of thinking about the appropriacy of word usage – it really isn't just a matter of slotting in words, but words should contribute to the overall idea or meaning they wish to convey. (DBL-W2)*

Excerpt 7: *This is my second attempt at teaching this module and I plan to do it slightly differently. I want the students to be more active in their own learning. (EC-W1)*

Different for the Same

Closely linked to the theme of a common goal is the theme of employing different teaching approaches. While different, these teaching practices were reflective of the enactment of agency, where Daron and Estee taught the same materials but with different pedagogical approaches. For example, in Week 9, there were tutorials on developing and writing a problem-solution essay. We worked on the same readings that presented problems and solutions. The objective of the tutorials was for students to identify the problems and solutions, and the ways in which they are conveyed in academic writing. While working on the

same materials, the tutorials were done differently, as seen in the excerpts below:

> ***Excerpt 8:*** *The students took half of the first tutorial to finalise their presentation content and PPT slides. The rest of the tutorial was spent analyzing the texts in handout 8.3 which are basically short texts describing a problem and its accompanying solution(s). Parts like "process" and "causes" which usually accompany problem-solution essays were also highlighted. Transition words and phrases to signal problem, causes, processes and solution were also highlighted. I reminded the students that these texts were not a full essay but demonstrated how a problem and its solution(s) was usually presented or discussed. One text was set as homework. (EC- WK9)*

> ***Excerpt 9:*** *To begin work in students' problem-solution essay (WA3), we went through some readings in class together. Students were grouped in pairs and threes, and they were instructed to summarize main points of each paragraph of each reading. I had allowed them to converse in their native language, but their notes need to be in English. While the students worked, I did the same – summarizing main*

points of paragraph. After this activity, we reconvened as a class and shared what the main points of the paragraphs are. (DBL-WK9)

Realization of Issues

Another evidence that signified implicit collaboration was the realization by both Daron and Estee about the dynamic setting of the language classroom. This realization also led to agentic actions where alternative teaching approaches may be applied, or current ones modified. The realization and subsequent reactions were indicative of our commitment towards the teaching and learning environment (Kayi-Aydar, 2015). For instance, while Daron was the coordinator of the course – in charge of creating and managing the teaching materials, as well as recommending pedagogical approaches, there were still times when the suitability of the materials or approaches were questioned by Estee, even by himself. This may be expected since materials were prepared before the semester began, with a general assumption of students' proficiency. These realizations may also mark the development of the course and of the instructor.

For instance, Daron wanted the writing process to be less technical and more analytical. This reflects the notion that writing should not be linear nor mindless, but instead, should be methodological where there is a negotiation and

analysis of structure and meanings (Burke, 2008). This may be done by encouraging students to see lexical choice or grammar points as elements that may affect a text as a whole [Extract 10]. The way in which lessons were delivered also needs to prompt students' analytical thinking. Daron achieved this by using recent research findings [Excerpt 11].

> ***Excerpt 10:*** *I was not quite sure how to deliver this material. I did not want the lesson to just address the issue of words used in academic writing. I wanted to address larger issues, such as word usage in different research paradigms. This led me to create an activity where students had to compare two introductions (of a research paper). (DBL-W2)*

> ***Excerpt 11:*** *The content of the lesson in itself was rather dry – English articles. To make it more interesting (and critical), I included some results from recent studies regarding L2 learners' acquisition of and performance in using the English articles. (DBL-W3)*

To further encourage analytical thinking, Daron provided metalinguistic feedback, where commentary in the form of questions or statements is given to students to prompt them

to find the correct answer (as opposed to providing the correct answer directly) [Excerpt 12].

> ***Excerpt 12:*** *In the context of my class, do students actually understand what they see on their drafts, what I tell them? (in response to metalinguistic feedback given to students' essays) This could perhaps be a valuable research project for students in the coming semester. (DBL-WK7)*

There were also several instances of realization seen in Estee's journals. In one instance, she realized that the classroom interaction and materials are sites where she could identify issues that may shape subsequent lessons or her teaching practice [Excerpt 13]. What is seen here is reflective teaching, that is, teaching that is not only driven not only by course expectations, but by valuable and serendipitous moments in the classroom (Johnson & Golombek, 2018).

> ***Excerpt 13:*** *The conferencing would also give me a chance to find out what they were not clear about writing topic sentences. It turned out that they have yet to get use to the idea of writing so explicitly at the beginning of paragraphs. (EC-W3)*

Similar to Daron, there were also instances where there was a realization that materials should not be taken at face-value; instead, there should be a critical awareness of how materials need to be improved, or what additional and indirect learning opportunities they may contain [Excerpt 14].

> ***Excerpt 14:*** *The discussion made them realise that the handouts did not always provide enough details (especially in the evaluation of the solution) and so they had to supplement either through further research or more in depth discussion with their group members. (EC-W7)*

There some issues that persisted, and were brought up through several weeks. For example, Daron mentioned the issue of (sustained) grammatical accuracy [Excerpts 15-17].

> ***Excerpt 15:*** *This led me to think about three issues: if students know the correct form, or the correct way of structuring a thought, then why the mistakes? (DBL-W7)*

> ***Excerpt 16:*** *It was during this time that I realized some students still could not rewrite sentences in different ways – their notes were very similar to the original source. (DBL-W9)*

> ***Excerpt 17:*** *It is rather astounding that even after several tutorials and exercises in class, students are still making mistakes. (DBL-W13)*

There were also instances where concerns raised by Daron and Estee coincided. As seen in Excerpts 18 and 19, Daron and Estee discussed the meaning of 'correlation', emphasizing that words in academic texts may have specific ways for understanding.

> ***Excerpt 18:*** *The pseudo text gave me a chance to explain the meaning of correlation and how it did not always point to CE relationships. (EC-4)*

> ***Excerpt 19:*** *This was done without any problems, aside from the discussion on the word 'correlation' and what it actually means (DBL-W4)*

More than just realizing issues, in the excerpts above, it may be seen how Daron and Estee are responding to their teaching environment. For example, Daron questioned his students' persistence in making errors in their assignments; Estee and Daron included a discussion of a research concept which may not necessarily be related to the technicalities of academic writing. These instances may be reflective of a practitioner position (Lehtonen, 2018), where a (persisting) issue may lead to a systematic empirical inquiry, and that of

a content instructor, where concepts that have particular uses in writing are explained.

Collaboration with Students

Implicit collaboration between Daron and Estee was also supported by the value placed on working with students. By this point, it should be apparent that our learning setting was one that could be adapted to serendipitous learning moments in the classroom, which led to many opportunities for collaboration with students, and students cooperating with each other. Drawing students into the learning experience as active participants is one of the main principles of EAP, whereby students need to have first-hand accounts of using a particular type of language convention in order to develop appropriate skills. Moreover, students also indirectly collaborate when their work provides a learning opportunity in a lesson. These are exemplified in the following excerpts. In Excerpt 20, Daron made use of students' texts to demonstrate students' abilities in academic writing and students' use of sentence structure. This was to highlight to the students some writing issues. Estee, on the other hand, had students cooperate to provide materials to be expanded into lessons [Excerpt 21].

> ***Excerpt 20:*** *In the second class, I brought with me the findings from my analysis of the timed*

> *paraphrasing and summarizing exercise. What I did was to identify the average length of each paraphrased text and summary, the standard deviation of the length of text, and the word count. (DBL-W5)*

> ***Excerpt 21:*** *The students were asked to list down all the keywords they had used in their essays and shared it with the class via google doc. The purpose was to familiarize themselves with these keywords and the way they were used in sentences and them with the class. (EC-W11)*

In the previous sections, we elaborated themes that emerged from the iterative readings and thematic analysis of the reciprocal journals. These findings provide new insights into the understanding of collaboration, especially within the context of instructors of different employment status teaching a same course to different students. This is discussed further in the following section.

Supporting Implicit Collaboration

Our study presents an alternative view of collaboration - one that is contextualized to our work arrangement, which we believe is common in other similar settings. Through our interaction with each other through our journals, and the discursive reflection of our classroom experiences with

other pertinent social entities, we are able to glean some common themes which are valuable for the understanding of our collaboration. Essentially, our working relationship between were implicitly bound by three aspects: teacher agency, an alignment in pedagogical principles and approaches, and the value we place, and openness we have towards other classroom entities. These aspects are discussed in the following sections.

Teacher Agency

To understand collaboration, it is necessary for one to consider his or her own work positions, and that of others within the work parameters. In our case, I was a full-time employee and coordinator of the course, while Estee was a part-time employee and a tutor of the course. Though pedagogical materials and approaches were determined by the coordinator, the reciprocal journal entries were indicative of Estee having agentic control over her classes. Furthermore, the nature of the course, which was in a pull-out format, also allowed more instructor agency, as students' subject content instructors were not involved in the development of our teaching material. This contrasted some of the findings in Abbas and McLean (2001), where several sociology teachers hired on a part-time basis reported the lack of inclusion and independence given by their department, even though they were teaching a class on their own. As seen in Estee reflective journals, she had the

flexibility to seek alternate implementation approaches of the materials, and thus, was not just 'another pair of hands', as is thought about part-time employees. Thus, in our setting, it appears that the groups that Estee taught are quite distinct than Daron's.

Alignment in Pedagogy

Our professional position also did not affect the way Estee approached her classes, and this contributed to a professional relationship that was aligned. This alignment may be considered a trait of our collaboration. While studies on collaboration and co-teaching have focused on the presence of a subject specialist and a language instructor whose responsibility is to provide language support to guide students in the understanding of the subject content (e.g., McClure & Cahnmann-Taylor, 2010; Bell & Baecher, 2012; Wingate & Tribble, 2012), and studies on team-teaching looked at the presence of a team of instructors teaching parts of a lesson (e.g., Conn, 2010), our study reflected a work relationship that showcased different pedagogical approaches that are aligned to achieve the same goal. Alignment, in this sense, is similar to that described by Wenger (1998) and Trent (2012), which refers to diverse practices that are affirmed by a community of practice. These practices are not "a one-way process of submitting to external authority, but a mutual process of coordinating perspectives, interpretations, and

actions so they realize higher goals." (Wenger, 2000, p. 228). Diverse practices and perspectives are expected, since Wenger (1998) views a community of practice as a site made up of multiple subjectivities that operate differently but towards the same goal. This also illustrates how implicit collaboration can be achieved with diverse students in separate learning settings. Nonetheless, whilst diversity should be respected, we need to bear in mind that our teaching practices need to be planned carefully to avoid being too divergent, as we are, after all, teaching the same course where we use the same materials, tasks, and assessments.

Openness to Cooperate

Collaboration could also be defined through the shared openness of both the instructors to work with students. It is important to note, though, that our collaboration with our students, while very visible, should not be confused with the implicit collaboration between instructors. That said, our collaboration to achieve the same goal is a result of our students' willingness to cooperate with us. Because Estee and I taught different classes, we dealt with different classroom dynamics and enacted various agentic actions. When revisiting our reflective entries, and discussing our implementation of different pedagogical approaches for the completion of language tasks, we found that we still honored the

expectations of the centre. As seen in our reciprocal journals, Estee took on a holistic approach to teach academic writing by incorporating opportunities where other language skills can be developed. Daron, on the other hand, employed textual analysis activities to familiarize students with academic writing conventions. The position that our students held reflect the role of students in EAP courses. Moreover, it allows for students to not only be collaborators in shaping lessons, but also active participants in their learning. The relationship between instructors and students seen in our reciprocal journals is represented in Figure 1.

Figure 1. Relationship between teaching and learning entities in a pull-out collaborative setting

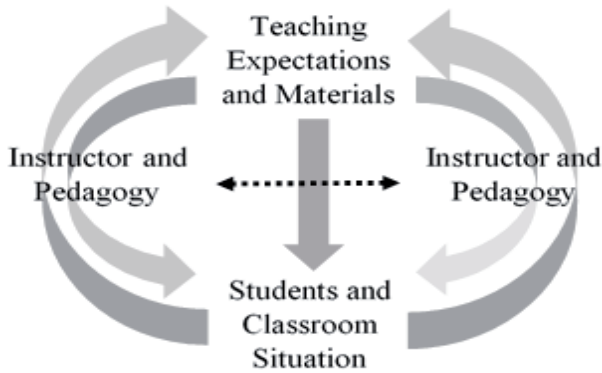

Figure 1 illustrates the relationship between the teaching expectations and materials, instructors and their pedagogies, and the students and classroom situations. The instructors, who deliver the expectations and materials through appropriate yet personal pedagogy to the students, are mutually bound (indicated by the dashed double-arrow) by core expectations (e.g., the same tasks or assessments, the achievement of certain goals or aspirations of the workplace). More than this, they are also affected directly by their students and classroom situations. This may inevitably affect materials and possibly, the expectations (e.g., immediate modifications or changes made at a later time). Thus, students having an impact on the classroom processes may be crucial for the successful implementation of student-centred EAP approaches, and in our case – the quality of collaboration to deliver the expectations of the centre.

Pedagogical and Research Implications

From our reciprocal journals and their examination, there are several pedagogical and research implications worth considering, which are implications for teaching academic writing and the value of implicit collaboration. As our course was in a pull-out format, where an academic literacy course was taught separate from other core subjects, we need to bear in mind the relevance of what we teach, yet at the same time, ensure that the language

conventions will be applicable across disciplines. Aside from teaching features found in academic discourse, it is also crucial to note that students are entering a class not as blank slates - we are at a point where English has proliferated globally and as such, students would have knowledge about the language. With an awareness of this, instructors should strive to tap into students' knowledge, using it as a motivation to encourage participation. Beyond this, we could also engage with students' core subject instructors, especially since a module like ours may be a fertile site where students are enabled to critically examine how knowledge in their respective disciplines are presented. This will also help writing instructors become familiar with the expectations found in students' core subjects, and thus better guide the development of pedagogical materials and practices (Wingate & Tribble, 2012; Zuma, Popoola, & Makondo, 2016). Nonetheless, we believe that the pull-out format of our modules provided an avenue for students to take a step out of their learning setting into a space where they are given opportunities to examine the discursive processes found in their disciplinary circles. This enables them to build an awareness, and hopefully guide them in the socialization into their respective academic communities (see Duff, 2010).

From a professional development perspective, on the other hand, our sharing through reciprocal journals have enabled us to express our voice as language instructors,

especially for Estee, who held a part-time status with the centre. We consider this opportunity valuable as it not only validates what we do in class through comparison with each other and to the larger community of practice, but it also allows us to examine instances of success and vulnerability. As argued by Golombek (2015), going public with one's knowledge and emotions reveals a teacher's professional self and setting, which could inadvertently lead to the reconceptualization of the teacher's understanding of the profession, and also affects how others view our profession. It also expands our understanding of collaborating to teach and collaborating to journal, whereby the process does not necessarily mean building up on each other's pedagogical approach, but respecting shared beliefs and accepting different but complementary teaching practices. In terms of research methodology, our experience may be one to be considered by other writing instructors. As seen in our paper, being engaged in reciprocal journals reiterates the value of narrative in professional development (Barkhuizen, 2016). It also created a sharing space that promoted an equitable work relationship, seen through the allowance of individual agentic actions (McClure & Cahnmann-Taylor, 2010; Norton, 2018).

Limitations

There are several limitations to be taken note, and possibly addressed in further research. First, while it seems that there is an equitable relationship between Daron and Estee, seen through their personal approaches in teaching different classes of a same course, there may still be a distance caused by their employment status, which may affect what is being shared through the reciprocal journal. There were instances that were indicative of this, particularly in journal entries that were almost completely descriptive - giving an account of how a lesson went without any consideration of how the instructor or students felt. Another issue may be the delayed and shallow interaction seen in journals. While we were aware of what we were doing in our own classes, we did not directly comment upon each other's journal entries. Yet another issue is the focus only on our collaboration. Since our work is defined by higher stakeholders, that is, the centre, and our classrooms and students, collaboration should be viewed more comprehensively. To address this, perhaps a longitudinal ethnographic study should be considered.

Conclusion

We believe that the examination of our experiences through reciprocal journals contribute to ways of encouraging the professional development of language educators, especially those found in higher education settings, which are being complicated by the presence of different social entities and external expectations. We also hope that this study will add to the growing literature that examines the relationship of English language instructors who are tasked to provide instruction to support international students' academic development, especially since there is a lack of studies concerning the roles and relationship between a (pull-out) language instructor and a content specialist, as well as part-timers' professionalism. Lastly, our study suggests that collaboration may be viewed implicitly through a working relationship that respects agency and supports practices that lead to a same goal, representing the link shared between members of the same community of practice.

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Appendix 1

Example lesson plan

2.5 (Wk 2, Tutorial 2) ES 5000 1st Sem, AY2017-18

Reading and Vocabulary

The following passages are introductory sections of published research papers on the topic of "turnover". Using the reading skills discussed in the previous lesson (2.4), do the following:

1. Skim for repeated words;
2. Scan for an overview of the three passages;
3. Scan for any groups of synonyms; and
4. Scan for words you are unsure of.

Introduction 1

The study of employee turnover has been important for management scholars and practitioners for decades and remains an issue of widespread interest (Allen, Bryant, & Vardaman, 2010). The bulk of the turnover literature consists of examinations of various individual-level predictors of turnover, including employee demographics, job satisfaction, organizational commitment, and embeddedness (for reviews, see Griffeth, Hom, & Gaertner, 2000; Holtom, Mitchell, Lee, & Eberly, 2008). The predominant attention given to antecedents of turnover is likely based on the supposition that turnover results in substantial and meaningful consequences for organizations. While the study of turnover antecedents is important, it is of equal importance to study the potential consequences that turnover may have on organizational performance, such as effects on profits, revenues, customer service, scrap rates, and other firm performance outcomes (Detert, Treviño, Burris, & Andiappan, 2007; Holtom et al., 2008; Kacmar, Andrews, van Rooy, Steilberg, & Cerrone, 2006; Staw, 1980). A growing body of research has begun to address this issue (Hausknecht & Trevor, 2011).

Adapted from:
Hancock, J. I., Allen, D. G., Bosco, F. A., McDaniel, K. R., & Pierce, C. A. (2013). Meta-analytic review of employee turnover as a predictor of firm performance. *Journal of*

Appendix 2

Categories of Themes and Subthemes

Theme	Sub-theme
Common goal	▪ Students as active participants ▪ Transparency of learning objectives (students need to know what and why they are learning)
Realization of	▪ Suitability of materials

issues	▪ Students' understanding (or lack of) instructor's approach
	▪ Potential in teaching approach
	  o How can a teaching approach be extended?
	▪ Potential in materials
	  o How can materials be used differently, or
	  o How can new materials be introduced?

Different for the same	▪ Calculated eclectism in pedagogical approach (and materials ▪ Varied foci

Other collaborations	▪ Different forms of collaboration
	  o Instructor with students
	  o Students with other students