

TEAM TEACHING – A SOLUTION TO HANDLE LARGE CLASSES: A CASE STUDY

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ABSTRACT: Large classrooms are one of the major problems encountered by the teachers to manage classroom teaching. This is a common situation in every part of a multilingual country like India. Under these circumstances, the teachers are encouraged to find possible solutions to manage the class and overcome the problem. The case study conducted on this issue results in the proper implementation of Team Teaching is one of the possible solutions to the contemporary concern with large classes. Generally, as a teaching method, Team teaching delivers contextual and content material in the class carried out by two or more teachers. It provides an opportunity to pay attention to the individual in the class and extends encouragement for students. The paper aims to find how Team teaching works out in the teaching and learning process. The article focuses on the preparation, learning, and evaluation process. To carry out the study, semi-structured interviews and classroom observation are employed to focus on team teaching in teaching English.

KEYWORDS: Implementation, Large classroom, Problems, Solutions, Team teaching.

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The English language is the second and first language in some of the states in the Indian Union. The influence of English on all the regional languages in India is straight and sometimes shocking where there were specific public movements to introduce English at the High school level, not from the primary level, to protect the regional languages. As the world demands all the people of the world to be proficient in English to become global citizens, its impact on developing countries like India is tremendous. To facilitate Indian aspirants to promote facing global challenges, there is no other way to enhance their ability to communicate in English. Braine (2005), in his *Teaching English to The World*, stresses the English at the primary level students. Since India has adopted National Educational Policy (2020) introduces Preparatory Class or *Balavatika* in the early childhood days, it suggested English and mother tongue. Generally, English is taught at the Upper Primary and High School level in the education system. The introduction of English at the early stages is the best time to acquire the English Language. Children quickly understand and use as many languages as they can.

“The Acquisition of Speech and the learning of language is one of the areas where critical periods appear to operate quite strongly, cantered in early childhood” (Pinker: 1994)

There are many challenges in implementing the English Language in the schools at the beginning. The strength of the classrooms at the primary and secondary level in India is vast and very critical to manage. Teachers have to control and organize the class strength amounting to more than >60. This has emerged as one of the handicaps in the teaching and learning process. These circumstances inspire the dedicated teachers to find out the possible

solutions to face the challenges regularly and encounter them academically. It also paves the way for effective learning and systematically organizes the class to deliver the tools interestingly. For this purpose, the researcher has experimented with Team teaching, which is emerging as one solution to overcome these hurdles.

TEAM TEACHING:

Quinn and Kanter (1984) define "Team Teaching as teamwork between two qualified instructors who together make presentations to an audience." Ahmadi and Prasetya (1997) said, "Team Teaching is a teaching-learning process conducted by several people." When the teachers work as a group, naturally, they work collaboratively in preparing, implementing, and executing the work. It provides an equal opportunity to pay attention to the students equally as group teachers in the class. It also encourages the learners a supportive environment through a particular focus of the teachers on every student in the class. There are many types of Team Teaching models;

-Traditional Team Teaching: The teachers actively share the delivery of the content and skill to all the students.

-Collaborative Team Teaching: The teachers work together in designing and preparing the curriculum. They teach material not by the usual direct method or Monologue form in the class; instead, they initiate discussion among the students on the content and the theory.

-Complimentary Team Teaching: in this model, one teacher delivers the content of the curriculum in the class. In contrast, the other teacher plays the role of follow-up activities on the related topics discussed in the class.

The class is divided into two groups, and each group is under the control of one teacher with small numbers. This split of class into smaller groups helps the teacher in the individual evaluation and mentoring. One teacher takes the responsibility of instructing the learners, and the other one monitors the students understanding and behavior in the class.

By making the precise balance and understanding of the duties, the Team teachers collaboratively work together to teach through their prescribed roles and responsibilities. It complements the teacher in managing the large class. There were many types of research on Team teaching, but they confine to differently-abled learners. The present study is on how Team teaching gives good results in teaching English in the Primary education context.

THE STUDY DESIGN:

This study carried out a qualitative case study with data collection in the natural school atmosphere. The collected data is analyzed through descriptive analysis to serve the purpose of the study. It describes the proper implementation of the Team teaching method in a large classroom to teach English. The data collected through observation and semi-structured interviews. Certain specific parameters are followed in the collection like the teacher, student preparation, teachers' evaluation process, and tools in the teaching and learning process. The researcher initially found the impressions of team teaching, students' attention, and classroom management through observation.

IMPLEMENTATION:

The process is implemented with strict planning and organization. The first step is forming the teams by the researcher. After selection of the school, the teachers of English subject formed

into Teams. For the study, the researcher developed two teams with two members in each team. One is the Lead teacher, and the other is the supporting one. The two teams have selected the upper primary classroom for the experiment. The Lead teacher and the supporting one introduced themselves to the students first and explained the pattern of the classwork. The entire process of forming the teams, initiating the teaching and testing evaluation process is based on the theory suggested by Want, Dianjin (2010) in his *"Team Teaching and the Application in the Course English Teaching Methodology."* The teachers are asked to list their methods of implementing and their basic thought of organizing the class.

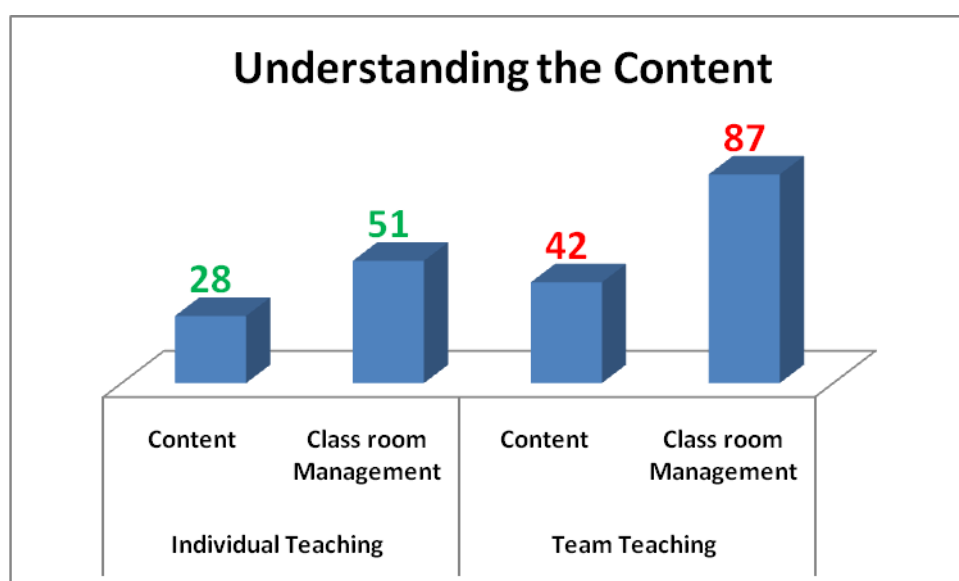
Before implementing the process, the teacher makes pre-preparation like determining the method, preparing the material, using media if necessary, and others like a lesson plan, fixing the time slots, sharing preferences, etc.

EXECUTION OF THE STUDY:

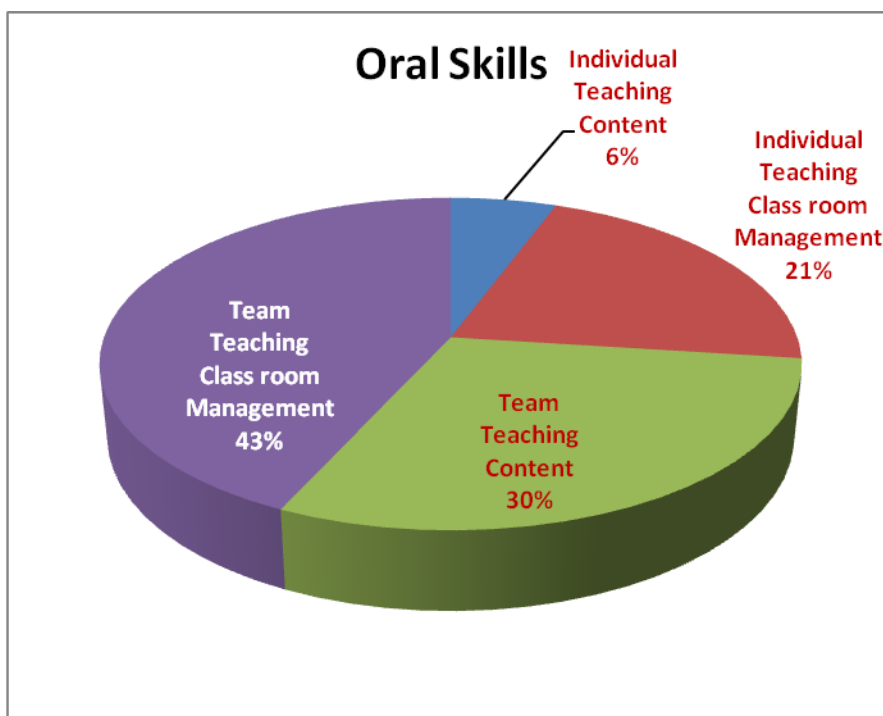
The Team teaching class observation was done for three hours. During the class, the teachers worked collaboratively and implemented their plan as scheduled. Every team member played their responsibilities well and delivered the material as per the plan. The Lead teacher carried out all these works, and the supporting teacher helped her implement the material, manage the discipline, observe the students' participation, and others. The teacher stood before the students and started teaching Unit IV, "Unlucky Face, superstitions around the world," from MY ENGLISH WORLD Class IV designed by the Department of School Education, Government of Andhra Pradesh. In this study, there are a few semi-structured interviews with the expert teachers who participated in the Team teaching study. The discussion begins with their attendance with the classes, their preparation, classroom management, and finally testing and evaluation process.

INTERPRETATION OF THE STUDY:

After completing the study process, the entire course is put under evaluation and made a comparative study. The lesson taken by the Team teachers is compared with the lesson delivered in the classroom. There is a lot of variation between them in content delivery, classroom atmosphere, managing the class, and conducting the test.



The theme of the lesson is based on the holistic approach to language learning. Language skills, mainly Listening, Speaking, Reading, and Writing, are integrated into the lesson on the larger contexts as per the suggestions of the National Curriculum Framework (NCF). The activities are designed as per children's knowledge and experiences, ensuring their active participation in the teaching-learning process. The lesson's objective in the classroom is to help the learners evolve themselves as independent users of the English Language. Unit 4 of the book pays attention to the Picture Description with suggested questions. Oral Skills of the learners' practice on the given exercises and the group work to complete the vocabulary tests.



In addition to this work in the classroom, the collaboration in scoring the process of the students made accessible in the Team teaching. Both the Lead teacher and the supporting teacher actively participated in the study and made an assessment. The assessment is carried to avoid subjective judgment, and the score given will be more objective and accurate. The result of the finding from this classroom observation is effective in teaching English at the school level. The English teacher should introduce several activities in the classroom to improve their speaking and other language skills. These kinds of activities are to manage the class perfectly and deliver the content accurately, reaching nearer to the outcome of the expectations.

FINDINGS AND SUGGESTIONS: This study aimed at finding the implementation of Team teaching in English classrooms at the school level. It is carried out in one of the Government schools in Andhra Pradesh State. The findings are as follows:

- i. Team teaching is quite effective and accurate in preparation, process, and evaluation in the teaching-learning process.
- ii. The teaching-learning process involved in Team teaching is supportive, which comparatively found 32% better than individual teaching in the large classroom.

- iii. The teachers opined in the semi-structured interviews that imparting the model Team teaching is quite interesting and encouraging to the students than individual teaching by a single teacher in a large class.
- iv. The regular assessment and watching the content delivery in the classroom by an observer are critical. Both the teachers, Lead, and the supportive must be active and dynamic in the classroom.
- v. Division of the large class into two or three teams and followed by the supporting teacher influences the individual and systematically manages the class.
- vi. The school authorities have to maximize the effectiveness of the Team teaching by recruiting more subject teachers for strict implementation, which gives good results.
- vii. Since most of the teachers refuse to understand Team teaching, the school authorities should conduct training about Team teaching.
- viii. The present study is very clear about how to implement Team teaching.

Thus, the study expects further study by involving more students and schools with larger participants.

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