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Beyond the Solitary Teacher: Team Teaching Style and Counseling Psychology in Promoting Students' Language Proficiency, Collaboration and Inborn Encouragement

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ABSTRACT: Foreign language instruction has been completed through the traditional approach. This investigation was an attempt to show the effect of team teaching and counseling psychology with focus on students' Language Proficiency, Collaboration and Inborn Encouragement. Mix method of the research was used for the study, comprised of the tests, questionnaires and interviews to collect the data. 52 Iranian EFL students and two English language teachers besides a teacher as counsellor included in team teaching procedure merely for experimental one, while control group was taught based on the traditional approach. The outcomes revealed there were statistically significant differences between the two groups after the treatment and also the significant differences in the expectations of the questionnaires and learners as well as a favorable outlook towards using team teaching in the classroom. Moreover, there was very strong evidence of a relationship between team teaching plus counseling psychology, collaboration and inborn encouragement. The openings of the current study are assessed to sound so outstanding that the officials and English language teachers in Ministry of Education of Iran attain the educational goals and ELT purposes by means of team teaching and counseling psychology procedures.

Keywords: Language Proficiency; Psychology; Solitary Teacher; Teaching; Inborn Encouragement

Introduction

How might English language instructors confront many authorities laid upon them while keeping up feelings of efficacy with regards to various strategies used for and avoiding burnout in language teaching and learning process? New strategies and curriculum are frequently added to what they are going to complete. Team Teaching is a communal term to define numerous variations of a technique to teach a course with more than one trainer (Liebel et al., 2017). The method shifts the role of teaching from a specific instructor to a team with a main aim of improving the quality of teaching and learning (Haghighi & Abdollahi, 2014). Team teaching is one step to constantly adjust the educational system to the changing needs of the students and abilities of the teachers (Zubkova & Burak, 2016). Team teaching supposedly has multiple benefits for teaching participants. Another value of team teaching in language classrooms is added by Bailey et al. (2001), by indicating that "the teaching partners can demonstrate interactive activities, such as role-plays, with one another" (p. 182). Furthermore, team teaching inherently introduces a portion of peer observation into the process, enabling teachers to gain new ideas and experiences by seeing each other execute a mutually planned lesson (Bailey et al., 2001). Any of

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the other benefits of team teaching that have been outlined in this section may be described as enhancing teaching skills by exchange of knowledge and conversational dialogues, leading to professional and personal development, (Baeten & Simons, 2014). For Iranian EFL learners and students, practicing and learning English as a Foreign Language (EFL) has always been a complicated and challenging task (Namaziandost et al., 2019). Especially as teachers experience circumstances where English represents a very particular purpose, teaching these abilities is labeled exhaustive. Besides that, listening and speaking are regarded as among the most demanding skills for Iranian EFL pupils. Because of the lack of these talents in the education system, up-to-date and more demanding teaching procedures that help EFL learners to master these skills are important (Akbari, 2015).

Team teaching appears to be a fresh trend in the modern education system for teaching English, as reported by Aliakbari and Bazyar (2012). The lack of adequate empirical team teaching projects in Iran offers a fruitful opportunity to examine the feasibility of team teaching to address the pending needs of learners. The students of the present age need mobility and dynamism in the classroom in order to be motivated and able to learn the educational content properly with the necessary motivation and energy. If they do not have the required motivation to learn, he can never achieve the desired instructional result in the success process (Namaziandost et al., 2019). The education system needs the vitality, creativity, flexibility and being up-to-date. It is necessary to move beyond traditional methods towards constructive and new patterns in education. Consequently, it was crucial to conduct an inquiry so as to propose new policy and design materials to satisfy learners' learning needs. The outcome of the current research did shed light on most of the problems and inadequacies and endeavors to make alterations in offering new strategies and planning parts for language learning courses. To sum up, the consequence of this investigation was valuable for English language instructors, materials developers, designers, program planners, administrators and officials. As a result, the foregoing research questions were posed in order to discuss the above-mentioned concerns logically and critically. The questions and hypotheses considering the current investigation and related subject included:

RQ1) What is the impact of team teaching procedure on EFL learners' oral proficiency in a course of language learning?

RQ2) What is the efficacy of team teaching plus counseling procedures on English learners' intrinsic motivation?

RQ3) What is the impact of team teaching plus counseling procedures on EFL students' collaboration in English language classroom?

RQ4) Precisely what is EFL learners' attitude towards the use of team teaching procedure in their language classroom?

RQ5) Specifically what is EFL students' standpoint around the use of counseling procedure in language course?

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In the following testable statements, with regard to the research questions, the null hypotheses of this investigation were originally designed and implemented:

H_{01}. Team Teaching procedure has no efficacy upon EFL learners' oral proficiency in a course of language learning.

H_{02}. Team Teaching plus counselling procedures have no impact on English learners' intrinsic motivation.

H_{03}. Team Teaching plus counselling procedures reflect no influence upon EFL students' collaboration in English language classroom.

Literature Review

The existing investigation decides whether the team teaching technique is helpful. Uwameiye and Ojikutu (2008) conducted a study on learners in Introductory Technology, team instruction has an impact on Student Academic Achievement. Team teaching and traditional technique were respectively used to handle the experimental and control community. The outcome suggested that there was no significant gap in posttest mean achievement scores of students taught with team teaching and traditional process. The variance in post-test success scores shows that the result was also not linked to other parameters, but due to the care offered (Uwameiye & Ojikutu, 2008). Meanwhile, what is reflected in associated with using team teaching technique in Iranian settings as Aliakbari and Nejad (2013, pp. 5-22) conducted a study on the effectiveness of team teaching in the learning process and promoting learners' grammatical proficiency, in which two classes were allocated to a total of 58 first-grade pupils. The final outcomes confirmed that the variation in instruction did not connect to a significant difference in the output of the respondents.

In additional research by Khoshnodifar et al. (2020) around a comparison of lecture and team member teaching design in agricultural higher education system of Iran. The influence of the aforementioned approach on the academic performance of students was seen in comparative courses. An obvious difference between the two instructional approaches in the area of academic success and the enhancement of students' teamwork conduct was shown in the final findings. The latter project was an endeavor by Mohammad Hassani Soudmand and Ahour (2020) to figure out the impact of one teach-one assist model of co-teaching on the comprehension of reading by Iranian EFL learners. The findings of an independent t-test sample showed that, relative to the control group, the experimental group had significantly better students' reading comprehension. For instructors, pupils, as well as any ELT programme, the outcomes of the research could be valuable. Haghighi and Abdollahi (2014) examined the efficacy of team teaching procedure in the development of the students' reading comprehension in Iran. There were fifty two participants in this research from Ilam University aged from twenty to twenty eight years old. The control group included 17 students from 7 male and 10 female learners. The first experimental group contained of 9 male and 8 female students who were taught based upon using team teaching procedure. The second experimental group who were educated through using traditional way concluded 12 male and 6 female students. Both the experimental and control groups were taught by four

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experienced teachers. Two tests were developed by the investigators were given as pre-test and post-test. The research used a quasi experimental, pre-test, post-test; model for 15 weeks. One- way ANOVA was finalized to analyze the teacher's score in the pretest of the study. The outcomes supported the use of team teaching strategy in educational settings.

The results from other content areas revealed that team teaching increases the academic success of students. Nevertheless, the degree of attachment and results were not specifically demonstrated as well as there was a signal of hesitation of using team teaching conveyed by the reports in some cases. For example, when a student is trained using team instruction, can he or she gain a high level of efficiency or not and a low extent? It is commonly and seriously stated that English teachers primarily use individual teaching methods, but seldom use the teaching tactics of investigation and engagement that are suggested by experts. Study findings still stay quiet on the use of psychological-level team instruction. Consequently, the research aimed to investigate the effect of team teaching approach on the academic performance, motivation and collaboration of Iranian Educational High School students. The researcher believed that there were few studies in Iran concerning the effectiveness of team teaching strategy on EFL learners' success or teachers' performance. The researcher also considered that there were not enough studies so as to investigate the significance of using team teaching strategy in English language teaching as a foreign language. As a result, this research was an attempt on introducing the way and strategy to support EFL teachers to identify using team teaching benefits in instruction of the oral skills or even other parts of the English language knowledge and experience in Iran.

Material and Methods

Participants: In the present study, 52 EFL students studying the English language at high school level participated in this investigation in Iranshahr city of Iran. They were simply male ones. The sample selection was a form of non-probability or non-random purposive sampling. Since the researcher (as the teacher who teaches at the research site) had restrictions on modifying the form of the participants, this sampling method has been implemented (purposefully). Consequently, the population was preferred and divided into two experimental and control categories based on the test results. At the beginning of the first semester, the learners were purposively divided into two groups, as in Control Group (CG) and Experimental Group (EG) containing 26 students in EG and 26 ones in CG.

Instrumentation: With regards to the existing investigation, three instruments were used: 1) pre-test post-test, 2) questionnaire and 3) interview. Pre-test, post-test and questionnaire were used in quantitative method of the research, while the interview was completed by the learners in qualitative part of the study. The researcher used Cambridge University PET tests in language learning and teaching course for administering pre-test and post-test in EG and CG. At the beginning of the first semester, all the learners in CG and EG were given a pre-test in order to determine whether there was a significant difference in EFL learners' oral proficiency in the two groups. At the end of the semester, in the last session of the language learning course, all the learners were administered a post-test in order to determine which one of the teaching strategies would be more successful and whether there was a

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significant difference between the students of two groups in terms of their oral proficiency. The instruments PET tests used for pre-test were the same for the post-test. As well as the questionnaire designed by the researcher on two dependent variables "the intrinsic motivation and willingness to communicate (collaboration)" based on a 7-point Likert scale were organized to measure students' standpoints and enactment on the efficacy of using team teaching strategy in the study. The questionnaire was validated by the experts in ELT as well as Cronbach's coefficient alpha for estimating its reliability was accompanied. Cronbach's considered to be an appropriate indicator of internal consistency (reliability) so that is most widely employed where you have numerous Likert questionnaires that comprise a scale and you want to decide whether the scale is accurate (Creswell & Creswell, 2017, p. 206). Cronbach's Alpha coefficient was determined to assess the internal reliability (consistency) of the items in the questionnaire and a high reliability (alpha = .89) was reported. Moreover, qualitative section of the study required an interview with open-ended questions about their perspectives on team teaching justified their related instructional responses to the research questions.

Procedure: In this study, quantitative method and qualitative design were applied altogether. Regarding the quantitative aspect of the research, the design of this investigation was a quasi-experimental design with treatment, a pre-test and a post-test (using PET tests), as well as non-random assignment of the participants. Team teaching and counselling procedures were as two independent variables and treatments, oral proficiency, intrinsic motivation and willingness to communicate (collaboration) as dependent variables of the study. Furthermore, the quantitative area of the study was enclosed a questionnaire on the last two dependent variables aforementioned. Moreover, qualitative section of the study required an interview with open-ended questions about their perspectives on team teaching justified their related instructional responses to the research questions.

Results

In order to examine the learners' performance in the experimental group (EG) and control group (CG) on the pre-test, an independent-samples t-test was run. The result of the data revealed that there was no violation of the normality assumption (normal distribution) of the scores based on Kolmogorov-Smirnov test for control group sig=.069 and for experimental group sig=.200 which were well above 0.05. With regards to the Levene's test for Equality of Variances, independent sample t-test, it can be perceived that the p-value is more than 0.05. If the P value is more than 0.05, the homogeneity assumption is met. According to Table 1, it can be realized that there was no significant difference between the learners in control group (M =54.19, SD=8.26) and experimental group (M=53.00, SD =8.03) (t = -.527, p = .819, df = 50) in terms of their scores on the pre-test.

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Table 1. Group Descriptive Statistics in pretest

Phase	Group	N	Mean	SD	Std. Error Mean
Pre-test	EG	26	53.00	8.035	1.576
	CG	26	54.19	8.266	1.621

The Outcomes Related to First Research Question

In the following pace, to answer the firs research question, exploring the impact of team teaching procedure on EFL learners' oral proficiency in a course of language learning, the independent-samples t-test was completed so as to examine the performance of the learners in the experimental group (EG) and control group (CG) on the post-test. The data analysis revealed that there was no violation of the normality assumption according to Kolmogorov-Smirnov and also Shapiro-Wilk tests, indicated for control group sig=0.105 and for experimental group sig=.200 which were well above 0.05. Regarding the Levene's test for Equality of Variances, it can be detected that the p-value is more than 0.05. Therefore, the homogeneity assumption is met. There was a significant difference between the learners in control group (M =54.27, SD=7.56) and experimental group (M=70.77, SD =9.54) (t = 6.90, p = .000 (.0000000083), df = 50). The outcome revealed that the learners in the experimental group (EG) surpassed the students in the control group (CG) on the post-test (Table 2. Group Descriptive Statistics.)

Table 1. Group Descriptive Statistics in post-test

Phase	Group	N	Mean	SD	Std. Error Mean
Post-test	EG	26	70.77	9.547	1.872
	CG	26	54.27	7.561	1.483

The difference on the pre-test and post-test of the learners in control group (CG) was computed using a paired-samples t-test. Based on Tables 3 the statistical results designated a statistically insignificant growth in their scores from pre-test (M=54.19, SD=8.26) to post-test (M= 54.23, SD= 7.57), t (26) = .113, p = .911 (p>0.05) (two-tailed).

Table 3. Paired Samples Statistics in proficiency

Pair 1	Phase	Mean	N	SD	Std. Error Mean
	post-test	54.23	26	7.575	1.486
	pre-test	54.19	26	8.266	1.621

Moreover, the alteration in the pre-test and post-test of the students in the experimental group was computed through using a paired-samples t-test. As clarified in Tables 4 the results showed a statistically significant increase in their scores from pre-test (M=53.00, SD=8.03) to post-test (M= 70.77, SD= 9.54), t (26) = 10.28, p<0.05 (two-tailed) = .000 (.00000000017). To sum up, it can be mentioned that the post-

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test scores of the students in experimental group (EG) improved significantly while the scores in control group (CG) were the same range as their ones in the pre-stage.

Table 4. Paired Samples Statistics in collaboration

Pair 1	Phase	Mean	N	SD	Std. Error Mean
	post-test	70.77	26	9.547	1.872
	pre-test	53.00	26	8.035	1.576

They also increased meaningfully in comparison to those of their scores pre-test, so far as it showed the learners in experimental group achieved much better results in their post-test than those in the control group.

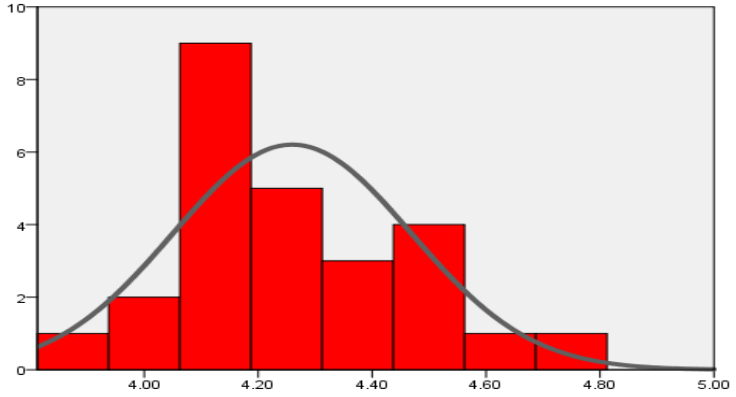

Figure 1. Learner's performance in oral proficiency before receiving the treatment

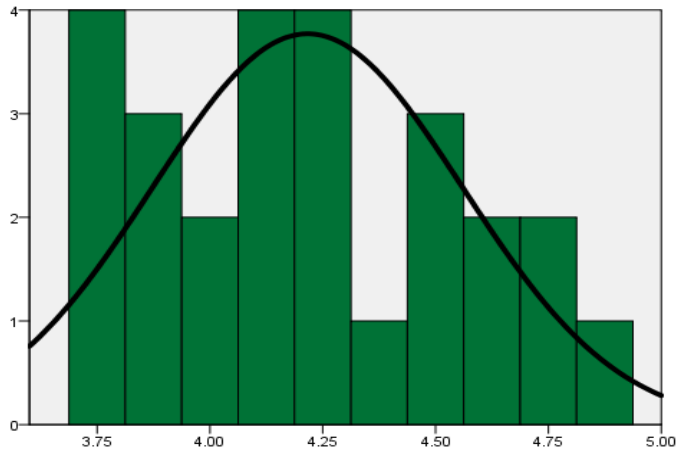

Figure 2. Learner's performance in Oral Proficiency after receiving the treatment

Subsequently, the outcomes confirmed that the team teaching and counselling procedures had outstanding impact on EFL learners' oral proficiency in a course of language learning and the null

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hypothesis was rejected. To ensure the equivalence of the two groups EG (experimental group) and CG (control group) in initial steps in answering the second and third research questions, a pre-stage was completed by distributing the questionnaire before starting to teach. Therefore, an independent-samples t-test was run in which Table 5 shows the results:

Table 5. Group Descriptive Statistics in team teaching procedures

Phase	Group	N	Mean	SD	Std. Error Mean
Post-test	EG	26	3.7749	.80590	.15805
	CG	26	3.5781	.55736	.10931

As Table 5 illustrates, there were no statistically significant differences between the experimental and control group at ($p \leq 0.05$, two-tailed) p=.311 in the pre-stage of study in distributing questionnaire. With regards to the Levene's test for Equality of Variances, independent sample t-test, it can be perceived that the p-value is more than 0.05. If the P value is more than 0.05, the homogeneity assumption is met. This means that the control group and the experimental group were equivalent before starting the team teaching procedures.

The Outcomes and Responses to Second Research Question

To reply the second question of the study, as regards the efficacy of team teaching procedure on English learners' intrinsic motivation, dependent samples t-test was used to decide whether there was any statically significant difference between the experimental learners' attitudes before and after receiving the research treatment. Table 6 shows that there were statistical significant differences at ($p \leq 0.05$) between the learners' attitudes before and after research treatment. Moreover, t-value is (16.94) which is significant at p = (0.00). This means that the experimented English language learners' perspectives were value-added significantly due to the use of team teaching. And also, Table 6 below presents their' attitudes before receiving the research treatment in which the mean scores and standard deviations in the pre-stage were calculated from pre-stage (M=3.57, SD=.55) to post-stage (M= 5.59, SD= .23).

Table 6. Paired Samples Statistics in team teaching procedures

Pair 1	Phase	Mean	N	SD	Std. Error Mean
	post-test	5.59	26	.234	.046
	pre-test	3.57	26	.557	.109

As a result of the statistical findings, team teaching procedure positively affected the English learners' academic intrinsic motivation and increased their inherent enthusiasm for following the matters in language learning process (see also Figure 3 and 4). One after the other, the null hypothesis of the study

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was not confirmed and team teaching procedure influenced the English students' intrinsic motivation so as to grow.

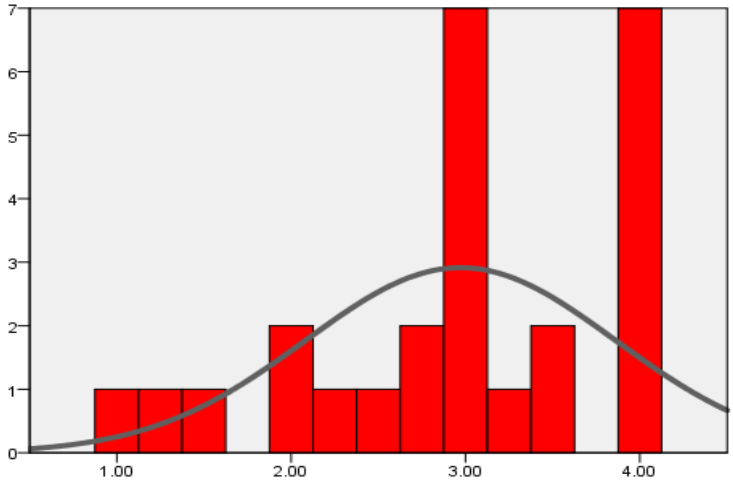

Figure 3. Learner's performance in Collaboration before receiving the treatment

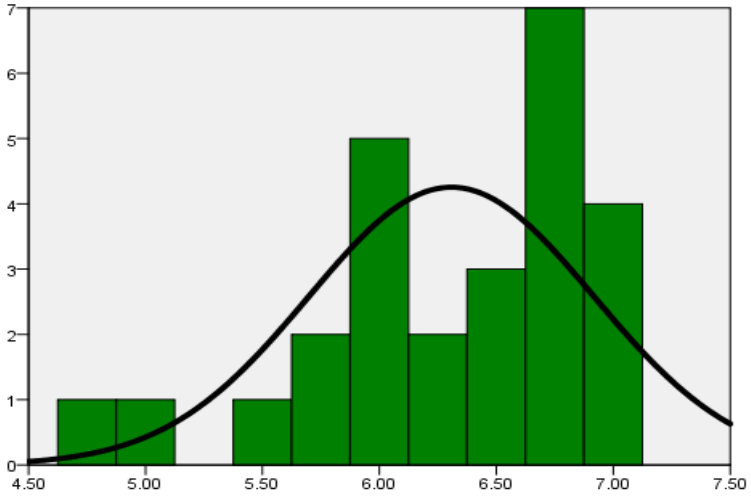

Figure 4. Learner's performance in Collaboration after receiving the treatment

The Chi-square Test Statistics and the Outcomes Concerning Chi^2 correlation coefficient

To confirm the findings whether is a relationship between the two independent variables, team teaching plus counselling procedures and academic intrinsic motivation in answering the second research questions the Chi-square statistical test was run in which Table 7 shows the ultimate results:

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Table 7. Chi-Square Tests results of intrinsic motivation

Index	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	48.000	25	.004
Likelihood Ratio	66.542	25	.000
Linear-by-Linear Association	38.855	1	.000
N of Valid Cases	52		

According to Table 7, the results revealed that there was a very strong evidence of a relationship between team teaching plus counselling procedure and academic intrinsic motivation due to usage of the team teaching strategy in language teaching course (Chi–square =48.00, df =25, p = .004 ($p \leq .05$), Cramer's V = .961(value≥.8 to 1.0)).

The Outcomes and Responses to Third Research Question

In response to the third research questions regarding the effects of team teaching procedures on EFL students' willingness to communicate (collaboration) in English language class as well as to ensure that there was a relationship between the two independent constructs, team teaching plus counselling procedures and willingness to communicate the Chi-square test was used. As Table 8 displays the final results:

Table 8. Chi-Square Tests results of collaboration

Index	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	45.667	16	.000110
Likelihood Ratio	62.182	16	.000
Linear-by-Linear Association	38.911	1	.000
N of Valid Cases	52		

With regards to Table 8, the outcomes revealed that there was a very strong evidence of a relationship between team teaching plus counselling procedure and willingness to communicate (collaboration) because of implementing the team teaching technique in language learning class (Chi–square =45.66, df =16, p = .00011 ($p \leq .001$), Cramer's V = .937 (value≥.8 to 1.0)). Therefore, based on the presented findings, it can be noticed that the team teaching plus counselling procedures strongly affected the learners' group effort by motivating them for willingness to cooperate with the other individuals and communicate with, in classroom (see Figure 5 and 6).

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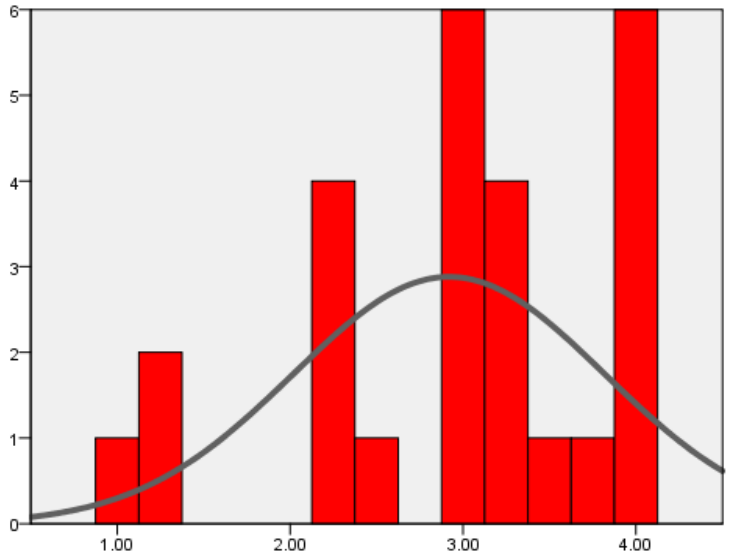

Figure 5. Learner's performance in Academic Intrinsic Motivation before receiving the treatment

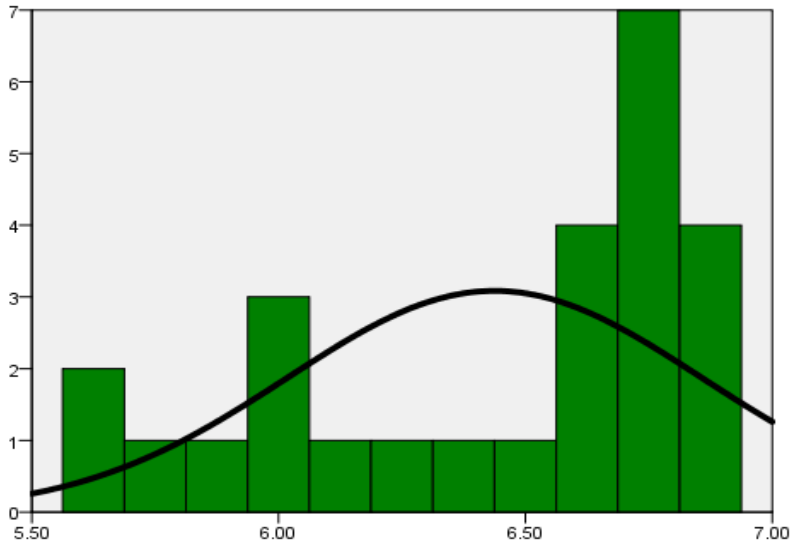

Figure 6. Learner's performance in Academic Intrinsic Motivation after receiving the treatment

The Descriptive Statistics Associated with Overall Team Teaching Procedures: The descriptive statistics showed students' attitudes before receiving the treatment so that the highest mean score was (5.34) for Item No (2) "I have difficulty in learning new words and expressions in the oral proficiency course.", then items: No (7) "I am afraid of making mistakes in my oral skills class." (Mean=5.30), No (6) "I often feel anxious about answering a question in the oral proficiency course." (Mean=5.15), No (1) "Listening and speaking in English are difficult for me." (Mean=5.11) and No (26) "I feel bored in team teaching lesson." (Mean scores 4.65), while the lowest means was (3.00) for Item No (11) "I think studying in class for an exam with other students is better than studying alone." and No (13) "No matter how much I like or dislike a class, I still try to learn from it." The total mean scores for "Students'

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Attitude Scores on Team Teaching plus Counselling procedures" was (3.57) before receiving the research treatment.

Statistical findings demonstrated the mean scores, median, mode, rank and standard deviations of students' attitudes after treatment. The highest mean scores were (6.53) for Items No (15) "I sign up for the classes that will prepare me for the future" and question Item No (20) "I set high goals for myself." followed by items No (3) "Listening and speaking help me improve my English.", No (4) "I enjoy listening and speaking.", and No (10) "I think working on questions with other students helps me learn." (Mean score 6.50), in addition to Items No (16) "I have high expectations of myself", No (18) I feel good about myself when I finish a difficult project." (Mean scores 6.46), Items No (14) "I learn simply for the sake of learning." No (17) "I see myself as well-informed in many academic areas." (Mean scores 6.42), as well as with Mean scores 6.34, Items No (5) "I like oral skills outside of school.", No (19) "I try to do my best on every assignment.", No (21) "I think team teaching is useful for students in their listening and speaking skills development.", and 6.30 No (9) "I think I feel more relaxed if I work on an answer with other students.", No (13) "No matter how much I like or dislike a class, I still try to learn from it.", No (23) "I believe that two teachers are better than one in oral skills class.", No (33) "I think team teaching provides collaboration in oral skills class" as well. While the lowest mean score was (1.92) for items No (6) "I often feel anxious about answering a question in the oral proficiency course.", and No (7) "I am afraid of making mistakes in my oral skills class." The total mean score for "Students' Attitude Scores on Team Teaching plus Counselling procedures" was (5.59) after treatment. So, students' perspectives toward using team-teaching strategy improved after the treatment.

Answers to the Fourth Research Question

In response to the fourth research question indicate on EFL learners' attitude towards the use of team teaching procedure and a psychological counsellor in class, a structured interview was designed for students to provide balances for more detailed analysis of participants' attitudes towards team teaching plus counselling procedures and their efficacy on oral proficiency, intrinsic motivation as well as willingness to communicate of the students. This structured interview was conducted by the researcher with the team teaching plus counselling procedures course students who participated in this course. The interview was included in five major directions. These five main directions to be discussed distinctly were:

1. The team teaching procedure and its usefulness for students in their listening and speaking skills development.
2. Willingness to communicate as a result of team teaching strategy in the classroom.
3. Constructing motivational status through using team teaching procedure in class.
4. The interest of students to participate in such a team teaching course in future and the reasons behind it.
5. The role of the counsellor in meeting the purposes of oral proficiency course.

With regards to item questions in structured interview it should be pointed out that the items related to different categories explicitly; team teaching and its usefulness for students, Willingness to

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communicate, motivation, participating in current course in future, the role of the counsellor in and participants' satisfaction of team teaching technique were put together and described as a separate part of the research in qualitative method and ways reporting frequency counts and percentage indices. The percentage of any items was presented and explained. In the research interview, Questions 1, concerning the students' attitudes on the effect of team-teaching in addition to its usefulness for students in their listening and speaking skills development. Most of the students (75%) agreed that the current teamwork procedures were useful to achieve the appropriate results in oral skills and development; however, some of them (25%) had no idea. A considerable number of the participants replying the second question (66.6%) agreed that teachings provided by the language teachers was helpful in increasing their collaboration between themselves and with the teachers; in contrast, only few learners (25 %) had no idea, while some students (8.4%) disagreed with the above mentioned statement on willingness to communicate as a result of team teaching strategy in the classroom. Regards the next question of the interview, the majority of the research participants (83.4%) viewed as positive effects of the strategies on constructing motivational status through using team teaching procedure in class. In fact they think it an auspicious path to success. Meanwhile a small number of the learners (16.6%) rejected the present notions of this research item question. In response to the fourth question included in interview, whether they participate in in such a team teaching course in future and why, a good majority of the learners (92%) approved that team teaching reduced their oral production difficulties and definitely they agreed with doing that in next opportunities; however, a few of them (8%) had negative feedback regarding the above mentioned statement. Nearly all participants in the research stated that they would contribute to the course if any other opportunity in future excluding one of them clarified his reasons behind it was acceptable and due to fear of spreading COVID-19 symptoms. He hesitate to join the course again in next opportunities just for the recent issues.

Answers to the Fifth Research Question

The aforementioned structured interview was also used for replying to the fifth question of the study regards to EFL students' standpoint around the use of counselling procedure in language course. Among five major themes included in the interview was the rest and the last one which indicated on the counsellor's role in meeting the purposes of oral proficiency course and team teaching. The participants in the study outlined the beneficial share of psychological counsellor, especially the effectiveness of his guidance and counselling in language learning and development during the present course. The majority of the participants expressed their positive views on the encouraging properties of the counsellor, however, there were also ones who stated that they could not convey any other issues to the counsellor in cases, even they agreed with the effective part of him in the course. Accordingly, replying to the last problem around the significant role of the counsellor in the existing course, the majority of the pupils (66.7%) had confident views that they expressed their enjoyable feelings to see an individual in team to listen to their emotions and problems. They also mentioned it was much better than single teacher in the class. Using counselling procedures increase the participation in the lessons; nevertheless, a few of them (8.3%) had undesirable reaction on the aforesaid. The low portion (25%) of the students had no thought

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but they even could tend to be positive in the interview in some cases and they were in middle of the answering positions. Consider some points that they stated; they had nothing to say but not too bad. It was something new. Interesting point was they could say whatever they needed to express in language course.

Discussion

Conferring to the research questions, the outcomes in response to the first research question showed that learners preferred having team teachers rather than solitary teacher in their classrooms. Learners' viewpoints discovered team teaching technique helped them to have more opportunities to participate in learning oral skills and related activities. This upshot was in link with Cullen et al. (2009) research which showed that the splitting up of the duties between the two teachers presented enough time for teachers to listen to learners, reply and give the suitable feedback. The outcome revealed that the learners in the experimental group (EG) surpassed the students in the control group (CG) on the post-test. This technique could have many advantages for students, such as good engagement, self-confidence, encouragement, effective involvement, creativeness, adaptability, increasing the achievement scores of students and optimizing enjoyment and perception of material content. Students may have been inspired and it could provide more chances for students to be motivated by the presence of two teachers. Motivation can play an important role in enhancing learners' ability in oral skills development. This finding was consistent with research by Ahmadi et al. (2013), which focused on the relationship between understanding and motivation to learn. His results indicated that encouragement might have a constructive effect on the achievement in comprehension skills (centred on reading comprehension) by learners. Moreover, the alteration in the pre-test and post-test of the students in the experimental group was computed through using a paired-samples t-test. This aligned with Lester and Evans (2008) who confirmed that by using team teaching style, learner connections were enhanced. Implementing this technique allowed learners and instructors to increase their awareness of the content because it was essential to develop the collaborative abilities of the student. As a consequence, the null hypothesis of the study suggesting the effectiveness of team teaching plus counselling treatment on the oral competence of EFL learners was rejected in a language learning course for the final outcome of the pre-tests and post-tests in both the experimental and control group showed the positive effects of the current course strategy. The researcher concluded that team teaching was a proper strategy for improving the oral proficiency of L2 learners because it included the most suitable elements for learners and lecturers that allowed them to learn and teach effectively.

The second research question explored the attitudes of the students towards the technique of team teaching and the efficacy of team teaching plus counselling procedures on English learners' intrinsic motivation of Iranian L2 senior high school students. The analysis indicated that the perspectives of the learners were optimistic and the approach of team teaching had a substantial impact on improving the attitudes of the students towards using team teaching and subsequently enhanced their inherent inspiration. This outcome was in accordance with the definition by Cullen et al. (2009) which showed

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that the division of roles between the two teachers allowed teachers ample time to listen to students, react and provide appropriate feedback. In a language learning course for the final outcome of the pre-tests and post-tests in both the experimental and control group, the null hypothesis of the investigation indicating the efficacy of team teaching plus counselling service on intrinsic motivation of L2 learners was denied as a concern, showing the positive results of the current course technique. Successively, based upon the alteration in the pre-test and post-test of the students in the experimental group was computed through using a paired-samples t-test, the outcomes confirmed that the team teaching and counselling procedures had outstanding impact on EFL learners' intrinsic motivation in a course of language learning, the results displayed a statistically significant increase in their scores from pre-test to post-test and therefore, the null hypothesis was rejected. On the other side of the existing research question, to confirm the findings whether is a relationship between the two independent variables, team teaching plus counselling procedures and academic intrinsic motivation the Chi-square statistical test was run in which showed the ultimate results that there was a very strong evidence of a relationship between team teaching plus counselling procedure and academic intrinsic motivation due to usage of the team teaching strategy in language teaching course. In the other words, the more you use two or supplementary teachers in classrooms, the high academic intrinsic motivation could be created in students. The researchers argue that the positive messages of the students towards team teaching strategy could be a result of the fun and exciting atmosphere created by team teaching techniques. Regarding the descriptive statistics show the item question no. 15 indicated that "I sign up for the classes that will prepare me for the future" and item no.20 "I set high goals for myself" obtained the first and top of ranking among the items in questionnaire after receiving the research treatment. This revealed very strong evidence of a relationship between team teaching plus counselling strategy and academic intrinsic motivation due to usage of aforementioned technique in language teaching course.

The findings of this study in answer to the third research question discovered the increasing their collaboration with themselves through using team work of instruction in their classes, so, learners preferred to admit team teachers rather than one instructor in the classes. The perspectives of learners revealed that team teaching methods allowed them to have more probabilities to engage in language learning involved in oral skills development and growth in. In their conversations and group effort within the classroom, team educators introduced a constructive model in which it was also included an instructional counsellor in field of psychology with the two other teachers. As Liebel et al. (2017) reported that a significant model for learners was the team teaching environment that was implemented by the teacher. When the teachers initiated cooperative work, illustrated, and welcomed humour, this pleasant environment would affect the students and they would follow these attitudes. As a result, the outcomes revealed that there were statistical significant differences between the learners' attitudes before and after research treatment. The null hypothesis of the investigation suggesting the effectiveness of team teaching plus counselling service on willingness to communicate of L2 learners was rejected as a concern in a language learning course in favour of the final outcome of the pre-tests and post-tests in both the experimental and control community, showing the positive results of the current course

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technique. The findings indicated that in the course of language learning, the team teaching and psychoanalysis procedures had an excellent effect on L2 learners' collaboration, the results showed a statistically significant improvement in their scores before and after the treatment of the study. One of the best ways that the teams can collaborate and exchange themes and ideas is through interactive demonstrations. Some earlier studies considered the views of teachers, like that of Fryer and Bovee (2016) reported, which indicated that there was a supportive teacher respondent on team teaching and ensured that team teaching helped them improve their style of teaching. Indicating the descriptive measurements discovered that item question No (10) "I think working on questions with other students helps me learn." (Mean score= 6.50, Rank= 2) gained the second ranking place in questionnaire items through completing the research project strategies. The lack of the excitement among the individuals is one of the issues that prevent learners from have interaction and willingness to communicate with the other classmates in classrooms.

In response to the fourth research question on the attitude of L2 learners towards more team instruction technique and a school psychological counsellor, a structured interview was designed to provide students with balances for a more thorough study of the attitudes of participants towards team teaching plus counselling procedures and their effectiveness on oral skills, intrinsic motivation, ability to communicate as well. For some of the participants, the other aspect of challenge was that they were unable to recognize different parts of speech; thus, the language teacher decided to introduce some of the linguistic affixes; but since time constraints did not grant more time to be spent on this problem, he suggested some textbooks that could support them. "In fact, building relationships between teacher and student is so significant that it is arguably the most important factor contributing to student success, both behaviourally and academically. Students who experience respect and unconditional acceptance from their teacher are more likely to be compliant, respectful, and open to learning"(Dahlgren, 2005, p. 103). A large number of respondents to the second question (66.6 percent) agreed that language teacher instruction was helpful in raising the interaction between students and with teachers; on the other hand, only a few students (25 percent) had no idea, whereas some students (8.4 percent) disagreed with the above-mentioned declaration of willingness to communicate. Additionally, as Dahlgren (2005, p. 113) also repeats "The truth is that you may not 'like' a student or 'love' a student, but as educators who are entrusted with learners in our charge we must learn to care for and accept students for their inherent value," Due to learning difficulties, English language teachers have also noticed that there were participants who have considerable trouble grasping English. As a potential cause of failure, anxiety in the multicultural classroom (anxiety against making errors in grammar and pronunciation, over understanding the teacher, about learning vocabulary) was dominant. The participants in the study demonstrated in answer to the fourth question included in the interview, whether they are interested in such a team teaching course in the future and why, a strong majority of students (92 percent) agreed that team teaching reduced their oral production problems and certainly agreed to do so in future opportunities; yet, some of them (8 percent) had negative feedback on the statement. Nearly all survey respondents claimed that if any other opportunity in the future, they would contribute to the course.

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Concerning the fifth and last research question and the attitude of L2 learners towards the use of a school psychological counsellor, some students were gratified to see an individual in team to listen to our words, feelings and problems, and they considered as an issue what it was important to understand them. They also tried to give remarks which was much better than single teacher in the class. Using counselling procedures enlarged their participation in the lessons so far as it was acceptable way to start a new horizon to English speaking and development in their minds. Regarding the significant role of the counsellor in the existing course, the majority of the pupils (66.7%) had confident views that they expressed their enjoyable feelings to see an individual in team to listen to their emotions and problems. In fact the third member of the team as the psychological counsellor firmly helped the learners to be relaxed in putting their problems in and solving in educational settings. Nevertheless, a few of them (8.3%) had undesirable reaction on the aforesaid. They didn't accept the assisting role of the counsellor in language learning process. It may be due to different reasons such as private issues that they do not like to put in regarding the psychological aspects. Likewise, they may feel shy of the giving feedback with presence of their classmates in the classroom and to get used to change, individuals who do so may need more time. The outcomes of the current study confirm the Jackson and Andrews (2000) findings that high professional growth is generated by team teaching. In the central part of the team zone, by helping the learners to clarify the concerns, discuss solutions, build strategies and raise self-awareness, the counsellor encourages them to resolve the issues in a productive way. Possible benefits of consultation and advisors:

- Problem-focused strategies and communication
- Higher recognition of oneself as well as self-esteem
- Ability to modify behaviors
- Effective speech and emotion control, like anger
- Anxiety relief, stress or other conditions of psychological health.

Chang et al. (2005) note that the barrier between material and language teacher can be gradually removed by thorough interaction. It seems that the benefits of this relationship will be appreciated by continuous cooperation and coordination between the two teachers (Fatehi Rad & Sahragad, 2019; Sarani & Narmashiri, 2018). The excellence of team teaching over conventional process has verified Whitfield (2000) and Washington (2001) results, who claimed that a group of teachers had dramatically improved the English performance of team-taught learners over that of those in the traditional single teacher solution. In every one of these investigations, it was found that the teaching of language elements through using team effort techniques enhances the learners' oral proficiency and capacity.

Conclusion

The fallouts of the current study revealed that majority of the students were satisfied with the team work and also group teaching style in the pedagogical course towards the English language learning process requires new programs and plans to develop. There was perceived a statistically significant difference in the positions of the students towards the use of team teaching procedure and a psychological

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counsellor in class when experimental group (EG) and control groups (CG) were compared and correspondingly execution of team teaching strategies which was reported as a positive alteration. Meanwhile, interview outcomes delivered clear information about what students felt about team teaching experience. The viewpoints of the students were mostly positive and all the learners were willing to contribute to the course in future if any; the findings showed that the participants found the technique of team teaching to be helpful, interesting, welcoming and enjoyable.

To sum up, the current research summarizes the importance of planning language learning course for EFL students based on the specific and pending needs of each student, as well as the need for cooperation and collaboration between language learners, teachers and content consultants at all stages of preparation, augmented reality, learning and teaching. In every case of the analysis, there are typically constraints and delimitations to some degree. Since the elements have declined with the position of modern world and technology, but there stand. Along with example, the thesis faced some limitations; lack of financial support, lack of prior enough findings and information on the subject project in Iran, a touch of technology and computer equipment common to some learners who did not affect the study and interpretation of their final project to complete the research questionnaire. The reader should bear in mind that the research has been done with the most problems and the least educational facilities and despite the prevalence of Corona virus (COVID-19) disease. The aforementioned disease itself was one of the biggest limitations of the research, which overshadowed the participation of language learners. Furthermore, in this analysis, merely male students were included; thus the findings might not be generalizable to female learners. It is proposed that both genders will be taken into consideration in future studies. Team instruction can be tested at all stages of learning, such as elementary, pre and upper-intermediate and advance level. The research was severely restricted to learners of Iranian EFL; it can be done in other contexts of EFL and ESL.

The investigators would like to express his sincere gratitude and appreciation to all the participants and those who somehow assisted us in this exploration. In the team instructional strategies, where this policy encourages qualified language development, the officials and administers need to implement a fruitful preparation for enlightening plans. In the view of what had been attained from the findings and conclusions of this investigation, it is hoped that the officials and English language teachers in Ministry of Education to adopt applicable teacher training curriculums towards team teaching strategy in learning and teaching English language skills for all secondary high schools in Iran. That will further increase the quality of awareness and instruction of the English language. Through a better awareness of the important positive associations between team work and increasing intrinsic intellectual motivation, educators would be able to encourage students to self-regulate their innate motivational levels and empower them to increase the positive factors that influence them and decrease the factors that influence them negatively. The researchers also assume that teachers will be more active in creating a natural helpful environment to foster enthusiasm for learning, higher levels of engaged achievement and more productive learning among students with an emphasis on inspiring students with academic intrinsic motivation. More investigations are required on Team Instructional strategies to collect certain evidence

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about the drawbacks or benefits of the proposed technique. As there is still a need for English language teaching speaking and listening comprehension preparation in Iran for more experiments to obtain more outcomes, professional authors need financial support to do the study and the official help them, in addition to provide learners and teachers with themes and content incorporated in practical systems (useful and applied contents).

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