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**The Effect of Co- Teaching on Increasing Students’ motivation: Case Study at
the Primary School “Nazmi Osmani” Kaçanik”**

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ABSTRACT

This study focuses on the effect of co-teaching on increasing students' motivation. The study takes place at the primary school "Nazmi Osmani", Kaçanik. It aims to explore the advantages and disadvantages of co-teaching, to analyze the way teachers and students behave toward cooperative teaching and to investigate if students are motivated while using this method or not. Methods to elaborate this research are desk and field research. Desk research is based on what other authors have said about co-teaching and its effect on students' motivation and teaching. Whereas, field research takes place at the primary school "Nazmi Osmani" Kaçanik and it is based on surveys, interviews and experimental research. Surveys and experiment refer to students. The participants of this study consist on English language teachers and 60 students from 6th to 9th grade. Also, experimental research takes place by comparing students' motivation before and after the use of co-teaching method. An interview was also used to obtain teachers perceptions regarding the use of co teaching method in the classroom as well as its possible advantages or disadvantages. Furthermore, answering four research questions and proving three hypotheses is very important regarding the findings of this study.

Keywords: Cooperative teaching (co-teaching), students, teachers, motivation.

CHAPTER I-INTRODUCTION

1.1 Introduction

“Co teaching is a circumstance in which two teachers work on a class together in a classroom. This may be utilized in any school where a teacher and a special educator cooperate. Although both a general educator and a special educator have valid positions in the classroom, their tasks are not the same. The general educator is in charge of the material, while the special educator is in charge of the learning process. It is critical that we do not regard the second teacher as just a "helper," since their roles are critical and are in no way subsidiary to the first educator. Instead, the two educators work together in the classroom” (Krashen. 2012, p.125).

In its most simple form, cooperative teaching refers to two teachers who work together. Co-teaching is the most common form of cooperative teaching found in books and websites. “Co-teaching is a teaching approach that allows two teachers to cooperate in designing a course syllabus, choosing materials, and evaluating students' work,” (Da Costa, 2018, p.215).

Based on my own experience as a student, cooperative teaching is not used at all in Kosovo and Macedonia. Co-teaching may be used if teachers share their opinions with each other, but those opinions are not shown in class by both teachers, contrary they are shown only by the teacher of the specific class. In addition, in order to see the effect of cooperative teaching on increasing students’ motivation, this study takes place at the primary school “Nazmi Osmani” Kaçanik. The basic concepts of this thesis are elaborated in the literature review section of this thesis.

These concepts are: historical perspective of cooperative teaching or co-teaching method, the impact of co-teaching on increasing students’ motivation, the use of co-teaching in different countries takes place too (Magiera, 2007, p. 301). Also, another point that is elaborated on literature review is motivation as stimulation while using co-teaching. Moreover, a very important point, the role of motivation on teaching and learning elaborates in literature review. Research methodology is desk research and field research.

In desk research, are presented authors’ perceptions about co-teaching and their experience with it, then a review about the effect that this method gave to teachers and students. In field research, surveys, interviews and experimental research take place, whereas participants are teachers and

students. Surveys are based only on students' thoughts. So, 100 surveys are sent to students of different grades from 6th to 9th grade.

Furthermore, 25 surveys were sent to each class and they contained 9 statements. Whereas, the interview was based on English teachers' perspective in terms of co-teaching and the way they cooperate with each other. In terms of experimental research, 6th and 8th grade are divided with the same method of teaching as they were learning, whereas, 7th and 9th grade are divided with co-teaching method.

The reason doing this experimental research is to observe students' motivation before using co-teaching and after using it. In this way, it is proved whether students improve their motivation by learning with co-teaching or cooperative method.

1.2 Objective of the study

This study aims to analyse the effect of cooperative teaching (on what) and see its advantages and disadvantages and to find out how teachers make use of this method;

Another objective of this study is to find out how students learn through this method and to examine the team teaching or co-teaching as a method itself as well as to study how students are motivated by using co-teaching.

1.3 Importance of the study

I think Co-teaching provides additional opportunity for small group and one-on-one learning, as well as greater modelling during classes. The co-planning technique enables two teachers to exchange their ideas with one another to make the teaching and learning process successful. Probably examining co-teaching and its influence on raising student motivation at school is a good opportunity to understand how individual and specific needs of students can be better achieved through using it.

1.4 Research questions

The aim of this study is to give answers to the following four research questions:

- How can cooperative method effect the teaching process?
- What can be the main reasons in order for cooperative teaching to be effective?
- Does cooperative or co-teaching increase students' motivation in classroom?
- Why to use cooperative teaching?

1.5 Hypotheses

This study includes three main hypotheses

1. Cooperative method of teaching has a positive effect on students' motivation because they receive additional assistance.

Cooperative learning encourages social connections, and as a result, students profit in a variety of ways from a social standpoint. Cooperative learning helps students improve oral communication skills by requiring them to justify their reasoning and assumptions.

2. Individual and specific needs of students can be better achieved through cooperative teaching than through traditional teaching.

Traditional teaching, according to many researchers, is a strategy for evolving theoretical thinking, but modern teaching evolves practical capacity.

3. Cooperative teaching increases student active participation in language classes.

According to studies, active, interpersonal, situational, relevant, and student-owned educational interactions contribute to deeper learning. The benefits of cooperative learning include the implementation of high cognition, spoken interaction, self-management, and leadership qualities.

CHAPTER II- LITERATURE REVIEW

2. Literature review

Co-teaching has been around for more than 70 years, and despite the lack of evidence, it offers a lot of advantages, especially for students. I believe this is an essential topic to investigate since it relates to the development of undergraduate students in pedagogy and may provide useful information on the most effective co-teaching strategies. In a co-teaching classroom, there is the possibility of improved learning outcomes for students. Bolkan and Myers' 2017 p.29 findings are in line with this. "Co-teaching has been established as a way to improve student learning outcomes and duplicate collaborative processes in the classroom,". A variety of attributes presented in the co-teaching classroom may be associated to improved student learning results.

To begin with, pupils gain from the classroom's different cognitive contents and experiences provided by two teachers. It is common to pair two or more professors with different areas of experience or fields of study while teaching course subjects, for example. Students appreciate it when their teachers study theories and concepts in new ways, take different points of view, and debate from a variety of positions in the classroom" (d'Apollonia, & Abrami, 2007, p.201). This theory is supported by the findings of this investigation. Students liked co-teaching since they usually agreed to learn this method instead of the other way they had been studying. They would want to learn if cooperative teaching were used since it would increase their involvement in the classroom and they would be less frightened to contribute or offer their ideas. Despite the fact that co-teaching is not frequently used in Kosova, students prefer to study using this method because it is novel or different to them, which may increase their motivation. The presence of two teachers in the classroom allows students to improve their grades on a daily basis. This occurs when teachers pay close attention to all of their students in order to ensure that no one falls behind.

Students can also improve their social skills and contribute to a stronger school community by adopting such attitudes. The varied views, topics of study, and teaching approaches have all been related to enhanced student interest in material, improved critical thinking skills, and better attendance records in class. Furthermore, while taking place in a controlled educational environment, the argument between two professors on various points of view may serve as an

example for students who may not always know how to effectively communicate their points of view. Despite research confirming the positive impacts of co-teaching on students, there simply isn't enough of it, according to the idea that only limited empirical evidence on co-teaching in teaching courses has been acquired. To see if co-teaching is an evidence-based approach, none of the research looked at used group experimental designs” (Sweigart and Landrum, 2015, p.259).

Co-teaching has the potential to be an evidence-based technique since it delivers individualized education for demanding students, better positive reinforcement from instructors, increased student engagement, and individually focused behavioral interventions, according to (Gaytan, 2010, p 125). To fill a gap in the literature, this study employed an experimental design to evaluate the impact of co-teaching on student perceptions of emotional and cognitive learning. In addition, qualitative data on student impressions of the benefits and downsides of co-teaching were acquired.

The current literature on the topic of this study revealed a number of common topics, including co-teaching methods, student views of co-teaching, and the impact of co-teaching on learning outcomes.

Models of co-teaching according to (Friend, 2010, p.208) refer to two or more people sharing responsibility for educating some or all of the scholars assigned to a classroom is referred to as co-teaching. Co-teaching is built on trust, open communication, and collaborative approaches when properly planned and conducted. Furthermore, constructive dialogues between co-teaching partners that promote relationship building, lesson planning, and co-teaching instructional practices are essential, as the relationship between instructors may be a critical factor in the co-teaching classroom's effectiveness.

Co-teaching has various benefits for students, including exposure to a diverse variety of experiences and perspectives, individualized learning, and other positive outcomes. Since co-teaching is a collaboration concept, students gain from studying with two or more teachers. Co-teaching courses usually involve people of various ethnic, racial, and/or cultural origins due to the possibilities of cooperation among instructors from diverse fields and/or with distinct experiences or identities. Children in co-teaching classrooms are therefore more likely to be exposed to a wider diversity of persons and experiences.

In addition, the amount of information and knowledge that instructors of co-teaching present to the classroom, enhances the student learning experience. Students appreciate when their instructors examine theories and ideas differently, take different stances, and argue from distinct positions while within the classroom

Such different opinions express Johnson & Smith (2000, p.304) nurtured through a regulated educational technique, provide students with a model to follow in their own conversations with peers and teachers. Co-teaching helps pupils to acquire a tailored education while also exposing them to other points of view. In actuality, the co-teaching model's emphasis on collaboration aids in the creation of a learning environment that emphasizes the needs of individuals.

In other words, two teachers may handle specific students' needs while still instructing the rest of the group. Students are more likely to be interested when student-teacher ratios are lower; this is typically due to more customized instruction, more positive and constructive feedback, and more opportunities for praise or acknowledgement of positive conduct . Individualized education also improves possibilities to build stronger relationships with instructors and examine effective communication in more depth.

Finally, a research shows that students who participate in co-teaching have better grades. For example, Nead (1995, p. 251) reported that students felt better prepared for future courses in their field than standard course students after a co-teaching experience because they are able to successfully integrate disciplines into everyday practice." Co-teaching, he claims, can lead to "better levels of achievement, higher retention rates, and improved interpersonal skills.

In addition, Harris (2000, p.201) discovered that the co-teaching model fostered the development of voice and significant thinking skills during a course of study for nontraditional students; such students learned the power of collaborative learning instead of competition when speaking within the classroom.

Finally, he claims that co-teaching undermines students' perceptions that "a college course is credible only if all of the knowledge originates from one source." In other words, "co-teaching may provide students the opportunity to reflect on their learning surroundings and choose alternate learning paths.

“Because students are increasingly benefiting from co-teaching, it is vital to compare students’ impressions of co-efficacy teaching to typical, single-instructor classrooms” (Dugan & Letterman, 2008, p .321). Despite the apparent benefits to students, co-teaching methods are unlikely to succeed until completely implemented. For example, they discovered that co-teachers who do not have clear goals in mind might cause pupils to get frustrated (p.322).

Furthermore, learners are expected to be uncomfortable with co-teaching if the teachers are unorganized or hard to understand; students with more experience in educational settings may also be uneasy with co-teaching classrooms because such classrooms are different from the norm. To ensure that these would not be issues throughout this study, the co-teachers attempted to set concrete objectives, learning outcomes, and teaching materials.”

2.1 The historical perspective of cooperative or co-teaching method

Co-teaching has its root several years ago, similar to other methods. The way it has evolved until now will be proved only by researching its use at schools and supported what other authors or books wrote about co-teaching. Co-teaching was mainly used for students with special needs long ago. This might be a really great way for teachers to assist each student and make them understand the foremost of things explained in classroom.

“Co-teaching is when two or more educators co-plan, co-instruct, and co-assess numerous students with various needs inside the same general education classroom,” according to (Butler, 2008, p.258). Team teaching is gaining traction among general education instructors as a way to provide students with a more personalized and diverse learning experience while also allowing teachers to build on each other's knowledge and provide a mutual professional support system.

Since co-teaching was an early method and that we mention it even now, it surely could be a good method that survived the time. It’s used for food intentions like facilitating students learning. By having two teachers during a classroom, a general and a special teacher, the classroom would definitely achieve success. Co-teaching may be a method that has its special ways of teaching and learning. The countries that use this method should be in contact with teachers, so as to understand how this method functions. Also, teachers should be accorded with each-other and also the way they will be using use co-teaching in classroom.

2.2 The role of co-teaching in students' motivation

The impact of motivation on teaching and learning is extremely important and might always be there. It's known that motivation is that the key to success. It might be described as the best way for teachers and student to continue on doing their duties. Students' motivation is critical for teachers, especially once they co-teach. Students should like both teachers and therefore the ways they teach so as for his or her motivation to be increased. As per (Harter and Jacobi, 2018.p.45), "from the perspective of students, there are a number of benefits associated with co-teaching, including exposure to various experiences and perspectives, personalized training, and other beneficial outcomes." Because co-teaching is a paradigm of teamwork, students gain from studying with two or more instructors"

Students most of the time are motivated by their instructors. That happens because, teachers are there for them in school, they will e-mail with each-other in cases when students don't understand something and then on. So, their relationship should be inevitable and in fact always good.

According to (Juneja, 2012, p. 240) "motivation is that the word derived from the word 'motive' which suggests needs, desires, wants or drives within the individuals. It's the method of stimulating people to actions to accomplish the goals. Within the work goal context the psychological factors stimulating the people's behavior can be: desire for money or success, recognition or job-satisfaction, team work" etc.

Furthermore it results that motivation is that one process that initiates, guides, and maintains goal-oriented behaviors. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term is often accustomed to describe why an individual does something. It's the driving force behind human actions.

The role of motivation in co-teaching is much more important and also to some extent it's special. It's special because, students usually learn with just one teacher of specific subject and when there are cases to find out with two teachers of the identical subject, it might be something new for them. The reason why teachers or programs should use co-teaching is because it helps students concentrate and motivate better.

“Using co-teaching model has a big impact on enhancing motivation and accomplishment of Young Learners,” according to a study (Farahi and Mohseni, 2011. p 158). It appeared that the participants in this study were more motivated and learnt English more effectively through co-teaching than they did through standard methods.”

This study's findings also have a number of consequences for both teachers and students. As teachers begin to co-teach, it's better if they need some choice for what content area they'd prefer to co-teach, and who their co-teaching partner are going to be. Teachers are going to be more willing to participate in co-teaching if it's their choice and additionally, administrators honor their choice (p. 295).

Motivation as a term is that the biggest ambition a learner should have. Motivation can't be at each student, but teachers are they who can stimulate students to find out better. Some strategies that teachers can use to stimulate students learning are: Promote growth mindset over fixed mindset, develop meaningful and respectful relationships along with students, establish high expectations and establish clear goals, be inspirational”.

On the other hand, learners are often self-motivated by having their own strategies. In this way their motivation to learn isn't stimulated by someone and it is far more successful. Also teachers can help students to motivate themselves.

Many strategies to assist children motivate themselves, according to Ferlazzo (2015, p 203), including independence, competency, relatedness, and relevancy. In addition, he gave seven strategies to assist students inspire themselves, including offering pupils defined objectives if professors truly want to motivate their students. Allow them to grasp everything they're supposed to do so they can acquire a decent concept of what they're supposed to do.

So teachers should try to identify them. Just by teaching lessons they should take care that each one of them has learned. Some students would like to discuss the same in groups while some others might prefer to read more on specific topics just out of sheer interest. Rewards get teachers one step closer to ensuring your success. If teachers are looking for specific motivational sessions for their pupils, don't forget to reward them occasionally.

Showing excitement and enthusiasm while teaching is indeed boosting and motivating for the students to believe that achievement is basically not that tough. Feedback is equally significant. This can allow them to know their flaws and areas of improvement. This can also foster excellent growth and motivation.

If students can find fun during teaching sessions, then they're going to surely love attending them and find themselves learning more. Eventually, because of more fun and interaction, school sometimes may be seen as a friendly place and students will be motivated to learn even more. Let students find their personal reasons to add motivation. Teachers, as instructors, shouldn't always be the one motivating. Most of the time, students should find certain personal reasons to work hard and attend class. This may make it easier for them learn hard.

Using those strategies, can help teachers motivate students and also students motivate themselves to study even more. Furthermore the role of motivation on teaching is extremely important. First of all, teachers should love their job and continue teaching students willingly. This happens because as a teacher is motivated to keep on doing the best on his/her job.

There are several types of motivation techniques that teachers can use to motivate their students:

1. Motivation through teacher personality:

Many studies and sources claim that "students' aspirations around whether their teacher truly cared about them have large influence on their learning and behavior". While compassion and compassion appear to be the most vital qualities for an educator to possess, other authors also mention comedy and high student expectations.

2. Motivation through Interaction and Worthwhile Tasks:

Teachers must be comfortable with themselves as well as the assignments they use in their classes. Pupils' restlessness will reduce when an instructor achieves genuine care for students while enabling humor and expectations to expand, and learning activities will more readily drive

students. The primary reason many professors are unable to communicate with kids is a lack of respect for the kids.

3. Motivation through Environment:

Teachers must be at ease with themselves, their students, and their subject matter; they must believe in their students' ability and proclivity for good classroom behavior. Teachers, on the other hand, must ensure that their educational activities are entertaining and relevant, and they must include their students in fitting them in "the rules" and ensuring that their students are aware of and comprehend "the routine."

Furthermore, teachers must identify their issue moments and keep in mind that students aren't perfect "little grownups, as well as demonstrate that they sincerely enjoy and respect their students. The role of motivation on learning is as important as in teaching. It's important for students to be motivated in class, because this way they know what they desire the most they can follow that path and become successful.

According to Chuter (2001, p.129) "first and foremost, motivation is an orientation towards learning. Therefore, it impacts how likely a student is either to provide up or hasten, and how thoughtful their reflection on their learning are. The deeper the motivation for pursuing an activity, the more likely that the student won't accept easy answers to complex questions".

Motivation affects almost every field. But when it affects learning, it surely becomes more and more important. This may happen because learners know their motive and try to do their best on what they like the most. A web site "The Inspired Classroom" mentioned that "motivation incorporates a direct impact on how a personal learns. The effect of motivation is often far reaching because it increases an individual's energy state, determines the persistence in reaching a particular goal and affects the categories of learning techniques used and an individual's thinking processes" (p.402).

Since learning is often aided by teachers or professors, it should be aided with good intentions and in continuous conversation or cooperation. This cooperation should be handled by teachers within the first place and so welcomed by learners. As said by (Mondal, 2003, p. 305) "learning

is self-initiated, but it must be aided by motives so the learner will continue the educational activity.

A particular motive is effective group work, as motives make for readiness. The greater the readiness, the greater are going to be the attention given to the work available and also the sooner will the specified result be achieved”.

Motivation must always have a place while students are learning, but teachers should take the primary step so as for students to be at liberty to share their opinions. This way the classroom would achieve success and motivation will be increased.

2.3 The effect of cooperative teaching: its advantages and disadvantages

Similar to the other methods, co-teaching has its own effect on teaching. It has positive or negative effect. This all depends on how teachers teach through co-teaching and the way students catch things. Also, it's important to say that both, teachers and students, may have mixed opinions about cooperative teaching. “The usefulness of co-teaching as a style of instruction (for children with or without impairments) has been sparse, and has generated mixed results,” according to Hanover (2012, p.251). Students generally respond positively to co-teaching, whereas teachers' views are mixed.” This study found that students like to be taught using the co-teaching approach because it allows them to learn in a new way that is different from what they are used to, and they enjoy change. So, when students are offered changes, they begin being more active at school. On the other hand, teachers may have mixed opinions. This may happen because they consider new methods challenging for themselves and for students. They will also think that students won't just like the method and so on. Overall, the simplest for both pairs might be to try out different possibilities, so as to results up with an excellent lesson.

Cooperative teaching mostly affects students, even though teachers are they who find it more difficult. But, when this challenge leads teachers to a positive path, then after all it encourages them to continue on using cooperative teaching. A study done by Sharon Gest mentioned that “Studies on students’ perceptions of co-teaching and its effect on their learning have demonstrated more positives than negatives. Students preferred co-taught classes over traditional models and stated they wanted to be in future co-taught classes.

Co-teachers and administrators can work to create co-taught classes the simplest learning environment for students so their full potential will be reached.” Having two teachers during a class may be good and have many advantages. Also, there are more opportunities for teachers and students to indicate themselves within the classroom. Sometimes creating more opportunities for one-to-one interaction between students and teachers, this kind of teaching model may cause stronger relationships within the classroom and an equal platform for educational attention. On the other hand (Farahi and Mohseni, 2011. p 158) stated three main benefits of using co-teaching: increased adult attention to students, shared expertise among two or more teachers, and shared responsibility for instruction and management”.

Also it develops further: “Increased Adult Attention to Students - Since co-teaching brings two or more teachers together in a very collaborative effort, it counts down on the amount of students each teacher needs to cater for. Co-taught lessons can reduce the teacher-student ratio and usually can improve learning outcomes and knowledge impartation on the side of the students and teachers respectively. The lesser the amount of students an instructor should handle, the greater the impact of the lectures and vice-versa Citation.

Shared Expertise Among Two Or More Teachers- Co-teaching does include the advantage of getting different individuals succeed in several areas coming together for the advantage of the students. because the educational field could be a broad one with diverse areas of interest, having two or more persons take up their areas of strength may be a win-win for the student. Shared Responsibility For Instruction And Management- When instruction and management is the responsibility of two or more capable persons, lots more is provided to the students as no room is left to burnouts that are common with having to try and do a lot of work on an oversized number of students” (Hanover, 2012, p .251).

Disadvantages of cooperative teaching according to Gaille, (2019 p.4-6) include:

Just like the other methods, cooperative teaching has its own disadvantages. Sometime once the teacher plans something, the end result doesn't come up as you wished. The identical happens once they use a technique to show, during this case cooperative teaching. As an instructor intends to propose something so as to motivate students it might not result well.

Then automatically, you as a lecturer perceive an obstacle and you continue on not using it within the classroom. Some of the cons of co-teaching are that students may be left behind in some circumstances, both teachers must work similar, co-teaching can change students' expectations, there need to be trust in order for it to work, it may cause a lot of noise and teachers might think that they are not doing their best

The abovementioned disadvantages show many lot reasons why not to use co-teaching, but taking into consideration these disadvantages and turn them on good intentions, then co-teaching may be an efficient method to be used. Everything has its pros and cons, so does co-teaching and somehow it completes it. Why complete? Because, we recognize its disadvantages and we are attempting your best to not use those cons otherwise we use them when necessary, but always keeping in mind students' interests.

According to a study conducted by Stark (2008, p.368), "another problem that arises in co-teaching is that there is enough preparation and readiness that's implicated for classroom the proceeding day and incredibly little time for teaching staff to teach together," and that "this causes teachers to give up more of their leisure time that they have accessible to trying to prepare for classroom with the other co-teacher."

After a year of this teachers could become run down or over whelmed with the number of time they're working and also the small paycheck they're receiving reciprocally. Teachers must always consider that every method has its pros and cons and therefore the method they choose should work the most effective out of it. On the opposite hand there's partnership. Partnership must be always present between teachers. Even though it is often rough sometimes, teachers are they who must co-operate with one another for students' benefits.

In order for co-teaching to be effective as said by (Peery, 2017, p.254) teachers should: "Respect each-other, clearly define roles and responsibilities, be flexible, plan together, don't take yourself too seriously, communicate, and seek administrative support".

2.4 The most effective co-teaching methods

While co-teaching, teachers are always connected with each-other so as to show themselves better in classroom. They use different strategies by using co-teaching method and during this way they're productive in classroom. Consistent with Richards A. (2018) “ *The most effective methods of co-teaching*” there are six models of co-teaching :

“One teach, one observe.

Teachers alternate teaching and gathering data, instead of assuming that the special educator is that the only one who should observe.

Station teaching.

Teachers divide content and students. Each teacher then teaches the content to 1 group and subsequently repeats the instruction for the opposite group.

Parallel teaching.

Teachers are teaching the same material to a split class community, but they are doing so in different ways. This is beneficial to students who need additional supervision.

Alternative teaching:

One teacher is in charge of a large group, while the other is in charge of a smaller group. Smaller organizations deal with remediation or other unique problems.

Teaming:

Both teachers share delivery of the identical instruction to a full student group. Co-teachers tend to love this method and find it satisfying.

One teach, one assist.

“One teacher becomes the first educator while the other monitors the space and provides quiet assistance to students who need it.” The above mentioned strategies have their advantages and drawbacks.

By knowing them, teachers can separate things better and that they also can know what's the most effective for college students. during a table below, some advantages and downsides of the six co-teaching models, in keeping with (Cassel, 2019, p.368) are shown:

Co-teaching models	Pros	Cons
One teach, one observe	Less time spent working, fewer interruptions, and more concentrated and deliberate data collecting	Due to the absence of preparation, a lack of topic expertise, or a lack of self-efficacy, it may be used too frequently, and it may be underused for its primary purpose without targeted data collecting.
Station teaching	Focuses on each teacher's abilities, smaller instructional groups, and more detailed lesson preparation	It takes longer to prepare and needs good timing from both teachers.
Parallel teaching	Smaller teaching groups, more opportunity for students to bridge learning gaps, and simpler classroom management	difficult logistics, allows all teachers to have content experience, and takes more time to prepare collaboratively.
Alternative teaching	Provides kids with opportunity to bridge instructional gaps, can assist kids with chronic absenteeism, and concentrates resources on a specific student population	Demands dual preparation of time and content to ensure that no lesson is missed.

Teaming	capitalizes on two instructors' skills and educational methodologies, and places both professors in front of the entire class	It frequently requires past experience working together (although it may be performed with a fresh pair of team-teachers), substantial planning, and a healthy relationship in order to function.
One teach,one assist	There will be fewer interruptions between instructors, and more eyes will be on kids to identify those in need.	Without a committed group of students to help based on the lesson design, the absence of one instructor may be exploited excessively owing to a lack of preparation, topic understanding, or self-efficacy, and the lesson may be underused for its original aim.

Table 1: Source (Cassel, 2019, p.368)

Students on the opposite hand should adapt themselves with methods teachers commit to teach, during this case co-teaching. The strategies that teachers attempt to use aren't always the adequate ones, but a successful teacher knows what's good for a student.

This concludes that, students can learn through co-teaching, by accepting teachers strategies and during this way co-teaching are often proceeded within the classroom. so as for co-teaching to be liked or enjoyed by students, consistent with (Murawski and Karten, 2020, p.321) teachers should: “use strategies that provide high-quality core instruction to any or all learners. Access resources that help reframe wondering what students could also be able to do and continue learning. think how you'll implement the co-teaching "do betters" as a team. craft ways to collaboratively be lifelong learners who reflectively appreciate and expand their compatibility, parity, and effectiveness”.

2.5 The difference between team teaching and co-teaching

According to Goetz (2000, p. 234), “team teaching can be described as a group of two or more teachers working together to prepare, execute, and evaluate educational activities for the same group of learners” . This definition concludes that there are differences between team teaching and co-teaching, since “co-teaching is an academic method that involves two teachers working together to plan a classroom and make assessments on one group of students” stated by Goetz.

Co-teaching and team teaching can sound similar at times, but they are not the same. Angela Watson said it best: “Although some people use the word interchangeably, team teaching typically refers to two general education teachers combining (or switching) their classes and taking responsibility for instruction. Co-teaching is two teachers (one of whom is sometimes general education, and one is sometimes a education or ELL teacher) who are both liable for one group of students” (p.1). Consistent with the abovementioned paragraph, co-teaching and team teaching differentiate among themselves, eventough it tends to be mixed by someone.

CHAPTER III- METHODOLOGY

3.1 Methodology

This chapter deals with the research design, participant selection, data gathering, and data analysis techniques that were used for conducting this study.

This study focuses on the effect of co-teaching on increasing students' motivation, since motivation is the best way for a student to approach learning. The study takes place at the primary school "Nazmi Osmani", Kaçanik. It aims to explore the advantages and disadvantages of co-teaching, to analyze the way teachers and students behave toward cooperative teaching and to investigate if students are motivated while using this method or not.

Methods to elaborate this research are desk and field research. Desk research is based on what other authors have said about co-teaching and its effect on students' motivation and teaching. Whereas, field research takes place at the primary school "Nazmi Osmani" Kaçanik and it is based on surveys, interviews and experimental research. Surveys and experiment refer to students.

The participants of this study consist on English language teachers and 100 students from 6th to 9th grade. Also, experimental research takes place by comparing students' motivation before and after the use of co-teaching method. Furthermore, answering four research questions and proving three hypotheses is very important regarding the findings of this study.

The goal of this study was to investigate student perceptions on co-teaching models in primary education courses, as well as the effect of co-teaching on perceived cognitive and emotional learning. It is a quasi-experimental research since it is an empirical interventional research that was utilized to determine the causal influence of co-teaching on raising students' motivation. To do this, qualitative data was gathered for analysis.

3.2 Instrument

The main instrument were used in this study, was a Likert scale questionnaire that consisted of nine five Likert scale options and two open-ended questions, an interview with teachers and an

experiment using the co-teaching method . In an attempt to understand the learning experience from students' perspective as Van Manen (2000) suggests, we asked open-ended questions of participants in the survey. Students were given open textboxes in which they may answer in any length. This enabled a qualitative investigation of students' impressions of co-teaching techniques in the classroom. We asked participants to rate the effectiveness and ineffectiveness of instructional tactics.

The other instrument was an interview with the teachers to view their perspective regarding the usage of co-teaching, its difficulties and their main concerns. The interview contains 10 open ended question.

And the last instrument is observation during the teaching practice, that I have been continuously taking notes regarding the implementation of co-teaching, with the main teacher and the student teacher, in this case (me).

3.3 Participants

The subjects participating in this study were 100 pupils of “Nazmi Osmani” Primary School in Kaçanik”. 68 of them were females and 32 of them were males. Student participants were recruited through random sampling. The selected participants ranged from 12 to 15 years old. The test was administered to check students' opinions.

They were all able to communicate in English at an advanced stage. Some of them had previous English experience, having attended B1 to B2 level English language courses for years. The classrooms are the same size, so each class has about the same number of students (35-40). In this study, participants in this study got two hours of co-teaching, each lasting 45 minutes and taking place twice a week.

Following the selection of students, they were randomly assigned to one of two experimental classes. The 6-th and 9-th grade students were taught using the conventional method, while the 7-8 grade students were taught using the co-teaching method.

The experimental group's participants were taught English by two teachers who collaborated. The classes were taught collaboratively by these two instructors, based on the team teaching concept. It should also be emphasized that instructors spend a large amount of time over the

semester preparing classes and reviewing team teaching techniques. The problems were resolved, and the teachers looked out new and improved teaching techniques.

Co-teachers engaged in a range of activities prior to, during, and after instruction. Teachers, for example, addressed their capabilities and the requirements of the students prior to the commencement of the class. Co-teachers addressed their roles in order to establish which teachers should instruct certain portions of the course, who should provide ideas, and which one should ask questions throughout the session. Following the class, teachers spoke with one another to plan future classes and activities, as well as to assess which pupils needed more help.

The output of participants in the two groups on an achievement test was evaluated before and after the experiment to test the second null hypothesis.

Since the results of the experiment showed a substantial difference in their success, the researchers may conclude that co-teaching has an effect on improving learners' motivation and achievement.

For both teachers and students, co-teaching may be a beneficial model. Not only will more students' needs be addressed, but teachers will be able to learn from one another by peer modeling and mentoring. Teachers in special education can enhance their subject knowledge, whereas general education teachers can improve their ability to accommodate students.

The most important factor influencing how and when students use language learning techniques is their level of motivation. The study also backs up the concept that motivation affects how long language learners stick with it, what kind of actions they use, and how effective they are.

It also engages teachers as partners in their own educational method, assisting them in developing a critical and analytical eye for their own and their colleagues' instructional practices. Teachers were interviewed about their experiences with co-teaching in the classroom, as well as the benefits and drawbacks that it could have. This encouraged the participants to convey emotions, opinions, and experiences that they may not want to share in front of their co-teaching partner.

Since teachers have so many obligations, I decided to incorporate a small form of reciprocity to promote their involvement by mentioning that I would share the study's results with them to help

them learn from other co-teachers in their district. Feedback and recommendations for professional development are usually welcomed by teachers.

3.4 Data collection

We analyzed responses to the open-ended questions of the survey using a thematic analysis approach. Before the data collection period began, the participants were informed of the study's intent and goal. Thematic analysis was used to analyse the qualitative data obtained, following the steps of thematic analysis: familiarization with the data, coding, looking for themes, evaluating themes, identifying and naming themes, and writing up. The data was analysed in accordance with the study's objectives.

According to the report's findings, the co-teaching strategy is effective in increasing student motivation.

For theme selection, we utilized three criteria:

- occurrence,
- repetition as well as
- assertiveness

Finding two or more answers with the same meaning but not necessarily the same words is referred to as recurrence. During the coding process, for example, topics such as "classroom debate" and "group work" emerged.

Repetition is discovered by looking for repeated words, phrases, and sentences in the data. Participants, for example, frequently utilized phrases like "interaction," "collaboration," and "communication." Inflection, loudness, and dramatic pauses are utilized to identify forcefulness; this is reflected in the text with capitalized words and punctuation used to emphasize content.

CHAPTER IV- RESULTS AND DISCUSSIONS

This chapter discusses the research data as well as the analysis of results. The questionnaire used in this retrospective analysis was thoroughly examined to ensure that the information collected was presented in a straightforward and understandable manner, using tables, percentages, and graphs wherever possible. A retrospective study of analysis was conducted to collect the necessary data to address the research objectives. It also aims to give answers to our research questions:

- How can cooperative method effect the teaching process?
- What can be the main reasons in order for cooperative teaching to be effective?
- Does cooperative or co-teaching increase students' motivation in classroom?
- Why to use cooperative teaching?

4.1 Questionnaire

The first item of the questionnaire was supposed to find out if the co teaching method would give students opportunities in order to catch things better. As illustrated in figure 1. Co teaching method and increase of students opportunities for better understanding we can clearly see that students benefit from co-teaching since it allows for more systematic observation of students participating in the learning process.

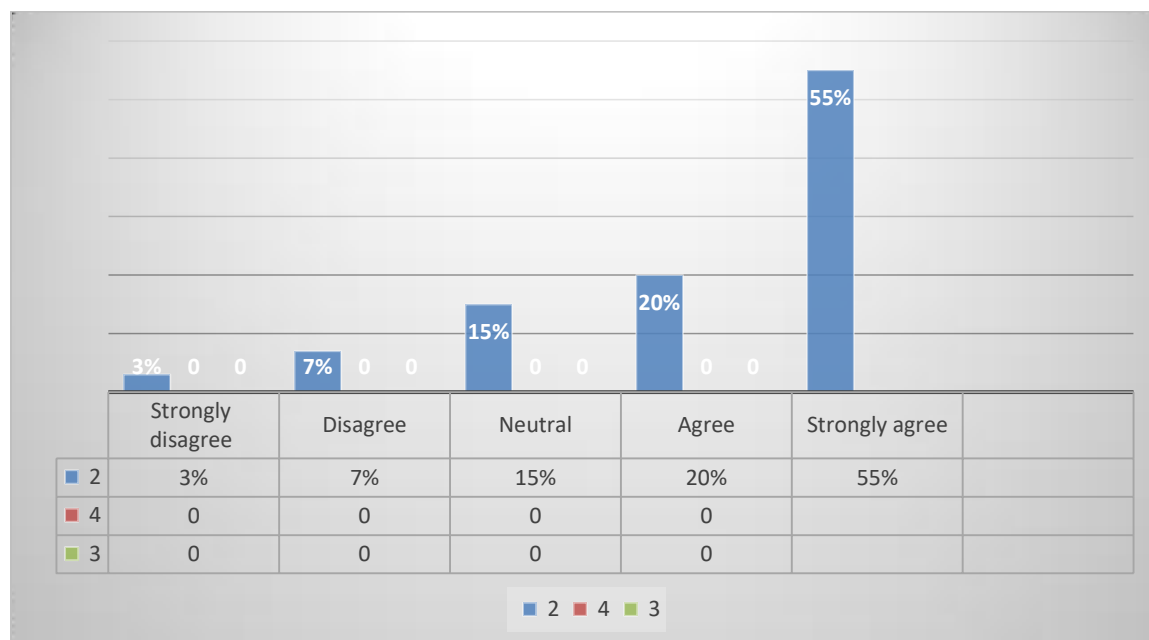


Figure 1. Co teaching method and increase of students opportunities for better understanding

Furthermore illustrated in figure 2. Co teaching as a useful method, for providing a special way of learning we can see that if students had more teacher attention or more opportunities to answer, their learning would be greatly aided. In parallel teaching, two teachers cover the same material but split the class into two classes and teach at the same time.

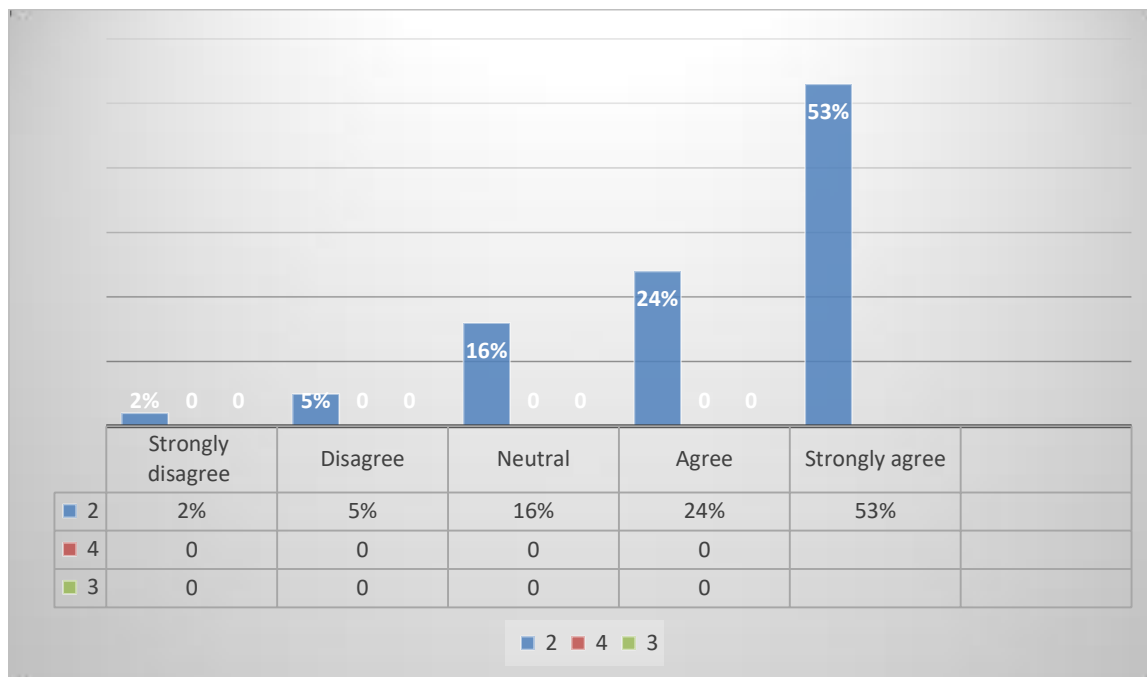


Figure 2. Co teaching as a useful method, for providing a special way of learning we can see that student learning

Co-teachers, for example, will determine ahead of time what types of detailed available data to collect during teaching and settle on a method for doing so. After that, the teachers should work together to analyse the data.

As illustrated in figure 3. Regarding the efficacy of traditional methods of teaching with one teacher, some students think that having two teachers in the classroom will overwhelm them, that teachers will have differences of opinion and confrontations in the classroom as they find it difficult to incorporate oppositional teaching methods and instructional materials, and that it will take two teachers.

Despite diverse evaluations and viewpoints, co-teaching may not be a tool for everyone, but in some schools, two teachers are better than one.

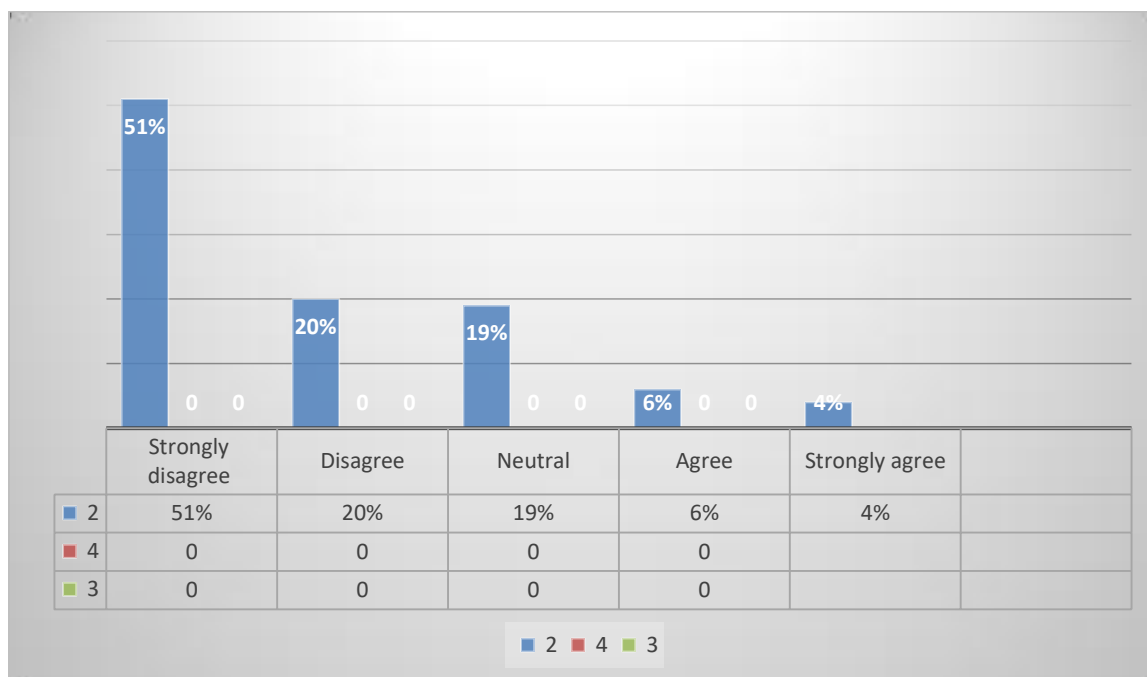


Figure 3. Avoiding co teaching method in schools due to the effectiveness of traditional teaching method with one teacher.

In a second method to co-teaching, one teacher would be in charge of instruction while the other professional roamed the room giving discreet support to students as needed. Teachers separate the content and the pupils. Following that, each instructor instructs one community before repeating the process with the other. If necessary, a third station might allow pupils to work alone.

As illustrated in figure 4. The complexity of the co-teaching approach is due to the presence of more disadvantages; yet, while there are some problems to co-teaching, there are many more positives. Co-teaching allows students to receive additional attention, teachers to collaborate with a colleague, and not all of the burden is placed on one person. Teachers are reluctant to collaborate with one another right now, but with time and increased visibility of co-teaching through school districts, teachers may find this form of teaching to be extremely beneficial to all students.

When a co teacher and a general education teacher work together, incredible progress can be made because every single student receives the care they need to be successful in school. As a result, students will feel more at ease when doing some form of testing they might be required to do. Since many new methods of co-teaching could be created and more effective teaching styles could be implemented, co-teaching could become a lifelong learning opportunity for both students and teachers.

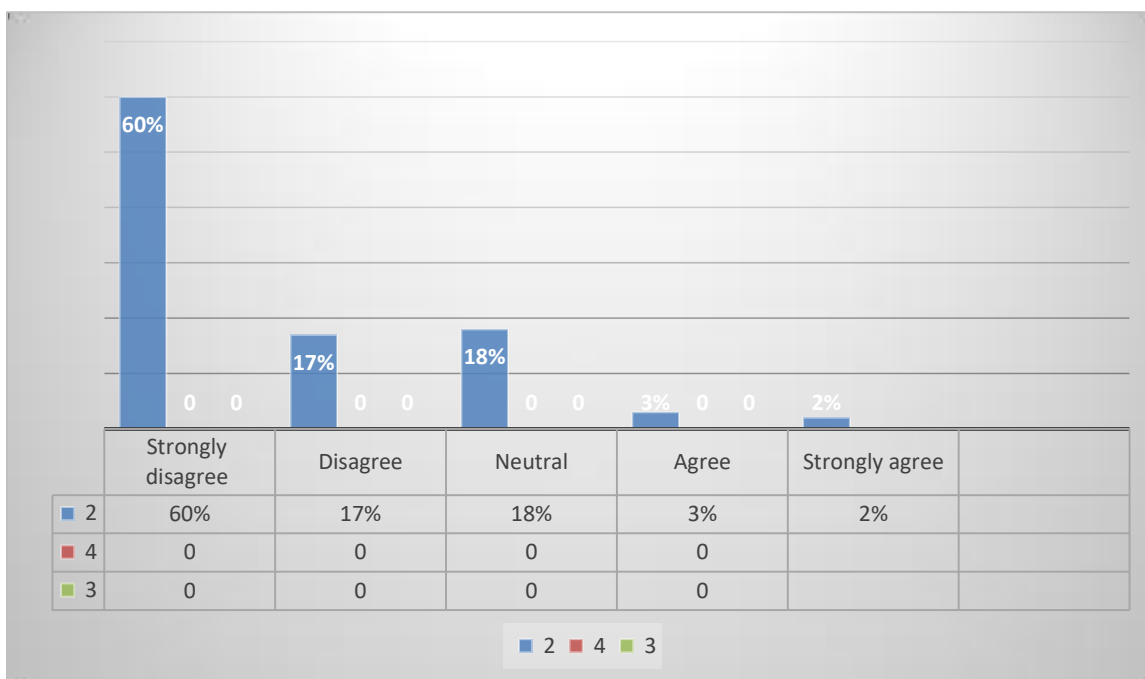


Figure 4. Complexity of co teaching method because of having more disadvantages than advantages.

As illustrated in figure 5. Cooperative teaching has a positive effect on increasing students motivation By counting down the number of students each teacher has to cater for, co-teaching

presents great opportunity for teachers together in a joint effort. Co-teaching also lowers the teacher-to-student ratio, which improves academic performance, knowledge transfer, and increase the motivation of both teachers and students. The bigger the impact of the lessons and attendance, the less students a teacher has to deal with, and conversely.

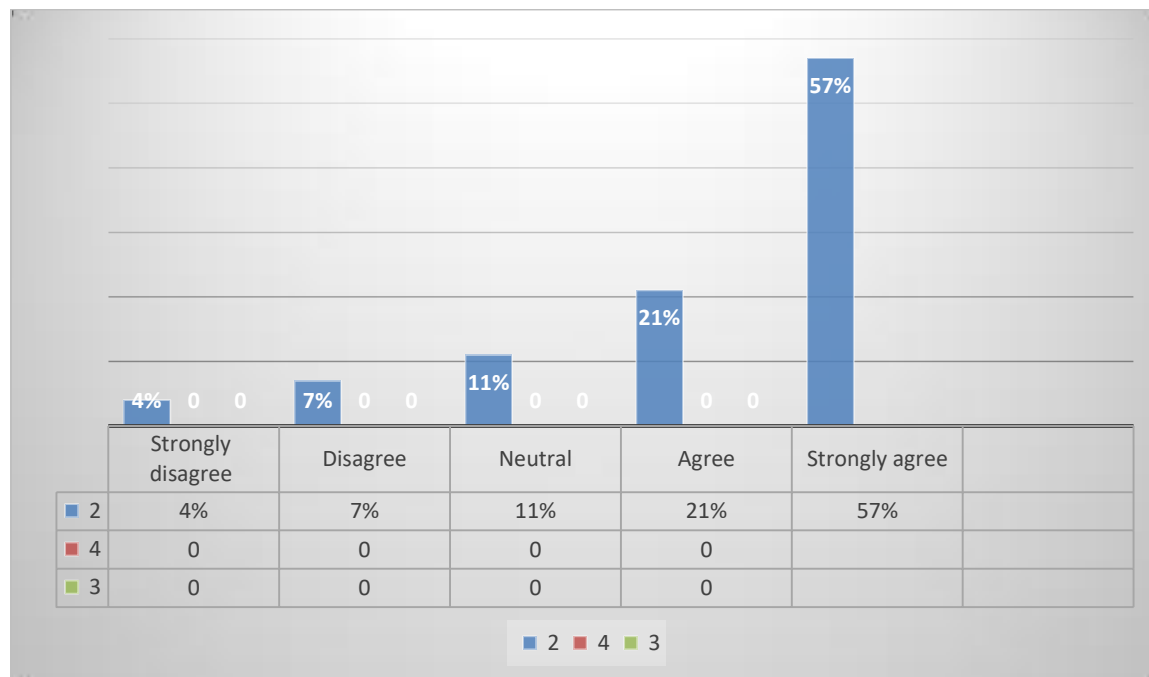


Figure 5. Cooperative teaching has a positive effect on increasing student’s motivation.

Furthermore, co-teaching boosts student motivation by offering them more control over the learning process. Control, as previously said, is a powerful motivator. The aim of co-teaching is to actively engage students in learning activities.

As illustrated in figure 6. Students are content with their own teacher, so special teacher is not needed, the majority of students disagree with this argument because co-teaching allows for more one-on-one contact between students and teachers, resulting in better relationships.

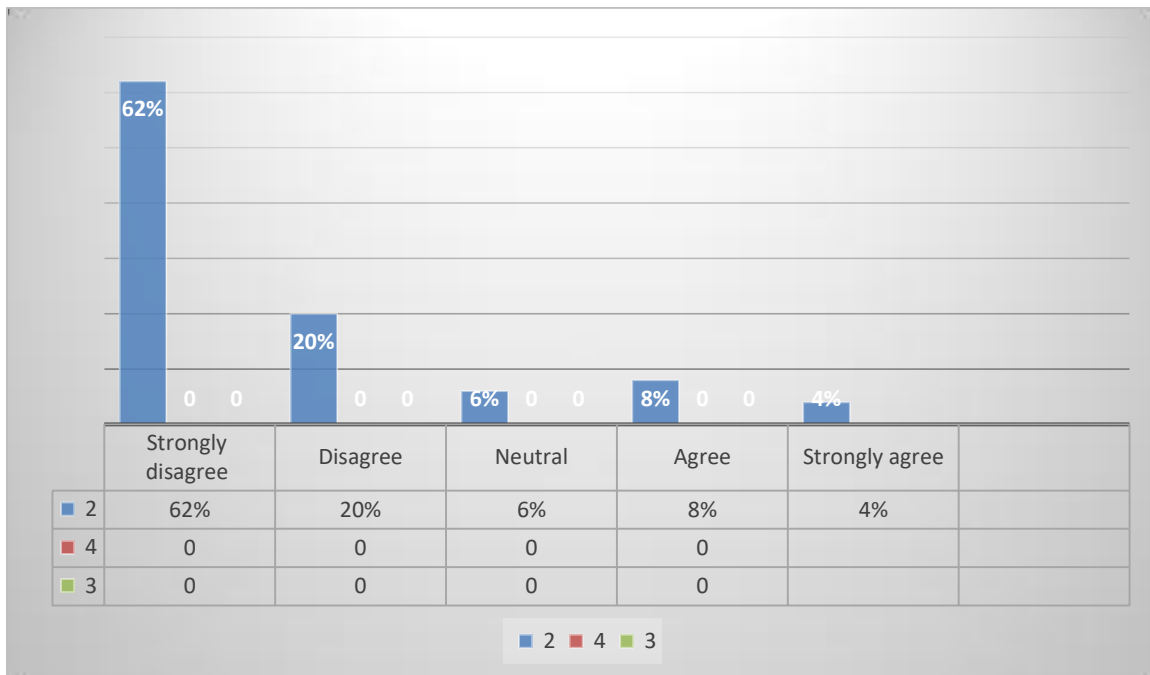


Figure 6. Students are content with their own teacher, so special teacher is not needed.

Adults and students benefit from a shared classroom perspective, and kids benefit from co-teaching throughout classroom education. Co-teaching, as opposed to traditional student teaching methods in which the mentor instructor leaves the classroom for a period of time, retains the mentor teacher's expertise and additional value with students throughout the experience.

As illustrated in figure 7. Students are motivated with the current method; cooperative teaching does not increase their motivation, Traditional daily classroom systems also define a specified amount of time for student teachers to "solo," while the current co-teaching model for classroom instruction uses the concept of being a "lead" instructor instead. We can clearly see students' disagreement on these statements. For different purposes, both ideas are valuable.

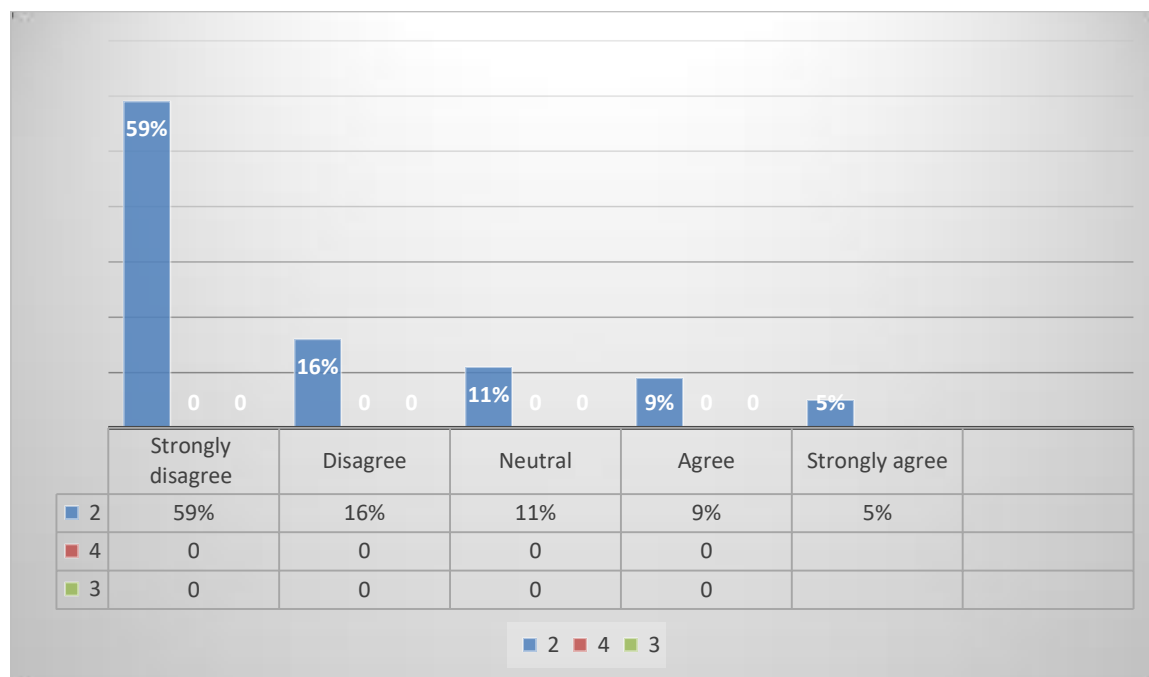


Figure 7. Students are motivated with the current method; cooperative teaching does not increase their motivation.

In a traditional student-teaching arrangement, a teacher candidate also observes the collaborating teacher for a prolonged length of time. Gradually, the applicant takes on additional responsibility, eventually "solo" teaching by planning lessons, assessing students' work, and maintaining classroom norms. The collaborating teacher does not employ co-teaching approaches to teach alongside the candidate in the traditional approach.

Figure 8 depicts this. Cooperative teaching appears to be a good way for all students to participate in class. Co-teaching encourages the pair (teacher applicant and cooperating teacher) to co-plan and quickly implement co-teaching techniques in their practice, giving students more opportunities to interact with all adults in the classroom. The mentor educator remains active, employing ways to assist students in understanding and participating.

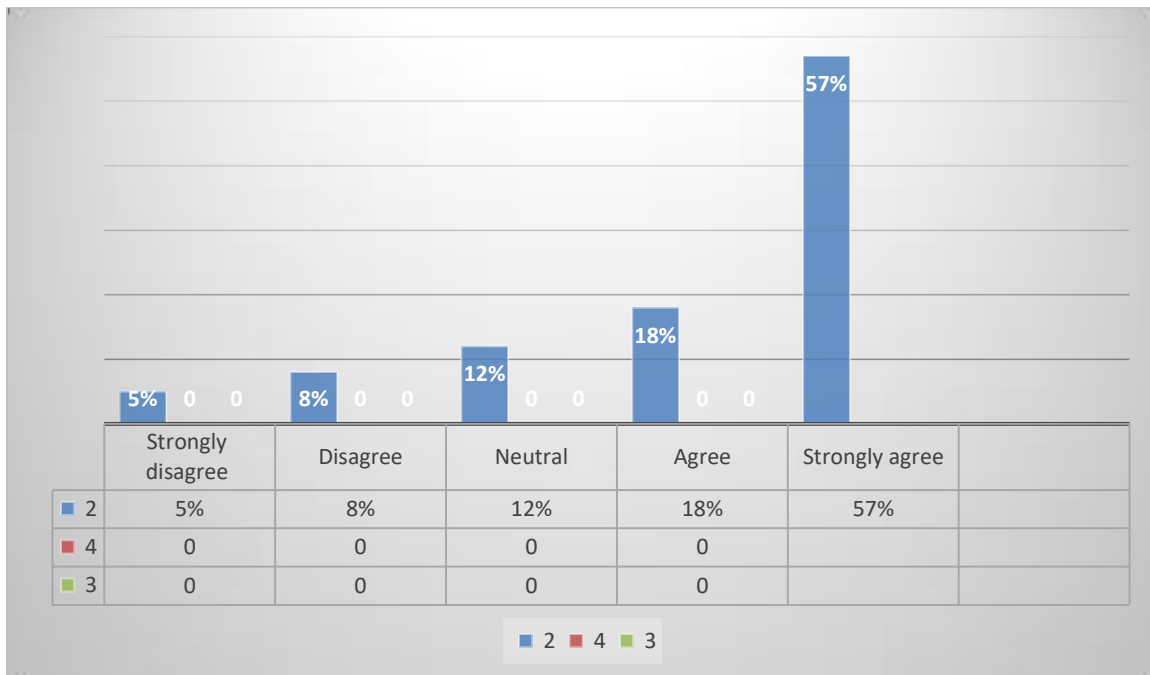


Figure 8. Learning with cooperative teaching seems a good way for all the students to engage in class, in co-teaching

The co-teaching technique helps pupils realize that both persons are "teachers," and it allows both teachers to partake in the classroom's pleasures and tribulations. Co-teaching can take numerous forms, as detailed below.

As illustrated in figure 9. Students would like to learn by using this method since Co teaching allows a teacher to share his or her skills in order to help high-ability students in a content field, allowing them to advance beyond the general curriculum and/or grow their strengths and talents in a domain. As part of their coordinated programs for gifted students, several school districts have implemented a classroom-based model of collaboration/consultation.

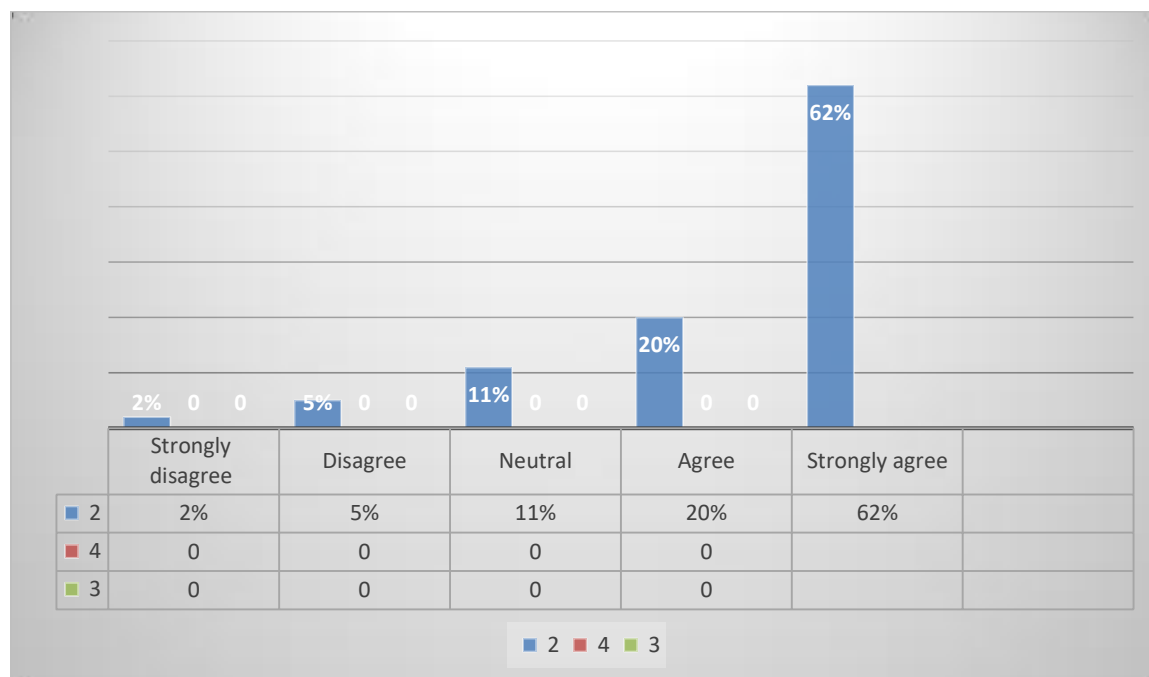


Figure 9. Students would like to learn by using this method

Teachers can share instructional strategies through co-teaching, especially peer-coaching, and the partnership serves as a professional development initiative for inclusive classrooms teachers to learn about effective differentiation functions for their students.

As we can see from the findings of the questionnaire distributed to the students, they would like to be taught by using the co-teaching method, since it is a very interesting and engaging method even though they do not have the possibility to use it.

4.2 Interview

The second instrument of this study is the interview with teachers to view their perspective regarding the usage of co-teaching, its difficulties and their main concerns. The interview contains 10 open ended question. The questions that are addressed in this section are important to teachers, whether they use or they do not use co-teaching. Co-teaching, a method to learning to teach, has been utilized successfully in classroom instruction for new teachers and professional development opportunities for more qualified staff in the last years.

1. Have you ever used co-teaching to teach your students?

The majority of instructors stated that they had never utilized co-teaching and that they lack the essential abilities. As a result, when teachers lack the necessary abilities for using co-teaching, they may choose not to utilize it or quit it.

Furthermore, when teachers lack the requisite experience in co-teaching, disputes over instructional responsibilities or decision-making can occur. Teachers can stop using or leave the practice as a result of these conflicts.

As previously mentioned, when teachers do not use co-teaching, they may follow other strategies that may not be grounded within the concept of inclusive education (i.e., segregated education) (i.e., segregated education). However, segregated schooling has harmed certain pupils, notably those with impairments.

Teachers must be appropriately taught in the use of co-teaching as soon as feasible. Prospective teachers should be required to take co-teaching courses as part of their teacher training. In this way, it will verify that teachers have theoretical skills that are necessary to get a job.

2. If not, would you like to make use of it, why?

Teachers in general want to employ co-teaching and believe that it works when done properly, planned well, received well, and integrated with best practice teaching practices to differentiate education. It works far better than a single instructor dealing with a classroom of 30+ children of varying aptitude levels.

It works far better than self-contained classes, where the bar is sometimes set too low for pupils to make substantial progress. It works when school districts don't pretend they are doing Inclusion by putting the lowest achievers with the students with special needs and filtering out all the academically successful students into more challenging classes (that's not inclusion, rather, that's one big, tracked, low-level class).

Another reason teachers would like to utilize this strategy is that having dual responsibility for the classroom allows them to recognize individuals in need or who require more attention during class. School pupils are provided with abundant opportunity to polish their capabilities in a wide range of courses, in addition to infusing the abilities and strengths of two separate professors.

3. How would you cooperate with other teachers if you were able to use it?

Teachers indicate that they would share instructional duties, which would include working together to offer lessons, construct student evaluations, and administer the classroom. This collaboration relieves the general education or specialist instructor of the teaching burden. General education instructors are subject specialists or suppliers, whereas special education instructors give access to the content in the educational process.

Working in teams, sharing duties, delivering feedback, and creating trust are all examples of specific sorts of cooperation. We may design and co-teach in classroom in order to see or observe all the students. When I say all the students, I mean with handicap and without. The most important part is that as co-teachers we should do the work properly and clarify it to students if necessary. In the classroom, I would also establish a working partnership that valued every one of us equally. Of course, we would require the same contribution not just in planning, but also in grading, which indicates that assignments would need to be graded using a rubric or other non-subjective techniques.

4. How does a successful teaching relationship look?

Even though it's impossible to define or express precisely, success is certainly worth mentioning in this context. On the other hand, failure is rather straightforward to recognize. It is defined by rage or disappointment both as a result of actual or imagined slights of the teaching space. There

is a huge tension between the co-teachers, and though we believe we are hiding it, kids are highly aware of our conflict and can always detect it before we recognize it.

Meanwhile, if teachers in this case co-teachers, have strong unity in their teamwork, students notice and figure out that it is highly encouraging of their profession as well as instructional in terms of how to adapt the practice into their interpersonal environment. Students have remarked on how beneficial it would be for them to see how my co-teacher and I worked collaboratively and cooperatively together, how we conveyed before making decisions, and how we seemed to enjoy the moment on more occasions than I can recall is through course assessments.

When I was concentrating on the program, these comments reminded me that the course is just as much, if not more, about the instructors' presence and performance of the activity in front of the students. As a result, co-teaching performance is characterized first and foremost by a strong sense of security. You're not just building a connection, but also an atmosphere in which the teaching relationship may succeed. A sense of comfort and harmony, both among teachers and participants, is commonly connected with safety (to whatever degree that is possible when participants are often traversing some emotionally rocky terrain in their learning).

In addition to relaxation and comfort, a sense of strength, belief, determination, and support is required. There are also crucial safety problems to consider. You must be certain that your co-teacher "has your back," that they will defend you and your kids in tough situations, and that you will reciprocate.

It can be courteous and sensible. To feel secure, it is important to identify that the societies we're with, can prioritize our security, and that we're completely committed to their safety.

5. How do you explore the possibility and ultimately forge a functional, rewarding and satisfying co-teaching relationship?

Transparency, enthusiasm, patience, willingness, equanimity, and compassion are attributes that I have seen people bring to this phase. A tall order, to be sure, but maybe not so surprising given the values we strive to instill, right?

If you want to ensure a strong working relationship, chemistry is only half the fight. Strong, open, and truthful communication is essential in every relationship, and it lays the groundwork

for everything else. The direct one is in dealing with a co-teacher. The advantage is that when complications or mistake happen it would be great opportunity for one to be ready and satisfied.

Teachers promised, almost romantically, to never allow a point of dispute or dispute develops, and to make every effort to resolve a matter as quickly as possible. They talked about their different benefits and drawbacks, as well as their "increasing edges."

"Early on in our relationship, one of the most important things we did was share why self-compassion was so important to us. It turned out that we'd both experienced traumatic family issues that we could explain, share, and mourn with one another. We developed a profound sense of knowing and confidence for each other as a result of this — we trusted each other's practice. I believe we have recognized our relationship as a spiritual, activity, and something larger than ourselves."

6. What were the main outcomes from the use of co-teaching and how can it occur on the small groups?

Each class has a lot of teaching going on. This shows that because there were more teachers, pupils had more opportunities to learn, and they worked out how to offer teaching on a need-to-know basis.

The co-teachers agreed that one instructor would be in charge of the majority of a class, with others assisting individuals and groups as required. This meant that co-teachers needed to be on the lookout for ways to help kids. As a consequence, both co-teachers were tasked with dealing with the full class, small groups of pupils, and individuals.

At any given time, the primary concern will be to teach for the good of the entire class – all students. If a co-teacher feels she has something to give, she should "move up" to help structure the classroom. When a co-teacher takes a step forward to teach, the other co-teachers should follow suit by taking a step back and behaving appropriately.

Because co-teachers are working together to improve all students' learning, there is a chance to learn from one another by being present with one another and observing one another's praxis in action. Co-teachers, in other words, gain from one another's presence in the same field when co-

participation occurs. Being/in/with are conditions that allow one to learn to teach by witnessing other co-teachers' material frameworks applied as teaching praxis.

As a result, when a person teaches, she often encounters other people's teaching and the students' praxis as they enact agency and appropriate the field's complex structures. Co-teachers, predictably, become more like one another as they spend more time together – in terms of how they travel about the classroom, use tools like the chalkboard and charts, speak to the community, small groups, and individuals, and gesture. Over time, the use of resources by co-teachers to coordinate the class's learning will become more consistent.

7. What are some of the ways teachers can complement one another during co-teaching?

When one of the co-teachers is teaching anything to the pupils, the other will write a summary of the key points on the chalkboard. Another co-teacher can be looking for evidence of perplexity in the pupils' expressions. If any of these indicators are detected, the co-teacher will silently transfer to the student who may require assistance, while the other co-teacher continues with the lecture.

In this situation, one co-teacher is responsible for the whole class, while the other performs responsibilities to reinforce what is being stated (e.g., summarizing on the blackboard) and to give individual help as required (Note: individual conversations should be polite and should not interrupt others in the classroom).

8. How might co-teaching work in a school situation for in-house professional development?

If resident teachers can be freed up, there are chances for instructors inside a school to learn from one another via co-teaching with colleagues. I've utilized a number of approaches to free up instructors for this purpose. For example, a school principal may enroll in a class for a specified amount of hours each week - the optimum sort of administrator is decided by circumstances inside the institution. Scholars and university teacher educators have also helped teachers become available for co-teaching tasks.

One of the more ambitious projects I've worked on involved new university instructors as well as high school students interested in serving as peer tutors. The new teachers and a group of high school tutors took over a class, allowing the instructor to focus on co-teaching tasks. The ideal

circumstance in each of these cases is when a range of possibilities for co-teaching are made accessible.

9. How do you handle the logistics of co-teaching during a lesson and are there obvious problems that arise?

We noted at first that teachers would convene momentarily to "touch base" with one another. We named it a huddle because it reminded us of how American football players would gather together before a game to figure out the next play.

In essence, the co-teachers were conferring about their probable stances in the following few minutes of class. Huddling can also be used to review what has been done thus far, bring significant components of the lesson to the attention of co-teachers, and even modify the objectives of the session.

Huddles should be utilized to determine what is working, what needs to be altered, and what can be done for the remainder of the class. As we've gotten more experience with co-teaching, we've discovered that huddles may also include students. In certain circumstances, huddles have included all co-teachers and the full class – usually when more drastic changes of direction are desired or something has occurred that requires the attention of all participants.

A huddle is a cogen that occurs during the class session and disrupts the continuous flow of teaching and learning. It's an opportunity to bring previously concealed aspects of a lesson to conscious understanding — for example, inconsistencies.

According to the difficulties that may occur, the most significant concern is that one student grows to resemble the other in ways that are damaging to the learning of all pupils. One prominent example is teachers who are inconsiderate to their pupils. We also fixed this issue by encouraging students to advise co-teachers about what is working well and what isn't. Students are asked to seek for contradictions and bring them up for debate. We frequently edit video from a presentation, cutting a little portion to explain what is happening and then debating potential adjustments.

Because so much of what happens in a class is subconsciously, this is a crucial aspect of co-teaching. Debriefing what happened and gaining an agreement on what needs to be improved

may be achieved by holding talks with students about their experiences in the session, particularly when video extracts are utilized as foci for discussion. These conversations are known as co-generative dialogues (cogen). In cogen, we have as few laws as feasible. The primary rules are that everyone may talk at any moment, but no one may take more or longer turns than others. There should be no verbal abuse directed at others, and speakers should be respectful and collected. Speakers should be straightforward and to the point, and if another individual displays a desire to speak, the speaker should surrender instantly. There should be no rivalry for time to speak. Those who do not talk must nonetheless listen to one another and ensure that all concerns are settled before moving on to the next. Cogen is often completed as soon as feasible following a lesson.

Two or three pupils will join co-teachers and anybody else interested in a class, such as university teacher educators and scholars. Cogen typically takes forty minutes to an hour to finish. Changes in student duties, policy changes, and changes in how resources are gathered and allocated are all examples of Cogen outcomes. As a consequence, at the conclusion of cogen, adjustments for the following class should be determined upon, as well as a shared commitment to effectively putting them into effect. The duty for putting agreed-upon improvements into action is shared, and it is anticipated that each member would undertake responsibility for supporting others throughout a class. That is, accountability for a lesson's success is shared by all students and the entire class, not just the teacher.

10. Do you think co-teaching can fit into mentoring programs?

While I feel that co-teaching may be an important component of a mentorship program, I also feel that some problems should be addressed. Mentoring appears to be an imbalanced relationship between co-teachers.

Such inequalities, in my opinion, are not a good idea. It is better to emphasize the value of all co-teachers learning from one another and respecting various types of experience. It is possible that a model that reinforces power dynamics based on seniority or years of experience has flaws.

Mentors, in my experience, spend far more time talking about teaching and describing what should happen than they do really teaching (as praxis) - doing whatever it takes to improve students' learning.

Mentoring techniques have a tendency to disregard parts of teaching that are beyond comprehension, as well as the notion that all co-teachers can and should learn from one another. I hasten to add that, once these potential sources of problems have been identified, mentoring services may readily be adapted to include co-teaching as a core component. Co-teaching expands the potential for mutual teaching abilities to be greatly strengthened.

4.3 Experimental Research

The experiment is the third instrument in this study, and participants in the experimental group got co-teaching for two hours, twice a week, for 45 minutes each.

After being chosen, pupils were randomly allocated to one of two experimental classrooms. The traditional approach was used to educate the sixth and ninth grade students, while the co-teaching technique was used to educate the 7-8 grade children.

The experimental group's participants were taught English by two teachers who collaborated. The classes were taught collaboratively by these two instructors, based on the team teaching concept. It should also be emphasized that instructors spend a large amount of time over the semester preparing classes and reviewing team teaching techniques. The problems were resolved, and the teachers looked out new and improved teaching techniques.

Co-teachers performed a range of roles before, during, and after class. Teachers, for example, addressed their capabilities and the requirements of the students prior to the commencement of the class. Co-teachers addressed their roles to decide who should teach certain portions of the course, who should provide ideas, and who should ask questions throughout the session. Following the class, teachers spoke with one another to plan future classes and activities, as well as to assess which pupils needed more help.

To test the second null hypothesis, the performance of participants in the two groups on an accomplishment test was examined before and after the experiment.

Because the trial findings revealed a significant difference in their performance, the researchers may conclude that co-teaching has an influence on enhancing learners' motivation and accomplishment.

Co-teaching may be a good paradigm for both teachers and students. Not only will the needs of more children be met, but instructors will be able to learn from one another through peer modeling and mentorship. Special education instructors can improve their subject knowledge, whereas general education instructors can improve their performance to accommodate pupils.

The degree of motivation of pupils is the most essential element controlling how and when they employ language learning approaches. The study also supports the idea that motivation influences how long language learners remain with it, what activities they do, and how effective they are.

4.3.1 Experimental research interview

After experimental research, students answered two question about their experience with co-teaching method.

1.By using cooperative teaching, were you motivated? Why yes/Why not?

Almost all of the students responded that they had never been taught through cooperative teaching because the approach has not yet been introduced in Kosovo, but they would like the instructors to utilize it because they believe it would be beneficial to their motivation.

This strategy could not have been applied due to environmental obstacles, which include school regulations or procedures that prohibit the adoption of a methodology, as well as school features (i.e., its routines and systems, availability of resources, competing priorities, policies, and senior leadership support).

Individual obstacles, on the other hand, emerge at the human level and may include: a lack of expertise about a profession and a lack of enthusiasm or employee buy-in. Individual and environmental constraints may collectively lead to instructors failing to embrace co-teaching and resorting to other approaches that are not anchored in the inclusive education concept. Furthermore, some participants say that co-teaching may necessitate a significant investment in resources in order to be successful. Even though this research did not quantify particular sources, time spent preparing for teaching, planning class controlling, and planning and administering student assessments has been documented in the literature.

In order for teachers to motivate their students and develop or make them succeed as a person, co-teaching can be accelerated for them. Also, co-teaching needs teamwork with two teachers in order to distribute responsibilities and making any verdict.

2. Do you think that by using cooperative teaching your motivation would be increased?

Most students believe that co-teaching has been shown to benefit them in at least the following areas:

- Increased teacher-student attention
- Instructor expertise and responsibility
- Increased overall student achievement
- Enhanced motivation

They believe that cooperative learning has been shown to boost their learning motivation. They want to participate in a task because of the grades, incentives, performance, and evaluation. There is the possibility of improved learning outcomes for pupils in a co-teaching classroom. Co-teaching may be used to improve student learning outcomes and model collaborative practices in the classroom. A range of qualities provided in the co-teaching classroom can be related to the improvement in student learning results.

Students like it when their teachers explore ideas and concepts from diverse points of view, adopt varied postures, and debate from multiple points of view in the classroom. Furthermore, such viewpoints assist pupils in improving their social skills, resulting in a more unified school atmosphere. The varied points of view, study fields, and instructional methodologies have all been linked to greater student interest in the subject matter, enhanced critical thinking abilities, and better attendance rates.

Furthermore, although nurtured in a controlled educational atmosphere, the debate of opposing ideas by two professors may serve as an example for pupils who may not always know how to successfully explain their perspectives. This has the potential to be liberating.

4.4 Analysis of results

According to the findings of this study, co-teaching may inspire students to think on their learning style and their requirements within the educational system. Interestingly, while comparing the benefits of co-teaching to traditional ways, students participated in reflexivity. Co-teaching, according to the students, provided a chance to acquire multiple viewpoints from their instructors, demonstrated varied teaching techniques and techniques in the classroom, and enhanced the possibility to seek advice or assist.

Students asserted the usefulness of co-teaching for many causes. It has been evident that their learning has been reproducing and growing, compared to their experiences in consistent teaching space.

Thus, participation in the co-teaching classroom offered a platform for students to inquire and reflect on their education and the ways that were most appropriate for them. In the end, these students were pleased with their experiences and expressed a desire to participate in future co-teaching session. Students in traditional classes, on the other hand, did not have a platform from which to compare co-teaching classes. As a result, they were significantly less reflexive in considering the possibilities of other teaching techniques. Many said that they felt at ease in their typical classroom setting and were hesitant to try new techniques. One participant even claimed that “experimenting with their education” would be troublesome. Traditional classroom students did not record much in co-teaching courses and were not encouraged to reflect on their educational experiences in higher education. The results acclaim that by using co-teaching learners have a lot of chances and experiences. This means that students can achieve a lot in educational system and may also be more successful in the way of their studies.

According to the findings of this study, classrooms in which co-teaching is used can improve learners’ knowledge through different viewpoints. When compared to traditional teaching methods, the students in this study found that co-teaching provided a chance for greater student learning. Students thought that having more than one lecturer in the classroom gave a richness of knowledge.

Co-teaching can also be all biased. This means that it permits learners to obtain many possibilities in courses or other subject that have to do with education. Co-teaching approaches in higher education enable students to experience material application by including multiple experiences and opinions that may not be available in a standard learning approach. The study's findings concerning learning outcomes also point to the possibility of improved student learning.

By using co-teaching as a method to learn, students got more sensitive than with the method they were actually learning. . This is crucial because students who appreciate their lecturers and courses are more motivated to participate and learn more.

However, it is worth to highlight that, the difference on the subscale referring to affect toward the teacher was major, the difference in this case was not conceptually unique. Students indicated high levels of emotion for the teacher in both co-teaching and conventional classes. Furthermore, co-teaching and students in this study implies that students will find ways to succeed in the classroom regardless of the format of their classroom.

CHAPTER V- CONCLUSIONS AND RECOMENDATIONS

5.1 Research questions

This study gives answers to the following research questions: The aim of this study is to give answers to the following four research questions:

1. How can cooperative method affect the teaching process?

Cooperative teaching, while teaching a range of social and emotional skills, also allows students to learn from one another. Cooperative instruction, in which students explain concepts and ideas to one another, has been shown in studies to dramatically boost understanding.

2. What can be the main reasons in order for cooperative teaching to be effective?

When done successfully, cooperative teaching fosters student accomplishment, conversation, constructive learning, student trust, and encouragement. Students' abilities to communicate with others differ from those acquired when working individually.

3. Does cooperative or co-teaching increase students' motivation in classroom?

Students want acceptance and positive feedback from teachers, and if they think their work is valued and respected, they are more likely to be enthusiastic about studying. To make your pupils feel safe, encourage open dialogue and free thought. Make an attempt to be upbeat. Co-teaching may increase students' motivation if the method is used properly and on its standard.

4. Why to use cooperative teaching?

Cooperative teaching allows for more social engagement and can assist students enhance their collaboration abilities. Students are compelled to interact socially and work together in cooperative learning groups. Also it is liked or will be liked in the near future, that co-teaching can be highly used by students' requirements or desires. This may happen because they like learning with two teachers of the same subject in one classroom.

5.2 Hypotheses

The three hypothesis of this study were confirmed.

The first hypotheses “ *Because students receive more support, the cooperative approach of teaching has a favorable influence on their motivation*” was confirmed since according to the

interview conducted with teachers cooperative learning fosters social communication, and students can benefit in a number of ways. By asking students to clarify their thinking and assumptions, cooperative learning helps students enhance their oral communication abilities as well as their group working skills.

On the other hand the second hypotheses “ *Cooperative teaching can better meet students' individual and specialized requirements than standard education*” was confirmed too, because traditional teaching, according to the latest studies, is a strategy for developing theoretical thinking, but modern teaching develops practical skills and brings students closer to real-life circumstances by strengthening their problem-solving skills or talents. That is why co-teaching gives opportunities to all the students in order to participate in the classroom. This was also reinforced by the results of the questionnaire where students preferred co-teaching rather than traditional teaching.

The third hypotheses “*Cooperative teaching encourages students to participate actively in language lessons*” is also confirmed since active, social, relevant, interesting, and student-owned educational interactions contribute to deeper learning. The results of the study furthermore present various benefits of collaborative teaching including the development of higher-level cognition, oral communication, self-management, and leadership abilities.

5.3 Conclusion

When teachers co-teach they should have clear ideas. That is because schools or universities should cooperate with each other for a better purpose. That purpose could be for students to have as clear lectures as possible, be motivated, participate more in classroom, feel free to ask a question to the general educator or special educator, feel free to answer the question that teachers share in the classroom and last but not least students should feel free to share their ideas.

Cooperation in learning and teaching has always been beneficial for everyone in the educational system. There has always been an attempt to increase the quality of education. That is why cooperation between each-other should never be lacking to achieve the desired results. Collaborations between students and teachers should never be lacking and they should always try

to get the best collaboration possible, because it stimulates the students' need to study as much as possible and gain new experiences. It is important that this cooperation is not interrupted and constantly strive for even better results.

Cooperation between teachers obviously leads to an increase in the quality of education and therefore as such, it should be increased as much as possible. This could be very beneficial for students' knowledge and teachers should convey to the student in different forms and as best as possible.

Cooperative teaching enables the active participation of students, the improvement of work results especially for students and mutual support from both students and the teachers. Teachers need to cooperate and be of the same mind in every step they take so that students understand that working together helps a lot in the work they do. For teachers to be of the same opinion, helps students reduce everything they are lacking in the class. That happens because teachers share the same opinions and do not confuse students by giving them different ideas on how to function in the classroom.

Co-teaching as a method itself is something new, especially in the primary school that the study was done. It was also a method that was not highly used, but both pair teachers and students would like to give it a try in order to check how it would impact in the classroom. Teachers would have like to see co-teaching effect on students, because of many reasons, such as their motivation, their attendance and their engagement in the classroom and. Whereas students, would have like a new method. This may happen because the actual method is not highly motivating them to learn or to engage in the classroom. So by using co-teaching it would give students opportunities to participate more in classroom.

From the perspective of undergraduate students, the outcomes of this study demonstrate a number of benefits of co-teaching. Students reported to have benefited from different teacher viewpoints and teaching methods, improved communication skills, and the approach's nontraditional character. Students in co-teaching courses also indicated increased levels of perceived emotional learning. While there were various advantages, students also identified problems. Some people were perplexed by the co-teaching framework, believing that co-teaching ignores conventional learning methodologies.

These findings are also comforting. While adopting co-teaching methods and changing the way students learn in higher education may sound dangerous, there is confidence in the fact that students appear to self-regulate and believe they will achieve regardless of the instructional technique.

It is worth noting that teachers have difficulty adopting this strategy since it takes more time and demands more attention. It necessitates greater focus since you must communicate with the other instructor in order to exchange ideas in the classroom. Co-teaching, on the other hand, may be advantageous to instructors. This occurs because you have an assistant who can look up on kids, allowing all pupils to engage in the classroom. Students' motivation is boosted as a result, because they may be more talkative and share their thoughts. What teachers should do is pick properly when and when to employ co-teaching and communicate themselves as best as they can.

Students appreciated co-teaching since they typically consented to learn this way rather than the other way they had been learning. They would want to learn by adopting cooperative teaching because it would boost their involvement in the classroom and they would not be afraid to participate or share their thoughts in the classroom. Despite the fact that co-teaching is not widely utilized in Kosova, students would prefer to study using this technique since it is something new or unusual for them, which might enhance their motivation. Having two teachers in the classroom allows pupils to improve their performance day by day. This occurs when teachers focus their attention on all of their pupils, ensuring that no kid falls behind.

According to the methodology, specifically the questionnaires that were given to students had a good impact. When students filled the questionnaires they were somehow really impressed right when they read the definition of co-teaching. The answers they gave concluded to be positive, which means that they would like to learn by using co-teaching method. Also, the second instrument interview with teachers had good impact on teachers' perspective. They were impressed on co-teaching advantages and would have like to try it with their students in the future. The last instrument experimental research was the instrument that had the best impact for

teachers and students. This happened because 6th and 9th grade were divided to the actual method, whereas 7th and 8th were divided with the co-teaching method. Teachers were so excited to use this method even for a case study, so that they could have a better perspective on how would co-teaching be like practically. On the other hand students were excited too. They found co-teaching very useful, but mostly they found it as a guide for self-motivation.

Co-teaching, on the other hand has its disadvantages that were mentioned above. One of them is that co-teaching takes a lot of time. This might be due to the fact that instructors must arrange their time in order to collaborate with one another and arrange lessons. Another difficulty is that with all kids in the classroom, there might be excessive noise and little understanding. Teachers, on the other hand, should be highly flexible at this time in order to inspire pupils. This does not imply that students should continue to make noise and so on, but both pairs should come to an agreement and should arrange the connection between each other. In this way pupils understand when is the appropriate time to express themselves in the classroom without making noise in the classroom. Talking of noise that can be present in the classroom, while co-teaching, is mostly students' initiative. That happens for the reason that when two teachers co-work students are very enthusiastic to know more and more for the method, for the other teacher and so on. So that, they start asking questions, talking different conversation or discussing many topics that sometimes are not about learning or teaching. In this case, the general teacher and the special educator should be understandable and should start talking about how co-teaching should work. As a conclusion, both pair teachers and students should be reasonable and understand each-other in order for co-teaching to be well-organized and effective.

Teachers should be very determined whether they want to use co-teaching or not. They should have in mind that they will be working with another teachers, who may not share the same ideas, may not be always in time and so many reasons. Those reasons can lead to a non-successful class, but above all, non-successful students. That happens because students were not given enough attention, since co-teaching must give the full attention to them, since there are two teachers in one class. Giving the required attention to each student, helping each student individually for the certain time and make them all participate would definitely make co-teaching work the best out of it.

One of the best points about cooperative teaching is the presence of the two teachers in a classroom. That is because, the half class could be managed by one teacher whereas the other half by the other teacher. This concludes that students' concentration is way easier and they can catch things better in the classroom. Students can also understand a lot more things about learning and their knowledge would be increased day by day. That happens for the reason that the whole class participates and when the days pass their motivation is increased, because they know what is going on in the classroom, what the topic is about and they know how to express themselves.

For many students, not to include all of them, learning is their first and only goal, because by learning different things they would know what they can do best. So that teachers should give their best attribute in the classroom in order for teaching and learning to be effective.

Finally, there were no significant variations in judgments of cognitive learning, which might be attributed to students' proclivity to self-regulate and adapt to their learning environment. Future study on the use and advantages of co-teaching in higher education is both necessary and encouraged.

To summarize the findings of this study, co-teaching appears to be a very effective and useful strategy for both pair teachers and students. Despite the fact that co-teaching has drawbacks, when two instructors collaborate with the aim of teaching something new and beneficial to students, they may create excellent courses. The good thing about cooperative teaching is the collective participation of all pupils or students. We can say that cooperative teaching is beneficial for teachers and students if both of them, especially teachers in this case, use it properly in the classroom. When sharing the co-teaching method in the classroom, the best thing of it, as abovementioned, is that all the students would be engaged in the classroom. They would be free or opened to share their ideas in the classroom, they would express themselves better, the participation would be increased and last but not least they would be motivated. Talking of motivation, which is the key to success, all the students should be having it and teachers should take the first step, in order for students to feel motivated. Everything that teachers teach for good intentions, students will always keep it in their minds, because this goes on generation after generation.

5.4 Recommendations

Future research should look at the utilization of cooperative learning over a longer period of time. If this strategy is utilized throughout the year, it will boost the confidence of long-term students, who are often the lowest scorers. They might be deployed as 'experts,' showing my nomadic student population how the process works as group leaders.

More study into the impact of co-teaching on student learning is needed. Participants in this study discovered that co-teaching benefits from variety of teacher viewpoints, varied knowledge and experiences, and diverse instructional approaches; eventually, they also contribute to student learning. However, no variations in student evaluations of cognitive learning were discovered; future research is required to investigate this further.

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Appendix

Survey

Dear students, please complete this survey about cooperative teaching. You have to rate how strongly you agree or disagree with the statements.

Definition: Cooperative teaching is a method where two teachers, a general educator and special educator, teach in one class. So, it involves two teachers working together to plan a classroom and make assessments on one group of students.

Have you ever had any experience with cooperative teaching – yes/no

1. Tick (✓) only one answer!

	Statements ↓	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	This method would give us as students a lot of opportunities in order to catch things better.					
2	I think this method might be very useful, because it is a special way of learning.					
3	This method should not be used in schools because it is better to learn with one teacher.					
4	I think this method would be complicated because it has more disadvantages than advantages.					

5	Cooperative teaching would have positive effect on increasing my motivation.					
6	I get all the information I need by the teacher, so special teacher is not needed.					
7	I am motivated with the method I use now; cooperative teaching would not increase my motivation.					
8	Learning with cooperative teaching seems a good way for all the students to engage in class.					
9	I would like to learn by using this method.					

Interview with teachers:

- Have you ever used co-teaching to teach your students?
- If not, would you like to make use of it?
- How would you cooperate with other teachers if you were able to use it?
- How does a successful teaching relationship look?
- How do you explore the possibility and ultimately forge a functional, rewarding and satisfying co-teaching relationship
- What were the main outcomes from the use of co-teaching and how can it occur on the small group?
- What are some of the ways teachers can complement one another during co-teaching?
- How might co-teaching work in a school situation for in-house professional development?

- How do you handle the logistics of co-teaching during a lesson and are there obvious problems that arise?
- Do you think that co-teaching can fit into mentoring programs?

Questions after experimental research:

Please answer the questions about how cooperative teaching affected on your motivation.

Write down the answers.

1. By using cooperative teaching, were you motivated? Why yes/Why not?
2. Do you think that by using cooperative teaching your motivation would be increased?