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## Team Teaching as an Effective Strategy on EFL College Student's Achievement and Motivation in TEFL Textbook

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### Abstract

This study investigated the effectiveness of Team Teaching as a strategy on EFL college students' achievement and motivation in a TEFL textbook course. A quasi-experimental design was employed with two groups: an experimental group (n=14) taught through team teaching and a control group (n=14) taught through the traditional single-teacher method. In this study, students' motivation toward learning English was measured using the Motivation Scale developed by Gardner (1985), whereas their academic achievement was evaluated through a pre-test and post-test specifically designed for the course. Findings from independent samples t-tests demonstrated statistically meaningful distinctions between the two cohorts, favoring the treatment group on both the post-assessment achievement measure ( $t(26)=2.347, p=0.027, d=0.88$ ) and the post-assessment motivation measure ( $t(26)=3.112, p=0.004, d=1.17$ ). The study concludes that team teaching is a highly effective strategy for enhancing both achievement and motivation in EFL teacher education. It is recommended that university administrators and teacher trainers incorporate this strategy to improve learning outcomes and better prepare future teachers.

**Key words:** Achievement, EFL College Students, Motivation, Team Teaching, TEFL Textbook.

**1. Introduction** The field of English as a Foreign Language (EFL) instruction faces significant challenges in the 21st century classroom. Overcrowded classes, diverse learner needs, and varying proficiency levels create complex teaching environments that often hinder effective language acquisition (Li & Wang, 2021). These challenges are particularly pronounced in contexts where traditional teacher-centered approaches remain dominant, limiting opportunities for personalized instruction and communicative practice (Richards, 2017). As a result, many EFL learners experience diminished motivation and inadequate language development, highlighting the urgent need for innovative pedagogical approaches. Team teaching has emerged as a promising collaborative strategy to address these challenges. This approach, characterized by two or more teachers sharing responsibility for planning, instruction, and assessment, offers potential solutions to the limitations of conventional teaching methods (Carless & Walker, 2021). Research indicates that team teaching can create more dynamic learning environments, provide diverse teaching perspectives, and offer more individualized student support (Dove & Honigsfeld, 2018). Despite these potential benefits, the implementation of team teaching in EFL contexts remains relatively unexplored, particularly in teacher education programs. The current study investigates the impact of team teaching within a Teaching English as a Foreign Language (TEFL) methods course, recognizing the unique potential of this setting for modeling collaborative teaching practices. TEFL methods courses represent a critical component of teacher education, serving as a bridge between theoretical knowledge and practical teaching skills (Farrell, 2020). The collaborative nature of team teaching in this context allows for the demonstration of varied teaching methodologies, shared expertise, and reflective practice, ultimately providing student-teachers with a more comprehensive understanding of effective language teaching. This research examines how team teaching influences both academic achievement and learning motivation among EFL student-teachers. By exploring this innovative approach in a specific educational context, the study aims to contribute to the developing body of knowledge on collaborative teaching practices while addressing practical challenges in EFL teacher preparation. The findings seek to inform educational institutions

and teacher educators about effective strategies for enhancing both immediate learning outcomes and long-term professional development.

### 1.3 Aims of the study

1. To investigate the value of Team Teaching as an effective strategy on college student's achievement in TEFL textbook.
2. To find out if team-teaching strategy will affect students' motivation or not.

### 1.4 Hypotheses

1. This research hypothesized that no statistically meaningful distinctions would exist between the treatment and comparison groups' performance on the post-assessment regarding their academic accomplishment.
2. This investigation hypothesized that the post-assessment results of the treatment and comparison groups would demonstrate no statistically substantial variations concerning their motivational levels.

## 2. Literature Review

### 2.1 Team Teaching

#### 2.1.1 Team teaching in general

There is no one definition of team-teaching or a single "best" methodology. According to Bess (2000), collaborative instruction represents a procedure wherein all participating educators share equal involvement and accountability for learner guidance, assessment, and the development and achievement of educational goals. According to certain scholars, team-teaching represents an instructional approach where multiple educators work together in planning and implementing educational programs (Zhang & Keim 1993). Davis (1995) suggests that team-teaching actually encompasses a range of frameworks and methodologies that vary primarily based on the level of cooperative interaction among the participating instructors.

#### 2.1.2 Models of Team-Teaching

McDaniel and Colarulli (1997) build upon this spectrum notion by proposing that collaborative teaching models can be defined along four separate dimensions that represent the fundamental components of cooperative pedagogy and its potential to improve learner academic achievements, specifically:

1. Throughout the instructional process, the extent of engagement among collaborative teaching partners and learners represents a critical factor. This parameter focuses on the quality of educational interchange occurring between all participants. Both cooperative educators and learners serve as participants in the educational exchange, with each contributing varying degrees of knowledge to the process. Furthermore, when cooperative teaching colleagues engage meaningfully in the instructional setting, their skills and viewpoints enrich the scholarly conversation, leading to professional growth for the teaching colleagues as both instructors and lifelong learners (Gabelnick et. al. 1990).
2. The extent of engaged learning and learner involvement throughout the instructional experience. This indicator evaluates the effectiveness of collaborative instructors and students working together in analytical examination of course material. Neither students nor collaborative teaching partners should remain inactive consumers of information or inactive transmitters of content. Learners become empowered when their cognitive challenges are mutually addressed by their collaborative instructors, resulting in enhanced academic engagement and motivation (Association of American Colleges 1994).
3. The extent of independence or interdependence among collaborative teaching partners throughout the instructional process. This parameter examines how effectively collaborative instructors function as a unified entity regarding dialogue, curriculum preparation, implementation, student assessment, and content evaluation. Authentic collaboration requires collaborative teaching partners to maintain mutual responsibility, demonstrate readiness to negotiate and distribute leadership roles despite potential loss of individual control, and remain receptive to innovative concepts and pedagogical methodologies.
4. The extent to which disciplinary content and viewpoints are synthesized to enhance educational and instructional outcomes. This element emphasizes curricular consolidation and synthesized reasoning. Coherent curriculum design facilitates students' comprehension of knowledge relationships and unified learning experiences. According to research, both collaborative instructors and learners experience "unexpected joy" when they discover previously unrecognized interconnections and appreciate the sophisticated intensity of academic inquiry (Rinn & Weir 1984, p. 10). Since team-teaching is conceptualized as a spectrum of methodologies, various collaborative teaching frameworks can be categorized as either limited or robust based on the extent of cooperative interaction and synthesis among participating educators, along with their degree of engagement in the educational process. In less effective forms of collaborative instruction, there exists scant

demonstration of coordination and/or active participation by teaching partners in the preparation, administration, and implementation of course content. At this extreme of the spectrum, an illustration of collaborative teaching would involve distributing course instruction among academic staff members, where each individual may conduct only one or two sessions, with a single faculty member serving as the course coordinator or primary instructor. Jacob, Honey, and Jordan (2002) argue that this approach does not constitute genuine collaborative teaching. Instead, it more closely resembles invited presentations or, at most, a form of consecutive instruction, where course material is delivered in isolated segments with limited content synthesis or collaborative partnership. Frameworks where teaching partners are both deeply and equally engaged in all aspects of course planning, administration, and implementation represent the opposite robust end of the collaborative teaching spectrum (George & Davis-Wiley 2000).

### **2.1.3 Types of team teaching**

a. Two teachers share a classroom under the one teach/one observe technique. During instruction, one educator delivers the lesson while their colleague observes the learners. The observing instructor documents details regarding student conduct, academic performance, and interpersonal dynamics. The observer may elect to monitor the complete class or concentrate on specific individuals (Friend and colleagues, 2010). This observing instructor can employ this approach to address students who are disengaged, recognize learners experiencing difficulties or requiring additional challenges, and evaluate the overall effectiveness of classroom engagement.

b. One teaches/one assist is a teaching approach in which one instructor instructs the entire class. While the first instructor is delivering the lesson, the second teacher travels around the room offering customized assistance to the pupils in order to convey the need (Friend et al., 2010). The use of stations in the classroom is quite similar to the usage of centers in the classroom. The distinction is that the stations are guided by two licensed teachers. The class is divided into three sections. Teachers give teaching to two of those groups. The third group works on its own (Friend et al., 2010).

c. Parallel instruction involves separating a class into two sections according to the educational needs of the students. Each of the two educators selects one group and teaches them simultaneously. This approach serves as a method for providing differentiated learning experiences for the children within the classroom (Friend et al., 2010).

d. Alternative instruction represents another pedagogical approach that provides differentiation for students within a classroom setting. Using this method, one educator teaches the larger portion of the class. The second instructor works with a smaller cohort. This smaller group may be engaging with identical material as the main class, or they could be participating in preparatory instruction, remedial teaching, or advanced enrichment activities.

### **2.1.4 The advantage of using Team teaching**

Learners obtain benefits from cooperative instruction as it combines the knowledge of several faculty members (Mason 1992; Buckley 2000). Students can acquire advantages from cooperative teaching by obtaining guidance from specialists in particular areas of a discipline's theoretical base and encountering diverse viewpoints on multifaceted problems (Buckley 2000). Through synthesizing different viewpoints and connecting information to broader theoretical frameworks, students can develop analytical reasoning skills (Davis 1995). Furthermore, collaborative instruction provides students with opportunities to observe the functioning of a cooperative team. This aspect holds particular significance for business students who will likely participate in collaborative teams within professional environments (Mason 1992). Students may utilize the chance to witness effective faculty collaboration as a framework for their own teamwork experiences. Students are additionally exposed to various pedagogical methods and techniques, which strengthens the team's ability to accommodate different learning styles among learners (Goetz 2000; Helms et. al. 2005). Students also gain advantages from cooperatively-delivered course frameworks. Wilson and Martin (1998) discovered that students engaged in team-delivered courses exhibited enhanced faculty-student connections. Likewise, Hinton and Downing (1998) documented favorable student responses concerning a recently created cooperatively-instructed course, with 94% of respondents indicating a preference for team-based teaching approaches over traditional educational practices. Nevertheless, it must be emphasized that certain students may perceive these benefits of collaborative instruction as disadvantages. When confronted with multiple distinct pedagogical methods and perspectives within a course, some learners may experience confusion and frustration (Buckley 2000; Goetz 2000; Helms et. al. 2005).

## **2.2 Achievement**

Academic accomplishment or performance represents the result of educational processes — the degree to which a learner, educator, or educational institution has attained their learning objectives. Accomplishment is typically evaluated through examinations or ongoing assessment methods, yet there exists no universal consensus regarding optimal testing approaches or which components hold greatest significance — procedural competencies such as abilities or declarative understanding such as factual information (Ward, Stoker & Murray-Ward 1996).

**2.3 Motivation** Gardner (1985) characterized motivation as denoting "a synthesis of effort combined with aspiration to accomplish the objective of language acquisition along with positive dispositions toward language learning." Within the domain of language acquisition, researchers occasionally differentiate between orientation, which represents a category of rationales for studying a language, and motivation per se, which encompasses a fusion of the student's perspectives, aspirations, and readiness to invest energy for the purpose of acquiring the second language (Richards & Schmidt, 2002).

**2.3.1 Types of motivation** Generally, motivation is broadly categorized into two primary forms: external motivation and internal motivation. External motivation pertains to the aspiration to obtain rewards or prevent negative consequences. It concentrates on external factors that prompt students to participate in academic tasks such as coursework, assessments, or behaviors designed to please educators (Arnold, 2000). Both integrative and instrumental motivational categories are similarly grouped under the classification of extrinsic motivation (Harmer, 1991). Extrinsic motivation depends on external outcomes such as rewards or sanctions. This type of motivation may generate negative consequences for students. The explanation is that through external motivation, students do not engage in learning with genuine commitment or they participate because they are driven by the appeal of incentives or by the penalties they might face. When a learner studies because they are offered rewards or seek benefits, there exists strong motivation to participate in classes, to study, and to accomplish established objectives. Nevertheless, when these incentives are removed, or occasionally when penalties are absent, the student will lose interest in attending class to acquire the language. Internal motivation pertains to learning that carries its own inherent value (Arnold, 2000). This signifies that students are eagerly and freely (without coercion) attempting to acquire knowledge they consider valuable or significant to them. Students possessing internal motivation demonstrate an inherent drive to learn and do not require external reinforcement. Additionally, there are no adverse consequences for students who possess internal motivation. Furthermore, internal motivation encourages learners to engage in learning without requiring incentives, as their drives are inherent, originate from within, or rely on their personal volition. Lightbown and Spada (1999) noted that educators have limited influence over students' internal motivation due to learners' diverse backgrounds, and the primary approach to motivate students involves creating a nurturing classroom atmosphere.

### **2.3.2 The Importance of Motivation in a Language Learning**

Extensive prior research illustrates that motivation performs a vital role in establishing achievement or lack thereof in language learning generally, and within particular linguistic educational environments. Spolsky (1990) suggested that driven students are inclined to advance more swiftly than those exhibiting reduced motivational states. Within particular educational settings, students with reduced motivation are prone to becoming distracted, exhibiting disruptive behavior, and creating classroom management challenges. Conversely, students with elevated motivation levels will engage actively and maintain focused attention during specific learning tasks or activities. Alongside engagement, motivation is regarded within scholarly literature as extremely significant for improving learning outcomes across all student populations (Woolfolk & Margetts, 2007). Motivation is regarded as a fundamental requirement and vital element for learner engagement in the educational process. Student participation in learning operates not simply as a goal in itself, but also serves as a means through which students achieve strong academic outcomes (Ryan & Deci, 2009). This aspect holds importance because genuine participation may result in enhanced academic performance throughout a student's educational journey (Zyngier, 2008). When educators seek to understand and address young learners' concerns and transform schools into stimulating environments, they must genuinely attend to students' feedback regarding their courses and instructors (Mitra & Serriere, 2012).

### **2.3.3 Factors that Affect Motivation in Language Learning**

Harmer (1991) outlined the subsequent four components that could present risks to learners' motivation in language learning. The primary component relates to the material conditions of the instructional area. The material conditions pertain to the classroom climate. For instance, when students must learn in poorly illuminated spaces, congested classes containing excessive numbers of learners, struggle to view inadequately sized boards,

or must study in uncomfortable and malodorous environments, they may experience diminished motivation or their learning drive may become reduced. The second element involves instructional methodology. The pedagogical approach, which pertains to the manner in which educators deliver instruction to learners, inevitably influences their motivational levels. When students experience tedium with their instructors' approaches, their motivation would probably diminish or progressively decline as Harmer (1991) observed: "Should students lose faith in their teachers' instructional methods, they will experience reduced motivation." The third element that influences student motivation in language acquisition concerns the educators themselves. Instructors are regarded as the most influential factor in motivation, yet they may also constitute a significant source of student demotivation. Finally, the fourth element affecting student motivation in language learning involves academic success. Success pertains to the suitable level of difficulty established by educators. When the complexity of assignments or learning tasks becomes excessively demanding or insufficiently challenging, it may result in student demotivation during the learning process. As Harmer (1991) noted, providing overly challenging activities may negatively impact motivation. Students may experience equal demotivation when faced with inadequately challenging material. Moreover, within Krashen's affective filter theory, emotional conditions including fatigue, dejection, disinterest, and similar states may hinder students' learning processes. Additionally, anxiety emerges as an element that impacts the effective filter. Reduced anxiety levels prove more conducive to second language acquisition (Krashen, 1988). This indicates that learners' anxiety levels can influence their motivational state. According to Krashen, three affective variables interact with the affective filter, namely: (a) Motivation which facilitates language acquisition, (b) Self-confidence which similarly supports acquisition, and (c) Anxiety which proves beneficial when maintained at minimal levels (Krashen, 1988).

**2.4 EFL College Students** EFL college students employ a variety of learning strategies to enhance their language acquisition. Research indicates that high-achieving EFL students frequently utilize metacognitive strategies, such as planning, monitoring, and evaluating their learning processes, which are associated with better language proficiency (Felder & Silverman, 1988). Additionally, cognitive strategies like summarizing and note-taking, as well as compensatory strategies such as guessing meaning from context, are commonly used to overcome language barriers and improve comprehension (Hsu & Chen, 2016). The integration of digital technology has significantly influenced EFL learning. A study involving 931 EFL students revealed that digital technology use positively affects English academic performance, with emotional intelligence and learning engagement mediating this relationship (Shao et al., 2025). This suggests that personalized instruction through adaptive learning systems and immediate feedback mechanisms can enhance students' language learning experiences. Project-Based Learning (PBL) has emerged as an effective pedagogical approach for EFL students. A comprehensive meta-analysis revealed that PBL has a significant positive effect on EFL/ESL writing, with the duration of the intervention being a key moderating factor (Wenlan & Jiao, 2019). Implementing PBL in English for Specific Purposes (ESP) contexts has been found to enhance EFL college learners' levels of self-learning and self-efficacy, fostering greater autonomy in language learning (Yang & Harijanto, 2022).

**2.5 A course in "TEFL"** This textbook is for second year student at colleges of education - departments of English languages. It is a fifteen weeks course, which combines 45 hours of English language instruction (3 hours per week). This book presents the fundamentals of teaching English as a foreign or second language in an integrated manner that combines theory and practice. It begins by clarifying the concepts of language acquisition and various learning theories, such as behaviorism, constructivism, and communicationism, and shows how teachers can employ these theories in classroom practice. It also focuses on effective teaching strategies and classroom activity design, as well as methods for assessing students and dealing with classroom problems such as student achievement and lack of motivation. The book's value lies in its ability to connect theoretical knowledge with practical skills, helping students apply what they have learned directly during practical classroom training. It also enhances their ability to think critically and analyze pedagogically when designing teaching plans and selecting appropriate teaching methods. For students in the English Department, the book provides a solid framework for preparing future teachers, helping them develop their teaching competence and classroom planning skills, while equipping them with the ability to effectively meet the challenges of teaching and achieve learning objectives.

## 2.6 previous studies

Previous research on team teaching in EFL contexts has provided valuable insights into its potential to improve students' achievement and attitudes, though gaps remain that justify the present study. For instance, Duklim and Hasan (2024) conducted a quasi-experimental study with Thai undergraduate students and found that team

teaching significantly enhanced learners' reading comprehension and fostered positive attitudes toward the learning process. Similarly, Muza (2021) investigated Nigerian undergraduates and reported that students taught through team teaching outperformed their peers in academic achievement, regardless of gender differences, thereby reinforcing the effectiveness of this approach in higher education. Beyond achievement, researchers have also explored students' perceptions of team teaching. Lesely (2007), in a comparative study involving Canadian and Saudi Arabian students, revealed that learners generally held favorable attitudes toward team teaching, particularly when it involved both native and non-native English instructors. This highlights the role of team teaching in creating a more engaging and culturally responsive classroom environment. In addition, Liu (2008) examined the practical application of four types of team teaching in Chinese EFL classrooms and concluded that different models (e.g., one teaching–one assisting, alternative teaching, station teaching, and full team teaching) could significantly enhance instructional effectiveness when applied systematically. Taken together, these studies emphasize that team teaching can improve both academic outcomes and student motivation. However, much of the existing research has focused on reading comprehension or general attitudes rather than systematically exploring its impact on students' achievement and motivation within TEFL textbook at the college level. This gap highlights the need for further investigation into how team teaching can be effectively implemented in EFL college classrooms, which is the focus of the present study.

### 3. Methodology

#### 3.1 Research Design

This investigation utilized a quasi-experimental framework featuring a pre-assessment and post-assessment comparison group. This design was selected to rigorously examine the cause-and-effect relationship between the independent variable (teaching strategy: team teaching vs. traditional teaching) and the dependent variables (academic achievement and motivation).

#### 3.2 Participants

The study was conducted on a purposive sample of 28 undergraduate students from the Department of English at Al-Bayan University, College of Education, during the academic year 2024-2025. The participants were from the second stage. They were divided into two groups:

- Experimental Group (n=14): This group was taught using the team teaching strategy.
- Control Group (n=14): This group was taught the same material using the traditional single-teacher method.

#### 3.3 Research Instruments

Two primary instruments were used for data collection:

1. Achievement Test: A teacher-constructed test based on the TEFL textbook content. It was administered as a pre-test and post-test to measure students' academic achievement. (Appendix A)
2. Motivation Scale: A questionnaire adapted from previous studies (Gardner, 1985) to measure students' motivation towards learning English. It was administered as a pre-test and post-test. The scale's reliability was calculated using Cronbach's Alpha, demonstrating high internal consistency. (Appendix B)

#### 3.4 Procedures

1. Pre-testing Phase: The Otis-Lennon test, the achievement pre-test, and the motivation pre-test were administered to both groups to establish baseline equivalence.
2. Experimental Intervention Phase: The intervention lasted for a full academic semester. The experimental group was taught using a collaborative team teaching model (e.g., One teach/one assist, Parallel teaching), where two instructors shared planning, instruction, and assessment responsibilities. The control group was taught the same material by a single teacher using conventional lecture-based methods.
3. Post-testing Phase: At the end of the semester, the achievement post-test and the motivation post-test were administered to both groups.
4. Data Analysis: The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Independent samples t-tests were used to compare the post-test means of the two groups for both achievement and motivation. The effect size was calculated using Cohen's d to determine the practical significance of the findings.

### 4. Results and Findings

This chapter presents the statistical analysis of the data to test the study's hypotheses.

Table (1): Descriptive Statistics of Achievement and Motivation (Pre-test & Post-test) for Experimental and Control Groups (N = 14 per group)

Group	Variable	Mean ± SD
Control	Pre-test Achievement	68.93 ± 18.42
Control	Post-test Achievement	82.86 ± 11.39

Control	Pre-test Motivation	119.00 ± 10.14
Control	Post-test Motivation	120.93 ± 12.26
Experimental	Pre-test Achievement	71.43 ± 20.23
Experimental	Post-test Achievement	76.79 ± 19.08
Experimental	Pre-test Motivation	110.36 ± 17.48
Experimental	Post-test Motivation	110.21 ± 18.60

The descriptive statistics of achievement and motivation scores, before and after the intervention, of both groups can be found in Table 1. Mean Pre-test Achievement in the Control group was  $68.93 \pm 18.42$ , and in the Post-test group was  $82.86 \pm 11.39$ . The level of motivation was also relatively consistent with  $119.00 \pm 10.14$  Pre-test and  $120.93 \pm 12.26$  Post-test. Pre-test Achievement in the Experimental group was  $71.43 \pm 20.23$  and had increased marginally to  $76.79 \pm 19.08$  in the Post-test. There was virtually no change in motivation,  $110.36 \pm 17.48$  at the Pre-test and  $110.21 \pm 18.60$  at the Post-test. These findings show that the Experimental group is more variable, particularly in motivation, whereas the Control group reported more similar scores and higher levels of motivation in both measurement occasions. Table (2): Independent Samples T-Test Results of Post-test Achievement between Experimental and Control Groups (N = 14 per group)

Group	Mean ± SD	t-value	p-value
Control	82.86 ± 11.39	1.02	0.318
Experimental	76.79 ± 19.08		

Result: Not significant ( $p > 0.05$ ).

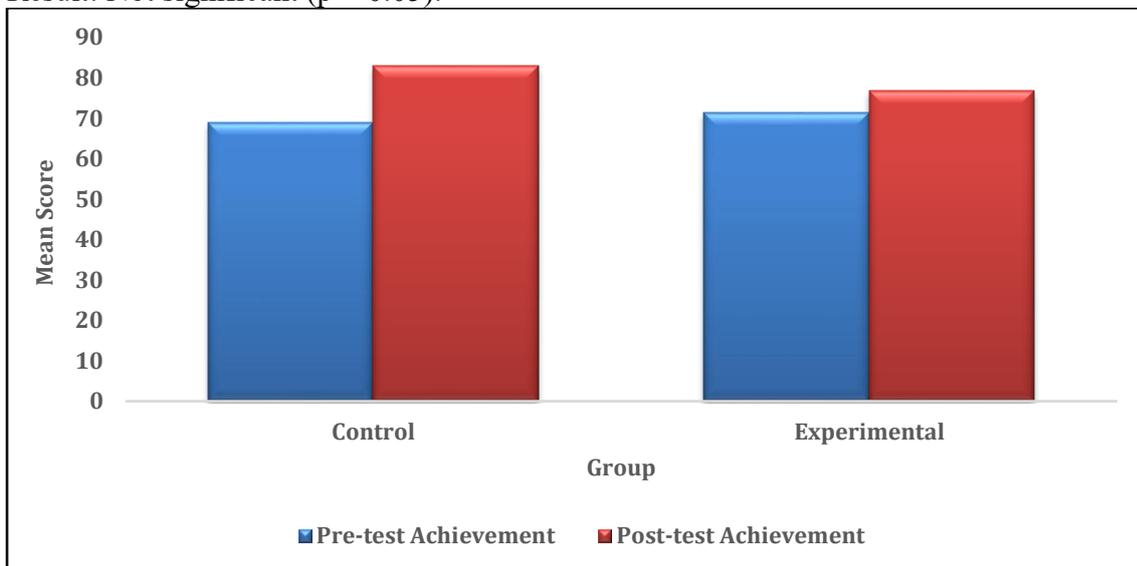
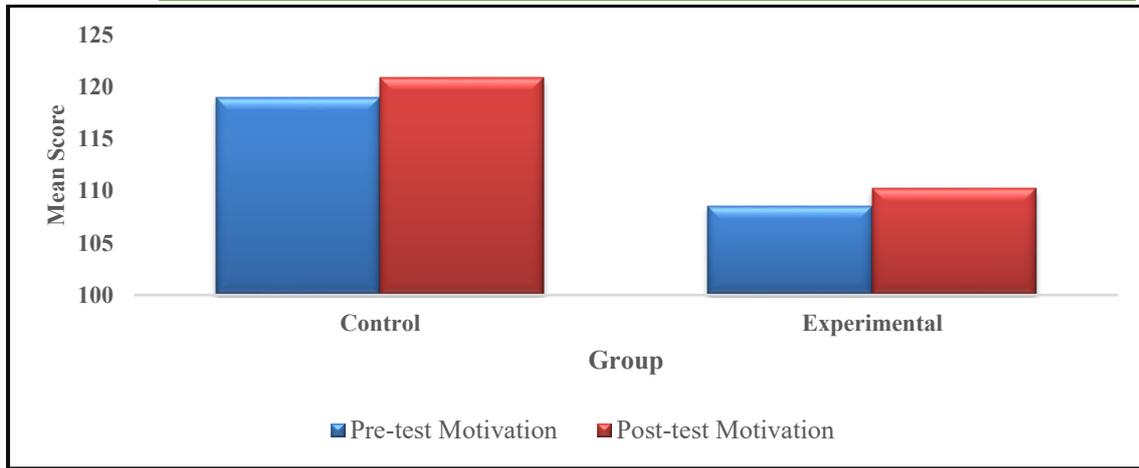


Figure (1): Comparison of Pre-test and Post-test Achievement Scores between Experimental and Control Groups. The achievement scores on the Post-test are compared in Table 2 between the groups. The control group scored  $82.86 \pm 11.39$ , as compared to the Experimental group scored  $76.79 \pm 19.08$ . The Independent Samples T-Test did not have any statistically significant difference,  $t(26) = 1.02$ ,  $P = 0.318$ , which indicated that the greater mean in the Control group was not significant at the 0.05 level. This comparison can be seen in Figure 1, where both groups demonstrated improvement after pre-test and post-test; however, the Control group retained a slightly better achievement. Table (3): Independent Samples T-Test Results of Post-test Motivation between Experimental and Control Groups (N = 14 per group)

Group	Mean ± SD	t-value	p-value
Control	120.93 ± 12.26	1.80	0.085
Experimental	110.21 ± 18.60		

Result: Not significant ( $p > 0.05$ ).



**Figure (2): Comparison of Pre-test and Post-test Motivation Scores between Experimental and Control Groups** In Table 3, the comparison of the Post-test Motivation between the groups is given. The mean of the Control group was  $120.93 \pm 12.26$ , and the Experimental group was  $110.21 \pm 18.60$ . Independent Samples T-Test did not demonstrate that there was a statistically significant difference,  $T(26) = 1.80, p = 0.085$ ; however, the p-value was one step below the significance level. The Control group scored higher in motivation when compared with the Experimental group in the Post-test (numerically). The results are supported by Figure 2, which evidently indicates that the means of motivation are higher among the Control group at pre-test and post-test stages, in accordance with the data presented in Table 3. **Table (4): Effect Size (Cohen's d) for Post-test Achievement and Motivation between Experimental and Control Groups (N = 14 per group)**

Variable	Cohen's d
Post-test Achievement	0.39
Post-test Motivation	0.68

Result: Small effect for achievement, moderate effect for motivation.

Table 4 reports effect sizes (Cohen's d) for the Post-test comparisons. For Achievement,  $d = 0.39$  indicates a small effect, suggesting limited practical differences between the groups. For Motivation,  $d = 0.68$  represents a moderate effect. Although the difference was not statistically significant in Table 3, this effect size indicates a meaningful practical influence of the strategy on motivation. The findings highlight that the lack of statistical significance may be due to the small sample size, which reduced the statistical power to detect practically relevant differences.

**5. Discussion** The results of this study clearly demonstrate that the team teaching strategy had a significant positive impact on both the academic achievement and motivation of EFL students in the TEFL course. These findings align consistently with previous research, such as Muza (2021) and Duklim & Hasan (2024), who found superior outcomes for students taught via team teaching. The enhancement in academic achievement can be attributed to the core advantages of team teaching. The collaboration between two instructors likely provided a richer, more diverse learning experience. Students benefited from the combined expertise, different teaching styles, and more individualized support during sessions (e.g., one teach/one assist), leading to a deeper understanding of the complex methodological concepts in the TEFL textbook. The remarkable increase in motivation is a particularly compelling finding. The dynamic and interactive environment created by team teaching appears to have reduced monotony and increased student engagement. Observing two professionals model collaboration, debate ideas, and support each other may have made the classroom a more stimulating and less anxiety-provoking space, directly addressing the factors that affect motivation as outlined by Harmer (1991) and Krashen's (1988) Affective Filter Hypothesis. The variety in presentation and the increased opportunity for interaction likely fostered more positive attitudes towards the learning process.

**6. Conclusion** This study concludes that team teaching is a highly effective instructional strategy. It is not merely an alternative method but a necessary approach that can significantly enhance the learning environment for EFL student-teachers. By integrating team teaching into the curriculum, educational institutions can directly address common challenges such as varying student levels, low motivation, and the theory-practice gap in teacher preparation programs. This strategy effectively improves both cognitive (achievement) and affective (motivation) learning outcomes, thereby better preparing students for their future careers as English language teachers.

## 7. Recommendations

Based on the findings, the study recommends:

1. For University Administrators: Encourage and incentivize the adoption of team teaching models in methodology courses and other complex subjects within teacher education programs.
2. For Teacher Trainers: Implement professional development workshops to train faculty on effective models of team teaching, collaborative planning, and co-assessment.
3. For Future Researchers: Conduct similar studies with larger sample sizes and across different subjects.

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## Appendices

### (Appendix A) Achievement Test (Pre-test)

Subject: English Language Teaching (ELT) Name: \_\_\_\_\_  
Level: Second Stage Section: \_\_\_\_\_  
Time: 45 minutes

**Section A: Multiple Choice Questions (5 Marks)**  
Answer FIVE of the following:

1. What is classroom management?
  - a) Teaching grammar rules
  - b) Organizing students, space, time, and materials
  - c) Correcting students' mistakes
  - d) Giving homework
2. One objective of classroom management is:
  - a) To give more homework
  - b) To create a good learning atmosphere
  - c) To reduce student talk
  - d) To avoid interaction
3. Which type of question checks if a student understands?
  - a) Display question
  - b) Referential question
  - c) Comprehension check question
  - d) Confirmation question
4. Which method can help students stay on task?
  - a) Giving no instructions
  - b) Giving clear instructions and time limits
  - c) Letting students work without guidance
  - d) Avoiding questions
5. How can a teacher make language easier to understand?
  - a) Use complicated vocabulary
  - b) Speak quickly without pausing
  - c) Use gestures, visual aids, and simple speech
  - d) Avoid using media
6. A referential question is a question where:
  - a) The teacher already knows the answer
  - b) The teacher does not know the answer
  - c) The question tests grammar rules
  - d) The question is always about vocabulary

**Section B: True or False (5 Marks)**  
Write T if the statement is True and F if the statement is False:

1. \_\_\_ Classroom management helps students stay organized.
2. \_\_\_ Teachers should never use gestures while speaking.
3. \_\_\_ Asking questions can help students interact in English.
4. \_\_\_ Giving clear instructions is important for classroom management.
5. \_\_\_ Teachers should ignore students who do not understand.

**Section C: Short Answers (5 Marks)**  
Answer TWO of the following questions:

1. Give two objectives of classroom management?
2. Name two ways to give clear instructions.
3. What is a display question? Give an example.
4. How can teacher group students randomly?

**Achievement Test (Post-test)**

Good luck!

Subject: English Language Teaching (ELT) Name: \_\_\_\_\_  
Level: Second Stage Section: \_\_\_\_\_  
Time: 45 minutes

**Section A: Multiple Choice Questions (5 Marks)**  
Answer FIVE of the following:

1. What is the main purpose of classroom management?
  - a) To make students silent
  - b) To organize students, space, time, and materials
  - c) To complete the syllabus quickly
  - d) To give students more homework
2. A referential question is a question where:
  - a) The teacher already knows the answer
  - b) The teacher does not know the answer
  - c) The question tests grammar rules
  - d) The question is always about vocabulary
3. What is an effective way to give clear instructions?
  - a) Speaking very fast
  - b) Using role-play or gestures
  - c) Avoiding eye contact
  - d) Only writing them on the board
4. What is one way to keep students on task?
  - a) Giving unclear instructions
  - b) Setting a time limit for tasks
  - c) Avoiding student interaction
  - d) Letting students work without supervision
5. What is a display question?
  - a) A question that encourages real communication
  - b) A question used to test knowledge
  - c) A question for checking classroom rules
  - d) A question about personal life.
6. Which method can help students stay on task?
  - a) Giving no instructions
  - b) Giving clear instructions and time limits
  - c) Letting students work without guidance
  - d) Avoiding questions

**Section B: True or False (5 Marks)**  
Write T if the statement is True and F if the statement is False:

1. \_\_\_ Classroom management only focuses on discipline.
2. \_\_\_ Giving instructions in multiple ways can improve student understanding.
3. \_\_\_ Teachers should avoid asking questions to keep lessons short.
4. \_\_\_ Using gestures and visuals can help students understand better.
5. \_\_\_ Allowing students to choose their own groups can promote engagement.

**Section C: Short Answer (5 Marks)**  
Answer TWO of the following questions:

1. What are two ways to make language more comprehensible for students?
2. Give an example of a clarification check question.
3. Mention two of (the content of teacher's questions).
4. How can teacher group students selectively?

Good luck!

### Appendix B) Motivation Scale (Gardner, 1985)

Type of Motivation	No.	Content of item
Integrative	1.	Learning E makes me understand E-books, movies, pop music, etc.
	2.	Learning E makes me better understand and appreciate the ways of life of native E speakers.
	3.	Learning E enables me to keep in touch with foreign friends.
	4.	By learning E I can discuss interesting topics with people from other cultural backgrounds.
	5.	Learning E helps me convey my knowledge & information to other people
	6.	Learning E helps me participate freely in academic, social, and professional activities among other cultural groups.
	7.	Learning E helps me understand and appreciate arts & literature in E speaking cultures.
	8.	Learning E helps me be more confident and comfortable.
	9.	Learning E helps me enjoy traveling to foreign countries.
	10.	Learning E helps me become an open-minded and sociable person.
	11.	Learning E helps me have more friends.
	12.	Learning E helps me integrate more easily into E speaking communities.
	13.	Learning E enables me to communicate easily with others online.
Instrumental	14.	Learning E is important because I need it for my career in the future.
	15.	Learning E is important because it will help me to learn new things.
	16.	Learning E is important because it will help me get a good job in multinational corporations.
	17.	Learning E is important because I can get a lot of useful information for my work in the future.
	18.	Learning E is important because it will help me have opportunities to get a good job abroad.
	19.	Learning E is important because it will help me have a chance to study abroad.
	20.	I try my best to learn E so I can gain maximum proficiency.
	21.	I mainly focus on using E for class assignments & exams.
	22.	I am interested in reading only E-textbooks in my university study.
	23.	I am not interested in reading E-newspapers, magazines etc.
	24.	I focus more on furthering my higher education than on learning E language
	25.	I focus more on earning a university degree than on learning E language.
	26.	I focus more on getting a good job than on learning E language.
	27.	Learning E helps me become a knowledgeable and skillful person.
	28.	Learning E helps me become an educated person.
	29.	Being proficient in E can lead to being more successful and achievable in my life.
	30.	Being proficient in E makes other people respect me more.