

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews the related literature and research of different aspects of team teaching in foreign language teaching and learning. It contains five main sections. In the first place, team teaching is significantly defined. Next, the types of team teaching and team teaching techniques for foreign language teachers are reviewed. The advantages and disadvantages of team teaching are then discussed in order to provide a clear picture of some strong and weak points of using team teaching in language classroom. Lastly, the research in relation to team teaching is briefly discussed.

2.1 DEFINITION OF TEAM TEACHING

Goetz (2000) defined team teaching as a group of two or more teachers working together to plan, conduct, and evaluate the learning activities for the same group of learners. This statement is closely similar to the one given by Bess (2000) (as cited in Yanamandram & Noble, 2005, P.2) who stated that team teaching is a process in which all team members are equally involved and responsible for student instruction, assessment and the setting and the meeting of learning objectives

Team teaching was further defined in the study of Quinn and Kanter (1984) as “simple team work between two qualified instructors who, together, make presentations to an audience” (as cited in Goetz, 2000).

There are two broad categories of team teaching:

A. Category A: Two or more instructors teaching the same students at the same time within the same classroom.

B. Category B: The instructors work together but do not necessarily teach the same groups of students nor necessarily teach at the same time.

Team teaching of Category A will be focused in this research study.

2.2 TYPES OF TEAM TEACHING

Six types of team teaching have been identified by Maroney (1995) according to the personalities, philosophies or strengths of the team teachers as well as the personalities or strengths of the learners. Usually, Category A team teaching is concerned with a combination of the following models.

2.2.1 Traditional Team Teaching Both teachers actively share the instruction of content and skills to all students. For example, one teacher may present the new information to the class while the other teacher constructs math problems on the blackboard as the students listen and observe.

2.2.2 Collaborative Teaching The team teachers work together in designing the course and teach the material by exchanging and discussing ideas in front of the students. Group learning techniques are applied for the learners.

2.2.3 Complimentary/Supportive Team Teaching This situation occurs when one teacher takes responsibility of teaching the content to the students, while the other teacher takes charge of providing follow-up activities on related topics or study skills.

2.2.4 Parallel Instruction The class in this setting is divided into two groups and each teacher is responsible for teaching the same content or skills to his/her smaller group. This model is ideally suited to the situation when students are involved in research projects or problem-solving activities, as the instructor can work more closely with students and gives them individualized support.

2.2.5 Differentiated Split Class The class is divided into smaller groups according to learning needs. Each group is provided with the instruction to meet their learning needs. For example, one teacher may challenge the learners who can grasp the concept more quickly, while the second teacher review or re-teach those students who require additional instruction.

2.2.6 Monitoring Teacher: This situation occurs when one teacher assumes the responsibility of instructing the entire class, while the other teacher circulates around the room and monitors behavior and understanding of the students.

2.3 TEAM TEACHING TECHNIQUES FOR FOREIGN LANGUAGE TEACHERS

Since using two teachers in the same classroom simultaneously is a relatively new educational phenomenon, it is not easy to find practical advice from senior teachers or professional publications. However, Benoit and Haugh (2001) provided team teachers with specific tips on how to function effectively as equal partners working together in the same classroom in order to help teachers establish a dynamic team and find the approach that works best for them as follow:

2.3.1 In the Classroom

Clear communication between team members is essential to the success of the relationship and the realization of teaching objectives. Talking things over, frank discussion and taking equal responsibility at every stage clear up any potential misunderstanding and also help ensure that both teachers feel comfortable within the team. Despite the differences of opinion based on gender-based or cultural factors, each teacher should remain respectful and professional towards the other.

2.3.2 Planning

Both teachers need to work together to find their individual strengths, abilities or skills, and determine how these can be used in the class. Instructors must work out how to complement one another and how to facilitate improving the partner's skills in various areas. It is important to avoid falling into the acting or teaching domain of partners. Goetz (2000) further stated that team members should meet daily or weekly to make important decisions about (1) **what** will be presented and in what order, (2) **how** the material is to be presented, (3) **who** is to present the information, (4) **how** the students will be assessed, (5) **how** small groups

will be organized, and (6) **which** team teacher will be assigned to each small group.

2.3.3 Eye Contact and Signaling

Eye Contact is particularly useful for classroom management and is also for assisting students who may have questions or need help. With your partner, maintaining eye contact in the language classroom is a good way for smooth transitions between L1 and L2 instructions.

2.3.4 Circulating

For the big class, having two teachers increases teacher-student proximity and also keeps a great number of students more actively engaged in various activities. It is necessary to watch where the other teacher is in the classroom and to try to complement their presence. For example, if teacher A is at the front, teacher B is at the back.

2.3.5 Individual Roles

Roles in some teaching pairs can be quite unbalanced. It is best to avoid having one teacher conducting the class, while the other stands idly by. Both teachers should interchange the roles of leader and supporter throughout the lesson to ensure equality and responsibility. For example, the native teacher (leader) is giving students instructions while the non- native teacher (supporter) is writing the instructions on the board or circulating to evaluate understanding of instructions.

2.3.6 Echoing

There are two ways to echo: L1 to L2, or L2 repetition. Echoing is useful where some translations from L1 to L2 is required for student comprehension as well as providing an alternative form of pronunciation. The supporting teacher should be in a good position to determine what speed of echoing students may require.

2.3.7 Transition, Timing and Pacing

Having two teachers in the class can be a real advantage with time keeping. Furthermore, it is helpful to keep the class going smoothly. Signaling such as eye contact, gestures and verbal cues are useful to make transitions between activities smooth. Ideally, both teachers should be

able to share in giving directions, adapting or curtailing an activity that is not working.

2.3.8 Classroom Management

To deal with misbehaving students, both teachers need to establish a set of guidelines and decide what types of behavior are acceptable and not acceptable in the classroom. An open and honest discussion of the roles that each teacher will play is particularly important. Talking to other department members; Parent Teachers Association, the Principal and Vice-Principals would be also helpful for the out of control situations.

2.3.9 Lesson and Student Evaluation

Evaluation should be meaningful, consistent and fair. It is much easier to have two teachers make evaluation both in and out of class. While one teacher, in-class evaluation, may ask questions the other makes note of the student participation. It also benefits to reduce the correcting workload as outside of class.

2.4 POTENTIAL ADVANTAGES AND DISADVANTAGES OF TEAM TEACHING

Goetz (2000) pointed out that team teaching has benefits and drawbacks from both the instructor's and the student's perspective. The following section emphasized the major advantages and disadvantages of team teaching from the viewpoint of the teacher and student.

2.4.1 Potential Advantages of Team Teaching for the Instructor

Working as part of a team has a multitude of advantages. It gives team members a sense of a supportive environment in which they are exposed to different styles of planning, organization and class presentation. Benoit & Haugh (2001) also reported that team teaching provides teachers with a partner to help them set objectives, implement lessons, and evaluate the results including constructive feedback on their teaching. This allows for development of new teaching approaches and methods. Working closely with one or more colleagues, teachers have a

good opportunity to discuss many issues and aid in overcoming academic isolation and increasing the possibility of improved solutions for the problematic students as well as particular classroom sessions. Further, Buckley's study (as cited in Yanamandram & Noble, 2005, p. 3) pointed out that sharing the joys and the disappointments of teaching and working together deepen friendships between team members

2.4.2 Potential Disadvantages of Team Teaching for Instructor

The time required to function effectively as a team may increase the personal conflicts arising between team members. In one way, these differences probably lead to renewed insights and understanding within team teaching but in another way, an irreparable rift between the colleagues may result. When mediation cannot mend the situation, separation is often the best alternative as students can sense the negative tension between the educators in front of them and this awkward situation will detract from the students' learning. Benoit and Haugh (2001) further indicated that many teachers refuse to team teach because they are reluctant to share the limelight or be observed by a colleague.

2.4.3 Potential Advantages of Team Teaching for the Student

Team teaching greatly provides many educational benefits for the student such as encouraging intellectual stimulation and openness to various outlooks and new concepts brought up in the classroom, providing a chance to act more cooperatively with others, enabling the student to obtain higher achievement and helping students see many diverse perspectives in our society. Buckley (2000) further suggested that by working together, students can be exposed to a variety of teaching styles and approaches which also help teachers meet a greater variety of learning styles (as cited in Yanamandram and Noble, 2005). Another benefit of team teaching was indicated by Robinson & Schaible (1995) (as cited in Benoit & Haugh, 2001) in a sense that students can witness the cooperation between team teachers. Consequently, they may gain more positive teamwork skills and attitudes. In addition, students benefit from

the increased quality of the lessons since the student-teacher ratio is effectively lowered

2.4.4 Potential Disadvantages of Team Teaching for the Student

While team teaching may benefit a number of students, some may feel frustrated and confused when exposed to a variety of different teaching styles and viewpoints within one subject. Perhaps these students may be unwilling to try out new learning techniques, such as small group work, in this different teaching environment. In addition, a smart student may attempt to flatter one teacher to improve his/her grades.

2.5 RELEVANT RESEARCH

David and Elizabeth (2006) have done a research study on collaboration between native-speaking English teachers (NETS) and local English teachers (LETS) in secondary schools. The purpose was to examine (1) how native and non-native teachers worked together, (2) how their collaboration impacted on themselves and their students and, (3) how some inter- and intra-personal factors facilitated team teaching. It was conducted by using case studies. The findings showed that in team teaching pairs, the non-native speaking teacher (NNSLT) provides L1 translation, while the native-speaking assistant (NSA) is largely responsible for the target language talking in the class. They help each other set objectives, make plans, implement lessons and evaluate the results. Working with other teachers-sharing strategies, experiences, perspectives and information about the needs of students- is truly dynamic. The respondents said they felt like a more creative and effective teachers. The advantages for students are academic as well as social and behavioral. All students benefit from two perspectives on everything so they gain more opportunity to be viewed in many different ways. The researchers pointed out that some personal factors can be a great help for sharing all teaching and student' responsibilities, if teachers know personal communication styles of each other, state their needs to their partner and respect their differences.