



# The Effect of Using Team Teaching on Jordanian EFL Eleventh Grade Students' Reading Comprehension and Their Attitudes Towards This Strategy

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## Abstract

This study aimed to investigate the effectiveness of using team-teaching strategy on EFL students' reading comprehension. It also aimed to find out whether Team-Teaching strategy can improve EFL students' English language reading comprehension and to investigate the students' attitudes towards the use of team teaching. The study used the quasi-experimental design in one part to examine the effect of team teaching on developing the students' performance in reading comprehension. It also used the descriptive design to describe the students' attitudes. The researchers chose a school purposefully. It was one of the secondary schools in Alkourah Directorate of education. Two eleventh grade classroom sections were chosen to be the sample of the study. They were 48 students. The students of the sections were appointed randomly into two groups; the control group which had 23 students, and the experimental group with 25 students. The developed two instruments in order to achieve the purpose of the study. The instruments were a reading comprehension test and a questionnaire. The results of the study showed that there were statistically significant differences at ( $\alpha = 0.05$ ) between the two groups (control and experimental) in the post test in favor of the experimental group. The result of the study also showed that there were statistically significant differences at ( $\alpha=0.05$ ). In the view of what had been reached from the results and conclusions of this study, the researchers recommended to adopt good teacher training programs on team teaching English language skills for all secondary schools in Jordan

**Keywords:** Team-teaching, Reading comprehension, EFL students attitudes.

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## **1. Introduction**

Reading is one of the most important skills of English because reading plays an important role in the process of learning English. Therefore, there is an interest in improving the ways the students read and comprehend a passage. Teaching and learning English skills in Jordanian schools and institutions need a lot of attention. Reading is the first and most essential skill which learners need in order to develop other language skills. Alderson (1984) assures that reading is the most important skill which has to be achieved by students to provide successful learning. He also reports that EFL students' reading comprehension has to be developed more than any other English language skill. Ling (2011) states that reading comprehension plays a significant role in developing language teaching and learning. Reading comprehension is claimed to be the most important source for language input. Armbuster and Osborn (2003) state that the process of teaching reading comprehension is a tough job; educators need to vary their teaching methods and adopt the most appropriate and beneficial strategy in order to develop their students' ability and performance in the English language reading comprehension. EFL learners in most countries face problems in their reading comprehension because teaching reading comprehension is a difficult matter. Researchers suggest using the most beneficial strategy to be implemented in the classroom to enhance EFL students' reading comprehension; team teaching is one of the most important and beneficial strategies.

Many Jordanian foreign language teachers are still using ineffective traditional methods in teaching reading comprehension. Students continue to suffer in their reading comprehension because most teachers themselves read, translate and even explain in their native language the reading text before asking students to answer the concluded questions. Weak students do not have the opportunity to read or even to participate because teachers do not use various reading comprehension strategies that meet the needs of the differences of all students. Al-Makhzoumi (1986) reports that the majority of Jordanian students are slow readers and have many bad reading habits. Amoush (2012) states that Jordanian students suffer from low reading comprehension because of the inappropriateness of reading strategies. Alkhawwaldeh (2011) states that many Jordanian EFL learners suffer a lot in deciding which reading comprehension strategy is more beneficial than another and how that strategy can be applied successfully. Fard and AghaBabaie (2013) state that the increasing number of students in a classroom has become a challenging issue that influences the teachers' performance and the learner's achievement. The differences of students' needs, performance, knowledge and backgrounds also affect their learning and their achievements. Students with poor performance can not keep up with students with excellent or even good performance. Students with poor performance need more efforts, time and practice. Unfortunately, the time specified to a lesson period is not enough for one teacher to deal with all learners' differences. It would be extremely difficult for one single teacher to handle an over populated classroom containing different students' levels through a limited period of time. Reith and Polsgrowve (1988) state that it is not enough just to put learners in general class settings but it is important to provide appropriate training, support and content to them and their teachers. Consequently, efforts need to be condensed in order to adopt an approach that meets the demands of the differences of learners. To plan for the teaching process, to prepare for class activities, to supervise all lessons through specific time, to make assessment and evaluate students' achievement, to teach and correct student and to give a proper feedback, is a very heavy burden and a tough job. As a result, team teaching has become a suggested strategy in order to overcome all the above mentioned issues. Team-teaching strategy has begun to attract specialist, scientists, professors and teachers. Kohlar (2006) claims that team teaching has gained popularity in the education field because schools are looking at team-teaching as one of the many collaborative approaches that can meet the needs of all students. Bouck (2007) describes cooperating teaching as team-teaching, collaborating teaching or co-teaching. It is a strategy of instruction in which two teachers work collaboratively in order to produce a learning community using shared planning, instruction and evaluation. Bauwens and Hourcade (1995) define team teaching as "a restricting of teaching or procedures in which two or more educators possessing distinct sets of skills work in a coordinated fashion to jointly teach academically and behaviorally heterogeneous group of students in an integrated educational setting". (p. 46). Walther (1997) points out that team teaching model is an important approach to enhance, accelerate, and make the education process efficient and interactive. Nunan (2003) assures that in the last ten years it has become important for English language classroom responding to the effect of English as an international language to implement team-teaching strategy. Baniabdelrahman (2013) states that team-operation in team teaching maximizes contact and decrease psychological stress as it facilitates communication. Bacharach *et al.* (2010) state that team-teaching is a strategy that can be applied into students' teaching process to make sure that teaching is going on effectively and that students' learning is enhanced positively. Some universities and schools are starting to examine the effectiveness of the implementation of team teaching approach in order to replace the traditional strategy of teaching. Friend and Cook (2010) state that students who are involved in team-teaching classrooms become more engaged by learning in small groups, getting better individual attention, having their questions answered quicker and talking back their papers, grades and assignments faster. They also report that team-teaching is a way of strengthening relation between universities and school partners, introduce encouragement and profession development for collaborative-teachers, give more opportunities for placement of instructor candidates, meet the various needs of all learners, construct deep relationships between cooperating educators; and maximize the communication skill of cooperating teachers. This study attempts hopefully to help the Jordanian teachers by providing them with a promising teacher's strategy that helps in developing students' efficiency in English reading comprehension. Gurgure and Uzuner (2011) assure that the success of team – teaching depends basically on some important factors such as compatibility, proper selection for the partner, well organized planning and support from school administration. Team – teachers have to cooperate in the planning and making decisions before, during, and after the desired lesson. Murawski and Lochner (2011) suggest three important practices in order to have successful team – teaching: Co- planning, co-instructing and co-assessing. The related literature reveals that there is a need to have an efficient strategy of teaching reading comprehension in schools that helps all students and teachers in the enhancement of all learners' achievement.

The researchers claim that this study is one of the first studies in Jordan which investigates the effect of using team-teaching on Jordanian EFL students' reading comprehension and their attitudes towards this strategy hoping that it can encourage and help Jordanian teachers to make use of implementing this strategy at their schools. Finally the researchers hope to see more interest in team-teaching strategy in all Arab countries because we do need local studies which are related to our education.

### **1.1. Statement of the Problem**

The researchers have noticed that most EFL teachers have difficulties in teaching their students effectively because of the overcrowded classrooms, the differences of students' needs, and the differences between students' performance. Most Jordanian EFL students and teachers face difficulties in learning and teaching reading comprehension. These difficulties may be related to the absence of the appropriate, beneficial and successful strategy. Furthermore the researchers have noticed that students are not taught according to their different needs. Students in public schools do not have the opportunity to learn English communicatively because they do not receive enough attention as a result of their, individual difference, various needs and lack of motivations. Therefore, the researchers attempted to find if there is a significant difference in EFL students' English language reading comprehension due to the strategy of teaching (Team-teaching or Traditional teaching strategy).

### **1.2. Purpose and Questions of the Study**

This study aims to investigate the effect of using team – teaching strategy on EFL student's reading comprehension. It aims to find out whether team-teaching strategy can improve EFL students' English language reading comprehension and to investigate the students' attitudes towards the use of team teaching. This study attempts to answer the following questions.

1. Are there significant differences in the students' reading comprehension due to the strategy of teaching (team – teaching vs. traditional teaching strategy)?
2. What are EFL students' attitudes toward using team teaching strategy in their classroom?

## **2. Literature Review**

[Kochar \(2000\)](#) assured that there are better benefits of comprehensive team teaching for teachers, students and schools than there are negative impacts. They study inclusive team – teaching for three years and conclude that benefits for special and general education students are real. Students become more interactive and there is enhancement in their self – esteem. Students are also able to recognize their strengths. The researchers state three main barriers that are to be identified when trying to apply team teaching. They are knowledge, organizational, and behavioral obstacles. [Hadley et al. \(2000\)](#) concluded that there is a greater improvement achieved by students who are taught in collaborative strategy than students who are taught by the traditional classroom instruction. [Austin \(2001\)](#) introduced a study includes 139 educators and follows it up with 12 interviews in order to see their perceptions of team teaching. He concludes that the educators think that team teaching is helpful for all students as it promotes acceptance and tolerance. Moreover, it provides a model for learners of poor performance. Educators believe that all learners benefit from team teaching. In this study, all learners' test scores, grades and performance are improved because of the implementation of team teaching strategy. This study includes teachers in kindergarten through twelfth grade.

The study concludes that the use of team teaching strategy is beneficial. [Wilson and Michaels \(2001\)](#) investigated a the special and general education student's perceptions of team teaching in a large suburban school district which is consisted of two middle schools and three high schools. Team teaching has been used for five years. Three hundreds forty six students who participate and complete the survey are in team taught English classes. In this study the researchers conclude that both general education and special education students preferred team teaching strategy. The study found that team teaching is favorable at higher level special education students than general education students. Special education students show more interest in asking for help from teachers outside the class than general education students. This study comes out of some important benefits of team teaching strategy which include availability help, multiple perspectives, and structural support. [Vogler and Long \(2003\)](#) implemented team-teaching in two sections of the same level class and ask students to measure their perceptions of the practice; they believe that team teaching benefits them by introducing various perspectives and maximizing chances for personal assistance. As the student and faculty views of team – teaching can not be proved, they introduce a suggestion that team – teaching is a field that needs extra investigation.

[Lesely \(2007\)](#) investigated the students' attitudes towards using team-teaching strategy in their classrooms. The participants of the study include 200 students from secondary schools from Ontario and Monterial in Canada and 200 students from Saudi Arabia. The researchers develop an attitude questionnaire to measure students' attitudes towards the use of team-teaching strategy. She interviews the participants in the study and she concludes that participants' attitudes towards the use of team-teaching are more positive in learning a language. [Liu \(2008\)](#) examined the effectiveness of four types of team teaching out of five types which are introduced by [Friend et al. \(1993\)](#) in a context in which native and non – native English teachers are participating in a team teaching classroom. The desired types of team teaching are "one teaching – one assisting", "alternative teaching", "station teaching", and "team – teaching". The study is implemented in a Chinese classroom. The results of the implementation of the study show that the conducted types of team teaching have a significant impact on the enhancement of the native English teachers' efficacy of teaching. This enhancement is exclusive to the types that are applied in the classroom. The study shows that, in order to get a significant result, one should carry out the types of team teaching sequentially – that is "one teaching – one assisting" type should be applied first, then "alternative teaching". After that "station teaching", and lastly "team teaching" are expected to be done in the classroom.

Dugan and Letterman (2008) compared between team teaching, alternating educators, and a team of three or more educators to a norm of traditional taught courses. There are two hundred and eleven learners in team – taught courses in eleven classes at three universities in New England. The instrument of the study is an expanded standard form developed by the Individual Development Assessment center (IDEA) evaluating student learning outcomes of classes taught by one teacher modified for team teaching strategy. The study contains 43 questions which show student achievement of the course including the student rating, improvement, styles and methods. Fixed response questions as well as open – ended questions are used. The study concludes that team taught courses receive larger amount of satisfaction, higher levels of effort, and positive attitude towards the class. Maultsby and Barbara (2009) examined the effect of team teaching on reading, language Arts and Math achievement of Middle Tennessee students in grades five to eighth, as measured by the Tennessee Comprehensive Assessment program (TCAP) Achievement test. There are six schools involved in this study. Team teaching is implemented by three of the schools at the beginning of the 2008 – 2009 school years. The other three don't implement team teaching practice at the beginning of the 2008 – 2009 school years. A paired samples test is used in this study. The results of this study show a progress in the student's achievements in the schools in which team teaching is implemented. Anderws (2009) investigated the effect of using team-teaching strategy on students' reading comprehension enhancement. The sample of the study includes (92) male and female seventh and eight grade students. The study uses Georgia Standard Test to be conducted before and after the treatment. The participants are divided into two groups; the control group which has 46 students and the experimental group which has 46 students. The control group study reading comprehension by the traditional way, and the experimental group study reading comprehension using team-teaching strategy. A period of two months is taken to conduct the study. The results of the study show that there are no statistically significant differences between the two groups due to the grade or sex. The results also show that there are statistically significant differences between the two groups in their reading comprehension developments in favor of the experimental group.

Bacharach *et al.* (2010) investigated the effect of using team teaching on students' reading performance. Team – teaching setting contains learners, educators and cooperating teachers who are trained on how to activate team – teaching strategies in the learners teaching experiences and with the elements of team – teaching. The study takes a period of 4 years from 2004 to 2008. The Findings of the study from data analysis assure that reading gains are of significant difference in each of the four years. Richards (2011) investigated the effective of using team teaching on students' reading comprehension. The study uses the quasi-experimental design to examine the effect of team-teaching on developing the students' performance in reading comprehension. A pre/post tests are used before and after the treatment. The participants are divided into two groups, the control group and the experimental groups. The results of the study show that there are significant differences between the two groups in the post test in favor of the experimental group. Baniabdelrahman (2013) investigated the effect of using team- teaching on student's English language proficiency. The sample of his study consists of twelve male students classroom sections. He divides them into three levels. Each level includes four sections. He chooses the same number of sections from female students' classes of king Saud University. Twenty students are in every section. It was a quasi experimental study in which two native teachers teach one male and one female sections, one native and one non – native teach two sections and a single teacher teaches two sections. The same action is done with the other two levels. The results of the study show that differences between male and female students are not significant. Concerning the strategy of teaching, the results show that team teaching enhances students' achievement in comparisons with the learners who are taught by one teacher. The researchers assure the benefits of team teaching and advises English teachers to use team teaching strategy in their classrooms.

Zare and Othman (2013) examined the effect of using reading comprehension strategies on students' reading comprehension improvement. They try to find out the relationship between reading strategy use and reading comprehension success. The researchers use a reading comprehension test and a reading strategy inventory in order to collect the desired data. Ninety-five students participate in this study. They are divided into control and experimental groups. The result of the study reveals that the use of reading comprehension strategies has a significant impact on reading comprehension achievements among students who use reading comprehension strategies. Also, there is a positive and strong relationship between the use of reading strategies and the students' achievement in reading comprehension.

Fard and AghaBabaie (2013) examined whether team-teaching can increase EFL students' reading comprehension better than the traditional way of teaching. Three qualified female teachers participate in the study. The students are divided into two groups control and experimental group. The Nelson proficiency Test is used to select and dived students into control and experimental group. At the end the researchers conduct a post-test on reading comprehension for both groups, and a t-test analysis is conducted to examine if the treatment is significant or not. The conclusion of the study shows that there is a significant difference between the two groups in favor of the experiment group.

Haghighi and Abdollahi (2014) investigated the effect of using team teaching strategy in the promotion of the students' reading comprehension in Iran. There are (52) participants in this study from Ilam university aged from (20) to (28) years old. The control group contain (17) students including (7) male and (10) female students. The first experimental group consisted of (9) male and (8) female who are taught through team teaching. The second experimental group who are taught through traditional teaching method includes (12) male and (6) female learners. The experimental group and the control group are taught by four experienced teachers. Two tests are developed by the researchers are given as pre and post test. The study uses a quasi experimental, pre/post-test; model for 15 weeks. One- way ANOVA is used to analyze the teacher's score in the pretest. The results support the use of team-teaching.

The researchers think that there are few studies in the Middle East countries talking about the efficiency of team teaching strategy on EFL students' achievements or teachers' performance. The researchers also believe that there are not enough studies in Jordan that investigate the importance of using team- teaching strategy in teaching English as a

foreign language. Consequently, this study will be an attempt to introduce information that will help EFL teachers to recognize the benefits of using team teaching strategy in teaching English reading comprehension in Jordan. It also, aims to help teachers enhance students' achievement in spite of their large number in the classroom and their differences.

### **3. Method and Procedures**

#### **3.1. Design of the Study**

This study followed the quasi – experimental design to examine the effect of team teaching on developing the students' performance in (reading comprehension). Participants The researchers chose a school purposefully. The school was one of the secondary schools in AlKourah Directorate of Education. Two eleventh grade classroom sections were chosen randomly to be the sample of the study which had (48) students. The students of these sections were appointed randomly into two groups; the control group which had (23) students, and the other experimental group which had (25) students. Students in these schools had almost the same background and the same living conditions. All the students included in this study had the same learning experience and used the same text books. Eleventh grade male students during the second semester were selected to achieve the purpose of this study. The rationale behind having the eleventh grade students is the fact that the secondary stage is the important stage in which students' language proficiency is an indicator of secondary stage track admission.

#### **3.2. Variable of the Study**

##### **A- The Independent Variable**

- The traditional teaching.
- The team teaching.

##### **B- The Dependent Variables**

They were student's achievement in the English language reading comprehension test and the students' attitudes towards the use of team teaching.

#### **3.3. Instruments**

In order to achieve the purpose of the study, the researchers developed a set of research instruments:

##### **A. Reading Comprehension Test**

The researchers designed a pre-post reading comprehension test which consisted of (17) multiple choice questions. Students were given fifty minutes to answer the questions.

The researchers measured the students' English language ability and achievement in reading comprehension in order to assess the differences in students' achievement. Test items have choices, only one of which is correct.

##### **B- The Questionnaire**

The researchers also developed a questionnaire in order to measure students' attitudes towards team teaching strategy. This questionnaire was of 41 items to cover the EFL students' attitudes towards team teaching. It was of a five point likert scale. The questionnaire items covered the EFL students' attitudes towards team teaching, advantages and disadvantages of team teaching, teacher's performance and its efficiency.

#### **3.4. Teaching Methods**

The following two teaching methods were used in this study:

- A. The conventional teaching method is a method by which a lesson plan is executed by one teacher. One teacher is responsible for implementing the traditional way of reading comprehension lesson. He is supposed to deal with an over populated classroom and try to meet the needs of heterogeneous group of students. The same teacher has to present the reading comprehension lesson asking-pre-reading questions, writing and explaining the meaning of new vocabulary, dividing students into groups or pairs, correcting their mistakes watching their work, listening to their pronunciation, helping poor students, giving the proper feed back and assessing students performance.

In the traditional teaching strategy, the teacher introduces to the reading comprehension lesson asking some simple questions about the pictures and the title. He asks pre-reading questions to make sure that students have got an idea about what they are going to read about. The teacher gives students proper time to read the reading text silently. While students are reading the text, the teacher writes some simple questions on the board. Students are allowed to ask about the meaning of the difficult words. Students can be divided in pairs to ask and answer the questions. Students are expected to correct each-other mistakes. Teacher is expected to introduce the proper feedback whenever there is a need.

The teacher asks students to identify all the difficult words. He pronounces the desired words correctly before writing them on board. He explains in simple way the meaning of new vocabularies and asks his students to guess the correct meaning.

At the end the teacher introduces comprehension questions. Students are expected to answer the reading comprehension questions correctly in proper period of time. Students' correct each-other mistakes.

- B- The team teaching strategy is used in this study where two teachers teach the same class. There are two qualified teachers in the team-teaching classroom. Both teachers planned for the lesson together and in advance divide their work. They share responsibilities and create an appropriate team teaching environment.

The team teachers introduce cooperative and organized work, provide motivation, interacted and collaborated in team teaching. Teachers deal with the same topic from different view which provide a sense of camaraderie and reduce the gap between learners. The team-teachers benefit from the division of work and responsibility. They blend their experience and work in a cooperative way, in introducing the material content and developing the structural goals.

### 3.5. Validity

To ensure the validity of the reading comprehension test, the instrument was presented to a jury of four EFL professors, from the Yarmouk faculty of education and English language department, and two EFL supervisors, for their recommendations regarding the clearness of the items and their suitability to the sample of the study, and the appropriateness of the reading comprehension test.

In the first draft, there were 19 questions. After validating it, they suggested excluding the following two questions: How is sleep important for infants? And what suggestions can you introduce for people to sleep well? As a result the final draft included 17 questions.

For the purpose of extracting the truth indicators for all the paragraphs of the reading comprehension test, it was applied on a prospective sample of (20) male students from outside the study sample, and calculated the correlation coefficients between each paragraph, and the test as a whole, the following are the results:

**Table-1.** Correlation Coefficients between Items and a Whole Test.

Items	Correlation coefficients of items and the test as all	Items	Correlation coefficients of items and the test as all
1	0.63**	11	0.64**
2	0.58*	12	0.62**
3	0.77**	13	0.67**
4	0.70**	14	0.61**
5	0.86**	15	0.76**
6	0.57*	16	0.65**
7	0.77**	17	0.57*
8	0.64**		
9	0.63**		
10	0.57*		

\* coefficients acceptable and significant at ( $\alpha = 0.05$ )

\*\* coefficients acceptable and significant at ( $\alpha = 0.01$ )

Table (1) shows that the correlation coefficients between each item of the test and the test as a whole, ranged between (0.57-0.86) which are accepted.

### 3.6. Reliability

The reliability of the test was verified through a pilot study of (20) students who were excluded from the sample. The test was applied twice on them with a period of two weeks between the two applications. Person correlation coefficient was calculated. It was found 82.3. Cronbach Alpha was also calculated and was found (0.86) which is considered acceptable for conducting the test.

### 3.7. Difficulty and Discriminate Factors

The difficulty and discrimination indices of the test items are determined, where the difficulty indices ranged between 0.40-0.60 discrimination indices ranged between (0.45 - 0.68). These values are acceptable for the purposes of the test application. Table (2) presents the results:

**Table-2.** Difficulty and discriminate indices for each item of reading comprehension test.

Items	Difficulty index*	Discriminate index**	Items	Difficulty index*	Discriminate index**
1	0.49	0.58	11	0.40	0.48
2	0.47	0.51	12	0.49	0.57
3	0.55	0.56	13	0.56	0.67
4	0.42	0.47	14	0.42	0.45
5	0.44	0.51	15	0.60	0.68
6	0.49	0.53	16	0.48	0.59
7	0.51	0.55	17	0.41	0.46
8	0.53	0.60			
9	0.55	0.62			
10	0.47	0.58			

\* acceptable at 40%

\*\* acceptable at 50%

### 3.8. Attitudes Questionnaire

A questionnaire of 41 items was developed to investigate the students' attitudes towards using team teaching. The researchers developed a questionnaire based on the theoretical framework, and previous studies, and then distributed it to the participants to identify students' attitudes towards team teaching.

### 3.9. Validity

To ensure the validity of the attitudes questionnaire, the questionnaire was presented to a jury of four EFL Professors, from the curriculum and instruction department at Yarmouk University, and two EFL supervisors for their recommendations regarding the clearness of the items and their suitability to the sample of the study. Their comments were taken into consideration in preparing the final draft of the questionnaire, some items were omitted, some were changed and others were modified.

The first draft of the questionnaire included 46 items, after validating the instrument they suggested that the following items to be deleted:

- Have less behavioral problems in team-teaching lesson.
- I am attracted to team-teaching activities.
- In team teaching I can predict mighty events or results.
- In team teaching all students are able to listen to the correct pronunciation.
- Team-teaching helps to develop comprehension.

As a result the final draft of the questionnaire included 41 items

For the purpose of extracting the truth indicators for all the paragraphs of the attitudes questionnaire, the questionnaire was applied on a prospective sample of 20 students from outside the study sample, and calculated the correlation coefficients between each paragraph, and the questionnaire as a whole, the following were the results:

**Table-3.** Correlation coefficients between each questionnaire item and a whole questionnaire.

Items	Correlation coefficients of each paragraph and the test at all	Items	Correlation coefficients of each paragraph and the test at all	Items	Correlation coefficients of each paragraph and the test at all	Items	Correlation coefficients of each paragraph and the test at all
1	0.63**	11	0.74**	21	0.72**	31	0.83**
2	0.78**	12	0.77**	22	0.61**	32	0.55*
3	0.67**	13	0.68**	23	0.78**	33	0.61**
4	0.54*	14	0.62**	24	0.75**	34	0.67**
5	0.49*	15	0.60**	25	0.67**	35	0.63**
6	0.58*	16	0.71**	26	0.66**	36	0.79**
7	0.57*	17	0.72**	27	0.72**	37	0.54*
8	0.74**	18	0.68**	28	0.74**	38	0.64**
9	0.57*	19	0.76**	29	0.63**	39	0.78**
10	0.77**	20	0.74**	30	0.78**	40	0.57*
						41	0.63**

\* coefficients acceptable and significant at ( $\alpha = 0.05$ )

\*\* coefficients acceptable and significant at ( $\alpha = 0.01$ )

Table (3) shows that the correlation coefficients between each item of the questionnaire and the questionnaire as a whole ranged between (0.55-0.83) which are acceptable.

### 3.10. Reliability

The reliability of the test was verified through a pilot study of 20 students who were excluded from the sample. The reliability coefficient of the questionnaire was calculated and it was found 82.1 and Cronbach-alpha was also calculated. It was found 0.83 which is considered acceptable for conducting the test.

### 3.11. Data Collection Procedures

After assuring the validity and reliability of the test, the researchers followed the following procedures to collect the needed data in the second semester of the academic year 2014 – 2015:

1. The researchers had permission from AlKourah Directorate of education to apply the study in the school.
2. The researchers met the headmaster of the school from which the sample was drawn.
3. The researchers talked about the purpose of the study to the eleventh grade students and their teachers who will participate in the study.
4. The researchers trained the second teachers on how to implement team teaching.
5. The researchers themselves applied the pre – test and the post – test.

### 3.12. Equivalence of the Groups

To ensure the equivalence of the two groups before starting the study, a pre-test was applied. Table (5) shows the results:

**Table-4.** Results of t-test of the equivalence of the two Groups

	Group	No of Students	Mean Score	SD	T-Value	DF	Sig.
Pre (all)	control	23	22.51	6.45	0.456	46	0.650
	experiment	25	23.1	3.60			

\* The mean score is out of 51

Table 4 shows that there were no statistically significant differences between the experimental and control group at ( $\alpha=0.05$ ) in the pre-test of reading comprehension. This means that the control group and the experimental group were equivalent before starting the study.

#### 4. Data Analysis

SPSS computerized program was used to analyze the data. Mean scores and standard deviations of the pre/ post tests were calculated for both groups. An independent t-test was also used to detect differences in reading comprehension and vocabulary between the experimental group and the control group in pre test for establishing the equivalence of the two groups. It was also used in the post test. Furthermore, t-test of dependent sample was used to find out if there was any statistically significant difference in the students' attitudes before and after treatment.

##### 4.1. Results of the Study

##### 4.2. Results of the First Question

*Are there significant differences in the students' reading comprehension due to the strategy of teaching (team-teaching strategy and traditional teaching strategy)?*

To answer this question means and standard deviations in the post reading comprehension test were calculated.

Table (5) presents the results.

Table-5. Results of Means and Standard Deviations in the Reading Comprehension Scores for Each Group (Control and Experiment)

Group	Test	No. of Students	Mean*	SD
Control	Pre	23	22.51	6.45
	Post	23	36.42	6.1
Experimental	Pre	25	23.1	3.6
	post	25	42.84	6.22

\* the mean is out of 51

Table 5 shows the mean scores of the two groups (Control and Experimental) in pre test were (22.51) and (23.10) respectively while in the post test were (36.49) and (42.84) respectively. This means that the students' reading comprehension scores were improved in the post test because of the use of team teaching. Table (6) below presents the results of t-test of the post test.

Table-6. Results of T-test of Independent Samples

Group	No. of Students	Mean	SD	T-Value	DF	Sig.
Control	23	36.49	6.1	2.474	46	0.017
Experimental	25	42.84	6.21			

\* Total Score =51

Table (6) shows that there were statically significant differences at ( $\alpha = 0.05$ ) between the two groups (control and experimental) in the post test in favor of the experimental group. T-value is (2.474) which is significant at ( $\alpha = 0.05$ ).

##### 4.3. Results of the Second Question

*What are EFL students' attitudes of using team teaching strategy in their classroom?* To answer the question of the study, t-test of dependent samples was used to determine whether there were any statically significant differences between the experimental students' attitudes before and after treatment.

Table-(7). Results of t-test of Paired-Samples of the Experimental Students' Attitudes before and after Treatment

	No. of Students	Test	Mean	SD	T-Value	DF	Sig.
Experiment	25	Pre attitude	1.97	0.43	19.056	24	0.00*
		Post attitude	4.03	0.43			

\* significant  $\alpha = 0.05$

Table 7 shows that there were statistical significant differences at ( $\alpha = 0.05$ ) between the students' attitudes before and after treatment. Table 7 shows that t-value is (19.056) which is significant at  $\alpha = (0.00)$ . This means that the experimented students' attitudes were improved significantly because of the use of team teaching. Table 8 below presents students' attitudes before treatment. The means and standard deviations in the pre test were calculated.

Table 8 shows that the highest mean score was (2.8) for Item No (36) "In team teaching, I feel more independent", then items: No (10) "In team teaching, I feel students imitate their teacher' behavior", No (27) "Team teachers give a great model of tolerance", No (33) "Team teaching develops my reading habits" and No (37) "I think team teaching requires large classrooms" (mean scores 2.5), while the lowest means was (1.3) for Item No (6) "I feel team teachers can control a crowded classroom in reading comprehension lessons" and No (32) "In team teaching, reading comprehension is more enjoyable". The total mean scores for "Students' Attitude Scores" was (1.95) before treatment. Table 9 presents the mean scores and standard deviations of students' attitudes after treatment.

Table 9 shows that the highest mean scores was (4.76) for Item No (6) "I feel team teachers can control a crowded classroom in reading compressions lessons", followed by item No (32) "In team teaching, reading comprehension is more enjoyable" (mean score 4.75), while the lowest mean score was (3.16) for items No (36) "In team teaching, I feel more independent". The total mean score for "Students' Attitude Scores" was (4.03) after treatment. So, students' attitudes toward using team-teaching strategy improved after the treatment.



**Table-8.** Students' Attitudes Means and Standard Deviations before Treatment.

No.	Rank	Items	Mean Scores *	SD
1	33	I think team teaching is useful for students in their reading comprehension	1.5	0.51
2	29	I prefer using team teaching strategy in reading comprehension lessons	1.6	0.57
3	33	I feel team technology encourages cooperative interaction in reading comprehension lessons.	1.5	0.58
4	14	I feel team teaching lesson is noisy	2.1	0.66
5	39	I think two teachers are better than one in reading comprehension lessons	1.4	0.57
6	40	I feel team teachers can control a crowded classroom in reading comprehension lessons	1.3	0.44
7	27	In team teaching, I think time is distributed properly in reading comprehension lessons	1.7	0.60
8	22	I think team teaching helps students to practice the reading comprehension skills in other subjects	1.9	0.54
9	14	I feel team teaching improves students self esteem.	2.1	0.50
10	14	In team teaching, I feel students imitate their teachers' behavior	2.5	0.84
11	14	In team teaching, I often have a chance to read.	2.1	0.59
12	6	I feel team teaching helps students to respect each other's points of view.	2.4	0.83
13	33	In team teaching, I feel I can get help when needed	1.5	0.58
14	20	In team teaching, I don't feel shy.	2.0	0.92
15	11	In team teaching, I feel I have no chance to be absent-minded	2.2	0.63
16	11	I feel bored in team teaching lesson.	2.2	0.90
17	8	In team teaching, I feel my reading mistakes become fewer.	2.3	0.67
18	27	In team teaching, I feel my teacher supports me to take part in discussions	1.7	0.67
19	11	In team teaching, I benefit from team teachers arguments.	2.2	0.61
20	14	In team teaching, I feel more confident.	2.1	0.63
21	33	In team teaching, my teacher helps weak students to keep up with good ones.	1.5	0.58
22	29	In team teaching, I feel comfortable and relaxed through the reading lesson period	1.6	0.83
23	33	In team teaching, I think teachers provide frequent and immediate feedback in reading comprehension.	1.5	0.64
No.	Rank	Items	Mean Scores	SD
24	20	I think two teachers in one classroom make me nervous.	2.0	0.47
25	22	In team teaching, there is a chance for every student to ask and answer about the reading comprehension.	1.9	0.71
26	8	I think team teaching helps me to agree and disagree properly.	2.3	0.55
27	2	I think team teachers give a great model of tolerance.	2.5	0.69
28	14	I feel that weak students are ignored in team teaching lessons	2.1	0.89
29	6	I think students benefit from teachers' behavior when they argue in team teaching lessons.	2.4	0.76
30	29	I look forward to having team teaching reading comprehension lessons.	1.6	0.73
31	33	I feel team teaching helps me to understand reading comprehension questions more easily.	1.5	0.51
32	40	In team teaching, reading comprehension is more enjoyable.	1.3	0.57
33	2	I feel team teaching develops my reading habits.	2.5	0.58
34	25	I am frequently motivated in most reading comprehension activities.	1.8	0.66
35	22	In team teaching, I learn from my group members	1.9	0.57
36	1	In team teaching, I feel more independent.	2.8	0.44
37	2	I think team teaching requires large classrooms	2.5	0.60
38	29	I think team teaching provides collaboration in reading comprehension lessons	1.6	0.54
39	14	I think team teaching can meet the needs of all students in reading comprehension lessons.	2.1	0.50
40	25	I feel team-teachers works in cooperative way in introducing the reading comprehension material.	1.8	0.84
41	8	I feel team teaching strategy develops my critical thinking in reading comprehension	2.3	0.59
		Total Mean	1.95	0.64

\* Mean score is out of 5

## 5. Discussion and Recommendations

### 5.1. Discussion of the Results Related to the First Question

The first question of the study investigated the effectiveness of using team teaching strategy on EFL eleventh grade students' reading comprehension. The results showed that there were statistically significant differences in students rereading comprehension due to the strategy of teaching (team-teaching strategy and traditional teaching strategy) in favor of the team-teaching strategy.

The results related to the first question showed that having two teachers in the same classroom with different experiences, point of view, learning activities teaching procedures and different backgrounds of knowledge might have contributed to the improvement of EFL students' achievement in reading comprehension. Having two teachers in one classroom could have been advantageous to meet the different needs of the learners. Students might have the opportunity to receive information from different resources, share their knowledge and skills in an appropriate manner and interact more effectively.

**Table-9.** Students' Attitudes Mean Scores and Standard Deviations after Treatment

No.	Rank	Items	Mean Scores *	SD
1	5	I think team teaching is useful for students in their reading comprehension	4.48	0.51
2	8	I prefer using team teaching strategy in reading comprehension lessons	4.44	0.58
3	5	I feel team technology encourages cooperative interaction in reading comprehension lessons.	4.48	0.59
4	25	I feel team teaching lesson is noisy	3.88	0.67
5	3	I think two teachers are better than one in reading comprehension lessons	4.56	0.58
6	1	I feel team teachers can control a crowded classroom in reading comprehension lessons	4.76	0.44
7	14	In team teaching, I think time is distributed properly in reading comprehension lessons	4.28	0.61
8	19	I think team teaching helps students to practice the reading comprehension skills in other subjects	4.04	0.54
9	23	I feel team teaching improves students self esteem.	3.92	0.49
10	37	In team teaching, I feel students imitate their teachers' behavior	3.52	0.49
11	27	In team teaching, I often have a chance to read.	3.84	0.62
12	35	I feel team teaching helps students to respect each other's points of view.	3.6	0.84
13	10	In team teaching, I feel I can get help when needed	4.4	0.58
14	22	In team teaching, I don't feel shy.	3.96	0.98
15	31	In team teaching, I feel I have no chance to be absent-minded	3.76	0.66
No.	Rank	Items	Mean Scores	SD
16	29	I feel bored in team teaching lesson.	3.8	0.91
17	33	In team teaching, I feel my reading mistakes become fewer.	3.64	0.70
18	14	In team teaching, I feel my teacher supports me to take part in discussions	4.28	0.68
19	29	In team teaching, I benefit from team teacher arguments.	3.8	0.65
20	25	In team teaching, I feel more confident.	3.88	0.67
21	8	In team teaching, my teacher helps weak students to keep up with good ones.	4.44	0.58
22	12	In team teaching, I feel comfortable and relaxed through the reading lesson period	4.32	0.85
23	5	In team teaching, I think teachers provide frequent and immediate feedback in reading comprehension.	4.48	0.65
24	20	I think two teachers in one classroom make me nervous.	4	0.50
25	18	In team teaching, there is a chance for every student to ask and answer about the reading comprehension.	4.16	0.75
26	33	I think team teaching helps me to agree and disagree properly.	3.64	0.57
27	39	I think team teachers give a great model of tolerance.	3.48	0.71
28	27	I feel that weak students are ignored in team teaching lessons	3.84	0.94
29	36	I think students benefit from teachers' behavior when they argue in team teaching lessons.	3.56	0.82
30	11	I look forward to having team teaching reading comprehension lessons.	4.36	0.76
31	4	I feel team teaching helps me to understand reading comprehension questions more easily.	4.52	0.59
32	2	In team teaching, reading comprehension is more enjoyable.	4.72	0.54
33	37	I feel team teaching develops my reading habits.	4.52	0.84
34	16	I am frequently motivated in most reading comprehension activities.	3.52	0.87
35	16	In team teaching, I learn from my group members	4.24	0.66
36	41	In team teaching, I feel more independent.	3.16	0.90
37	40	I think team teaching requires large classrooms	3.44	0.92
38	12	I think team teaching provides collaboration in reading comprehension lessons	4.32	0.69

\* Mean score is out of 5

The researchers believe that the result of this study might be related to the students' interest in having new strategy in learning reading comprehension and the students' desire to learn more effectively. Students were more encouraged and motivated in team teaching class than in the traditional teaching class. This strategy might provide students with several benefits such as good participation, self confidence, motivation, active interaction, creativity, flexibility, raising student's achievement scores and maximizing comfort and understanding of material content. Students could have been motivated because the existence of two instructors could create more opportunities for students to be motivated. Motivation could play an important role in the improvement of students reading comprehension. This result was in line with study by [Ahmadi \(2013\)](#) who investigated the relationship between reading comprehension and motivation. The findings of his showed that motivation might provide positive impact on students' reading comprehension achievement.

**Table-9.** Students' Attitudes Mean Scores and Standard Deviations after Treatment

No.	Rank	Items	Mean Scores *	SD
39	23	I think team teaching can meet the needs of all students in reading comprehension lessons.	3.92	0.76
40	16	I feel team-teachers works in cooperative way in introducing the reading comprehension material.	4.24	0.52
41	32	I feel team teaching strategy develops my critical thinking in reading comprehension	3.72	0.74
		Total Mean	4.03	0.69

\* Mean score is out of 5

Another factor which might help to have successful team teaching lessons was the positive environment. The team-teachers provided proper atmosphere in which students were interactive and cooperative. Also, the existence of two teachers provided enough feedback to the students which had a positive impact on their scores in the post test that were higher than their scores in the pretest.

This result can be a good indicator that team teaching strategy helped students to interact more effectively. This agreed with [Lester and Evans \(2009\)](#) who reported that learner's interactions were improved by using team teaching strategy. Practicing this strategy helped students and teachers to strengthen their understanding of the content because practice was important to improve the student's collaborative abilities. It agreed also with [Kloo and Zigmund \(2008\)](#) who stated that team-teaching provided more chances for learners to respond and interact. Having two instructors in one classroom helped to have two groups of learners which created more opportunities for students to respond, and get immediate feedback. This result agreed with [Hughes and Murwaski \(2001\)](#) conclusion. They claimed that having two teachers in one classroom provided creativity and flexibility which helped teachers to vary instruction and learning activities. The different individual learning styles of learners were likely to be met by using proper strategies of teaching.

Again the results supported the finding of [Crow and Smith \(2003\)](#) which revealed that by having the interaction and collaboration, learners were likely to show higher levels of ease, comfort and concert in participating in learning, which can help to maximize comfort and understanding of material content. The result agreed with the finding of [Baniabdelrahman \(2013\)](#) which revealed that team teaching provided benefits for both learners and instructors. Team teaching developed personal growth because of the opportunity to earn new thoughts and ideas from team-teaching partners and developed teaching skills.

Moreover, this result was in line with [Wadkins et al. \(2006\)](#) study which assured that team teaching strategy was efficient in improving the teaching process as a result of having two different experts dealing with the same topic. Consequently, having qualified team teachers was beneficial, and enhanced EFL students' performance in reading comprehension. The results of the First question showed that when teachers implement team-teaching strategy, in reading comprehension lessons, students were cooperative and interactive because the teachers' plan took into consideration the learners' individual differences. This procedure provided learners with several benefits such as good participation, self-confidence, respect of different point of view, appropriate feedback and social and educational development. Creating a positive classroom environment is one of the most important factors in making team-teaching strategy more successful. Another important point is the proper feedback which students frequently received by their teachers motivation and encouragement could be significant factors that help students to enhance their cooperation and interaction. Students were frequently encouraged and motivated to participate in team-teaching activities in the classroom. Students took risks and tried to answer even if their answers were wrong. They corrected each other mistakes and they tried to avoid them later.

The results related to the first question might be a good indicator that team-teaching strategy could enhance students' achievements in reading comprehension. Students' scores achievements in reading comprehension after the treatment were higher than before the treatment. This result agreed with [Baniabdelrahman \(2013\)](#) study which showed that team-teaching strategy enhanced students' achievement in comparison with the students who were taught by one teacher. It also agreed with [Liu \(2008\)](#) study which revealed that the types of team-teaching strategy had a significant impact on the enhancement of students' achievements and the English teachers' efficacy of teaching. The researchers believe that team-teaching was a proper strategy for EFL students' reading comprehension enhancement because it provided students and teachers with the most appropriate elements that helped them to have successful learning and teaching.

## 5.2. Discussion of the Results Related to the Second Question

The second question examined the students' attitudes toward team-teaching strategy on Jordanian EFL eleventh grade students reading comprehension. The results revealed that the students' attitudes were positive and team-teaching strategy had a significant effect in improving students' attitudes towards team-teaching. The findings showed that students preferred having team-teaching strategy in their classrooms. They also, preferred having team teachers rather than having one teacher in their classroom. Students' attitudes showed that team teaching strategy helped them to have more opportunities to participate in learning activities. This result was in line with [Cullen et al. \(2009\)](#) study which revealed that the division of the responsibilities between the two teachers provided enough time for teachers to listen to students, answer and give the proper feedback. Students were encouraged to take part in various activities in the classroom. Dividing students in groups encouraged discussion among the students, created tolerance and developed student's educational and social skills and helped transform their experiences and knowledge. The researchers believe that the result of this question revealed that the division of responsibilities provided weak students with more chances to be encouraged and helped to interact and keep up with good students. It was the responsibility of the co-teachers to follow up, encourage, help and support weak students. This can create

self-esteem and increase self confidence of poor students. So, students were likely to feel more comfortable and relaxed due to the positive educational environment which they had in the classroom.

The researchers believe that the result of this question showed that students benefited from teacher's behavior, knowledge and discussion. Team teachers introduced a positive model in their discussions inside the classroom. [Crow and Smith \(2003\)](#) reported that team teaching learning atmosphere which introduced by the teacher was an important model for learners. So, when the educators introduced cooperative work, showed, and enjoyed humour, the learners would be affected by this positive atmosphere and they would model these behaviors.

This result agreed with [Wiley and Cozart \(1998\)](#) study which revealed that students' perception of team teaching was positive and team teaching was useful to them. In [Vogler and Long \(2003\)](#) study students believed that team teaching benefited them by introducing various perspectives and maximizing chances for personal assistance. On the other hand some previous studies considered teacher's perceptions, such as [Bergen \(1997\)](#) study which showed that there was a positive respondent of teachers about team teaching and assured that team teaching helped them to improve their teaching mode. In conclusion, Students responses might have a good indicator about the effectiveness of using team teaching strategy on Jordanian EFL eleventh grade students reading comprehension.

In the researchers' opinions, students were encouraged and motivated in team-teaching lessons. Students had more opportunities to be helped inside classroom because of the division of responsibilities between the team-teachers who could make use of available time to take care of poor students, as well as good ones. Also, the existence of two teachers minimized the chance for students to be absent-minded because both teachers agreed in advance about the efficient procedures to be applied in the classroom. The researchers claim that the students' positive attitudes towards team teaching strategy could have been a result of the enjoyable and exciting environment which team teaching strategy provided.

## 6. Conclusions

This study found that there was a statistically significant difference in the test of reading comprehension in favor of the EFL students group who studied using team teaching, and there was clear effect of team teaching in the reading comprehension achievement. In addition, there were statistically significant differences between the students' attitudes before and after using team teaching, as the EFL students group who studied using team teaching, attitude improved significantly. The result of the study revealed that the implementation of the team teaching strategy showed improvements on students' reading comprehension. The researchers believe that, team teaching strategy was beneficial. It improved learning and teaching, developed communication and enhanced students' achievement. Therefore the researchers concluded that team teaching strategy had significant impact on EFL students' reading comprehension. The researchers believe that students' attitude towards team teaching strategy was positive; the results showed that students considered team teaching strategy, useful, interesting and enjoyable.

## 7. Recommendations

In view of what has been reached from the results and conclusions of this study, the following recommendations are suggested;

- There is a need for the Ministry of Education to adopt good teacher training program on the team teaching strategy, where this strategy promoting professional growth.
- It is recommended to conduct further prospective studies using team teaching strategy in the teaching of different course materials for different level grades.

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