

The effect of team teaching on Iranian ESP learners reading comprehension

Aliasghar Ahmadishokouh¹, Naser Janani^{2,*}, Hadi Sadeghi²

¹English Language Department, Command and Staff University, Tehran 1318913711, Iran

²Faculty of Foreign Languages, Shahid Sattari Aeronautical University of Science and Technology, Tehran 1591634311, Iran

* Corresponding author: Naser Janani, naser.janani@gmail.com

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Abstract: This article defines team teaching as a teaching approach that utilizes the expertise and instructional capabilities of distinct educators to enrich the process of learning. Team teaching refers to an instructional strategy that involves the collaborative efforts of multiple teachers who jointly plan, deliver, and assess the learning experiences of a group of students. This approach integrates the diverse knowledge, skills, and perspectives of the participating educators to create a more comprehensive and engaging educational environment. This paper has examined the use of team teaching as a means of enhancing reading comprehension of English for specific purposes in Iranian context. A number of 100 intermediate-level ESP students in Iran participated in this study. They were divided to two groups, control group with 50 students and experimental group with 50 ones. Team teaching or collaborative teaching strategy was used for experimental group. For control group individual teaching or none collaborative teaching was employed. The data obtained from the study was given to SPSS software. Statistical procedure appropriate for this study was analysis of covariance (ANCOVA). The results of the study showed that in comparison with individual or none collaborative teaching, collaborative or team teaching has a better effect on Iranian ESP learners reading comprehension. It is also found that multilevel class has positive effect on learning language skills.

Keywords: collaborative teaching; none-collaborative teaching; ESP learners

1. Introduction

In quickly changing society when instructing English for Specific Purposes has developed to end up one of the foremost unmistakable ranges of teaching English as a foreign language, ESP professionals confront modern openings and challenges (Ilyasova et al., 2017). English for Specific Purposes (ESP) is viewed as a fundamentally important methodology in the realm of English language teaching (ELT). Its inception in the 1960s was prompted by the growing influence of globalization and the establishment of English as a widely used commercial lingua franca (Supunya, 2023).

Hence, the strategies being used to teaching reading skill to ESP learners should differ from those which are applied in teaching reading for general purpose which involves equipping students with the ability to comprehend and analyze a wide range of texts for diverse purposes, such as extracting information, understanding main ideas, and making inferences.

ESP instruction relied on written textual descriptions of grammatical elements found in different technical documents, allowing instructors to easily clarify those specialized terms and establish a connection between the language structure and the rhetorical intentions of the authors (Hyland and Jiang, 2021). According to Anthony

(2018), ESP practice should be guided by the particular requirements of learners, ensuring that there is a connection between theoretical concepts and pedagogical implementation. In other words, selecting an appropriate instruction or technique “makes a seed bed for interaction between reader and written text”.

One of the instructive techniques can be a collaborative one in which teaching and learning experiences are shared by both students and teacher. The consensus is that team teaching positively influences students’ educational experiences by fostering the creation of dynamic curricula, interactive learning environments, and encouraging critical thinking within and across disciplines (Arkhipova et al., 2015). In addition, team teaching involves the collaboration and coordination of two teachers which involves an extra measure of effort (Shaffer, 2020). Therefore, this study aims to answer the question whether collaborative instruction has any effect on intermediate Iranian ESP learners’ reading comprehension ability.

1.1. Statement of problem and significance of the study

Most ESP students have to spend ample of time to cope with their specialized texts without following specific strategies or methods for understanding them. In contrast to English for general purposes (EGP), which is typically employed for everyday communication, English for Specific Purposes (ESP) centers on the precise application of language for effective communication within distinct academic or professional domains (Supunya, 2023). Unfortunately, although traditional methods of teaching and learning have lot of weaknesses, most Iranian teachers use them for teaching reading courses. For example, they ask their students to read the texts, explain its meaning and just answer the related questions. ESP is designed for particular groups of students with distinct academic and professional requirements. Initially, teaching ESP involved using written text-based descriptions of grammatical aspects found in various technical documents. Instructors had the ability to elucidate these technical terms, establishing a connection between the lexicogrammar and the rhetorical objectives of the authors. Ever since it first appeared in the 1960s, English for Specific Purposes (ESP) has established itself as a prominent area within language education and English language teaching. The primary focus of the existing ESP literature seems to be centered on linguistics, with relatively less emphasis given to ESP teachers (Supunya, 2023).

ESP texts have two aspects. One of them is carrier content or the knowledge concerning a specific field. The other aspect is that the text has not been written in the learners’ mother tongue, but, rather in mother language like English. According to Crystal (2003), the terms “mother tongue” and “mother language” are often used interchangeably, both referring to the native language acquired by an individual from birth or early childhood. However, subtle distinctions exist. “Mother tongue” emphasizes the specific language learned individually from one’s mother or primary caregiver, often used in educational contexts to denote proficiency. On the other hand, “mother language” can have a broader connotation, encompassing the shared linguistic heritage of a community or larger group, emphasizing cultural and societal aspects associated with the language. While the terms are frequently used synonymously, “mother language” may extend beyond the individual, encompassing a communal or

societal dimension of language. In such situations, team teaching is one of the options of this approach in practice. Many terms have been used to identify team teaching, including co-teaching, collaborative teaching, and cooperative teaching. The term team teaching (literally: “teaching in team”/“cooperative teaching”) in a broad sense indicates the interaction of a team of teachers with a view toward effective learning (Maletina et al., 2015). So, collaborative instruction can help the students to overcome their reading barriers, because the language teacher solves their language problem and the subject matter teacher solves the problems which are related to carrier content.

In Iranian educational system, collaborative instruction in ESP classes is not customary. That is, traditional or grammar translation method is used yet. The time has arrived, if not to say it is late, for the educational system and the teachers in Iran to accept team teaching. In this type of teaching, every teacher plays his/her own role and his/her prestige is kept. Moreover, team teaching creates a change in the class which, in turn, is useful for students’ learning. This study may be considered significant, because it may result in an innovation in our educational system. It may create the spirit of collaboration among teachers of various fields.

1.2. Research questions and hypotheses

The purpose of this study was answering the following questions:

- Does collaborative instruction have positive effect on reading comprehension ability of Iranian ESP learners?
- Do intermediate levels of language proficiency positively affect reading comprehension ability of Iranian ESP learners?

It was also hypothesized that:

- Collaborative instruction does not have positive effect on reading comprehension ability of Iranian ESP learners.
- Intermediate levels do not positively affect reading comprehension ability of Iranian ESP learners.

2. Review of literature

2.1. Definition of collaborative instruction

Collaborative teaching instruction is a process through which two teachers with various abilities, gender and different levels of social skills carry out their teaching process and helping each other. Team teaching is an instructional approach characterized by collaboration between two or more instructors who work together in planning, delivering, and assessing a course (Backer et al., 2021).

Implementing team teaching for an invention project is an educational decision aimed at fostering an inspiring and engaging learning environment for students. For instructors, this approach signifies innovation, cooperation, the sharing of expertise, and contributes to their professional growth (Tellervo, 2022). In Iran, team teaching typically involves co-teaching, where a minimum of two teachers instructs in the classroom simultaneously. These instructions have three prevailing advantages: first, they improve students’ reading comprehension, second, they adequately include struggling readers in text-related learning using grade-level text, and third, they

provide opportunities for English language learners to interact effectively with peers and enhance their achievement.

2.2. Different types of collaborative teaching instruction

The collaborative teaching approach, also referred to as team teaching, involves a group of innovative individuals coming together in classrooms to generate ideas and solve creative problems. It is essential for this practice to be consistently implemented in order to be effective. However, educators may encounter various challenges when implementing collaborative teaching in the classroom. These challenges encompass scheduling conflicts, difficulties in managing time for students, determining the weightage of rubric assessments, and potential confusion arising from differing opinions among educators (Mohd Apandi and Abdul Rahim, 2020).

One teach, one assist (1T1A): In this particular form of co-teaching, one teacher assumes the primary responsibility for designing and leading the instructional sequence, while the other teacher, as the name implies, plays a supportive role (Mewald, 2014).

Parallel teaching (PT): Parallel teaching is employed when learning can be enhanced through the guidance of multiple teachers. In this approach, both educators deliver instruction on the same subject matter, but they divide the class into distinct groups and teach them simultaneously (Mewald, 2014).

Station teaching (ST): During station teaching, students engage in independent work and transition between different learning stations, typically at their own pace. Both instructors share the responsibility of designing the stations and overseeing the students' progress and activities (Mewald, 2014).

Alternative teaching: In alternative teaching, the class is split into two groups. Teacher 1 provides instruction to the larger group, focusing on the goals outlined in the syllabus. Meanwhile, the other teacher supports the smaller group, offering personalized instruction that may involve re-teaching, pre-teaching, enrichment, revision, or other targeted approaches (Mewald, 2014).

One teach, one observe (1T1O): In the "one teach, one observe" approach, co-teachers collaborate and plan ahead to determine the specific information they will gather during the lesson. They reach a consensus on the methodology for collecting this information, such as jointly selecting or creating observation tools, and engage in discussions on how to interpret the results obtained (Mewald, 2014).

2.3. Implementing collaborative learning

Collaborative strategy reading can be implemented in two phases including teaching the strategies, and student pairing. In the first phase, students learn four strategies including preview, click and clunk, get the gist, and wrap up. Based on (Mohd Apandi and Abdul Rahim, 2020) to ensure effective classroom practice, it is crucial for all instructors to possess comprehensive teaching techniques and skills. Additionally, fostering a learning environment can be facilitated through the exchange of personal teaching experiences, classroom observations, and constructive critique sessions. As they progress through the text, the "Click and Clunk" strategy encourages them to identify and discuss elements they understand ("clicks") and those that pose

challenges or confusion (“clunks”). Subsequently, the “Get the Gist” strategy prompts students to collaboratively summarize the main ideas after reading sections, fostering synthesis and deeper comprehension. Finally, in the “Wrap-Up” phase, students reflect on the text as a whole, discussing overall meaning, addressing lingering questions, and connecting the material to their prior knowledge. In the second phase, the students become ready to apply collaborative strategy reading in their peer-led cooperative learning groups (Bremer et al., 2002).

2.4. Reading comprehension

2.4.1. Definition of reading comprehension

Reading is a receptive and decoding skill in which the reader receives or decodes the writers’ message. Asrifan et al. (2021) believe that the act of reading involves an interactive relationship among the reader, the text, and the author’s intention. It is proposed that every reader brings their own emotions, personality, and experiences into the reading process, and each encounter with a text may result in a different interpretation. Reading encompasses the creation of meaning from written words and visual content.

Reading is an active undertaking that necessitates practice and the development of skills. Various forms of reading exist, including intensive reading, extensive reading, reading aloud, and silent reading (Asrifan et al., 2021). Reading is a passive skill because the reader does not produce message in the same sense as a speaker or writer does. In fact, it requires active mental processing for communication to occur. In this regard, reading to improve pronunciation, grammatical forms and vocabulary is not reading at all because, by definition, reading involves comprehension.

According to Lika (2017), there exists an inherent link between decoding and understanding. The skill of reading comprehension is a multifaceted cognitive capacity that relies on the assimilation of fresh information and the ability to integrate it with existing knowledge, resulting in the formation of novel schemas and perspectives. It should be mentioned that although comprehension is among the main objectives of reading, it is not always the ultimate goal. The final goal is finding the writers’ hidden ideas. That is, the reader projects the literal meaning of what they read against their own background of experience, information and knowledge (Paris and Jacobs, 1984). In other words, reading comprehension is the act of analyzing and evaluating what you are reading as you progress or as you reflect back and finally, it is learning to evaluate, draw inferences and come to conclusions based on the evidence (Pintrich, 1999).

2.4.2. Different models of reading comprehension

There are three types of reading comprehension models including top-down, bottom-up and interactive processing model.

Top-down processing: Top-down is a reading strategy which is known as a reading procedure or guessing game. Top-down reading strategies concentrates on the significance of schemata, or prior experiences and background knowledge, in the comprehension of a text or passage. Knowledge, comprehension, and language skills are needed in top-down reading strategies to interpret the meaning of the text in which case reading is more likely to be learned by processing bigger units of language. Therefore, in this process, readers integrate their knowledge into the reading. This

strategy contributes to producing produce meaning from a text by the readers (Nadea et al., 2021).

Bottom-up processing: In this reading strategy, readers endeavor to understand the text by constructing meaning from the smallest to the greatest components. It is, therefore, a procedure that incorporates perceptual accuracy, sound, and the ability to figure out a series of texts, words, spelling patterns, and other language units. In other words, it is a strategy to interpret letters, sounds, words, and structures until the entire text is decoded to understand the meaning of the text, i.e. to analyze the linguistics units (Nadea et al., 2021).

Interactive processing: It is vivid that both the bottom-up and top-down model that can adequately explain how the reading process works to attain comprehension, that is to say, they operate interactively in order to ensure full comprehension by the reader. Although several types of interactive model have been proposed and exist in the literature, they all share a key and common characteristic, i.e. linguistic-based and the knowledge-based processing work simultaneously. The interactive model characterizes the hierarchical processing from the lowest linguistic level to the highest. This procedure is not a serial movement but a goes cyclical one in which the readers can go back and forth along these levels (Kusumarasyati, 2023).

2.5. Different types of reading

Reading can not only be used as a source of information, but also as a means of extending one's knowledge of the language. As readers purpose for reading change, they vary the way they read (Zhang, 1993). For example, people do not read a poem the same way they would read a prose passage. They pay much more careful attention to the directions for using a new kitchen appliance than they would read a popular novel. When they read for information, they read differently from when they read for interest or pleasure.

Readers in the real world read what they need or want to. To make these personal choices, they spend a great deal of time scanning potential reading material. They may check the cover of a paperback novel, leaf through a magazine or glance at the headlines in the newspaper before buying it. However, there are four main purposes for which learners may read: skimming, scanning, intensive reading and extensive reading. Skimming occurs when they read a text to identify the main ideas. Scanning occurs when they read to get specific information. Intensive reading happens when they read for details and complete comprehension. Extensive reading happens when they read a text to extract general meaning (Blanton and Wood, 1984). Following is the description of each.

2.5.1. Skimming

Skimming is used to find general idea or concept by perusing rapidly to determine the general content or portion of a text. It is a procedure in which the main concepts of the text are ignored while the overall theme is comprehended. Therefore, it can be explained that the readers will use the overlay reading strategies if they want to locate the general content of a text rapidly (Prihadi et al., 2023).

2.5.2. Scanning

Scanning involves looking for specific information rather than trying to grasp all of the information. It is the process of searching text quickly for specific information, fragments, or segments. Therefore, the purpose of scanning is to extract specific information without reading the entire text which allows readers to avoid reading every word and line ((Prihadi et al., 2023).

2.5.3. Intensive reading

Intensive reading happens when the readers read a text for finding details and completing comprehension usually under the guidance of a teacher. In fact, intensive reading is the reading for extracting exact information at a slow rate of reading (Cheng, 2000). In other words, Intensive reading is a reading process for obtaining detailed contents from a reading text. Thus, the goal of intensive reading is not only to obtain the information but also the grammatical features. The activities of intensive reading are divided into three stages of pre-reading, while-reading, and post-reading (Yuskar et al., 2023).

Intensive reading consists of reading short texts which are discussed in one class period. The purpose of intensive reading is to develop and practice reading skill such as looking for main ideas, determining the vocabulary meaning with the help of the context and discussing syntactic structures that may cause difficulty in comprehending the reading passage (Oxford, 1999).

2.5.4. Extensive reading

Extensive reading happens when learners read a text for pleasure to extract its general meaning. In fact, they read with the top of their reading speed (Oxford, 1999).

In addition, an extensive reading assignment is usually done outside of class and helps readers identify main ideas, use contextual clues, read independently and develop a sense of self-reliance. It is influential due to the fact that it leads to sufficient knowledge of vocabulary and grammar. Readers encounter new words and sentence structures during the process of extensive reading. In this case, they build familiarity and these multiple exposures to them facilitates learning. Extensive reading allows readers to engage in the target language continuously which results in mastering the patterns of the language (Celik, 2019).

Extensive reading has to be followed by general questions provided by the teacher to discover the overall understanding of the readers (Chang and Huang, 2001).

2.6. Previous studies on the effectiveness of collaborative instruction

Regarding the importance of reading comprehension skill, too many researches have been done on the effect of collaborative instruction on reading comprehension ability of students. For example, Bolukbas et al. (2011) investigated the effects of collaborative learning techniques on the reading skills of the 40 students who were learning Turkish as a second language. The result of the study revealed that collaborative learning is more effective in improving reading comprehension skills of learners who study Turkish as a foreign language when compared with traditional teaching methods.

In another study, Apandi and Abdul Rahim (2020) investigated the effect of collaborative teaching in the Faculty of Art and Design, Department of Fine Art, UiTM

Technology MARA. They believe that collaborative teaching is a methodology that can facilitate and enhance learning outcomes, ensuring that students achieve the desired outcomes once all the topics have been covered.

In one study conducted by Pokasić and Kovačević (2017), team teaching (TT) was used as a form of instruction recommended for use in the English language classrooms in Croatia. The participants highlighted certain advantages of Team Teaching for both educators and students. They believed that, being prospective English teachers, they already possessed the majority of the required competencies for Team Teaching and expressed the view that the practice should be consistently integrated into formal education.

In another study, Rowell (2002) investigated students' collaborative efforts while building robots. The results of the study revealed that "The flow of participation, collaborative and individual processing strategies, and peer-to-peer tutoring supported learning within the ZPD, as well as the achievement of desired goals, even when pertinent schema was lacking."

The results of the McGroarty study (1989) were in line with the previous study as it "supports the creative use of students' L1 in a manner that enhances the development of L2 verbal communication skills and comprehensible output, helps clarify meaning, builds content knowledge, and supports active learning processes". He also stated that although students use their first languages through collaborative learning, this frequency of talk between students can enhance students' L2 comprehension.

Yano et al. (1994) investigated the effect of collaborative learning on reading comprehension of EFL learners. The results of the study indicated that collaborative instruction helps learners to increase their reading comprehension ability.

In the other study, Szostek (1994) investigated the effect of collaborative learning on Spanish learners and stated that implementing collaborative instruction leads to increasing and enhancing comprehensible input which yielded in students' better understanding of the material.

In recent years, too many researches (Abdi, 2010; Rumelhart and McClelland, 1982) have been done on the effect of this instruction on students reading comprehension and most of them believed on the efficacy of it. But no research has yet investigated on the effect of this instruction on the improvement of reading comprehension ability of ESP learners. Thus, this study aims to fill this gap in literature.

3. Method

100 intermediate-level ESP students in Iran, studying Computer Engineering were selected from one class in a state University from Tehran. The average age of the students was 21 with two years of previous English study in university.

Through the Oxford Placement Test, the participants, were divided into two groups each containing 50 students and received collaborative instruction for four weeks. That is, the fifty students who got the top scores of this test included the upper-intermediate level group. The lower-intermediate level group consisted of the other fifty students who the lowest test-scores of the class.

After putting students into two different groups in the class, the pre-test, Reading Comprehension Tests, was administered in order to determine the current reading comprehension ability of students. After that, the whole population of the study regardless of their proficiency level received collaborative instruction treatments for four weeks. Then the post-test, which was again Reading Comprehension Tests, was administered in order to elicit information in order to answer the objectives of this study.

4. Results

In order to investigate the hypotheses of the study and also to control the effect of pre-test on the obtained reading comprehension ability, the researchers decided to make the pre-test as a covariate. Therefore, the best statistical procedure is the analysis of covariance (ANCOVA), provided that its assumptions are not violated. So, the first step is to investigate whether these assumptions are observed.

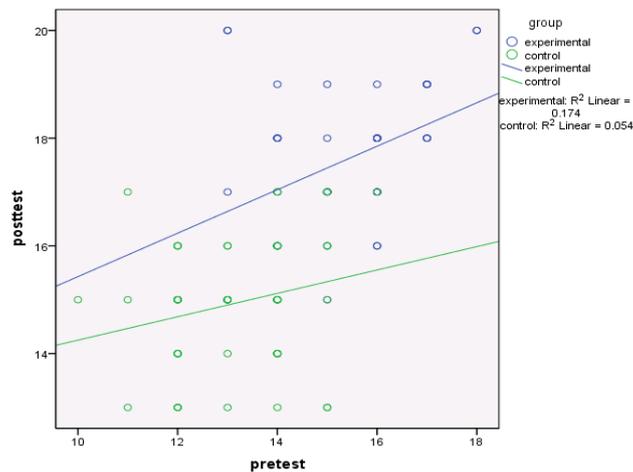


Figure 1. Slope of Regression.

Figure 1 shows the homogeneity of the slope of regression lines as produced by scattered dots. Since the lines run parallel, their slope is homogeneous for all groups concerning both pretest and posttest implying that one of the requirements of ANCOVA was fulfilled.

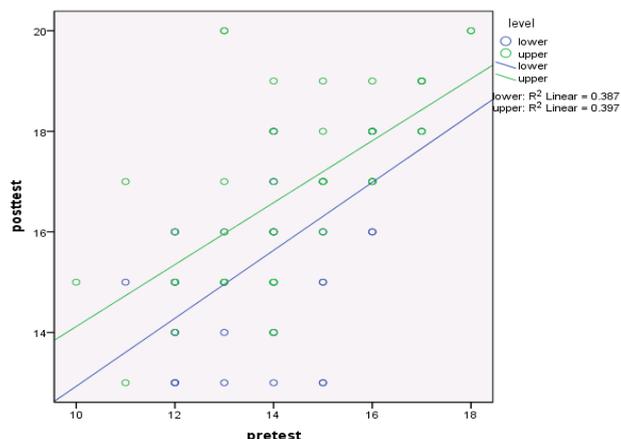


Figure 2. Pre-Test and Post-Test Homogeneity.

Figure 2 Indicates the homogeneity of the slope of regression lines as produced by scattered dots. Since the lines run parallel, their slope is homogeneous for all levels concerning both pretest and posttest implying that one of the requirements of ANCOVA was fulfilled, too.

When all the requirements of ANCOVA (the normal distribution of the data, the linear relationship between the scores of groups and subgroups in the pretest and posttest, the homogeneity of the slope of regression lines for all groups and subgroups, and the equality of variances across groups and levels) were fulfilled, the researcher run ANCOVA the results of which are reported as **Table 1**:

Table 1. The results of ANCOVA as produced by tests of between-subjects effects.

Source	Type III sum of squares	df	Mean Square	F	Sig.	Partial eta squared
Corrected model	218.955 a	4	54.739	45.698	0.000	0.658
Intercept	136.395	1	136.395	113.867	0.000	0.545
pretest	10.845	1	10.845	9.054	0.003	0.087
group	66.976	1	66.976	55.914	0.000	0.371
level	28.822	1	28.822	24.062	0.000	0.202
group * level	1.150	1	1.150	0.960	0.330	0.010
Error	113.795	95	1.198	-	-	-
Total	26739.000	100	-	-	-	-
Corrected total	332.750	99	-	-	-	-

a. R Squared = 0.658 (Adjusted R Squared = 0.644).

Based on the results of ANCOVA presented in the form of Table 1, the main effect of the treatment was significant [$F(1,95) = 55.914, p = 0.000, p < 0.001, \text{Eta} = 0.371$]. This implies that independent variable or collaborative teaching had positive effect on the reading comprehension of the ESP learners. 0.371% of the change on the dependent variable has been due to the effect of team teaching. This finding is also supported by the estimated marginal means of the groups. This mean score is 17.297 for the experimental group; while it is 15.203 for the control group (see **Table 2** below). So the second hypothesis of the study was rejected. And it can be argued that there is a significant difference in experimental and control groups when controlling the pre-test scores.

The secondary effect of the treatment was also significant [$F(1, 95) = 24.062, p = 0.000, p < 0.001, \text{Eta} = 0.202$]. That is, level or subgroup had positive effect on the reading comprehension of the ESP learners. As it is evident in **Table 1**, the estimated marginal mean score of the participants with the upper level is 16.792; while that of the lower level participants is 15.708. So, the third hypothesis of the study was also rejected. And it is safe to argue that different level positively affects reading comprehension ability of Iranian ESP learners.

As a marginal finding the interaction of group and level was not significant [$F(1, 95) = 0.960, p = 0.330, p > 0.05, \text{Eta} = 0.010$].

Table 2. Groups’ Estimated Marginal Means on the Posttest

Dependent Variable: posttest				
group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
experimental	17.297a	.178	16.944	17.650
control	15.203a	.178	14.850	15.556

a. Covariates appearing in the model are evaluated at the following values: pretest = 14.23.

As it is evident in **Table 2**, the marginal or adjusted mean of the experimental group is 17.297; while that of the control group is 15.203. **Figure 3** below also supports the information in **Table 2**.

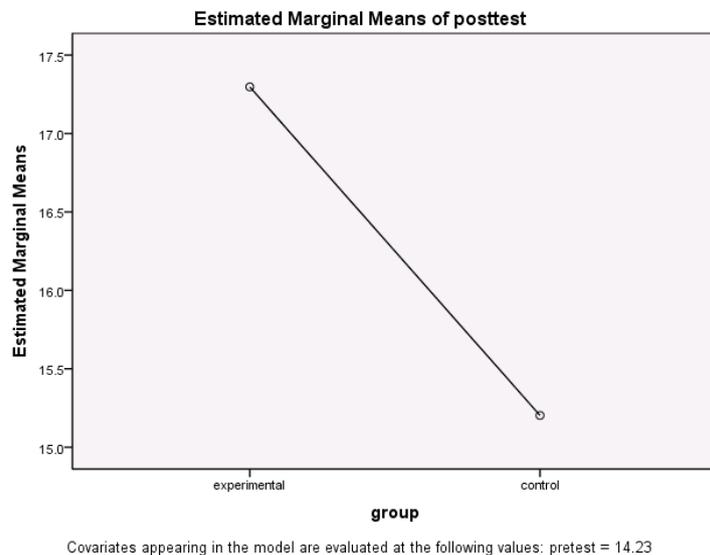


Figure 3. Estimated Marginal Means of Posttest.

5. Discussion

The result of the study showed that collaborative teaching has positive effects on intermediate-level ESP students in Iran reading comprehension. Moreover, this study indicated that there is a significant difference between the effect of team teaching and individual teaching on student reading comprehension when controlling the pretest as a covariate. Furthermore, it was concluded that multilevel class provides a good environment for teaching language skills and have a significant effect on student’s language achievements.

These findings are in line with Maletina et al. (2015) who argue that the collaborative philosophy of two teachers working together is deemed crucial for instructing ESP courses. The transition from cooperation to collaboration and ultimately to team teaching is not only recommended but also a natural and logical progression.

In another study Yano et al. (1994) investigated the effect of collaborative learning on reading comprehension of EFL learners. The results of the study indicated that collaborative instruction helps learners to increase their reading comprehension

ability. Furthermore, Asha (2009) in his study concluded that Team teaching is an effective means of achieving success in large classes. It brings together different teachers' ideas and teaching skills for the success of a group of learners.

5.1. Pedagogical implication

The results of the present study could certainly be implied by language learning centers, ESP teachers, material developers, teacher educators, and ESP learners. First of all, language institutes should be aware of this fact that team teaching is a good option for teaching English to ESP learners. Then, material developers should provide materials so flexibly that could be handled by all language teachers, and make teachers authorized enough, so that they make changes with the setting features whenever they think a change is needed. Teacher educators should also clarify the importance of team teaching and include some training regarding team teaching program in their teacher preparation programs

Next, EFL and ESP teachers should in line with the findings of the study, be informed about the advantages of team teaching and do their best to fulfill their roles as team teachers. Finally, ESP learners should know the merits of team teaching and try to attend in such classes in order to learn more efficiently.

5.2. Recommendation for further studies

This study just dealt with intermediate language learners. As levels of proficiency may have a significant interaction with the treatment, the other researchers are recommended to replicate this study using language learners with different proficiency levels. Also, team teaching may have different impacts on language skills and sub-skills such as, listening comprehension, and writing, therefore the other researchers are recommended to replicate such a study to investigate the impacts of team teaching retelling on learning the other skills.

Gender and context may also be an influential variable, so the other researchers are recommended to make a comparison between male and female learners' language achievements after being exposed to team teaching. They can also investigate the impact of collaborative teaching on the language achievements of EFL learners with different cultural backgrounds. Moreover, in this study the researchers made a comparison between individual versus team teaching on student's language achievements, the other researchers are recommended to do a research to compare and contrast the materials and syllabi being used to serve the purposes of team teaching and individual teaching.

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