



EFL Pre-service Teachers' Perceptions of the Advantages and Disadvantages of Peer Team Teaching Experiences

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Abstract

This study aimed to investigate the perceptions of EFL pre-service teachers (PTs) towards the advantages and disadvantages of their peer team teaching (PTT) experiences. The sample consisted of 52 participants, with equal numbers of males and females, from the English Language Department of the College of Education at Seiyun University. Qualitative and quantitative techniques were employed to gather the data, including reflective reports and a questionnaire. These findings prove that PTT has numerous benefits for PTs. The five most common advantages included increasing confidence, correcting the mistakes of one another, preparing a better lesson plan, exchanging experiences, skills, and knowledge, and overcoming challenging situations in teaching. On the other hand, some PTs held negative opinions towards PTT. The five most significant disadvantages included disagreement among team members, reliance of some members on other members to do the work on their behalf, not following the lesson plan, late completion of the work due to disagreement among the team members, and unequal division of work among the members. The findings revealed that PTs' perceptions of PTT's advantages and disadvantages did not differ significantly based on gender. The researcher recommends that EFL PTs implement PTT during their preparation stage, as it has many benefits for PTs' professional development.

Keywords: advantages and disadvantage, EFL pre-service teachers' perception, peer team teaching

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Introduction

Team teaching is defined as a collaborative approach to teaching in which a group of two or more teachers collaborate to plan, conduct, and evaluate instruction for the same group of learners (Crawford & Jenkins, 2018; Smith & Fogarty, 2016). In numerous universities, the common method of teaching still relies heavily on a single teacher being accountable for their students in a class, with minimal collaboration with other faculty members. Team teaching is normally conducted by qualified in-service teachers/instructors.

However, the current study is about the evaluation of the application of Peer team teaching (PTT) with novice pre-service teachers (PTs) as a training technique to help them improve their teaching styles and techniques and to prepare them for their future career. PTT involves two or more PTs taking the role of the teacher and the remaining fellow PTs taking the role of their students. The application of PTT in PTs education has the double feature of working as peer teaching and collaborative work where students have the chance to teach their own fellow PTs and to work collaboratively for the sake of polishing the teaching skills of one another. Whereas PTT can be viewed by some PTs as an awkward activity for they should teach their cohort who are required to act as their students, the benefits of peer teaching are unlimited because it resembles real classrooms in many aspects; yet drawbacks cannot be ignored.

The emerging practice of PTT in PTs education holds great promise in transforming the world of teacher preparation (Bacharach et al., 2010; Heck et al., 2008). While students may be taught the idea of team teaching, it cannot replace the experience of actually participating in such an approach (Jin & Nasara, 2000). It is important for teacher education programs in higher education to include a significant focus on preparing future teachers to collaborate effectively as co-teachers (Graziano & Navarrete, 2012). As emphasized by Bacharach et al. (2010), student teachers in traditional environments are given little or no support as they are assumed to have complete responsibility for a classroom.

According to Banks and Stave (1998), it is important for PTs to observe, participate in, and analyze learning activities from the viewpoints of both students and teachers during their coursework. Unfortunately, PTT is not commonly used in PTs education. This lack of exposure to PTT can limit their understanding of how to collaborate with other teachers and effectively manage a classroom with huge challenges. It is important for PTs education programs to incorporate PTT experiences so that future teachers can develop the necessary skills and knowledge to work collaboratively in classroom settings. By doing so, PTs will be better equipped to provide their students with high-quality education that meets their diverse needs and prepares them for success in their teaching careers.

This study is an attempt to address the issue of PPT at the tertiary level, where the PTs themselves work in teams to enhance their teaching skills and prepare them for professionalism. Being

exposed to PTT as a new technique, some PTs may have doubts about the effectiveness and benefits of the activities and the potential impact on their teaching performance. Such misconceptions could have arisen from the nature of PTT activities. This research might contribute to changing the negative attitude towards PTT simply because PTs have been completely involved in this process by allowing them to act as teachers, students, and evaluators of their own acts. PTT is intended to stimulate the real classroom environment as much as possible so that PTs can acquire practical teaching experience to help them deal efficiently with possible problems when they become teachers.

Literature Review

1. Advantages of PTT for PTs

PTT is a useful technique for PTs preparation. Jin and Nasara (2000) stated three main goals of PTT in PTs preparation programs: 1) to provide students with different teaching styles and strategies, 2) to develop learning experiences, and 3) to ease an encouraging and practical environment for students through communication with each other. It is a tool to help PTs evaluate their own teaching, and this in turn would participate in improving and sharpening their teaching skills when they go for their practice teachings at schools and when they become real teachers after graduation. It is an opportunity for PTs to put theories that they have been taught into practice while still in the training field. PTT activities thus work as a preparation stage for PTs to perform better in their practice and career teaching.

Numerous advantages of PTT were revealed for student teachers who team-teach their peers. One benefit is that it allows PTs to observe different teaching styles and techniques. It provides meaningful experiences that contribute to professional development (Tsybulsky & Muchnik-Rozanov, 2019). According to Mononen et al. (2023), PTT is a significant teaching experience. In addition, PTT practice especially increases PTs' knowledge of the role of learning environments as well as classroom management skills.

Another benefit is that PTT provides diverse and valuable learning experiences for novice teachers and assists their professional and personal growth (Roth & Tobin, 2002). PTT experience has clear relevance to the personal professional development of student teachers. When teachers work together, they share their expertise and learn from each other's experiences. They can bring different skills and knowledge to the table, leading to more engaging and effective lessons. For example, one teacher may have expertise in technology, while another may have experience with project-based learning. By combining their strengths, they can create a well-rounded curriculum that meets the needs of all the students. This can lead to improved instructional practices and a deeper understanding of subject matter.

PTT provides PTs with the opportunity to observe and learn from other teachers, receive feedback on their teaching practices, and develop their teaching skills. By working alongside another PTs

with complementary skills and knowledge, PTs can gain valuable insights into effective instructional strategies and classroom management techniques (Friend & Cook, 1996a, 1996b). This can help them develop their own teaching styles and build confidence in their abilities. Therefore, PTT has been found to be an effective development tool for EFL PTs, as it offers them an opportunity to engage in collaborative practices that can enhance their learning experiences.

Moreover, PTT has been considered a successful method of instruction, and research indicates that it can encourage teachers to collaborate and innovate while developing fresh ideas as they work together to plan, deliver, and assess lessons (Roth & Tobin, 2002). This increases student engagement and motivation. When teachers work together to plan and deliver instruction, they can create more engaging and interactive lessons that cater to different learning styles. This can lead to increased student participation and interest in the subject matter.

To further establish the benefits of PTT for PTs, we need to consider the fact that teaching is a demanding profession, and many PTs struggle with feeling overwhelmed or isolated when they go for their practicum or become real teachers after graduation. A heavy load on novice teachers may disappoint them and force them to leave their profession. According to Kurtts and Levin (2000), the primary reasons for teachers leaving their profession are a lack of support and feelings of isolation. Hence, it is crucial to provide adequate support to teachers during their education, as their initial experiences can impact their decision to stay in the profession (Anthony & Ord, 2008). A peer can provide this support (Kurtts & Levin, 2000). As suggested by Casey et al. (2011), it is necessary to provide support during teacher education. Hsu (2007) indicated that student teachers tend to seek help from their peers more often than from their mentors regarding lesson planning and teaching, evaluation and job preparation, and personal issues. The PTT experience is an opportunity to see what happens in one's own teaching and to receive useful feedback from peers (Bolstad & Zenuk-Nishide, 2016). Therefore, implementing PTT during field experience is considered valuable.

Through team teaching, PTs will be able to overcome some common teaching skills that novice teachers usually encounter, such as time management, classroom management, lesson planning, and following lesson plans. "Not only was team teaching seen as a means for providing students with the skills they need, but it also was discovered as a way to enhance the teacher's own professional development." (Vesikivi et al., 2019, p.1). However, the environment in which the PTs are teaching is artificial, as they are not teaching real students but their fellow PTs who have a similar level of language skills and knowledge.

2. Disadvantages of PTT for PTs

In addition to the positives recorded above, some previous studies, such as Mononen et al. (2023), highlighted some challenges or conflicts that may occur in PTT. The disadvantages, as revealed by Gordana et al. (2022), are attributed to organizational and technical problems and difficulties

in the functioning of the team. From this, we can understand PTT in itself as a method that has no major disadvantages, yet it may be surrounded by challenges due to the lack of skills for implanting it. Chitiyo (2017) concluded with two major challenges: (a) teachers lack the necessary skills required for implementing team teaching, and (b) PTT may require a lot of resources for its successful implementation. Gordana et al. (2022) revealed several problems regarding team planning and preparation.

However, the challenges of PTT can be overcome if certain strategies are followed. Mansell (2006, p.19) stated that PTT requires the team members to have a particular set of skills to create cohesion. Some examples of these skills include respect and trust, listening skills, assertiveness, empathy, the ability to give and receive feedback, and the willingness to challenge each other to action (Knights & Sampson, 1995; Mansell, 2006). In many PTT situations, team members are expected to work together in the preparation of classes and in the sharing of views after the classes. PTT is not a competitive situation in which one person's good lesson diminishes the value of someone else's (Gower et al., 1995). PTT requires strong communication skills from both the teachers. They must be able to work together effectively, share ideas openly, and provide constructive feedback without causing conflict or tension. This can be challenging if there are personality clashes or differences in teaching styles.

3. Previous studies on PTT

Several previous studies have supported the use of PTT in PTs education. PTs expressed many positive characteristics regarding the implementation of team teaching; they attributed the advantages to the resource of ideas for teaching and preparation of teaching content (Gordana et al., 2022). A study conducted by Hanusch et al. (2009), PTT has been highly appreciated by PTs because of the varied skills and teaching methods involved.

According to Mikyung et al. (2016), PTs held the belief that co-teaching methods allow them to communicate and collaborate effectively. Both groups acknowledged the importance of personality in co-teaching, as well as the difficulties involved in implementing it. Another study by Britton and Anderson (2010) revealed that PTs had positive views about PTT as they saw it as a simple process to teach and easy to learn. Participants also found PTT useful because it provided them with opportunities to observe and communicate with their colleagues. PTT was found to assist in altering and developing teaching practices. Data also revealed that peers enjoyed this 'stress free' experience of listening to their colleagues' comments as compared to observations by university or classroom supervisors.

Lu (2010) reported that PTT was found to be beneficial in pre-service programs, as it helps PTs develop professionalism. Learning and feedback from a peer has been reported as a very valuable experience for student teachers (Nokes et al., 2008). This is because PTT utilizes learning strategies from one's colleagues. Baeten and Simons (2014) specified four other advantages for

implementing PTT for PTs: (1) increased support, (2) increased dialogue about learning and teaching, (3) professional growth (in teaching, collaboration, and reflection), and (4) personal growth. Other benefits include enhanced support, professional development, reduced workload, learning gains, and enriched lessons (Baeten & Simons, 2014). PTT may further facilitate students' learning and understanding (Coleman et al., 2023).

Research Objectives

1. To find out the most common advantages and disadvantages of peer team teaching experiences as perceived by EFL pre-service teachers.
2. To examine if there are any statistically gender-based differences in the perceptions of pre-service teachers towards their peer team teaching experiences.

Methodology

This section deals with the design of the study, methods of data collection and statistical analysis, and the validity and reliability of the research instruments.

1. Design

The design of this study was a mixed-method approach that involves the collection and analysis of quantitative data collected through a questionnaire and qualitative data collected through reflective reports.

2. Data Collection

The sample of the current study included 52 PTs (26 males and 26 females) from the English department of the College of Education of Seiyun University Yemen for the academic year 2022-2023. The study considered gender differences for several reasons. In the Yemeni context, female students in general tend to care more about marks than males, and the PTT in which the target group participated was assessed and carried out within a course given to them called 'Teaching School Textbook.' Based on this, the females could rather work alone than in a group, as this individuality would allow them to do better work and thus higher marks. As stated by Chivers and Schoolbred (2007), group presentations are usually a problem for students; they feel that they do more of the work than other group members. They also thought that they could earn higher marks for an individual task than for a group task.

Working in groups of four, the 52 PTs were asked to plan, teach, and evaluate a 35-minute lesson selected from English textbook 4 of the secondary school, which is part of the English for Yemen series. This textbook was selected because its intermediate level would be more suitable for PTs, whether they take the role of the teacher or the role of the students; it is neither too easy so they might feel bored nor too difficult to make them feel disappointed. Each group was asked to submit

a detailed lesson plan with suitable teaching aids, following a sample given to them. Every team member taught a part of the lesson for approximately seven to eight minutes. Immediately after the lesson was completed, the team members were encouraged to reflect on and write reports on the main pros and cons of their PTT experiences.

The team members were composed based on the PTs' own choices. As stated by Baeten and Simons (2014), when PTs consider the preferences of their peers, they would encounter less difficulty in building a positive relationship since they have chosen their own group. Having some level of compatibility in areas such as knowledge, skills, attitude, ability, academic achievement, personality, experience, age, and location is beneficial (Kamens, 2007; Smith, 2002, 2004; Walsh & Elmslie, 2005).

In the planning stage, each team was given a lesson and asked to write a full lesson plan following the lesson plan sample provided to them and the teacher's book in the prescribed textbook. In the conducting stage, the four-member teams were required to teach the lesson together, as one teacher and the other cohort PTs acted as their students. In the evaluation stage, students were asked to write a report on the advantages and disadvantages of their PTT performance. The questionnaire used in this study was developed based on the content of the students' reports.

The reflective reports were analyzed to determine the positive and negative aspects that were used to build up the questionnaire items. The questionnaire, which was a 5-point Likert-scale ranging from strongly agree, agree, undecided, disagree, to strongly disagree, consisted of 64 items divided into two sections: the advantages section (37 items) and the disadvantages section (27 items). The questionnaire was distributed to 52 participants.

3. Data Analysis

Descriptive statistics, namely the means and standard deviations, were applied for the analysis of the questionnaire. An independent samples t-test was also used to identify differences in the perceptions of the male and female respondents regarding the advantages and disadvantages of PTT. The data of the questionnaire were analyzed using the statistical analysis program in version 20 to achieve the objectives of the study.

4. Validity and Reliability

The initial version of the questionnaire, which had 92 items, was given to three PhD specialists in ELT from Seiyun University to determine the instrument's face validity. Their comments were considered, 28 items were deleted, and other recommended changes were also incorporated. A reliability coefficient test was conducted for the questionnaire using the statistical analysis program in version 20. The Cronbach's alpha value remained .815, which is a highly acceptable consistency of reliability.

Results

In this section, the results of the study are first presented and then discussed.

1. Part 1: Advantages of PTT experiences as perceived by PTs

Table 1

The Most Common Advantages of PTs' PTT Experiences

Items	<i>N</i>	<i>M</i>	<i>SD</i>
It increases confidence of the team members.	52	4.54	.641
It helps classmates to correct the mistakes of one another.	52	4.42	.696
It helps prepare a better lesson plan.	52	4.38	.690
It is an opportunity to exchange experiences, skills and knowledge.	52	4.38	.745
It creates opportunities to overcome challenging situations in teaching.	52	4.35	.683
It allows the members to share their opinions and choose the most suitable ones.	52	4.35	1.008
It enhances teaching performance.	52	4.31	.829
It builds good relationship among classmates.	52	4.31	.919
It helps look at teaching from different angles.	52	4.27	.770
It leads to a better preparation of the lesson	52	4.27	.770
It is more flexible than traditional teaching.	52	4.19	1.011
Team teaching is an opportunity to communicate and observe other classmates.	52	4.19	.687
It increases creativity in teaching the lesson.	52	4.12	.943
It works as a support for teachers.	52	4.12	1.060
It teaches responsibility.	52	4.08	1.250
It makes work easier.	52	4.04	1.204
It enables the members to see how much learning is taking place.	52	4.00	.792

From Table 1, we can see that the mean scores for each item range from 4.54 to 4.00, indicating that the participants generally agree that PTT experiences have numerous benefits. The highest mean score was for "It increases confidence of the team members" ($M = 4.54$, $SD = .641$), followed by "It helps classmates to correct the mistakes of one another" ($M = 4.42$, $SD = .696$) and "It helps prepare a better lesson plan" ($M = 4.38$, $SD = .690$). One interesting finding is that PTT experiences are seen as an opportunity to exchange experiences, skills, and knowledge ($M = 4.38$, $SD = .745$). Another notable finding is that PTT experiences are seen as a way to overcome challenging situations in teaching ($M = 4.35$, $SD = .683$). The table above shows more advantages, yet the current study aimed to highlight the most common ones.

2. Part 2: Disadvantages of PTT experiences as perceived by PTs

Table 2*The Most Common Disadvantages of PTs' PTT Experiences*

Items	<i>N</i>	<i>M</i>	<i>SD</i>
It becomes difficult when the members do not agree with each other.	52	4.12	1.060
Some members depend on the other members of the team to do the work on their behalf.	52	3.77	1.198
Some members do not follow the lesson plan.	52	3.62	1.286
Disagreement among the members may delay completing the work.	52	3.54	1.434
Work is sometimes divided unequally among the members.	52	3.54	1.514
Some members work harder than others.	52	3.50	1.566
The members are reluctant to work with people with whom they feel uncomfortable.	52	3.46	1.290
Some members may feel that their contributions are unwanted.	52	3.42	1.258
The members fail to manage the time specified for them.	52	3.35	1.251
Some members do not accept the lesson distribution, i.e. who should teach which part.	52	3.31	1.213
The members take time longer than required to take an action or make a decision.	52	3.27	1.416
The team members are not given appropriate parts to teach,	52	3.27	1.497
The members fail to explain the lesson well and students get confused.	52	3.27	1.548
Some members are not willing to share their ideas.	52	3.27	1.523
Arguments among the members happen when distributing the parts of the lesson.	52	3.19	1.189
Each participant cannot apply the idea with which they are convinced.	52	3.19	1.429
The team start working on the project late, closer to the deadline.	52	3.15	1.073

Table 2 shows the most common disadvantages of PTs' PTT experiences. The results indicated that one of the most significant challenges faced by PTs during PTT was disagreement among the team members ($M=4.12$, $SD=1.060$). Another common disadvantage identified in the table is that some members depend on others to do work on their behalf ($M=3.77$, $SD=1.198$). Additionally, the table shows that some members did not follow the lesson plan ($M=3.62$, $SD=1.286$). The other two common disadvantages included late completion of work due to disagreement among team members ($M=3.54$, $SD=1.434$) and unequal division of work among members ($M=3.54$, $SD=1.434$). More disadvantages are listed in the table; however, the current study aimed to investigate the most common ones.

Table 3

Comparison between Advantage and Disadvantage of PTT

	<i>M</i>	<i>SD</i>	<i>N</i>
Advantages of Team Teaching	4.0239	.51148	52
Disadvantages of Team Teaching	3.2635	.63588	52

The table above presents a comparison of the advantages and disadvantages of PTT. The mean score for the advantages of PTT was 4.0239, indicating that participants generally perceived PTT as beneficial. On the other hand, the mean score for the disadvantages of PTT was 3.2635, suggesting that participants also recognized some drawbacks of this approach.

The standard deviation for both measures is relatively low, with values of .51148 and .63588 for the advantages and disadvantages, respectively. This indicates that there was a high level of agreement among the participants regarding their perceptions of team teaching.

3. Part 3: Gender-based differences in the perceptions of the PTs towards their PTT experiences

Table 4 presents the results of a t-test conducted to examine gender-based differences in the perceptions of PTs towards PTT.

Table 4

Gender-Based Differences in the Perceptions of the PTs towards PTT

	T-test	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Advantages of PTT		.862	50	.393
Disadvantages of PTT		1.352	50	.183

It is evident from Table 4 that PTs' perceptions of advantages did not differ significantly based on gender ($t = .862$, $df = 50$, $p = .393$) and disadvantages ($t = 1.352$, $df = 50$, $p = .183$) of PTT.

Discussion

1. Part 1: Advantages of PTT Experiences as Perceived by PTs

The current study found that PTT has numerous benefits for PTs. The most common advantage is increasing confidence. This confidence is reflected in the reflective reports. One participant, for instance, commented on her/his team members as follows: “The individuals in my team supported each other with good instructions and confidence.” The second most common advantage is correcting one another’s mistakes. The confidence among the team members could be attributed to the openness and willingness of team members to encourage the correction of one another’s mistakes. As is known, a person cannot see their own faults, but they work with others and allow them to observe and give feedback; then, the mistakes can be easily identified by observers. The third most common advantage was the preparation of a better lesson plan. This result is in contrast

to that of Gordana et al. (2022), who, as stated previously, revealed many problems regarding team planning and preparation. This conflict in results may be justified by the ability of team members to create cohesion among themselves. In the current study, it seems that PTs enjoy several of these skills such as respect and trust, listening skills, assertiveness, empathy, the ability to give and receive feedback, and the willingness to challenge each other to action. The fourth most common advantage is exchanging experiences, skills, and knowledge. This is in line with Barahona (2017), who stated that PTT could be a valuable approach to foster deeper learning among PTs. The fifth most common advantage is overcoming challenging teaching situations. Challenging situations could become tough for a single teacher, but not for team teachers who are able to discuss and openly share their ideas, experiences, skills, and knowledge.

As support for the above findings, one of the PTs in his/her reflective reports stated the following: “PTT was an effective way for me. It made me more creative and confident without confusion due to frequent discussions of ideas and points of view and planning with others. Group work allowed me to grow myself and brush up on my knowledge, as well as helping me to develop a better understanding of the task. In addition, it gave me a chance to learn several skills and expertise from members. Therefore, my teaching style, communication skills, and experience were promoted. Finally, working as a member in a team motivated me to improve my qualities and abilities not only in teaching but also in a whole life.”

The positive feelings remarks that this participant wrote were not the only one; many other participants reported similar satisfaction with their PTT experiences. These findings indicate that participants valued learning from their peers and recognized the importance of collaboration in teaching. It also highlights the potential of peer support to help teachers navigate difficult situations and improve their teaching practices. Team teaching, as concluded by Knights and Sampson (1995), can improve teachers’ teaching experience and practices. That is because the teachers share responsibility for the learning outcomes of the students and may take turns leading lessons or work together to co-teach.

2. Part 2: Disadvantages of PTT Experiences as Perceived by PTs

Besides the positive beliefs that most PTs held, some of them showed negative aspects that PTT involves. This finding is supported by Mononen et al. (2023), who concluded that PTs face both positive and negative experiences in team teaching. The most significant challenge is the disagreement among team members. This result emphasizes that team teachers and peers must be on the same page for lesson planning and instruction. Disagreements or misunderstandings between teachers can lead to confusion for students and undermine the effectiveness of the approach. In one of the reports, a PT referred to this challenge that, “...conflicts of ideas and opinions arise. It is difficult for some people to accept others' criticism or agree with their opinions and ideas. Several PTs have highlighted the importance of effective communication and collaboration among team members in achieving successful outcomes in team teaching. PTT

would not be successful without good harmony among the team members, and such interaction would profit numerous benefits, including manifestation of new ideas, agreement of the best way to teach a particular part of the lesson, etc.

The second common disadvantage is that some members depend on others to do the work on their behalf. Some of the reason behind this result was explained in one of the student's reflective reports indicating that "...some members didn't work because they are sure other members will complete their work." Some PTs may lack motivation or feel overwhelmed by their workload, which could negatively impact the overall performance of the team. Team members reported about other members in their team that they feel unfair in the tasks distribution, and they think that the tasks given to them were more difficult than the tasks of the other members." To address this issue, it is essential to establish clear expectations and roles for each team member, and to provide support and guidance as needed.

The results also showed that some members did not follow the lesson plan, which is the third most common disadvantage. This drawback can lead to confusion among team members and undermine the effectiveness of PTT. To overcome this challenge, it is crucial to ensure that team members have a clear understanding of the lesson plan and are committed to following it.

The other fourth and fifth common disadvantages are late completion of the work due to disagreement among the team members and unequal division of work among the members, respectively. It is logical that disagreement among team members came as the first common disadvantage. The other four disadvantages that are reported as common could be the result of this disagreement. Reliance of some members on the other team members, deviation from the lesson plan, late submission of assignments, and unequal distribution of the tasks among the members could happen when there is disagreement among the members.

Generally, the findings suggest that while PTT can be advantageous in many ways, it may also have some limitations or challenges that need to be addressed to maximize its effectiveness. These findings support previous research that has shown PTT to be an effective instructional strategy (Friend & Cook, 1996b).

3. Part 3: Gender-Based Differences in the Perceptions of the PTs towards their PTT Experiences

The current study has shown that gender does not significantly influence attitudes towards PTT; yet, it is important to note that other factors such as individual learning styles may impact perceptions towards PTT. This finding suggests that PTs have similar perceptions of PTT regardless of their gender. This highlights the potential benefits of incorporating collaborative learning strategies, such as PTT, in teacher education programs to prepare future educators for effective collaboration in their classrooms. The finding that the males and the females have an equal view towards working in and with teams could nullify the notion that females usually prefer

to work individually because they feel that they are more qualified than the other members of their team and they would score better marks for their individual assignments. Yet, Kaenzig et al. (2006) found in their study that males in the USA have been found to have more positive attitudes toward team learning experiences than females. It seems that the environment or the context in which the team teaching takes place would have an effect on gender preferences regarding working alone or as part of a group.

Conclusion

The findings of this study revealed several advantages of PTT for PTs. Most importantly, PTT can help PTs gain confidence in their teaching abilities by practicing in supportive environments. It can also provide them with feedback from their partners regarding their teaching mistakes. PTT allows PTs to work together to prepare better lesson plans. Exchange of their experiences, skills, and knowledge with each other is another valuable experience that can lead to overcoming challenging situations in teaching.

However, PTs expressed some negative aspects regarding their PTT experiences. PTs may disagree with each other about the best way to teach a lesson or about other aspects of team teaching. They may become reliant on their partners to do their share of work. When applying PTT, it may be difficult for each member to keep track of lesson plans. Equalizing portions of the lessons among the members is a must-to-do task; otherwise, it may be difficult to complete the required tasks on time if the members are not well-organized.

It could be encapsulated that PTT is a potential tool that can help PTs become more experienced and effective teachers and to improve their teaching skills, which can lead to more effective and engaging lessons. By being aware of the limitations of PTT, administrators of teacher preparation programs can ensure that PTT is a positive and productive experience.

Recommendations

Based on the findings of this study, the researcher recommends that PTT should be applied by EFL PTs at the preparation stage, as this technique has many benefits for PTs' professional development. PTs are able to gain from their PTT experiences a variety of teaching and learning styles and strategies that have better results on their performances and learning outcomes.

For further study, the researcher made the following suggestions:

1. Although PTT had many advantages, the PTs commented negatively on some aspects of team teaching. Further studies should be conducted to determine the strategies that educators should consider to implement PTT effectively in PT preparation programs.
2. This study is exploratory in nature; it would also be preferable to conduct further experimental studies on the effect of PTT on PTs' teaching development.

3. The current study investigates the influence of gender on the perceptions towards PTT; yet, it is important to further investigate other factors such as prior knowledge with PTT and individual learning styles, which may impact perceptions towards PTT.

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