

RESEARCH ARTICLE



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
2395-2636 (Print):2321-3108 (online)

TEAM TEACHING METHOD TO IMPART LANGUAGE SKILLS AT UG LEVEL:
AN EXPERIMENT

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ABSTRACT

Team teaching strategy enables the teachers to use their specialized skills in effective way and facilitates making learning environment more conducive for the learners. A study among under graduate students has revealed that the students who are taught by a two-teacher team showed notable improvement in learning language skills, while the learners of traditional class faced difficulty in practicing the skills in English language. It is proved that the Team teaching is one of the effective approaches in which the students are focused individually in the learning process. A sample of 120 students from Arts and Science college in Kerala was taken for the experiment. The experimental group of 60 respondents showed improvement in their use of language skills at the end of the session while the control group lagged behind in their performance.

Introduction

Team teaching can be described as a situation where two teachers work together to teach a lesson. Using a related term to describe the concept, Haynes (2007: Online) states that co-teaching involves two credentialed professionals who are partners in the instruction of the lesson. One professional is usually a classroom or subject area teacher and the other is a certified ESL (English as a second language) teacher. Team teaching is a strategy that has been used across U.S high school at all levels and for different purposes since 1960s. In recent years, team-taught courses have become an important part of the university curriculum in America (Anderson, & Landy, 2006). Team teaching can be defined as a group of two or more teachers working together to plan conduct and evaluate the learning activities for the same group of learners. Quinn and Kanter (1984) defined team teaching as “simply team work between two qualified instructors who, together, make presentation to an

audience.” Davis (1995) noted all team teaching efforts “include two or more faculty in some level of collaboration in the planning and delivery of a course”.

Team teaching implies two broad categories: one is that two or more instructors are teaching the same students at the same time within the same classroom. This implies that each speaks freely during large-group instruction and moves among all the students in the class.; the other is that the instructors work together but do not necessarily teach the same groups of students nor necessarily teach at the same time. In team teaching method two teachers will be there in the class to teach the language. The students will be observed individually by the teachers so that students can approach the teacher whenever they are in need. Team teaching helps the students to fully depend on the teacher in the learning process.

The arts and science students’ part-1 General English was used to teach language skills.

The scenario of arts and sciences colleges in Kerala is in English classroom the general English paper is merely taught in a traditional manner wherein the students fail to acquire the technical skills required for their knowledge of understanding

Traditionally, co-teaching has been defined as the collaboration between a mainstream classroom teacher and a special education provider. Co-teaching is based on co-teachers' active participation and on-going classroom involvement. Collaborative teaching, also known as co-teaching, team teaching, or even "pushin" is one way ESL teachers and classroom teachers can coordinate and leverage their efforts for maximum impact and benefit. ESL teachers often unnotice students' needs. Collaborative teaching can be justified as an appropriate teaching model for use with English-language learners from different language level. The core purpose of this article is to focus on how to meet the needs of a linguistically diverse student body and to promote collaboration among ESL teachers and subject-area teachers as a means of promoting achievement among ELLs is widely regarded as a logical and beneficial solution.

This article seeks to provide teachers with specific guidelines on how to function team teaching effectively as equal partners working together in the same classroom. These step-by-step tips are a basic guide to help you establish a dynamic team so you can experiment and find the approach that works best for you. Creating fairness out of diversity as a task is too large to be realized single-handedly. If it takes the collaboration of teachers to raise learners, then certainly it makes sense that it takes collaboration to teach a learner, especially a learner with any kind of special needs, language or otherwise. As editor of the TESOL series: *Collaborative Partnerships Between ESL and Classroom Teachers* (2006), Debra Suarez comments,

...in order to promote academic achievement for ELLs, educators must know elements of one another's disciplines and develop techniques for working together, building on the particular strengths, knowledge, abilities, and dispositions that

each partner brings to the collaborative effort. (Preface, vi)

Teachers value their autonomy and ability to make decisions about what happens in their classrooms. Requiring them to give up a role of independence and embrace one of interdependence does not happen without encouragement. Lacina et al suggest that the concept of collaboration is not new to education, although traditionally "teaching is a profession mired in norms of privacy" (42). The origin of collaborative teaching can be traced back to the progressive education movement of the 1960's, introduced many children with disabilities into the mainstream classroom (Villa, Thousand, & Nevin, 2004). Teachers were suddenly faced with the challenge (and legal mandate) of including students with a variety of disabilities as full participants in the classroom. This abrupt introduction to *inclusion* and *mainstreaming* as program models "became a disaster in need of a major overhaul" (Villa & Thousand, 1995, p. 6). The ESL teacher can collaborate with other teacher in order to deliver content in a manner more accessible to ELLs. Establishing partnerships between classroom or subject-specific teachers and ESL teachers is one way to address the requirements of learners, while simultaneously encouraging teachers to break out of their isolated teaching. Clegg emphasises that language cannot be separated from learning.

Maduako explains Why should English teachers be interested in teamwork as:

1. Globally, teamwork has become the culture of most international organizations and institutions that today, employers search for people with effective team work skills for employment
2. Teams provide opportunities for the exhibition of multiple skills from team mates
3. Team work is more result oriented and goals better achieved when a team strategy is employed rather than when individual skills are manifested.
4. Pupil/Students also need to learn to function in a team environment to enable them develop teamwork skills for their adult life.

5. Research has shown that pupils/students learn when tasks given require social interaction and group work.

Benefits of Team Teaching

One of the benefits of having two teachers in the classroom is that you can increase the teacher's physical proximity to a greater number of students and thus, hopefully, keep a greater number of students more actively engaged in the lesson more of the time. It may be necessary for you both to stand at the front to address the class for various activities, but this limits the benefits of team teaching's increased teacher-student proximity. It should not be the main classroom position you adopt in your teaching.

Teamwork is the ability of people to work together to achieve a common purpose and team players are the high achievers in the team whose main preoccupation is to see that teams achieve their stated objectives and it is a wonder to consider the progress made when people work in agreement not minding who gets the credit. Many countries especially in the developed world have come to see the significance of team teaching in the classroom, that is, where two teachers work together to teach a lesson.

Methodology

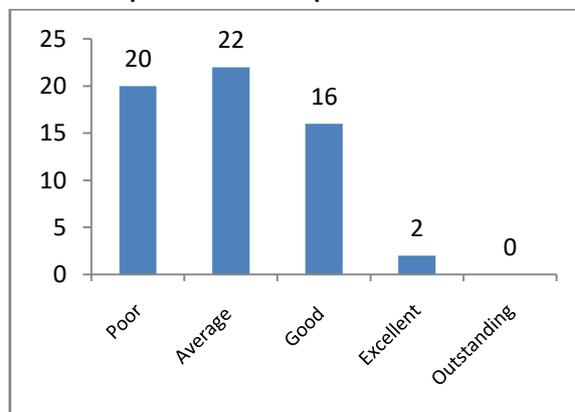
The Part-1 General English course was implemented in the team teaching classroom. In kerala most of the arts and sciences colleges have part1 as general English paper which focuses on poetry, prose, novel and short stories. Most of the students in the classroom fail to understand the concept which is being taught by the teacher. Team teaching method is one of the effective methods which help in simplifying the context which enables the students to grasp the content effectively. 120 students were brought into the observation for the study; 60 students for the experimental group and 60 for the control group. Experimental group students were fully equipped with team teaching methodology wherein one teacher will teach the content the other teacher will observe the students which results in good communication between student and teacher. Control group students were put under traditional method of teaching wherein one teacher will hold the control over the entire

classroom. Pre-test, mid test and post test was conducted for both the groups which focused on language skills. Language skill is one of the most important aspects of interpreting content in a learning process. The teachers in team teaching help the students to read and to comprehend the text along with pronunciation since pronunciation helps in learning of new vocabulary. The teachers in team teaching have a mutual understanding in teaching the technical skills. The team teaching teachers have full control over a large crowd in the classroom wherein they have the ability to evaluate the students individually in the language skills.

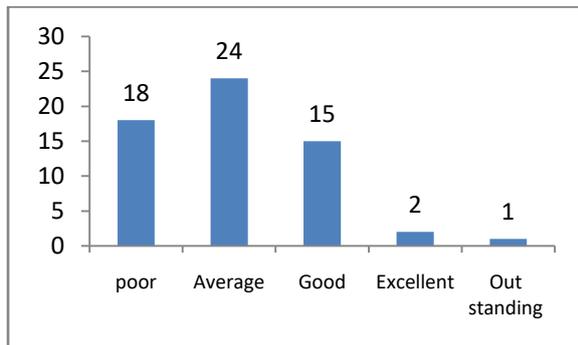
Results and discussion

The team teaching class focused on the same skills that are taught in the traditional classroom. The part I English course book was used for the experiment. Hence the exercises and material were the same in both experimental classroom and control classroom. The pre-test was conducted for both the groups. The language task consisted of ten multiple choice questions with yes or no answers. Only a few students were able to comprehend the text properly in the language process. The results of both the group are given below. The experimental group students were unable to score outstanding results and in control group one person scored outstanding result. The number of poor students was similar in both the groups. After the pre-test, experimental group students were taught with team teaching methodology whereas control group with the traditional teaching method.

Pre-Test Experimental Group

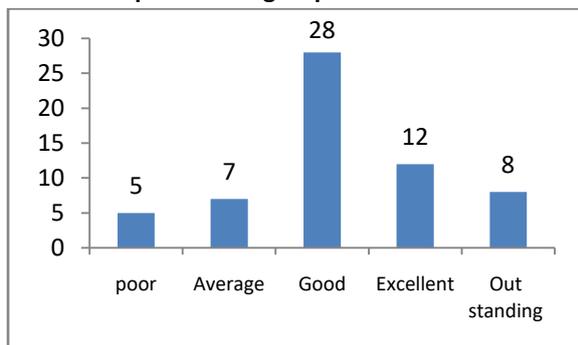


Pre-Test Control Group

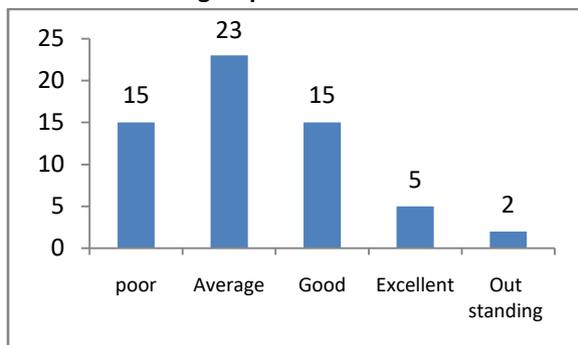


The mid test was conducted after fifth module of language skill. Interpretation of the ideas was well conveyed and gathered by the students effectively which aided in enhancing their language skills. Both the groups had their part in gradual improvement which made a clear understanding about the effectiveness of team teaching method. The regardless growth had their esteem high on language skills and a confidence to utter the language.

Mid-Test Experimental group



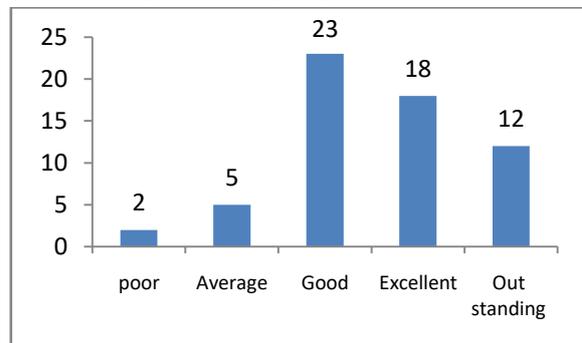
Mid-Test Control group



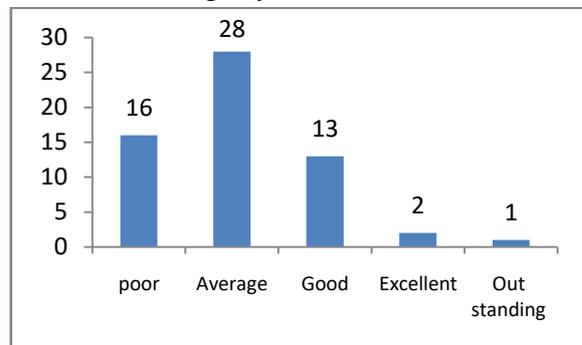
The post-test was conducted at the end of tenth module which promulgated the results of the team teaching method. Students of the experimental group had an immense improvement in language, grading from the initiation of the test they have displayed a vital improvement in language

adding the genre of poem prose students have moved higher

Post-Test Experimental group



Post-Test Control group



Team teaching had its own impact on the learning process of the students. This method directed the learners to go in the right direction as far as their classroom learning is concerned. Since the teachers complemented each other in imparting the skills, the students reaped lot of benefits. The strategy encouraged them to move further in acquiring language skills and acquire better pronunciation also. It even stood as a stimulus in practicing the skills. The teachers were ever ready to help the students, and the students interacted with the teachers in clearing their doubts. The students also learnt from the teacher, how to work as a team to achieve a goal. Thus if team teaching method is implemented in the classroom the result will be tremendous as shown in the above results.

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