

**Effectiveness of Team Teaching in Teaching and Learning of English at
Secondary School Students**

Pooja

Research Scholar, Deptt. of Education, C.D.L.U. Sirsa

Prof. (Dr.) Nivedita

Deptt. of Education, C.D.L.U. Sirsa

Abstract: This study looked at how well secondary school pupils performed in English when taught in teams. Although most kids do not receive excellent results in English, it is because English is not their mother tongue. Numerous studies have shown that the main reasons for low academic performance are a high student-teacher ratio, teachers' lack of availability, and certain classroom methods. Therefore, the purpose of this study was to ascertain whether or not pairing English language teachers would improve their students' English proficiency. The design of the investigation was quasi experimental In the Rohtak District of Haryana, one Government Senior Secondary School served as the study's sample. Of the six sections found in the X Standard, two were chosen (control and Experimental) at random for the study. Achievement Test of English was the tool utilized; it had 60 multiple-choice questions, 30 for prose and 30 for poetry. Before the therapy, a pre-test was given to the control group and the experimental group. There were 21 days in the treatment. The lesson plans and resources that the team teachers had created together were used to instruct the pupils in the experimental group. A single teacher using standard methods instructed the Control group of students. Following treatment, a post-test was given to each group. The mean, S.D., and t scores were used as statistical tools to analyse the data obtained. The results of the study showed that group instruction is a successful teaching-learning approach since it raises students' English proficiency.

Key words: student-teacher ratio, academic performance and teaching-learning strategy

Wider definitions of education refer to a lifelong process. Since learning is a lifelong process, it is a "womb to tomb" process. It is the law of life, continuity. Education is not just something that happens in a classroom; it also doesn't stop at one stage of life. Experiences are the means by which a person gains knowledge during their lifetime. It is more than just a compilation of data. It is the gathering of life's experiences in both the natural and social worlds.

The process of gradually adjusting oneself in different ways to one's physical, social, and spiritual settings is known as education. The development of all those skills is what will allow him to take charge of his surroundings and move both socially and personally forward. It's a deliberate action. It causes the pupils to change in some positive ways. It is the act of supporting education, or the gaining of information, abilities, attitudes, convictions, and routines. The caliber of teachers has a major impact on the caliber of education.

The school has served as a significant formal education agency in recent years. Teachers, educators, and others think that classroom instruction gives the youngster the proper

education. The question of whether or not a teacher's mastery of the subject matter is more significant than their comprehension and command of diverse teaching approaches has generated a lot of discussion and argument among educators in general. The teaching strategies and methods used will change depending on the subjects and students' ages. A flexible educator can use the circumstances to her advantage. Therefore, a proficient educator ought to employ various techniques to enhance the effectiveness of their instruction. A proficient educator ought to employ techniques such as storytelling, narrating, using textbooks, sourcing materials, and more to cultivate students' abilities, perspectives, and enthusiasm for the things being taught.

There are two categories for teaching strategies: Innovative Method and Traditional Method. While innovative learning includes seminars, debates, role plays, simulations, team teaching, supervised study, group discussions, panel discussions, and other activities, traditional learning includes analytical and synthetic methods, inductive and deductive methods, problem-solving techniques, lecture methods, lecture demonstration methods, heuristic methods, project methods, laboratory methods, etc. The team teaching method was selected by the researcher as one of the cutting-edge strategies that improves students' English language learning in the tenth grade.

Team Teaching

The school might adopt the organizational design of team teaching to raise the caliber of its curriculum. The teaching-learning process is being improved through the use of team teaching. The duties of a teacher have grown in the modern educational system. Every year, the teacher is required to teach the same material. As a result, the teacher becomes more distant and uninterested. The teacher must continue to educate despite these inclinations. Under these circumstances, cooperative teaching becomes necessary.

A form of instructional organization known as "team-teaching" is one in which two or more teachers are tasked with collaborating to provide all or a substantial portion of the education to the same group of pupils. This arrangement involves the teaching staff and the students who are allocated to them. When a teacher gains in-depth subject matter knowledge and improves their command of teaching techniques, they become more effective educators. When instructing in a classroom, a teacher should employ ideal teaching techniques, resources, and tools to make the subject matter engaging, important, and exciting. This allows the teacher to steer clear of soul-crushing, soulless, and boring instructional methods. The instructor must choose wisely and adapt his approach based on the pupils' age, interests, and prior knowledge. Several teaching approaches are used in the subject of education. Team teaching is a highly popular approach in that regard. It improves the efficacy of instruction and learning.

Review of Related studies:

The B. Ed. program's crucial approach is examined by Archana Adhikary and Hridaya Nanda Borah (2019), with particular attention to one of its components, "Lesson planning." The findings demonstrated that teachers work together in teams to accomplish the goals of education through the technique of Team teaching. Educators collaborate to plan, carry out, and evaluate lessons when they teach in teams. It seeks to raise the standard of instruction by maximizing the utilization of the resources at hand. It reduces the amount of waste and mistakes

made throughout the teaching process. The teaching-learning process can greatly benefit from this kind of cooperative teaching. Team teaching is best used in the training program as well. Team teaching is the ideal method for imparting practical knowledge of teacher education, such as lesson preparation, since it fosters cooperation in the trainees and helps them understand the process.

The effect of co-teaching science by science interns and primary class instructors on kids' delight and science learning was examined by Colette Murphy et al. (2019). The undergraduate science specialist student teachers in this study were assigned to co-teach primary classes alongside primary teachers. Following a six-month period, the researcher discovered that kids were more engaged in scientific classes and had smaller age disparities in their attitudes toward science than other kids. Additionally, it increases children's science experiences and teacher education.

The study "Implementing a Co-Teaching Model for Improving EFL learners' Grammatical Proficiency" was conducted by Aliakbari and Mansouri Nejad (2020). The analysis revealed that the efficacy Team teaching technique among EFL learners may not be as high as previously believed. The efficacy of team teaching for pupils with reading difficulties was examined by Richards, S. (2021). The study examines how team teaching affects students' feat in reading with understanding by using a quasi-experimental design. Pre/post tests were administered before and after the treatment. Experimental and control group were formed from the participants. The study's findings indicate, "The experimental group performed significantly better on the post-test compared to the other group".

An investigation on the efficiency of team teaching in encouraging grammatical skills was conducted in 2023 by Mohammad Aliakbari and Ali Mansouri Nejad. It aimed to investigate potential effects of co-teaching on the learning process. A set of 58 first-graders were divided into two classes in order to accomplish this. While a single instructor instructed learners in grammar in one group, co-teachers instructed learners in grammar in the other group. The results showed that there was no discernible variation in the participants' performance as a result of the several approaches used to teach grammar. This conclusion suggests that co-teaching should be utilized with caution and that it is unlikely to be appropriate in educational systems, at least when it comes to teaching grammar in an EFL context.

Research Gap: Review of related studies revealed that team teaching or co teaching strategies maximizes learning for the student body as a whole. The prior researchers did not do any research on the impact of team teaching on English proficiency of the students. In order to close this research gap, the researcher decided to pursue the study. The investigator decided to undertake the topic.

Relevance of the research: Studies that do research consistently add to the body of knowledge in the field. Through auxiliary components like concepts, tactics, resources, and technique, they improve and deepen the subject of study and, in the end, establish it as a resource for use and future reference. While there have been attempts to investigate the efficacy of the team teaching approach with different materials, there are currently no studies on the subject of teaching English only in teams. However, there have been a few studies on the subject, and the practice

is gradually gaining traction. The current study is an attempt to raise awareness of the value of team teaching in English instruction and to help administrators, instructors, teacher candidates, and students understand how important it is to teaching English. Additionally, the study will focus on other resources that could be utilized to help students build team teaching skills. The efficacy of team teaching in the secondary English language classroom is another goal of the research. The study's conclusions, to put it briefly, have consequences for curriculum developers, teachers, teacher candidates, and students.

Statement of the problem:

“Effectiveness of Team Teaching in Teaching and Learning of English at Secondary School Students”

Definitions of Key Terms

Effectiveness: It speaks to improving X standard kids' ability to learn English.

Team Teaching: When two or more co-teachers collaborate to plan, coordinate, instruct, and assess the same group of students in the same classroom, this is known as team teaching.

Teaching and Learning: There are numerous moving components in the teaching and learning process. These variables interact as students work toward their goals and expand their repertoire of learning experiences to include new behaviors, knowledge, and skills.

Secondary Level: Students in classes IX and X are considered to be at the secondary level.

Objectives of the Study:

1. To compare the secondary school pre-test results for the control and experimental groups in relation to the teaching of prose.
2. To compare secondary students' post-test results on the teaching of prose between the experimental and control groups.
3. To compare secondary school students' pre-test results for poetry instruction between the experimental and control groups.
4. To compare secondary school students' post-test results for poetry instruction between the experimental and control groups.
5. To compare secondary school students' post-test results for prose and poetry between the control and experimental groups.

Hypothesis of the Study:

1. There is no discernible difference between the experimental group's and the control group's pre-test results for teaching prose among secondary school pupils.
2. There is no discernible difference between the experimental group's and the control group's post-test results for teaching prose among secondary school pupils.
3. There is no discernible difference in the Pre-test results between the experimental and control groups of secondary school students regarding the teaching of poetry.
4. There is no discernible difference in the post-test results between the experimental and control groups of secondary pupils regarding teaching of poetry,.
5. There is no discernible difference in the prose and poetry post-test results between the experimental group and the control group of secondary school pupils.

Research Design

A quasi-experimental control group design with a pretest and posttest was employed in this investigation. The two groups (experimental and control) each received a pretest and posttest. While the control group received treatment using individual (traditional) teaching techniques, the experimental group received treatment through team teaching strategies. To ascertain the pupils' proficiency in English at the secondary level, assessments were given to both sets of students.

Tool Used:

The tool English Achievement Test (TAT) used for pretest was the same for the posttest.

Population and Sample:

All senior secondary school pupils in the Rohtak District of Haryana made up the study's population. One Government Senior Secondary School in the Rohtak District was chosen by the investigator. From an academic perspective, the regularity of pupils attending the class X standard makes them an appropriate sample for the research. A sample of eighty pupils from one school, GGSSS Rohtak, was chosen by the researcher. These eighty pupils were split up into two groups: forty were placed in the experimental group and forty in the control group. Techniques for cluster sampling were used to choose these kids. For the study, two X standard sections were collected. There were two groups: 40 pupils in the experimental group and 40 students in the control group.

Statistical Tool:

Mean, S.D and t-test

Analysis and Interpretation

Hypothesis 1: There is no discernible difference between the experimental group's and the control group's pre-test results for teaching prose among secondary school pupils.

Group	Mean	S.D	T value
Control	2.78	1.049	1.098 (NS)
Experimental	2.78	1.411	

The above table suggests that, at the 5% level of significance, the computed t-values are less than the table t-value (1.96). The null hypothesis is so accepted. It demonstrates that, when it comes to the instruction of Prose, there are no appreciable differences in the performance of students in the control group and the experimental group.

Hypothesis 2: There is no discernible difference between the experimental group's and the control group's post-test results for teaching prose among secondary school pupils.

Group	Mean	S.D	T value
Control	4.29	1.603	37.568 (S)
Experimental	23.62	3.068	

The t-values obtained at the 5% level of significance are bigger than the table's t-value (1.96), according to the aforementioned table. Consequently, the null hypothesis is disproved. It demonstrates that, when it comes to the teaching of prose, there is a notable difference in the performance of students in the control group and the experimental group.

Hypothesis 3: There is no discernible difference in the Pre-test results between the experimental and control groups of secondary school students regarding the teaching of poetry.

Group	Mean	S.D	T value
Control	4.64	1.546	1.654 (NS)
Experimental	4.64	1.661	

The above table suggests that, at the 5% level of significance, the computed t-values are less than the table t-value (1.96). The null hypothesis is so accepted. It demonstrates that there is no discernible difference between the experimental group's and the control group's secondary school performance in terms of teaching poetry.

Hypothesis 4: There is no discernible difference in the post-test results between the experimental and control groups of secondary pupils regarding teaching of poetry.

Group	Mean	S.D	T value
Control	4.64	1.546	36.042 (S)
Experimental	23.86	1.552	

The t-values obtained at the 5% level of significance are bigger than the table's t-value (1.96), according to the aforementioned table. Consequently, the null hypothesis is disproved. It demonstrates that, when it comes to teaching poetry, there is a notable difference in the performance of secondary pupils in the control group and the experimental group.

Hypothesis 5: There is no discernible difference in the prose and poetry post-test results between the experimental group and the control group of secondary school pupils..

Component	Control Group	S.D (C. gp)	Expt.al group	S.D (Ex. Gp)	T value
Prose	4.29	1.603	23.62	3.068	37.568 (S)
Poetry	4.64	1.546	23.86	1.552	36.042(S)
Total	8.93	2.494	47.58	4.588	40.680(S)

The t-values obtained at the 5% level of significance are bigger than the table's t-value (1.96), according to the aforementioned table. Consequently, the null hypothesis is disproved. The results indicate a noteworthy distinction in the secondary school performance between the experimental and control groups concerning prose (37.568), poetry (36.042), and overall (40.680) scores on the post-test. This demonstrates that there is a difference between the mean performance scores of students taught using team teaching methods and students taught using the traditional way of instruction, with the team teaching method students performing better.

Findings of the Study:

1. When it comes to the teaching of prose, there is no discernible difference between the experimental group's and control group's student performance.
2. When it comes to the instruction of prose, there is a notable disparity in the performance of the students in the experimental group and the control group.
3. When it comes to the teaching of poetry, there is no discernible difference between the experimental group's and the control group's secondary school achievement.
4. When it comes to teaching poetry, there is a notable difference in the secondary school performance of the experimental group and the control group.

5. The mean performance scores of students taught using team teaching techniques and students taught using the traditional way of instruction differ, with the team teaching method students' scores being higher.

Conclusion

The study comes to the conclusion that group instruction is a successful teaching-learning approach since it improves students' English proficiency. One of the strongest pedagogical strategies for addressing the problems faced by educators, administrators, legislators, and students is team teaching. Because of the efficient use of time, space, and a wide range of experiences, team teaching benefits both students and teachers. The group reduces the workload for teachers and raises student and teacher morale. However, this would necessitate extensive preparation and tolerance at all echelons of the educational system. The goal of the research's conclusion is to provide something new to the ongoing studies in the field of language teaching.

Educational Implications of the Study:

According to the results, students who got team instruction outperformed pupils who received traditional instruction in terms of test scores. The achievement of the students differed significantly between the two instructional approaches. Students have many engaging and demanding opportunities to expand their knowledge of poetry and prose through team teaching. As a result, all educational institutions ought to approach instruction from the perspective of the student and use team teaching as one of the strategies to prevent the isolating, monotonous, and disjointed experiences of solo teaching.

Improved social and academic interaction between teachers and students through team teaching enhances the student-teacher dynamic. Thus, educational institutions ought to establish guidelines that allow for the use of team teaching. Faculty members must be encouraged to participate in seminars and workshops in order to receive training in collaborative teaching approaches. They ought to offer illustrations of effective teamwork.

The leaders of the institutions should set aside time for the teachers to work together so they can plan and get to know one another's teaching styles. In order to prevent misunderstandings and conflicts during instruction, educators should also receive training in group dynamics strategies. By learning from each other's experience in their specialized fields, the teachers also enhance their own teaching abilities. Teachers' shortcomings are thus addressed and their strengths are merged. As a result, when teachers collaborate, they learn to appreciate one another and work well together to accomplish the shared objective of raising students' achievement levels by the end of the lesson. Therefore, in order to enhance the quality of the teaching-learning process and raise the self-esteem of both teachers and students both of which will contribute to long-term happiness institutions must reconsider the steps that need to be done to accommodate team teaching approaches.

References:

- Aliakbari, M., & Mansouri Nejad, A. (2020) Implementing a Co-Teaching Model for Improving EFL learners' Grammatical Proficiency. Proceedings of the International Conference ICT for Language Learning 3rd Edition, Florence, Italy.

- Archana Adhikary, Hridaya Nanda Borah (2019) Team Teaching an important strategy for B.Ed. Programme with special reference to one of its component.. Lesson planning, Pradidhwani the Echo -A peer reviewed International Journal of Humanities & Social Science, Vol. 4, No. 3, 42-45.
- Colette Murphy (2019) Impact of co-teaching between Science-student teachers and primary classroom teachers on children's enjoyment and learning of Science. International journal of Science Education, Vol. 26, No. 8, 1023-1035.
- Mohammad Aliakbari and Ali Mansouri Nejad (2023) On the Effectiveness of Team Teaching in Promoting Learners' Grammatical Proficiency, Canadian Journal of Education Vol. 36, No. 3.
- Richards, C., (2021) Effectiveness of co-teaching for students with reading disabilities. PhD. Dissertation, Pro Quest Document No. 1499398, University of Minnesota.