Structuring Team Teaching to Enhance Teaching and Learning of Literature-in English and English Language in Secondary Schools

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Abstract
The prospects of team teaching in enhancing language teaching and learning in the secondary school was examined. An integrated framework with a structural paradigm $[T_1{\rightarrow}LI{\rightarrow}T_2]$ proposed by Kamai & Badaki (2011) was adopted as a framework for the study. The data was derived from a pre-intervention test $[T_1]$ where seven (7) English language teachers of Concordia College, Yola, Nigeria were constructively assessed while teaching English language and Literature in English in their various classes and the performance of students in pre and post Language Intervention [LI] tests. A post-test$[T_2]$ indicated that team teaching was responsible for the enhanced performance of students. Equally, the results of the teacher evaluation show that team teaching provides opportunity for teachers to identify their strengths and weaknesses. The study concludes that team teaching is a relevant technique for enhancing the teaching and learning of English and literature in the secondary schools.
Keywords: Integrated Language Framework , Language Intervention ,Team Teaching, Secondary School.

1. **Introduction**

The *term team* teaching (hereafter TT) is subject to diverse interpretations. From a broader standpoint, Quinn & Kanter (1984) define team teaching as team work between two or more qualified instructors who work together and make a presentation to an audience. To Welch, Brownell and Sheridan(1999), team teaching is a restructuring of teaching procedures in which two or more educators who posses *distinct set of skills* work in a co-active and co-ordinate fashion to jointly teach academically and behaviourally heterogeneous groups of students in an educationally integrated classroom setting(Buckley 2000).

 Studies have shown that Team Teaching methodology is gaining currency. For instance, Rottier (2001) quotes Lounsburry to have reported that, approximately 77 percent of middle schools in the United States now employ some form of team teaching because it leads to an improved work climate, more frequent contact with parents, increased teacher job satisfaction and higher levels of student achievement (Rottier 2001;Umameiye & Ojikutu 2008).Further rationales for team teaching enumerated by Rottier(2001) are that:

Lecture style instruction is eliminated in favour of a dynamic interplay of two minds and personalities.

 Team teaching has the potential for revitalizing instructional capacities through a process of dialogue.

Team teaching makes effective use of existing human resources.

Ezeude (2007) observed that "a group of teachers sharing a similar approach may each implement these principles in different ways". In other words, a particular approach could be carried out through several teaching methods, techniques and activities. Wang(2010) views this approach to teaching as one where the "team teachers should have discipline—specific knowledge and skills."Content knowledge and teaching methodology, therefore, best complement one another in team teaching.

1.1 Statement of Problem

English language and Literature- in English teachers at the secondary school face challenges while teaching English language and Literature and while experimenting with various methodologies meant to remedy problems encountered in learning language. To this end team teaching has been recommended by experts to remedy this situation. Regrettably, educational managers have not taken full advantage of teachers working together possibly due to newer intellectual currents e.g. System Instruction, Need Analysis or the Freirean polemics—which condemn teacher-centered pedagogy. Arising from this is a need for studies to be undertaken to test the efficacy of team teaching in maximizing language learning in the secondary school.

2. Methodology

A quasi-experimental research design with a structural paradigm $[T_1 \rightarrow LI \rightarrow T_2]$ proposed by Kamai & Badaki (2011) was adopted for the study. The paradigm is a chain-reaction process involving three uninterrupted procedures of pretesting $[T_1]$, Language Intervention [LI] and testing $[T_2]$. Based on the specification of the paradigm; team teaching is a form of language intervention technique. T_1 and T_2 are evaluation stages in the application of the intervention technique. The model is represented diagrammatically in figure 1;
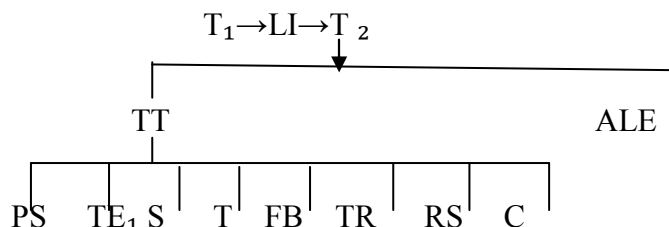
(Source: Kamai & Badaki,2011)

Figure 1 is a schema of the Integrated Language Intervention Framework. It consists of the following components: **i. Pretest (T_1):** the pretest focused on identifying common and specific errors made by students. **ii. Language Intervention (LI):** this stage involved team teaching and alternative learning tasks. It involves the following subcomponents: TT: team teaching, ALE: alternative learning environment, PS: preliminary stage, TE_1: teacher evaluation, S: scheduling, T: training, TR: teacher re-evaluation, FB: feedback, RS: rescheduling, C: consultation. Here, however, more attention is on the team teaching component of the Language Intervention. **iii. Post-test (T_2):** this aspect of the framework is meant to check whether most of the errors eliminated at the language intervention will reoccur.

2.1 Sources of Data

The data for the study was derived from a pre-intervention test $[T_1]$ where seven (7) English language and Literature in English teachers of Concordia College, Yola were constructively assessed while teaching English language and Literature in their various classes. The rationale for the assessment was to identify the teachers' strengths and weaknesses and to determine what problems to deal with and the opportunities to explore. As earlier mentioned; the team teaching model (TTM) is a sub-component of the Language Intervention (LI) component of the Integrated Language Intervention Framework. This model was adopted after a pre-intervention evaluation indicated that learner and teacher related problems were possible causes of underachievement in English language and Literature- in English in Concordia College Yola. To remedy this problem and suggest alternative teaching and learning approaches, a modified team teaching model was designed.

3.0 **Application of the Framework in Nigeria**

Over time it came to the notice of language teaching assessors that some English language and Literature in English teachers were not good at teaching certain aspects of the language. For this reason they avoided, skipped or brushed over such(supposedly difficult) aspects to the detriment of the students. For instance, in the college were this study was done, a teacher brushed over key aspects like Oral English and the phrase and clauses of English. Students failed these aspects at a pretest after the conventional method of teaching was applied. This problem informed the inclusion of the team teaching approach as part of a broader language intervention framework; done thus, to eliminate students' errors, to improve on content delivery, and provide variety. Team teaching gave the teachers the opportunity to teach aspects of English language they knew best. In a separate study by Kamai & Badaki(2011), it had positive impact on college students' performance.

3.1 Language Intervention (LI)

The Language intervention comprises of Team teaching (TT) and Alternative Linguistic Environment (ALE). The TT involves the processes that condition the teachers toward achieving the goals of the language intervention only. On the other hand, the ALE serves as a support structure that augments the role of the teacher and the textbook; with special emphasis on Language Teaching for Common and Specific Errors (LTCSE) and Language Task for Specific students (LTSS), (cf. Kamai & Badaki).

Team Teaching (TT): At the **preliminary stage**, the support group and teaching team were formed. The support team comprised of: an external assessor, who was a language expert; vice-principal academic, who gave administrative support to the process; a libre teacher, who was a language teacher with the wealth of experience needed to guide and give instructions to the team (aspect) teachers; several co-teachers, who were selected to help the teachers handle specialized instructional materials. Next was the **teacher evaluation** stage where the English language teachers were assessed by external assessors. Seven (7) English language and Literature- in English teachers in Concordia College were assessed while teaching English language and Literature in their various classes. The rationale was to identify areas of strengths and weaknesses in respect to the mastery of content and methodology.

Table 1: Result of Analysis of Teachers' Strengths and Weaknesses on Lesson Preparation.

Teacher→ units↓	1	2	3	4	5	6	7
A	9	14	11	13	15	10	11
B	8	13	12	11	15	10	12
C	7	13	13	13	16	12	9
Total	24	40	36	37	46	32	32

Table 2: Result of Analysis of Teachers' Strengths and Weaknesses on Statement of Behavioral Objectives

Teacher→ units↓	1	2	3	4	5	6	7
D	11	13	11	12	13	10	12
E	9	13	13	11	14	9	15
F	12	16	14	11	15	12	16
G	12	14	14	11	14	10	13

H	10	14	14	12	14	12	14
I	10	15	13	12	13	13	8
J	10	14	14	11	13	11	13
Total	74	99	93	80	81	77	91

Table 3: Result of Analysis of Teachers' Strengths and Weaknesses in the Use of Teaching Aids

Teacher→ units↓	1	2	3	4	5	6	7
K	9	12	12	10	13	10	13
L	10	13	11	11	11	10	13
Total	19	25	23	21	24	20	26

Table 4: Result of Analysis of Teachers' Strengths and Weaknesses in Lesson Presentation

Teacher→ units↓	1	2	3	4	5	6	7
M	14	12	13	15	13	10	12
N	12	15	12	11	12	11	12
O	10	12	11	14	10	10	12
P	11	15	12	12	11	12	12
Total	47	54	48	52	46	43	48

Table 5: Result of analysis of Teachers' strengths and Weaknesses on Mastery of Content

Teacher→ units↓	1	2	3	4	5	6	7
Q	15	16	14	14	15	17	18
R	14	15	14	17	15	16	16
S	14	13	15	13	16	14	12
T	15	15	15	13	15	15	16
Total	53	59	58	57	61	62	62
Grand total	222	277	258	247	258	234	259

Tables 1-5 present results from a teacher evaluation carried out on seven (7) English Language teachers. It consists of five sections; section one (A, B and C) represents the lesson preparation; where A, stands for lesson plan; B, behavioral

statement; and C, use of teaching aid. Section two (D, E, F, G, H, I and J) involves presentation of lesson; D represents introduction of lesson, E stands for delivery of lesson, F stands for mastery of subject matter, G captures evaluation of learning by the teacher, H indicates participation of learners, I represents use of chalk board, and J stands for use of instructional materials. Section three (K and L) presents the conclusion of the lesson; K, attainment of lesson objectives; and L, the summary of the lesson. Section four (M. N.O and P) comprises of elements of class management; M, time usage; N, motivation of learners; O, supervision of learners; and P, evaluation of learners. Section five (Q, R, S and T) concerns on the teacher's personality; Q, appearance of teacher; R, comportment of teacher; S, use of communication skills; and T, audibility. Each column captures the sum total and grand total of a teacher's performance in the five sections. Each component from A-T has an expected score of 20.These scores add up to an expected grand total of 400. The figures in column 1, in all five sections, indicate that the teacher scored the following; the sum total of 24, 74, 47, 53 and the grand total of 222 in the five sections. The second column represents another teacher who has the sum total of 40,99,25,54 and a grand total of 277. Column three indicates the scores of yet another with the sum total of 36,93,23,45,58 and the grand total of 258.Column four   shows that a fourth teacher scored the sum total of 37,80,21,52,57 and a grand total of 247. Column five captures a teacher's scores as; the sum total was 46,81,24,46,61 and a grand total of 258.The sum total in column six were 32,77,20,43,62 and the grand total was 234.The teacher represented in the last column scored the sum total of 32,91,26,48,62 and a grand total of 259.The grand total from the **teacher evaluation** formed the basis of assigning the teachers to teach aspects of English Language in various classes at different levels. After the Teacher evaluation comes the **scheduling**. Here, teachers were reassigned to classes to teach only aspects of English language; though a regular teacher took charge of a class. Apart from the *libre* teacher who acted as the facilitator, educators (co-teachers) were used because of their expertise in handling specialized instructional materials. Lesson periods were allocated to each teacher according to the broad aspects of English language at the secondary school level. Table 2 is a sample of the aspects:

Table 6: Aspect Profile of English language Teachers

ASPECT	TEACHER
Lexis and structure	Teacher 1
Continuous Writing	Teacher 2
Comprehension &Summary	Teacher 6
Oral English	Teacher 3

Table 6 presents the assessment displayed on Table 2 number F. Number F shows that the teacher 1's content knowledge was weak in other aspects except Lexis and structure. Teacher 2 had a good grasp of all the aspects of English language and was given the most demanding aspect, continuous writing, to teach. Teacher 6 was average; however, considering the technicality of this aspect and noting that the teacher was an assistant examiner for an examination body comprehension and summary was assigned to the teacher. The fourth aspect which is Oral English was given to Teacher 4 who had excelled at teaching and showed practical skills at this aspect of English language.

Table 7: Aspect Profile of Literature in English Teachers

ASPECT	TEACHER
Drama	Teacher 4
Prose	Teacher 5
Poetry	Teacher 7

Table 7 is the allocation of the different genres of literature to the aspect teachers according to their mastery of content knowledge and teaching methodology during the assessment. Teacher 4 was good at drama and prose but better in the former; so the first aspect on the table was assigned to the teacher. Prose was assigned to teacher 5 whose knowledge of drama was inadequate to prepare the students of a certificate class. Both teachers 4 and 5 found the teaching of poetry difficult; so this was assigned to teacher 7 who is an assistant examiner for an examination body and has a wealth of experience.

In order not to disrupt the general school time-table, a team teaching timetable was formed within a broader English language and Literature- in English period allocation; thus, it became a subject timetable within a general timetable. As part of **training** the teachers for the task ahead, two workshops and a seminar were organized; teachers took part in syndicate sessions that involved the assessment of content knowledge and teaching methods. The **feedback** stage involved the administrators, aspect teachers and students. This approach brought out the weaknesses of particular teachers, especially in the mastery of content. The point emphasized here (by this experience) is the disparity in *content handling* and teaching methodology by the English language teachers. Two ways out of this problem were adopted; the *learning teacher approach* and *the in-group teaching approach.* The **learning teacher approach** entailed the teacher's uninterrupted time for and access to the internet and library to source English language materials for effective teaching. Here the language teacher was expected to be as studious as the student. The **in-group teaching approach** is more complex but encourages variety. It entails the libre teacher going to the class to teach only difficult aspects with the aspect teacher observing. It also involved the aspect teacher attending a tutorial at the libre teacher's office. The other alternative was that the aspect teacher was free to share ideas on difficult topics with other aspect teachers who knew the topic best. To eliminate shortcomings in content grasp and teaching methodology, a teacher training workshop was organized. This forum gave aspect teachers the opportunity to ask questions, solicit for help and source for relevant teaching materials. Another stage which is **re-evaluation** followed. It involved informal evaluation by the libre teacher; where aspect teachers were assessed from the lesson notes they made, the strength of their mark schemes and the notes the students took down. Likewise, there was peer evaluation by aspect teachers; this type of evaluation involved aspect teachers assessing one another and reporting to the libre teacher. Where and when necessary, this stage of assessment conditioned **rescheduling;** which involved reassigning some aspect teachers to swap over with other aspect teachers. The last aspect of team teaching adopted, which is a continuous process, is **consultation**. This aspect is more of a routine that involves the *libre* teacher and aspect teachers reviewing challenges they face in the classroom; this process is comprised of prognosis and diagnosis of students' problem.

The team teaching approach is a combination of a PS: preliminary stage, TE_1: teacher evaluation, S: scheduling, T: training, TR: teacher re-evaluation, FB: feedback, RS: rescheduling, and C: consultation. These subcomponents are necessary if the team teaching approach is to succeed. Likewise, Team teaching (TT) is one of the two subcomponents of the language intervention. The Language Intervention is one among the chain processes of the Integrated Language Framework.

4.0 Conclusion

The Integrated Framework for Language Intervention$[T_1{\rightarrow}LI{\rightarrow}T_2]$ has pretest and post-test as student based evaluation techniques. It also has language intervention which in turn has two sub-components:Team Teaching (a teacher based technique of evaluation, training and consultation) and Alternative Linguistic Environment. In the course of applying Team Teaching in the English language and Literature-in English classroom, it was found out that , Team Teaching is a double prong approach that has synergistic effects. It deals with teacher assessment and placement. It, furthermore, combines well with alternative linguistic environment that involves the use of error analysis in language teaching. Team teaching provides a forum for teachers to identify and to balance their strengths and weaknesses. It also provides opportunity for the teacher to solve language learning challenges of students. This approach solves the dichotomy between teacher and student centered pedagogy, and content and teaching based methodology. Although the efficacy of Team Teaching is still being evaluated, it is undoubtedly an effective method of teaching ESL students.

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