The Effectiveness of Team Teaching in Improving Reading Skill among Thai EFL Undergraduates and Their Attitudes toward this Strategy

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Abstract. In the context of the learning process, team-teaching has been found to be a successful and pleasurable pedagogical strategy, particularly in improving reading proficiency. The primary objective of this study was to examine the efficacy of employing the team-teaching technique in enhancing the reading skill of English as a Foreign Language (EFL) students. The study also sought to assess the potential impact of using the team-teaching technique on the English language reading skill of Thai EFL students. Additionally, it attempted to explore the attitudes of these students towards the utilization of team-teaching in their educational setting. The study used a quasi-experimental methodology to look into how team-teaching instruction affects students' ability to improve their reading skill. The descriptive research design was employed to elucidate the attitudes of the students. The sample for this study consisted of undergraduate students who were enrolled in an English Reading and Writing course. A total of 150 students participated in this study, and they were randomly assigned to two groups. The control group consisted of 70 students while the experimental group comprised the remaining 80 students. Two instruments were constructed in order to accomplish the objectives of the study. The assessment tools utilized in this study included a reading passage and a questionnaire. At a significance threshold of $\alpha = 0.05$, the study's results showed that there were statistically significant differences, favouring the experimental group in the post-test, when compared between the control and experimental groups. The findings of

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the study also indicated the presence of statistically significant differences, with a significance level of α=0.05. Based on the findings of the questionnaire, the majority of students expressed a preference for utilizing the team-teaching technique as a means of studying. This approach was favoured due to its facilitation of knowledge exchange between students and instructors, as well as its ability to foster mutual respect for differing perspectives among students. The results of the study have significant ramifications for English teachers who use collaborative instruction.

Keywords: Team-teaching; Reading and writing; English as a Foreign Language students' attitudes

1. Introduction

Each pedagogical approach possesses its own set of advantages and disadvantages. Utilizing appropriate pedagogical strategies and methodologies tailored to specific educational requirements yields favourable outcomes for students inside the classroom setting. Various strategies can be utilized in the educational process to actively involve students and stimulate their curiosity. However, educators must exhibit creativity and ingenuity while seeking out approaches that foster student engagement, creativity, and enjoyment in the pursuit of educational goals outlined in the curriculum. According to Buckley (1999), inadequate learning processes and approaches might pose challenges for schools in effectively instructing learners in text comprehension (De Backer et al., 2023; Duran et al., 2020; Guise et al., 2017; Harkki et al., 2021). According to interviews conducted with educators at Rajamangala University of Technology Srivijaya, a considerable number of students expressed challenges in comprehending specific vocabulary or expressions presented within the educational setting. Buckley (1999) proposes the adoption of team-teaching as a potential solution, citing it as one of several options. According to Goetz (2000), team-teaching is a pedagogical approach that has been found to be effective and enjoyable in the context of the learning process, specifically in enhancing reading proficiency.

Scholars studying the phenomenon of team-teaching have examined several types and iterations of this instructional approach. Moreover, team-teaching is a form of teaching that encourages students to discuss and share ideas. In the study conducted by Soewalni (2007), three distinct forms of team-teaching are delineated, each characterized by the allocation of specific duties among the participating teachers. According to Goetz (2000), traditional team-teaching involves the active sharing of educational materials and abilities among all students by the teachers. The primary educator has the option to introduce a lesson on the process of word construction and semantic nuances through the utilization of inflections. Meanwhile, another collaborator can engage the students in a questioning exercise aimed at facilitating comprehension and mastery of the newly introduced vocabulary. As an illustration, the term "read" might be expanded to include variations such as "reading," "reader," "readable," "readability," "unreadable," "un-readability," and so on.

The current study does not primarily centre around the examination of word meanings (vocabulary) and detail within the context of team-teaching on the subject of reading skill. To date, no prior scholarly article has documented the implementation of team-teaching in an English language classroom. This study aims to ascertain the efficacy of team-teaching in enhancing students' reading proficiency. For the program to achieve success, educators must possess the ability to discern the obstacles encountered by students in their endeavour to comprehend textual material (De Backer et al., 2023; Soslau et al., 2019). This research has the potential to serve as a valuable reference for educators and students seeking to teach or pursue advanced studies in reading skill.

1.1. Statement of the Problem

Researchers (Moore, 2017; Vega, 2010) have observed that a significant number of English as a Foreign Language instructors have challenges in delivering effective instruction to their students. These challenges arise due to factors, such as overcrowded classes, variations in students' individual requirements, and disparities in students' academic achievement. Vega (2010) stated that many Thai students and teachers who are learning and teaching English as a Foreign Language have challenges when it comes to developing reading comprehension skill. These challenges could perhaps be attributed to the lack of a suitable, advantageous, and effective approach. Additionally, according to Moore (2017), researchers have observed that students are not being instructed in accordance with their individualized demands. The absence of communicative English learning opportunities for students in public schools can be attributed to factors, such as insufficient attention given to individual differences, diverse demands, and limited motivation. Therefore, by contrasting the effects of team-teaching with traditional teaching strategies, the researchers sought to ascertain whether the instructional strategy employed had a statistically significant impact on the English language reading comprehension of students studying English as a foreign language.

1.2. The Study's Purpose and Research Questions

The objective of this study is to examine the impact of employing the team-teaching technique on the reading comprehension of English as a Foreign Language students. The objective of this study is to determine if the use of the team-teaching approach may enhance the English language reading comprehension of English as a Foreign Language students. Additionally, the study seeks to examine the students' perspectives on the utilization of team-teaching. This study seeks to address the following two research questions.

1. Do the students' reading comprehension levels vary significantly based on the teaching technique employed (team-teaching vs. regular teaching strategy)?
2. What is the disposition of EFL students towards the utilization of the team-teaching technique in their classroom?

2. Literature Review

2.1. Collaborative Instruction

Team-teaching refers to a collaborative approach where two or more teachers work together to develop, execute, and assess lessons for a shared group of students (Beggs, 1964). The strategy requires teachers to collaborate in both instruction and problem-solving to address any challenges they encounter. According to Buckley (1999), team teaching necessitates the presence of all teaching team members in multiple or all class sessions to observe, engage, inquire, and acquire knowledge. In addition, they are required to routinely fulfil established objectives and plans for their class. Every teacher possessing a certain expertise gets the chance to offer their meticulously prepared materials. According to Beggs (1964) and other scholars, team-teaching is considered crucial for enhancing students' intellectual, emotional, and spiritual development. Team-teaching enables students to develop expertise in management and leadership through a humanistic, psychological, and social approach. This strategy demands teachers who possess knowledge and mastery of the subjects being taught, as well as the whole syllabus materials.

Team-teaching is a collaborative approach where two teachers work together simultaneously (De Backer et al., 2023; Duran et al., 2020). One teacher assumes the role of a presenter or informer while the other serves as a guide in discussion groups or on an individual basis. The team members take turns presenting the materials. Discussion is facilitated collaboratively (Guise et al., 2017; Harkki et al, 2021; Simons et al., 20220; Soslau et al., 2019). Finally, a senior instructor delivers the sequential stages of training, observation, practice, and provision of necessary information. The class is segregated into two groups. A teacher provides guidance to each group. After the lesson concludes, each group delivers a report, answers questions, and collaboratively does calculations.

Team-teaching is a conventional approach where two teachers instruct a class simultaneously, using identical materials (De Backer et al., 2023; Duran et al., 2020). Generally, it adheres to the following principles. The classroom is occupied by a pair of teachers. There is a primary instructor who collaborates with another teacher. The teachers collaborate in the instructional process and supplement each other's strengths or compensate for each other's weaknesses. They collaborate as a cohesive one. Each member of the team takes turns to deliver the lessons. Guided conversations involve collaborative participation, and students collectively exchange and enhance their responses. Nevertheless, the primary teacher assumes the central role in delivering the lesson. Teachers will assign problem-solving tasks to enhance students' academic performance. For instance, in cases where students encounter problems comprehending the significance of a term, the partner instructor will address the issue. The teacher and partner teacher possess a comprehensive understanding of the subject matter and the educational information that needs to be imparted. The teachers on the team must possess not only knowledge of the information to be taught to the learners, but also a thorough understanding of the subject matter. They compensate for each other's lack of expertise. The advantages of this dynamic are evident in the dissemination of educational material to students and in

addressing students' inquiries pertaining to teachers' explanations. When implementing team-teaching, it is crucial to have a thorough discussion regarding the allocation of roles and responsibilities for each teacher. This ensures that all teachers are aware of their own duties and obligations within the classroom.

Several studies have been focused on different aspects of team-teaching in the context of the classroom. Lesely (2007) examined the students' perspectives on the utilization of the team-teaching technique in their classes. Two hundred students from Saudi Arabia and two hundred from Canadian high schools in Ontario and Montreal participate in the present research. To find out how students feel about using the team-teaching method, the researchers adapted an attitude questionnaire. The researcher conducts interviews with the study participants and determines that their attitudes regarding the utilization of team-teaching in language learning are predominantly positive. Liu (2008) investigated how well four of the five team-teaching techniques worked, and Friend et al. (1993) described the strategies in a classroom setting, including collaboration between native and non-native English teachers. "One teaching – one assisting," "alternative teaching," "station teaching," and "team teaching" are the recommended methods of team teaching. The study is carried out in a classroom environment of Chinese students. The findings demonstrate that the various forms of team-teaching used have a substantial influence on improving the teaching effectiveness of native English teachers. This signifies that the five team-teaching strategies are the only features capable of improving teaching effectiveness. The study demonstrates that for getting a meaningful outcome, it is advisable to use team-teaching methods progressively, starting with the "one teaching – one assisting" approach followed by the "alternative teaching" approach. Following the completion of "station teaching," the next step in the classroom is to implement "team-teaching."

Furthermore, Dugan and Letterman (2008) compared the typical teaching approach to team-teaching, rotating educators, and a team of three or more educators. Three New England universities were home to two hundred and eleven students spread across eleven classes in team-taught courses. An enhanced version of a standard form developed by the Individual Development Assessment Centre (IDEA) served as the study's assessment instrument. This form assesses the learning outcomes of students in classes taught by a single instructor who has adopted the team-teaching style. The research comprised 43 questions that assessed student performance in the course, encompassing aspects such as student ratings, progress, learning styles, and instructional approaches. There were two types of questions used: open-ended and fixed response. According to the study's findings, students who take classes taught in team-teaching approach report greater levels of effort, contentment, and favourable attitudes toward the class. Maultsby and Barbara (2009) investigated how team-teaching affected the academic performance of Middle Tennessee children in grades five through eight. The Tennessee Comprehensive Assessment program (TCAP) Achievement test was used to measure this impact, particularly in the reading, language arts, and math categories. This

study included a total of six schools. Team teaching was introduced in three schools at the start of the 2008–2009 school year. This study used what is called a paired samples *t* test. The findings of this study demonstrate an improvement in student performance in schools that have embraced team- teaching. In a study conducted by Anderws (2009), the impact of employing a team-teaching technique on the improvement of students' reading comprehension was examined. Ninety-two male and female students in the seventh and eighth grades made up the study's sample. In the study, the Georgia Standard Test was used, and it was administered both before and after the intervention. The participants were divided into two groups of 46 students each, including the experimental group and control group. The experimental group went through reading comprehension through the use of a team-teaching approach whereas the control group studied reading comprehension using traditional approaches. The study was conducted over a duration of two months. The result of the study showed there were no statistically significant differences between the groups based on gender or grade. However, the results show that the experimental group made significantly more progress in reading comprehension by using a team-teaching approach.

Some studies have been conducted on the effectiveness of using a team-teaching strategy in the classroom. Bacharach et al. (2010) looked at the impact of team teaching on students' reading proficiency. Participants in a team-teaching situation include students, instructors, and cooperating teachers who have received training in applying team-teaching strategies while including the fundamentals of team-teaching. The study was conducted over a four-year period, from 2004 to 2008. The study's data analysis confirms the notable variation in reading progress throughout the four years. In a study, Richards (2011) examined the impact of team-teaching on students' reading comprehension. To investigate the effect of team-teaching on improving students' reading comprehension abilities, the study used a quasi-experimental method. The researchers carried out a pre-test prior to and a post-test following the implementation of team-teaching exercises. The subjects were divided into an experimental group and a control group. The results of the study show significant differences in their results in the post-test between the two groups, favouring the experimental group. In a study conducted by Baniabdelrahman (2013), the impact of employing team-teaching on the English language ability of students was examined. The study sample included twelve male students from different lecture sections. He categorized them into three tiers. Every level consisted of four pieces. He selected an equal number of sections from the classrooms of female students at King Saud University. Each section consisted of twenty learners. A quasi-experimental design was used in the study, with two native teachers instructing distinct sections for males and females, one native teacher instructing two classes, and one non-native teacher instructing two classes. The other two tiers were handled in the same manner. The study's results show that there aren't any significant differences between male and female students. The findings indicate that the implementation of team-teaching positively impacts students' academic performance when compared to those who are instructed by a single instructor. The benefits of team-teaching are

emphasized by the researchers, who suggest English teachers to use this strategy in their classes.

2.1.1. The Efficacy of Collaborative Instruction

The majority of works and authors (Goetz, 2000; Schwarzer, Kahn, & Smart, 2000) studied in this context assert that the implementation of the team-teaching methodology in the field of English language is extremely efficacious, provided that it is executed appropriately according to the methods recommended by specialists (Goetz, 2000). A study conducted by Schwarzer, Kahn, and Smart (2000) examined the activities of teachers and students, as well as the elements that affect students' performance in reading class when employing the team-teaching approach. The study was carried out at the University of Texas at Austin, implementing collaborative instruction for all aspects of reading proficiency. The research findings indicate that students demonstrated effective learning outcomes, and self-directed learners were able to identify the objectives of their learning, leading to a greater appreciation of their learning progress.

2.1.2. Instruction in Reading Ability

When instructing reading, a teacher must possess the ability to facilitate the pupils' comprehension of the textual content. In this scenario, it is imperative for the teacher to possess the ability to facilitate the students' acquisition of knowledge effortlessly. The process of teaching reading encompasses the instruction of word recognition, intellect, and emotion, which are interconnected with past knowledge to comprehend the conveyed message (Goodman, 1976; Smith, 1982). Teaching is a sequential procedure; when teaching is highly effective, both pupils and teacher acquire knowledge. If there is minimal or non-existent acquisition of knowledge, the instruction has proven to be ineffective. Team-teaching is not a panacea for all the challenges that teachers and management face.

3. Methodology

3.1. Study's Research Design

In order to find out how team-teaching affects students' improvement in reading comprehension, this study used a quasi-experimental methodology. The study was carried out at a public university in Thailand, where the use of team-teaching method is a recent development. The samples consisted of Thai students who were enrolled in various programs and were taking English Reading and Writing courses. The sample for the study consisted of randomly selected classroom sections of second year students, each including 150 students. The students from these sections were selected at random and divided into two groups: the control group, consisting of 70 students, and the experimental group, consisting of 80 students. The students at this university shared nearly identical backgrounds and living conditions. All participants in this study underwent identical learning experiences and utilized identical textbooks. The participants of this study were chosen from the first-year student cohort during the initial semester. The reason for including second-year students is based on the understanding that the university level is a crucial period where students' language proficiency serves as an indication of their capacity to effectively learn

and apply English in their future endeavours, particularly in the areas of reading and writing skills (Moor, 2017).

3.2. Research Instruments

The researchers modified a number of research instruments to meet the study's goal.

3.2.1. Reading Comprehension Assessment

Twenty multiple-choice items from a pre-post reading comprehension evaluation were modified by the researchers (Refer to Appendix A). The reading comprehension employed for the current study was adapted one. The learners were allotted a duration of fifty minutes to respond to the questions. The researchers assessed the disparities in pupils' achievement by measuring their English language proficiency and reading comprehension skills. Test items consist of multiple choices, with only one option being accurate.

3.2.2. The questionnaire

The researchers additionally modified a questionnaire to assess students' perspectives on the team- teaching technique. The questionnaire consisted of 41 items designed to assess the attitudes of English as a Foreign Language (EFL) students towards team teaching. The present study adapted the questionnaire from Migdadi's work, published in 2016. The Likert scale consisted of five points. The questionnaire asked the English as a Foreign Language students about their thoughts on team teaching, including its benefits and drawbacks, the teacher's skill level, and the quality of their work.

3.3. Pedagogical Approaches

This study included two teaching methodologies:

A. The typical teaching approach involves the execution of a lesson plan by a single teacher. A single teacher is tasked with applying the conventional method of teaching reading comprehension. He is tasked with managing a classroom that has an excessive number of students and must cater to the diverse demands of a heterogeneous group of students. The reading comprehension lesson is taught by the teacher, who also assigns pre-reading questions, teaches and clarifies definitions of unfamiliar words, divides the class into groups or pairs, corrects mistakes, monitors the students' work, assesses pronunciation, helps struggling readers, gives pertinent feedback, and evaluates the students' performance. As part of the conventional instructional approach, the teacher initiates the reading comprehension lesson by posing straightforward inquiries regarding the images and title. He poses pre-reading inquiries to ascertain students' familiarity with the topic they are about to read. The teacher allocates sufficient time for students to peruse the reading material in silence. The teacher writes easy questions on the board while the learners are reading. Students are welcome to inquire about the meaning of challenging terms. Students have the option to engage in a pair Q & A session. It is expected of students to correct one another's mistakes. When it's needed, the teacher needs to give suitable feedback. The instructor gives the students the task of identifying every difficult word. Prior to transcribing them onto the board, he articulates the desired words

accurately. He gives his students a clear explanation of unfamiliar terminology and asks them to speculate as to its true meaning. The instructor ends by presenting comprehension exercises. Within a set amount of time, students must correctly answer the reading comprehension questions. Students correct one other's mistakes.

B- The study employed the team-teaching technique, in which two teachers co-taught the same class. The team-teaching classroom consists of two highly skilled teachers. Both educators collaborated and pre-allocated their tasks in advance for the class. They distributed tasks and established a suitable collaborative teaching atmosphere.

The team teachers implemented cooperative and structured work, offered incentive, engaged in interaction and collaboration through team-teaching. Teachers reduced the distance between students and fostered a sense of camaraderie by approaching the same problem from multiple angles. There were benefits for the team-teachers in terms of task distribution and accountability. They cooperated and pooled their knowledge to set the structural goals and introduce the material content.

3.4. Procedures for collecting data
Following verification of the test's consistency and accuracy, during the second semester of the 2022–2023 school year, the researchers implemented the following procedures to gather the necessary data:
1. The researchers explained the objectives of the study to the students and requested their voluntary participation for the current study.
2. The researchers administered both the pre-test and the post-test themselves. After the beginning of the classes, both groups received pre-tests and the attitude questionnaire, and at the end of the classes, the control group and the experimental groups received post-tests and the attitude questionnaire as well. The results of the pre-tests and post-tests were compared.

3.5. Reliability
The pilot study was conducted of 40 students who were not included from the sampling to verify the test's reliability. The result of the values showed 83.5. In addition, Cronbach Alpha was manipulated, and the value was equivalent 0.83. It is considered as acceptable value for conducting the test.

3.6. Analysis of data
The data was analysed using the SPSS 24 version automated application. For both groups, mean scores and standard deviations were calculated for the pre- and post-tests. The differences in vocabulary and reading comprehension between the experimental group and the control group at the pre-test were ascertained using an independent t-test in order to further support the comparability of the two groups. Moreover, it was utilized in the following test. Moreover, a dependent sample t-test was employed to determine whether there was a statistically significant disparity in the students' attitudes prior to and following the treatment/intervention.

4. Study Findings

Do the students' reading comprehension abilities alter significantly depending on the teaching style employed (team-teaching technique versus traditional teaching strategy)? The question required the calculation of means and standard deviations for the post-reading comprehension test. To calculate the differences in averages between the experimental and control groups on the team-teaching technique post-test, the researchers also performed an independent sample t-test.

Descriptive statistics of the team-teaching techniques post-test results for the two student categories are shown in Table 1. Stated differently, Table 1 presented the average and standard deviation of the reading comprehension scores for the control and experiment groups following the intervention. The results of the independent sample t-test for the post-test team-teaching techniques by the two groups are displayed in Table 2.

Table 1: Pre-test and post-test scores of reading comprehension of two groups

Group	Test	N	Mean Score	SD
Control	Pre	80	9	3.40
	Post	80	13	5.44
Experimental	Pre	70	9	5.53
	Post	70	16	5.68

The mean score is out of 20.

As shown in Table 1, the control group mean (M=13, SD= 5.44) was lower than the experimental group mean (M= 16, SD =5.68). It can be said [Table 2] that the effects of team-teaching technique and traditional teaching strategy demonstrate a statistically significant distinction between them. The representation can be shown by t (80) =25.96, p < .05, 95%, and the confidence interval was [5.364, 6.879]. Additionally, Cohen's d, which stands for a big size effect, was 6.89. Table 2 shows the findings of Independent Samples t-test concerning post-test.

Table 2: Concerning post-test, the findings of Independent Samples t-test

Post test	t-test for equality of means				
	t	df	sig (2 tailed)	95% Confidence Interval of the Difference	
				lower	upper
Equal variances assumed	25.96	80	.000	5.364	6.879
Equal variances not assumed	26.99	79.87	.000	5.398	6. 789

Tables 1 and 2 clearly show that the team-teaching technique group, which was given the treatment, outperformed the control group. As a result, the first research question has been addressed by the collected data.

The second research question of this study relates "What is the disposition of EFL students towards the utilization of the team-teaching technique in their classroom?" Table 3 shows students' attitude means and standard deviations before treatment.

Table 3: Means and standard deviations of the attitudes of the students before treatment [Control group]

No.	Rank	Items	Mean score	SD
1	24	Students benefit from team teaching when it comes to improving their reading comprehension.	1.57	0.38
2	23	In reading comprehension classes, I prefer to use the team-teaching method.	1.66	0.39
3	39	In my opinion, using team technology in reading comprehension sessions encourages collaborative engagement.	1.20	0.40
4	12	The lesson that the team is teaching seems quite lively to me.	1.89	0.41
5	41	In my opinion, having two teachers for reading comprehension courses is more advantageous than having just one.	1.10	0.37
6	40	In my opinion, a team of teachers has the ability to effectively manage a large and busy classroom during reading comprehension courses.	1.20	0.38
7	17	In team teaching, I believe that the allocation of time in reading comprehension courses is appropriately distributed.	1.76	0.37
8	9	I believe that team teaching facilitates the opportunity for pupils to use their reading comprehension skills across other courses.	2.03	0.36
9	13	Team teaching enhances pupils' self-esteem.	1.89	0.36
10	11	In the context of collaborative teaching, I believe that students tend to replicate or mimic the conduct of their teachers.	1.97	0.37
11	38	During team teaching, I frequently have the opportunity to engage in reading.	1.21	0.37
12	25	Team teaching fosters mutual respect among students by encouraging them to value and appreciate different perspectives.	1.56	0.38
13	34	In the context of team teaching, I experience the availability of assistance whenever necessary.	1.34	0.37
14	19	When engaging in collaborative teaching, I do not experience any feelings of shyness.	1.67	0.37
15	15	When engaging in collaborative teaching, I find that I am unable to be forgetful or distracted.	1.78	0.37
16	18	I am experiencing a sense of boredom during the team teaching class	1.76	0.38
17	14	Through the use of team teaching, I have observed a reduction in the frequency of my reading errors.	1.84	0.38
18	26	In the context of team teaching, I perceive my teacher as providing me with encouragement and assistance to actively engage in conversations.	1.56	0.39

19	10	In team teaching, I derive advantages from the arguments presented by my team teachers.	1.98	0.40
20	20	I experience a greater sense of confidence when engaging in collaborative teaching.	1.67	0.41
21	35	My teacher employs team teaching to assist weaker pupils in keeping pace with their more proficient peers.	1.34	0.41
22	36	During the reading lesson period in team teaching, I experience a sense of ease and relaxation.	1.34	0.41
23	31	My teacher employs team teaching to assist weaker pupils in keeping pace with their more proficient peers.	1.45	0.42
24	21	In team teaching, teachers offer regular and prompt feedback on reading comprehension. Having two teachers in one classroom makes me feel anxious.	1.67	0.41
25	30	Team teaching provides an opportunity for each student to participate in asking and answering questions related to reading comprehension.	1.47	0.41
26	6	I believe that team teaching enhances my ability to express agreement and disagreement effectively.	2.21	0.42
27	2	In my opinion, team teachers provide an excellent example of tolerance	2.35	0.42
28	3	In my opinion, students that are academically challenged are often overlooked in team teaching sessions.	2.34	0.43
29	7	When teachers participate in arguments during team teaching sessions, students gain from their behaviour.	2.17	0.43
30	28	I am excited to take part in group instruction aimed at improving reading comprehension abilities.	1.55	0.43
31	33	My comprehension of reading comprehension questions improves when I work in a team-teaching approach.	1.41	0.34
32	37	Team teaching enhances the enjoyment of reading comprehension.	1.23	0.44
33	4	My reading habits are improved via team teaching instruction.	2.32	0.44
34	16	My motivation to participate in reading comprehension exercises is constant.	1.78	0.41
35	22	I learn from my other participants via team-teaching method.	1.67	0.40
36	1	My sense of autonomy is increased by team teaching.	2.53	0.44
37	5	I believe that cooperative teaching necessitates spacious classrooms.	2.32	0.47

38	27	Team teaching fosters teamwork in reading comprehension classes.	1.56	0.40
39	29	Team teaching has the potential to effectively address the reading comprehension needs of all pupils.	1.55	0.31
40	32	I believe that team-teachers effectively collaborate to introduce the reading comprehension material in a cooperative manner.	1.42	1.42
41	8	My reading comprehension critical thinking abilities are improved by the team teaching approach.	2.11	2.11
		Total Mean	1.71	0.30

Table 4 shows students' attitudes mean scores and standard deviations after treatment.

Table 4: After intervention, the mean scores and standard deviations of the students' attitudes [experimental group]

No.	Rank	Items	Mean score	SD
1	24	Students benefit from team teaching instruction when it comes to improving their reading comprehension.	2.57	0.48
2	23	I support using the team teaching method for teaching reading comprehension.	2.66	0.49
3	39	In my opinion, using team technology in reading comprehension sessions encourages collaborative engagement.	2.20	0.50
4	12	The lesson that the team is teaching seems quite lively to me.	2.89	0.51
5	41	In my opinion, having two teachers for reading comprehension courses is more advantageous than having just one.	2.10	0.47
6	40	In my opinion, a team of teachers has the ability to effectively manage a large and busy classroom during reading comprehension courses.	2.20	0.48
7	17	In team teaching, I believe that the allocation of time in reading comprehension courses is appropriately distributed.	2.76	0.57
8	9	I believe that team teaching facilitates the opportunity for pupils to use their reading comprehension skills across other courses.	3.03	0.46
9	13	Team teaching enhances pupils' self-esteem.	2.89	0.46
10	11	In the context of collaborative teaching, I	2.97	0.47

		believe that students tend to replicate or mimic the conduct of their teachers.		
11	38	During team teaching, I frequently have the opportunity to engage in reading.	**2.21**	**0.47**
12	25	Team teaching fosters mutual respect among students by encouraging them to value and appreciate different perspectives.	**2.56**	**0.48**
13	34	In the context of team teaching, I experience the availability of assistance whenever necessary.	**2.34**	**0.47**
14	19	When engaging in collaborative teaching, I do not experience any feelings of shyness.	**2.67**	**0.47**
15	15	When engaging in collaborative teaching, I find that I am unable to be forgetful or distracted.	**2.78**	**0.47**
16	18	I am experiencing a sense of boredom during the team teaching class	**2.76**	**0.48**
17	14	Through the use of team teaching, I have observed a reduction in the frequency of my reading errors.	**2.84**	**0.48**
18	26	In the context of team teaching, I perceive my teacher as providing me with encouragement and assistance to actively engage in conversations.	**2.56**	**0.49**
19	10	In team teaching, I derive advantages from the arguments presented by my team teachers.	**2.98**	**0.50**
20	20	I experience a greater sense of confidence when engaging in collaborative teaching.	**2.67**	**0.51**
21	35	My teacher employs team teaching to assist weaker pupils in keeping pace with their more proficient peers.	**2.34**	**0.51**
22	36	During the reading lesson period in team teaching, I experience a sense of ease and relaxation.	**2.34**	**0.51**
23	31	My teacher employs team teaching to assist weaker pupils in keeping pace with their more proficient peers.	**2.45**	**0.52**
24	21	Teachers provide timely and frequent feedback on reading comprehension when using a team teaching approach. It worries me to have two teachers in one classroom.	**2.67**	**0.51**
25	30	Team teaching provides an opportunity for each student to participate in asking and answering questions related to reading comprehension.	**2.47**	**0.51**
26	6	I believe that team teaching enhances my ability to express agreement and disagreement effectively.	**3.21**	**0.52**
27	2	In my opinion, team teachers provide an	**3.35**	**0.52**

		excellent example of tolerance		
28	3	In my opinion, children that are academically challenged are often overlooked in team teaching sessions.	3.34	0.53
29	7	When instructors participate in arguments during team teaching sessions, students gain from their behavior.	3.17	0.53
30	28	I am excited to take part in group instruction aimed at improving reading comprehension abilities.	2.55	0.53
31	33	Team teaching enhances my ability to comprehend reading comprehension questions.	2.41	0.44
32	37	Team teaching enhances the enjoyment of reading comprehension.	2.23	0.54
33	4	My reading habits are improved via team-teaching instruction.	2.32	0.54
34	16	My motivation to participate in reading comprehension exercises is constant.	2.78	0.45
35	22	Via team-teaching instruction, I learn from my other participants.	2.67	0.50
36	1	My sense of autonomy is increased by team teaching.	3.53	0.54
37	5	I believe that cooperative teaching necessitates spacious classrooms.	3.32	0.57
38	27	Team teaching fosters teamwork in reading comprehension classes.	3.56	0.50
39	29	Team teaching has the potential to effectively address the reading comprehension needs of all pupils.	2.55	0.51
40	32	I believe that team-teachers effectively collaborate to introduce the reading comprehension material in a cooperative manner.	2.42	1.52
41	8	The team teaching technique enhances my critical thinking skills in reading comprehension.	2.11	2.51
		Total Mean	2.71	.40

As shown in Tables 3 and 4, the mean scores of all the items of the experimental group are higher than the control group. Thus, the disposition of EFL students of the experimental group towards the utilization of the team-teaching technique in their classroom was more positive than the control group. The majority of students (80) stated that they preferred to study by using the team-teaching method.

5. Discussion

The initial inquiry of the study examined the efficacy of employing the team-teaching technique to enhance the reading comprehension skills of first year tertiary students studying English as a foreign language. As shown in Table 2, the results indicated significant disparities in students' reading comprehension

based on the teaching technique employed (traditional teaching strategy and team-teaching strategy), with the team-based learning approach proving more effective. The findings pertaining to the initial inquiry indicated that the presence of two instructors in a shared classroom, each possessing distinct expertise, perspectives, teaching methods, and knowledge backgrounds, potentially played a role in enhancing the performance of English as a Foreign Language students in the domain of reading comprehension.

To accommodate the diverse needs of the students, it could have been beneficial to have two teachers in a single classroom. Learners might be able to learn from a variety of sources, share their skills and knowledge in appropriate ways, and interact more effectively. Furthermore, having two teachers in one classroom can foster increased student engagement and encourage greater participation in answering questions. It also provides students with the opportunity to read aloud in the classroom on a random basis. The majority of students effectively expressed their viewpoints and engaged in constructive debates with the lecturers. Furthermore, the teachers in the classes provided the opportunity to study through a cooperative approach.

The researchers believe that the outcome of this study may be correlated with the students' inclination towards adopting novel strategies for enhancing their reading comprehension skills, as well as their drive to engage in more efficient learning practices. Students exhibited higher levels of encouragement and motivation in the team-teaching class compared to the standard teaching session. This approach may provide students numerous advantages, including enhanced engagement, self-assurance, drive, dynamic interaction, ingenuity, adaptability, improved academic performance, and optimized comprehension and comfort with the subject matter. The presence of two teachers could potentially enhance student motivation by providing additional possibilities for engagement. Motivation is a significant factor in enhancing students' reading comprehension. This result was in line with Ahmadi's (2013) study, which investigated the relationship between motivation and reading comprehension. His study's findings showed that learners' reading comprehension achievement might be positively impacted by desire. Other studies show similar results, like De Backer et al. (2023), Duran et al. (2020) and Simons et al. (2020).

An additional component that could contribute to the effectiveness of team-teaching classes is the presence of a good environment. The team-teachers fostered an environment conducive to student interaction and cooperation. Moreover, the presence of two instructors yielded ample feedback to the students, resulting in a favourable influence on their post-test results, which surpassed their pre-test levels. This outcome serves as reliable evidence that the implementation of the team- teaching technique significantly enhanced students' ability to engage in more efficient interactions. This finding aligns with the research conducted by Lester and Evans (2009), which indicated that the implementation of the team-teaching technique led to enhanced learner interactions. Engaging in this approach facilitated the enhancement of students' and teachers' comprehension of the subject matter, since practice played a

crucial role in enhancing students' collaborative skills. Kloo and Zigmond (2008) also support this idea, stating that team-teaching increases opportunities for learners to actively participate and engage with the material. The presence of two instructors in a single classroom facilitated the formation of two distinct groups of learners, thereby increasing the number of possibilities for students to actively participate and receive prompt feedback. This finding aligns with the conclusion reached by Hughes and Murwaski (2001), Harkki et al. (2021), Guise et al. (2017) and Soslau et al. (2029). According to them (Hughes & Murwaski, 2001), having two teachers in a single classroom encouraged flexibility and creativity, which allowed the teachers to vary their lessons and learning activities. By employing appropriate teaching tactics, it is possible to accommodate the diverse individual learning styles of learners. Furthermore, the findings corroborated the discovery made by Crow and Smith (2003) that engaging in interaction and collaboration can lead to increased levels of ease, comfort, and harmony among learners, thereby enhancing their participation in the learning process and facilitating a greater comprehension of the material content. The results are consistent with Baniabdelrahman's (2013) finding that team-teaching produced benefits for both teachers and students. By giving teachers, the chance to learn new ideas and concepts from their fellow educators and by improving their teaching abilities, team-teaching promotes personal growth.

Moreover, this result aligned with the research conducted by Wadkins et al. (2006), which showed that employing the team-teaching method improved instruction by utilizing the knowledge of two different experts working on the same subject. Therefore, the presence of highly skilled instructors proved advantageous, as it significantly improved the reading comprehension abilities of English as a Foreign Language students. The findings of the study also indicate that the utilization of team-teaching methodology in reading comprehension classes led to enhanced student cooperation and interaction. This positive outcome can be attributed to the teachers' thoughtful assessment of the diverse needs and abilities of the learners. This approach offered learners numerous advantages, including active engagement, enhanced self-assurance, appreciation for diverse perspectives, constructive criticism, and social and educational development.

Establishing a conducive classroom atmosphere is a crucial element in enhancing the effectiveness of the team-teaching approach. An additional crucial aspect is the provision of appropriate feedback to students, which is often given by their teachers. Motivation and encouragement from teachers can be influential variables that contribute to students' improvement in interaction and collaboration. In the classroom, students were frequently encouraged and prodded to participate in cooperative learning activities. Learners demonstrated a willingness to take risks by attempting to answer questions, even if their responses were incorrect. They rectified each other's errors and made efforts to prevent their recurrence. The results of the first investigation point to the possibility that using a team-teaching strategy will improve students' reading comprehension ability. Following the intervention, the learners' reading

comprehension scores increased. This finding aligns with the research conducted by the study of Baniabdelrahman (2013), which showed that the use of team-teaching technique resulted in improved academic performance among students, as compared to those who were instructed by a single teacher. Similarly, the study conducted by Liu (2008) found that the various team-teaching strategies had a noteworthy influence on both students' academic performance and the effectiveness of English teachers' instructional methods. The researchers assert that improving English as a Foreign Language students' reading comprehension through team-teaching was a successful approach. This approach offered students and teachers the most suitable components, hence facilitating successful learning and teaching.

5.1 Discussion of the Findings Regarding the Second Inquiry
The second inquiry investigated the perceptions of Thai English as a Foreign Language undergraduate students on the team-teaching approach and its impact on their reading comprehension. The findings indicated that the students' attitudes were favourable, and the implementation of the team-teaching technique had a notable impact on enhancing their attitudes towards team-teaching. The results indicated that students exhibited a preference for the use of a team-teaching technique in their classes. In addition, they had a preference for team teachers as opposed to a single teacher in their classroom. The students' opinions indicated that the implementation of the team-teaching technique provided them with increased opportunities for active engagement in learning activities. This finding aligns with the study conducted by Cullen et al. (2009), which showed that dividing responsibilities between two teachers allowed for sufficient time for teachers to actively listen to students, respond to their inquiries, and provide appropriate comments. Students were urged to participate in many activities within the classroom. Grouping learners fostered dialogue, cultivated acceptance, enhanced students' academic and interpersonal aptitude, and facilitated the transformation of their knowledge and experiences. The researchers stated that the investigation's results showed that allocating duties resulted in increased opportunities for weaker students to receive support and encouragement, as well as to engage and keep pace with stronger students. The co-teachers were tasked with the obligation of providing follow-up, encouragement, assistance, and support to learners who were struggling academically. This can foster self-esteem and enhance self-confidence among underprivileged students. Students were prone to experiencing increased comfort and relaxation as a result of the favourable educational atmosphere present in the classroom.

According to the researchers, the outcome of this inquiry indicates that learners derived advantages from the behaviour, expertise, and discourse of their teachers. The team of teachers implemented a constructive framework for their classroom talks. In their study, Crow and Smith (2003) found that the teacher's introduction of a team-teaching learning setting was a significant model for learners. When instructors offered cooperative work, demonstrated, and appreciated humour, the learners would be influenced by this good environment and would imitate these behaviours.

This finding aligns with the study conducted by Wiley and Cozart (1998), who demonstrated that students had a favourable opinion of team-teaching and found it to be beneficial. The study conducted by Vogler and Long (2003) found that students perceived team-teaching as advantageous due to its ability to expose them to other perspectives and provide opportunities for individualized support. In contrast, certain prior research has examined the perspectives of instructors, such as the study conducted by Bergen (1997). This study revealed that teachers had a favourable response towards team-teaching and confirmed that it aided in enhancing their instructional approach. Ultimately, the students' responses can serve as a reliable measure of the efficacy of employing the team-teaching technique on Thai English as a Foreign Language undergraduate students' reading skill.

According to the researchers, learners were stimulated and inspired in team-teaching classes. Students received increased possibilities for assistance within the classroom due to the allocation of tasks among team teachers, who were able to utilize their available time to support both struggling and high-achieving students. Additionally, the presence of two teachers reduced the likelihood of learners being distracted, as both teachers had previously agreed upon effective classroom methods. According to the researchers, the students' favourable sentiments towards the team-teaching technique may be attributed to the stimulating and pleasurable setting it offered.

5.2 Pedagogical Implications
The study's findings have important implications for English instructors who engage in collaborative teaching. During the teachers' management of the large class, it is imperative to regulate the overcrowded classroom. Studying English reading and writing through team instruction may be accompanied by noise, but the primary advantages for students are the enhancement of collaborative learning and the opportunity to exchange diverse opinions with peers. Furthermore, the input from the teachers proved highly significant in enhancing students' English proficiency.

6. Conclusion
This study discovered a statistically significant disparity in reading comprehension test scores, favouring the group of Thai students learning English as a foreign language through team- teaching. Additionally, the study found that team-teaching had a significant effect on students' achievement in reading comprehension. Moreover, differences in the attitudes of students before and after team-teaching instruction were found to be statistically significant. Specifically, the group of English as a Foreign Language students who were taught utilizing team-teaching showed a notable improvement in their attitude. The study's findings demonstrated that the utilization of the team-teaching technique yielded enhancements in students' reading comprehension. The researchers claim that the implementation of the team-teaching technique yielded favourable outcomes. It strengthened the process of learning and teaching, fostered effective communication, and elevated students' academic

performance. Consequently, the researchers determined that the implementation of the team-teaching technique had a substantial influence on the reading comprehension of English as a Foreign Language (EFL) students. The researchers suggest that students had a positive disposition towards the team-teaching technique. The findings indicate that students perceived the team-teaching strategy as valuable, engaging, and pleasurable.

6.1. Limitations

This study delineated a specific cohort of students who have common characteristics, including prior knowledge of English and proficiency in English language usage. It would be preferable if the data were sourced from a diverse cohort of students and various universities. Additional research could validate the efficacy of implementing team teaching in the reading and writing class of Thai EFL undergraduate students.

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Appendix A

1. What is the best summary of the news?

> On Sunday, a storm hit Puerto Rico. The country was without electricity. The storm was very strong. There was a lot of heavy rain. People prepared for the storm well. The authority says that storm will hit Jamaica. It will have heavy rain too.

A. A very strong storm hit Jamaica on Sunday.

B. The authority helped move people from their destroyed houses.

C. A storm hit Puerto Rico and will hit one more country.

D. A lot of house and buildings were destroyed after the storm.

> Santo Domingo – Lopez was a member of the men's national football team in 2016. Then she came out as transgender later, and she became the first transgender player to participate in the Olympics in Santo Domingo in 2020. She was part of the Brazilian women's football team. Some football fans say that it is not fair because she has a different body than other women players.

2. What is the best summary of the news?

A. A male football player came out as transgender last year.

B. A transgender football player was very successful in her career.

C. Some fans did not agree when a transgender player played in a female football match.

D. A team of transgender women football players successfully won the Santo Domingo Olympics in 2020.

Choose the best answer.

> After a year in Japan, Cecilia is back in her native country. She went to study Japanese there. She finished her first year of college and made many of friends. She was both happy and sad when she got home. Although she was glad to be back in Florida with her family, she missed her new Japanese pals. She received a call from her Japanese friends Hana and Akiko a month after her return. They wanted to know whether they could spend the summer with her. With excitement, she said, "Sure!" "I'll show you around." Fun activities were organized by Cecilia for their June arrival. She was sure her pals would enjoy themselves. Cecilia took them to Miami for a tour excursion on their first day. It was a cool day. The girls from Japan shouted, "The buildings are so interesting!"

Cecilia took them to the beach the following day so they could go surfing. While Hana and Cecilia chatted while sitting on the beach, Akiko spent a lot of time in the water. Cecilia took them to a number of additional Southern Florida tourist attractions over the remainder of the week. Akiko and Hana couldn't wait to tell their family about their incredible week in Florida with their American buddy when they got home.

3. How long did Ceicilia live in Japan?

A. One month   C. One year

B. One week   D. One day.

4. Why was Cecilia happy?

A. She studied in Japan.   C. She met her Japanese friends at home.

B. She was with her family.   D. She had many friends in Florida.

5. How did Cecilia feel when she got a phone call from her friends?

A. exited   C. interesting

B. Sad   D. anxious

6. What was the weather like in Miami?

A. cool   C. cold

B. hot   D. warm

7. What is Ceicilia's nationality?

A. Japanese   C. American

B. Korean   D. Mexican

Green Mountain

Have you ascended Green Mountain before? I've climbed it multiple times, but in 2009, my favorite experience was with the Garcias. Both Mr. Garcia and his three sons were remarkably inactive. However, they only went on difficult holidays. They thought beach resorts were underwhelming and art museums were boring. They enjoyed freestyle skiing in Colorado, scuba diving in the Atlantic Ocean's depths, and bungee jumping in New Zealand. We made the ascent of Green Mountain in a single day without pausing. We started by singing classic tunes while hiking through the woods. "We should be careful of tripping over small rocks or tree branches," Mr. Garcia warned us. We then crossed a little river while still wearing our clothes. We then scaled large boulders without the use of ropes. The trip's most taxing portion was this. We finally had cold pizza and chocolates at the top of the mountain. Hours later, we found Mrs. Garcia waiting for us at the campsite. She provided us with water and a ton of goodies.

8. What kind of activity is disliked by Mr. Garcia and his sons?
A. swimming across a river B. admiring artwork in a museum C.
performing music D. consuming cold pizza

9. At the summit of the mountain, what did the author do?
A. consumed food B. scaled large bouldersD. crossed a river by
swimming B. strolled through the forest

10. What guidance did Mr. Garcia offer?
A. Going to a museum B. Watch out for tiny pebbles and tree branches.
C. visiting a resort on the beach
D. Sip copious amounts of water.

11. Which sentence is correct?
A. They spent more than one day to climb the mountain.
B. There were woods, rivers and big rocks at the place.
C. There were so many people going with them.
D. They didn't bring food with them while climbing.

Making Chili

Chili is an easy dish to prepare. Fried chicken is also easy to prepare. To make chilli, cut up one large onion. Then fry it in a little vegetable oil. You can add fresh garlic and some diced chilli peppers. When the onions are soft, add one pound of ground beef. Stir the onions and beef until they are fully cooked. Sprinkle one tablespoon of red chilli powder on top. Next, add four cups of diced tomatoes, one cup of water, and one can of red beans. Finally, add salt and pepper. Cover the saucepan and cook over low heat for about one hour. If you follow this simple recipe, you will have a delicious meal.

12. What should be done before adding tomatoes and red beans?
A. adding one cup of water   C. putting red chilli powder
B. covering the saucepan   D. adding salt

13. Which of the following is used in a small amount?
A. salt   C. pepper
B. onion   D. vegetable oil

14. Identify which statement is NOT true according to the instruction?
A. Pepper is added with salt.
B. Beef is added only when the onions get tender.
C. It's a complicated dish to prepare.

D. There should be four cups of diced tomatoes.

Not an Average Teenager

Steven Mills is not your typical athletic teenager. Steven is a gymnast, and he wants to compete in the Olympics. He wakes up at five o'clock in the morning every day because he has to practice before school. First, he eats healthy breakfast. Then she jogs to the National Gymnasium on Cypress Street. He practices gymnastics for two hours. Then he gets ready for school. Steven goes to school from eight-thirty in the morning until three o'clock in the afternoon. After school, he returns to the Gymnasium for special classes with his coach. When his practice finishes at six o'clock, Steven returns home. He eats dinner, does his homework and talks with their family. Steven goes to bed early to be ready to work hard again the next day.

15. Which competition does Steven prepare for?
A. National Gymnasium   C. school
B. Cypress   D. Olympics

16. Which is NOT true about the passage?
A. Steven knows the value of sleep.
B. Steven's homework is done by his coach.
C. His gymnastic practice lasts for two hours.
D. He wakes up early in the morning for practice.

Mark A if it is true. Mark B if it is false.

Kickboxing

is a great way to get fit. Learn to defend yourself with this form of boxing. Work out and improve general fitness in our two-hour class. Remember to take off glasses, watches, and rings before this class.

Roller Hockey

Is the same as ice hockey but not as cold! Train with our team on Tuesday nights from 7.30 to 10 p.m. No experience needed. Just bring your roller skates.

Come to our weekly yoga class on Saturday from 4 p.m. to 5.50 p.m. Stretch and relax your body. Bring your own mat. Wear comfortable clothes and don't eat a heavy meal before the class.

Start the day right. Stay fit and healthy

Our daily Zumba class meets in the park at 6 a.m. Meet friends and enjoy the music and fresh air. Remember to wear good shoes!

17. You shouldn't wear glasses for kickboxing.
     A. True
     B. False

18. You have to bring your own meal for yoga class.
      A. True
      B. False

19. You don't have to have your roller skates for roller hockey.
      A. True
      B. False

20. You should wear comfortable shoes for Zumba class.
      A. True
      B. False