Abstract. This article aims to critically look at team teaching approach that is currently used in UWS TESOL internship program and the role it plays in achieving teaching and learning effectiveness and outcomes. Specifically, using ethnography approach, this project examines benefits this innovative student-centred approach brings to teacher mentors, student teachers and students, and further discusses various potential issues that may emerge. Both supervising teachers and student teachers who undertake their practicum at various English language centres work as a team cooperatively (e.g. researching curriculum resources, designing classroom activities, preparing lesson plans), communicate on a regularly basis and in various ways (e.g. face-to-face and via emails), and reflect on their teaching experience (e.g. both strengths and weaknesses). Both parties comment that team teaching approach encourages individual input and team communication as well as collaboration, promotes flexible use of teaching methods, develops critical thinking skills, contributes to quality teaching and accommodative learning, and maximises student learning experience as indicated in our operations of TESOL internship program for years. Student feedback is also positive in that their individual learning needs are met and supported. Meanwhile, the author also notes some emerging issues and challenges (e.g. student teachers’ knowledge gaps in grammar, time management and intercultural communicative competence issue) in the current internship practice. Finally, team teaching approach is pedagogically discussed and recommendations are made to address the emerging issues for future improvements.

Keywords: TESOL internship, team teaching, class observation, service learning, supervised teaching.