

Effects of Feedback Intervention on Team-teaching in English Language Classrooms in Nigeria

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Abstract

The typical Nigerian English language classroom has a large class size and lacks qualified language teachers. These factors reflect in the quality and quantity of teaching in the English as a Second Language classroom. Team teaching or co-teaching is an intervention strategy which language teachers can use to address these issues. Not only does the final school leaving Certificate reveal a growing concern, but the assessment result in schools, as well as students attitude towards the learning of English Language reveals this trend in our schools. The purpose of this research was to study the effectiveness of Feedback Intervention Strategy (FIS) or Co-generative Dialogue (CgD) in maximizing Team Teaching in a Nigerian Senior Secondary School. In this study, an attempt is made to investigate the effectiveness of feedback on team-teaching as against the traditional one-teacher method of teaching the English Language with its broad and comprehensive aspects. While some have argued that the one teacher method was effective in the past, research shows that the method seems to have lost its effectiveness in recent time; it suggests – from the research conducted – that a lack of holistic content capacity affects teaching methodology; hence, the need arises to adopt the Team-teaching Methodology in teaching English Language in our Secondary schools. The participants for this study were chosen from senior secondary school students in North Eastern Nigeria. Two certified English language teachers and two classes participated in this study. One each of the teachers' two classes was selected to be the experimental group (30 learners), and the remaining two classes (30 learners) were the control group. A mixed method research design was adopted for the study. The data sources for the study included student's Achievement scores and a survey on the perception of co-teachers and learners on team teaching. Research findings were then triangulated across data sources and discussed. The research findings showed that the average final exam scores of students receiving team teaching were higher than those of students receiving traditional teaching. The two teaching methods showed significant difference in respect of students' achievement. More than half of the experimental students preferred team teaching to traditional teaching. The discrepancy between team teachers' expectations of team teaching and its implementation was apparent. The differences in the teaching strategy also exposed team teachers to challenge and being compared with each other by students in class. Besides, the team teachers had been unprepared for this comparison, especially in regard to class management. The implementation of team teaching, however, did not win the support of the school administration, which impeded teachers in holding team meetings and caused students doubts regarding team teaching. Research findings were triangulated across data sources. Feedback gives team-teaching impetus for improvement. The in-built mechanisms of monitoring, thorough supervision of notes, test, and assignments; the students' clinic and teachers' consultation forum make the feedback process easy, consistent, and reliable. Unlike the traditional one-teacher style where there is little or no supervision or an in-built mechanism for sourcing reliable feedback, team-teaching provides the enabling environment for teachers and students to assess their progress or lapse. Feedback in itself strengthens team-teaching both for the students, the teachers, and the school.

Keywords: Education, Team-teaching, Co-teaching, Feedback, English language, Nigeria

INTRODUCTION

Background to the Study

Teaching approaches and methods continue to evolve with new challenges in teaching pedagogies. Such challenges necessitate methods like team-teaching. The term "team teaching," in this study, is a methodology that involves two or more co-teachers who use their distinct skills to instruct both academically and behaviourally several courses or classes (Davis, 1995; Welch, Brownell and Sheridan, 1999; Letterman and Dugan, 2004; Mckinley, 1996; Hughes and Murwaski, 2001). As a teaching process that involves two or more teachers in the impartation of knowledge it has a number of methodologies, requirements and benefits. Areas like expertise, specific responsibilities and research-based instructional methods in team-teaching are relevant (Conderman and Bresnahan, 2007). Since team-teaching is a collaborative effort, teachers need to "

collaboratively discuss students' needs, solve problems, demonstrate instructional techniques, lead or participate in professional development initiatives, share resources and network with other professionals (Deltermer, Thurston, Knackendoffel, and Dyck, 2009). Team-teaching consists of three components: co-planning, co-instructing, and co-assessing (Murwaski and Boyer, 2008). Instructors who imbibe the collaborative team teaching methods have regular course preparation meetings, in-process weekly meetings, and debriefing sessions (Hatches and Hinton, 1996).

Besides the methodology, team teaching requires that teachers agree on a goal, share common belief system, demonstrate parity, share leadership roles, complete tasks speedily, and practice effective communication skills (Villa, Thousand, and Nevin, 2008). Another point to note is that team-teaching requires a high level of commitment to the collaborative process which involves open communication and interaction, mutual admiration, and compromise (Dieker and Barnett, 1996; Gately and Gately, 2001). A similar opinion concerns the co-teachers' discussion of their beliefs and expectations about teaching and learning, classroom management, and specific aspects of classroom environment (Friend and Cook, 2010). The teachers are required to note each person's area of expertise and know their specific responsibilities and employ a research-based instructional method (Conderman and Bresnahan, 2007). Equally, all the team-teachers must 'collaborate to meet accountability standards for students, and address issues associated with teaching students from diverse cultural backgrounds' (Gerter and Popp, 2000).

A number of benefits also come with team-teaching. Since the academic limitations of some teachers necessitate team teaching, those teachers with content knowledge will jointly plan and deliver instructions with specialist instructors to improve students' success (Murawski and Dieker, 2004). Another view is the specialized services, mostly individualized, that team teaching provides for students of varying intellectual capacities (Friend and Cook, 2010). In a related study, by Mastropieri and Scruggs (2007), team-teaching made teachers to grade students and to assume responsibility for report cards and discipline. They developed a common language, communicated their expectations, focused on students' improvement, and provided feedback for one another. Besides, as teaching partners dialogue in class, students infer the freedom of and value in multiple perspectives, which increases participation and mental stimulation (Rinn and Heir, 1984). This view is true because having multiple teachers (instructors) makes for a more creative and flexible class structure. In this case, teachers differentiate instruction, learning activities, role-play, etc. (Hughes and Murwaski, 2001). Students subjected to team-teaching describe the method as dynamic in knowledge, perspective and experience (Mckinley, 1996; Anderson and Speek, 1998); an opinion other scholars relate to the array of experience co-teachers bring into the classroom (Hughes and Murwaski, 2001; Jurena and Daniels, 1997).

Previous studies show the constraints of team-teaching. These studies find that teachers spend considerable time organising materials and collaborating team-teaching (Davis, 1995). It is more time consuming to be a team member than alone especially in the planning stages. Davis further states that conflict can arise if the role of each team member is unclear or not agreed upon by all members. Team teaching interferes with research even more than the regular traditional regime because of the additional time involved (Cohen and De Lois, 2001). Another issue is the loss of individual autonomy (Davis, 1995). The individual instructor cannot function properly if a team member is not forthcoming in turning in marked papers or submitting grades.

In light of this, a marked difference exists between co-teaching and rotational team-teaching. Co-teaching is a type of team-teaching where co-teachers practice collaborative teaching (where both teachers are present at the scene of instruction) rather than rotational team teaching (where instructors take the students at different times on the same subject area). Here, the emphasis tends towards more of rotational team-teaching than co-teaching. Rotational team-teaching is an alternative procedure of teaching; for instance, different teachers form a team of instructors for each class. Each of the instructors specializes in teaching a particular aspect of the English Language. This is different from the traditional model where a single teacher is saddled with the responsibility of teaching, supervising and assessing and following up of students in all the aspects of the language; i.e., teaching and evaluating Lexis and Structure, Continuous Writing, Comprehension and Summary, and Oral English within a short period of time. Here, the name team-teaching encompasses both rotational and co-teaching.

The next aspect of the study is feedback. When people make comments about experiences or show varying attitudes towards objects or stimuli in their environment, whether in good light or in the negative, all they do is termed feedback. The term feedback refers to the information that learners receive from their teacher about their performance (Judith Sarosdy, Tamas Farczádi Bencze, Zoltán Poór, Marianna Vadnay, 2006). This process in turn would help them take self-corrective actions and improve on their achievement. Good communicative skills in writing, speaking and listening must therefore be well taught. Hence, English Language should be of utility value to the students. This effort cannot take place in a vacuum. Besides having a crop of willing students, teachers need to be competent in the following aspects of English language: oral English, composition, comprehension, summary, lexis and structure. However, feedbacks show the challenges that inhibit the teacher's total competence in all these aspects. Too much pressure is asserted on the language teacher to

cover the entire aspects of language before the student faces the academic rigors of the higher institution as well as the external examinations where a certain degree of excellence is required. The teacher is also faced with the daunting task of evaluating the students in the light of the behavioural objectives in all aspects of the English course. And of course, in appreciating these challenges, supervisors adopt more lenient measures in monitoring these areas. Such pressure forces the teacher to either skirt round the topics or skip difficult topics completely by giving them out as assignments that are merely marked as 'seen'. Contrary to these practices and according to the Nigerian National Education Policy (2009), improvement is brought about in the education system through well-trained, devoted and committed teachers, a curriculum and syllabus that meet national and international standards and the presence of an enabling learning environment. Feedback can be individualized (Martin, 2010). The "individual student feedback consultation" or "In-class student consultations," according to Martin, involves a purposeful activity where the students are expected to interact. Here a Speech Function System (SFS) forms the core of asking questions, making statements, issuing commands, making offers. A further study, by Amundrud (2015), extends the feedback task to include the following: opening (OPN), Conferring (CNF), Advice (ADV) and Closing (CL). The emphases of Martin's and Amundrud's approaches are in-class speech interactions whereby feedback is activated. In this study feedback is both an in-class and out-of-class activity; whether from delayed or from live interaction.

The role of team-teaching, therefore, is to lessen the pressure on the English language teacher, to make the learning of English interesting and to create a situation where correct feedback would improve the teaching-learning process in team-teaching.

Apart from being the official language, English is the general Language of communication and instruction in Nigerian schools. More than ever before, however, teaching the language in our Secondary schools (particularly in North East Nigeria) has encountered a lot of challenges. Top on the catalogue of challenges are students' poor performance in examinations as well as weak communicative abilities. A variety of factors are responsible for this: 1) the mother tongue and the acquired tongue especially in most multi-ethnic and consequently multilingual communities in Nigeria; 2) dearth of teachers with a comprehensive and all-round mastery of subject area or language; both in its content mastery, in its' impartation, and its broad subdivisions. The foregone make an in-depth coverage somewhat cumbersome and confusing for the students' assimilation and enjoyment. 3) A third challenge is students' non-chalant and sluggish disposition towards learning the aspects of the language. 4) There exists limited time frame to cover the syllabus, an overpopulation of students which interfere with proper evaluation of work in line with set objectives and a state of chaos in the students' notebook whereby all the aspects are merged in one note without proper checking. This makes revision boring for the students. Reliable feedback from the teachers on students' mastery of the language, in light of the above constraints, is difficult to get. Yet, feedback is the essence of communication (*Applied Linguistics*, Judit Sarosdy et al).

In order to surmount the challenges of professional, all-round competence, population, deadline, and scheme, team-teaching is recommended to cushion the unfavourable effects of these factors on the traditional mode of teaching the English Language. While expounding on this recommendation, this study would also explore ways in which feedback from teachers on the team, teacher consultation forums, teacher evaluation reports and students' evaluation reports could affect team-teaching as a methodology.

Certain considerations have informed the choice of this study. These include: the fact that not much material has been written on the importance and impact of feedback on team-teaching; the reluctance of most schools in Nigeria to adopt this methodology especially in the style of teaching English Language Paper 3; the repeated cycle of failure observed in students' performance on their English Language paper; the need to utilize very reliable and consistent feed-back mechanisms in monitoring the teaching-learning progress in view of set objectives; the need to popularize team-teaching as a methodology for teaching English Language in our Secondary schools.

Added to reasons stated elsewhere, the study seeks to determine the extent to which the feedback mechanism in team-teaching can be embraced and be popularized for teaching English Language in Nigerian Secondary schools. It aims at: sensitizing schools on the need to activate their feedback channels to improve performance and achieve a more reliable evaluation process, deepening awareness on the effectiveness of team-teaching with respect to the division of labour and specialization; enhancing students assimilation, enjoyment, enthusiasm, and performance in the language; bringing to the fore the feedback channels that have been under-utilized in the traditional method of teaching English Language. The manual of the National Teachers' Institute summarises the aim of education as being towards knowledge impartation, character formation and modification so that the individual can fit into the society and become a functional part of it. This is what team teaching does.

The broad objectives of improving learners' acquisition, competence and performance in the English Language has the following importance within the purview of its application to the general practice of education: it points attention to the feasibility of popularising team-teaching methodology in the teaching of English Language as a Second Language in Nigerian Secondary schools. As an aspect teacher, it becomes easy to

account for students' performance. Also, the temptation to skip certain aspects of the subject does not arise. It makes the teaching-learning process student-centred. In terms of methodology, teachers/instructors will appreciate the value of division of labour and specialization necessitated by team-teaching.

Covered here are aspects of the English Language (in terms of Lexis and Structure, Continuous Writing, Comprehension and Summary, and Phonetics or Oral English) which are in the Senior Secondary Class Two (SS2) syllabus. Other aspects determine teachers' level of competence in the mastery and delivery of the aspect content as observed and reported by both the libre teacher and the students. However, certain constraints are observable. They are as follows: limited amount of verifiable primary data with which to substantiate the assumptions and findings of the research conducted, challenge of inaccurate school documents and missing academic records, and resistance to the idea and practice of team-teaching by most English Language teachers.

In the context of this study, the effects of feedback on team-teaching would be treated from the following perspectives: (a) feedback from the students, (b) feedback from the teachers, (c) feedback from the school management, and (c) how these affect English Language team-teaching in an Nigerian Secondary schools. Feedback would also be studied at these levels: the teacher-student level, the teacher-teacher level, the student-teacher level. Hence, feedback would not focus solely on the students since knowledge acquisition is a teaching-learning process involving a teacher(s) and a learner(s).

Team-teaching will, therefore, provide the underpinning efficacy of feedback on: teachers' individual areas of highest competence, students' areas of strength and weaknesses, students' commitment to in-class exercises and assignments, teachers' thoroughness in delivery and follow-up of students' performance, students' improvement in comparison to their performance under the traditional model, and the possibility of its been adopted for other broad subjects like Literature-in-English, Biology, Information Technology, amongst others.

RESEARCH DESIGN

In order to provide reliable answers to the research questions outlined in chapter one, this research has utilized both the experimental and descriptive research design. In adopting the descriptive method of research, questionnaires were distributed amongst the following people: the students, the aspect teachers involved in team-teaching, the team-leader, and the Vice-Principal Academic. The purpose of these questionnaires is to sample and analyse students' perception and attitude towards the new method they have been exposed to under team-teaching. These responses which are made in an environment of liberality where students would not be biased, but will be honest in their frank opinions would be used to draw up our findings on the practical effects of feedback on English Language team-teaching.

Asides using questionnaires, tests were conducted to determine the more efficient method of teaching: team-teaching or traditional one-teacher method. The tests were administered to compare the students' performances under the two models, given the same periods, scheme, and supervision. The instructor or libre teacher's evaluation would focus more on students' level of participation, students' attitude towards the classes, students' level of enthusiasm, the passion and zest exhibited by the aspect teachers, progress made in comparison with the class under the traditional method given the same periods and topics, and the ease –as well as speed - with which students are able to grasp lessons taught under both models.

Population

The population used for this study comprises all the students in SSS2B and SSS2C students in Concordia College, Yola, Adamawa State, Nigeria. The experiment was limited to their level of participation in class, their performance in each of the aspects, their individual and collective responses, assimilation quotient; teachers' individual competence, and amount of work and progress recorded in a month compared to that achieved under the traditional method. While class SSS2B was the experimental class, class SSS2C was the control class.

Sample and Sample Procedure

A stratified sampling method was adopted. The population used for this experiment was a group of 30 students in SSS2B (the experimental class where team-teaching was adopted) and a group of 32 students in SSS2C (the control class with whom the traditional method was used). Questionnaires were distributed to all of them, though the focus differed. Students in the experimental class (SS2B) were required to state their views and make recommendations based on their assessment of team-teaching in comparison with their past experience of the one-teacher method; while students in the control class (SS2C) were required to assess the traditional method based on their practical experience. The responses and attitude of aspect teachers in the experimental group also reflected in their own questionnaires. The focus was to determine how effective the method has been on their delivery, concentration, efficiency, time, coverage, output, and commitment in comparison to the traditional method.

Instrument for Data Collection

The instruments for data collection are the questionnaires and tests. From these deductions we will discover the practical effects of feedback on English Language team-teaching. By using frequency distributions, data gathered from students' scores on the tests would be organized in frequency distributions and graphical forms.

Hypotheses

Six hypotheses will be tested

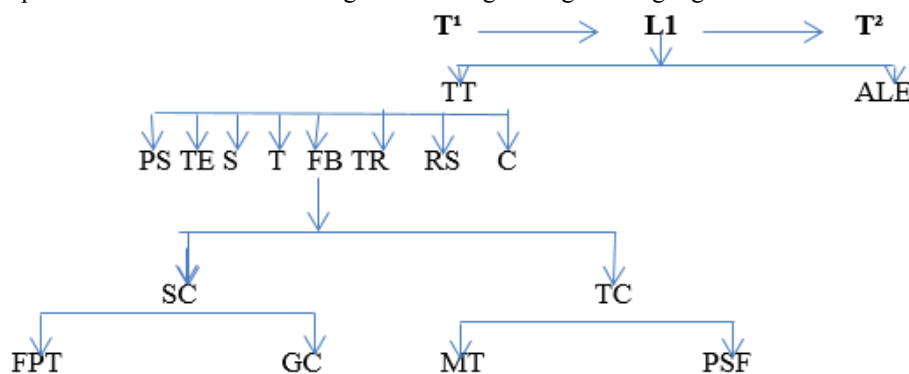
- (1) **H₁: 1** Teachers under the traditional teaching method are less accountable, unlike those involved in a team;
- (2) **H₁: 2** Evaluation and assessment, in most cases are difficult, haphazard and almost unreliable under the traditional one- teacher methodology;
- (3) **H₁: 3** Transfer of learning is easier under the team-teaching model than the traditional model. Also, team-teaching demands a high level of competence that would be observed and evaluated on regular basis.
- (4) **H₁:4** Feedback on teachers' skills and competence on the subject are enhanced as teachers swap aspects on a sessional basis.
- (5) **H₁:5** Feedback gingers teachers towards self-improvement and specialization. It promotes an atmosphere for the cross-fertilization of ideas amongst teachers and their students;
- (6) **H₁:6** Feedback mechanisms enhance input and productivity on all sides.

Delimitations

This inquiry, as far as this particular study is concerned, is constrained to the teaching of English Language in its varied but inter-related aspects of oral English, Lexis and Structure, Comprehension and summary, and essay writing in Nigerian Secondary schools.

Conceptual Framework

The conceptual framework used in the study is proposed by Kamai and Badaki (2012).It provides an integrated language structure of eliminating teaching and learning challenges at the secondary school level. However, its emphasis has been on the teaching and learning of English language and literature-in English.



T¹(pretest) : the pre-test focuses on identifying common and specific errors made by students.

L¹(language intervention) :it involves team-teaching and alternative learning tasks.

T² (post-test): this aspect checks the efficacy or potency of the team-teaching methods in eliminating students' errors.

TT(Team teaching): process whereby two or more teachers share a teaching task

ALE(Alternative linguistic environment): the use of co-curricular activities and the electronic media in eliminating errors through listening and practice.

PS (preliminary stage): a stage where teachers are selected for testing, assigning or scheduling.

TE(Teacher Evaluation): here, teachers are evaluated both in an oral test and written tests to objectively ascertain their areas of strength and weaknesses for proper scheduling.

S(scheduling): teachers are assigned various aspects to teach.

T(Training) : teachers are given orientation on the needs and demands of team-teaching, as well as its' aims.

FB(Feedback):This entails observing and reporting through the student clinics and teacher consultation forums.

TR(Teacher re-evaluation): this falls under the supervision of teachers by the libre teacher and the school academic administrators.

RS (rescheduling): involves the reassignment of aspects to teachers on the recommendations of the libre

teacher's observations after efforts have been made to help the teacher with training programmes.

C (consultation): this is subdivided into the student clinics and the teacher consultation forums for the purpose of feed-back.

SC (student clinic): this is a regular forum where students meet with the departmental head, administrators and the libre teacher to air their views, complaints, observations, and suggestions. It is not a venue for counselling but to get feedback from the students. Students' clinic is subdivided into two: Formative Progress Test and Individualized Guidance and Counselling.

TC (Teacher Consultation): This is a forum where teachers meet regularly to learn from one another, share new ideas and observations, ask questions, present problems faced in the delivery of their work, offer suggestions, provide answers, present vital information that would enhance the teaching-learning process, and impart useful ideas that would help everyone on the team. This consultation forum takes the form of micro-teaching and problem-solving forums.

FPT (Formative Progress Test): This is one of the off-shoots of the student clinic where feedback from students is sourced. It is in form of tests and in-class exercises conducted to compare a student's previous performance with his current performance on the same topic coverage- both experiences acquired under the team-teaching model. This is to ascertain the student's level of progress for corrective measures to be taken, if need be.

GC (Guidance Counselling): This is another sub-type of the student clinic where the student is attended to by the school's a guidance and career counsellor based on the reports referred to him by the libre teacher, the Head of Department, or the Vice Principal Academics - depending on the gravity of the issue involved. The role of the career and guidance counsellor is to ask the student appropriate questions that would help in diagnosing the root cause of a symptomatic problem; study the student in the course of their discussion, counsel with the student and offer pertinent suggestions suited to the special needs of the student concerned. The feedback from the teacher assists the counsellor in his enquiry, whilst the counsellor's feedback would also assist the team-teachers in their future handling of the student. These are aimed towards ensuring that the student gets the best out of his learning endeavour. Guidance Counselling involves three categories of professionals: the special education teacher, the career counsellor, and the learning psychologist. The career counsellor refers a student with special learning difficulties to the special education teacher who helps to identify the student's challenge and recommends ways of handling such student's learning disability so as to enable her or him to function at her or his pace in their pursuit of education. The learning psychologist works in conjunction with both the counsellor and the special education teacher in proffering solutions to students' learning challenges.

MT (Micro-teaching): Microteaching is a teaching methodology involving only the aspect teachers, the libre teacher and other relevant members of the team. It is aimed, in the context of team-teaching, at evaluating a teacher's teaching competence from time-time, correct certain deficiencies in a teacher's methodology, introduce new techniques, and to sharpen teacher's teaching competencies in line with others' observations and students' complaints. It lasts for at least ten minutes per teaching presentation.

PSF (The Problem Solving Forum): This is a teacher consultation forum convened regularly to discuss teachers' challenges in the course of discharging their responsibilities to the students, teachers' needs, students' complaints, students' needs, new educational policies that can be adapted into team-teaching, difficult topics, report problematic students, make progress report on students' performance in each aspect, learn new things as a team, organise seminars and workshops et cetera. This is tailored towards ensuring that everyone is carried along since all the aspects are inter-related. For instance, if students are not applying their mechanics in their essay-writing tasks, the Essay-Writing teacher reports this to the teacher of Grammar in the presence of all concerned. He seeks to know why the students fail to apply ideas acquired on the rules of capitalization for instance from the teacher of Grammar. Other issues relating to the students and the work are raised and discussed with a view to solving them. This problem solving forum involves: the Teachers' Interactive Session and the Parent- Teacher Interactive Session (conducted during the Academic Open Day). *Language Intervention Model (Kamai & Badaki, 2011 & 2012).*

Much work has been done on this relatively new method of teaching. Although not much- or even nothing – has been narrowed down to the specific task of teaching English Language, from research, it is noticed that comments made on this methodology can apply to other disciplines. In this study, a lot of reference would be made to the research work on the conceptual framework

[T1 – L1 – T2] published in two issues of IISTE journal. This conceptual framework, by Kamai and Badaki, was derived from a pre-intervention test [T1] where seven English Language teachers of Concordia College, Yola- Nigeria were constructively assessed while teaching English Language and Literature in their various classes. The experiment was conducted to observe teachers individual proficiency in the various aspects of the language: lexis and structure, comprehension and summary, essay writing, and oral English. The objective was on how to use team-teaching to optimize English Language and Literature-in English teachers' input, proficiency, and productivity. L1 means Language intervention, while T2 signifies the post-intervention test

where swapping of teachers is carried out in cases of deficiency in teaching a particular aspect of the language after a period of close observation and participation in several class sessions.

The pre-intervention [L1] stage was the stage of assessment of teachers and the assigning of teaching aspects amongst the team members. On analysing the teachers' strengths and weaknesses after this period of close observation, the result of the teacher evaluation "formed the basis of assigning the teachers to teach aspects of the English Language in various classes at different levels" (Kamai and Badaki, 2012). After the teacher evaluation exercise, team-teaching was introduced as a form of language intervention which progressively led to scheduling. In the same vein, Kamai and Badaki wrote: "teachers were re-assigned to classes to teach only aspects of English Language...." Apart from the libre teacher who acted as the facilitator or team-leader, co-teachers were used because of their expertise in handling specialized instructional aspects and materials. Lesson periods were also allocated to each teacher according to the broad aspects of English Language at the Secondary school level:

Aspect Profile of English Language Teachers

Aspect	Teacher
Lexis and Structure	Teacher 1
Continuous Writing	Teacher 2
Comprehension and Summary	Teacher 6
Oral English	Teacher 3

(Badaki and Kamai, 2012)

Teacher 1 is assigned Lexis and Structure because he is discovered from close observation and assessment to be weak in other aspects except Lexis and Structure. Teacher 2 has a good grasp of all the aspects of English Language and was therefore assigned the most demanding aspect, Continuous Writing. Teacher 6 was considered average while the fourth aspect was assigned to Teacher 4 who was excellent at both sound delivery and teaching (Badaki and Kamai, 2012).

Likewise, the different aspects that constitute team-teaching are isolated. These are: preparation, delivery, and assessment. In the preparation, all the team-teachers are trained by organizing workshops and seminars so that they can handle the technicality of team-work. According to the article, the seminar would address the disparity of content handling and teaching methodology. At these seminars, the aspect teachers have "the opportunity to ask questions, solicit help, and source for relevant material" and exchange ideas that intersect with one another in the various aspects.

Feedback at this point involves observation, students' evaluation, teacher evaluation, re-scheduling, and consultation. Observation is an aspect of feedback that requires the presence of the team leader, the aspect teacher, the school Vice Principal Academic, and even the Career and Guidance Counsellor, in some cases. In order to encourage an atmosphere for the cross fertilization of ideas and to avoid a high risk of discrepancy, Anderson and Lander proposed the interactive teaching model where all members of the team-teaching are present during the classes. In their opinion, "the model provides the most opportunity for the integration of the different aspects where they intersect". When aspect teachers are present, the students would be provided with multiple explanations to a question that help broaden the students' thinking ability. In fact, according to Anderson, "this aspect of Team-teaching takes students out to the leading edge of knowledge and shows them what the production of knowledge is really like".

Under the segment of observation in team-teaching, feedback is achieved during classes when the team-teacher, the aspect teachers and the Vice Principal are present to take notes and participate in elaborating on ideas, asking questions that would deepen the students' understanding of topic under treatment. Here too, students observe how the different aspects weave intelligently into one another to show the links amongst them. Wentworth and Davis show how this supporting roles of the different aspect teachers play out during class discussions. They categorize these roles into four: the model learner, the observers, the discussion leader, and the devil's advocate. According to them, the roles revolve around the instructor who:

- (1) Asks questions and contributes to the discussion at the same time
- (2) Takes notes and galvanizes students' response to the presentation
- (3) Facilitates or leads break-out groups
- (4) Raises provocative or challenging questions with an eye to stimulate class creativity **(Wentworth and Davis, 1998)**

In the aspect of student evaluation, feedback in team-teaching would enable students to note their errors, learn from them, and do better next time. In team-teaching, it becomes very easy for students to be evaluated because the teachers are under serious accountability. For instance, a student whose performance is very low in comprehension and summary is not expected to fare better in essay-writing because of the somewhat similar skills involved in both aspects of the subject. Teachers make concerted efforts as individuals in the team to galvanise the students towards an all- round performance. Feedback at this point becomes direct, concerted,

forceful, and motivating. Judith Sarosdy et al therefore writes that: “learners receive feedback from themselves, the learning task, fellow students and the teacher since the purpose of giving feedback is to improve learner performance, provide constructive advice and guidance to learners in the effort to raise their performance levels.” In other words, team-teaching provides the platform and proper motivation for achieving the goal of proper feedback in teaching English as a Second Language in our Nigerian Secondary schools.

The relevance of students’ evaluation feedback in team-teaching is aptly captured in this statement: “the purpose of a team-taught course from an educational standpoint is to push students to achieve high level of synthesis and integration in their study of new material” (Mc Daniels and Colarulli, 1997). It is therefore vitally important for instruction to model the process of integration by interweaving teaching partners’ perspectives into each presentation.” Lanier Anderson and Joshua Landy adopt an interactive teaching model which requires the co-operative effort of all the teachers on the team who would be present during the class of an aspect teacher. This, he believes would lead to a tailored integration of ideas. Students’ eyes are open to intersections between lexis and structure, essay-writing, comprehension and summary writing, and even oral English. Anderson and Landy say further that “Team-teaching can leads to a better student performance than is usually the case. An exposure to the views and skills of more than one teacher can [help] develop a more mature understanding of knowledge. Learning becomes active and involved.”

“proof that team-teaching works comes not only from the instructors” self-judgement but from students’ evaluation.” It therefore gives students the opportunity to learn, interact, and get actively involved. The overall libre teacher assesses the aspect teachers from their lesson notes, students’ notes and their mark schemes (Quinn and Kanter, 1984). Similarly, the libre teacher assesses the aspect teachers during class presentation and fields reports by the peer evaluation made by the other aspect teachers on the team. This usually leads to regular consultation with the libre teacher who takes them one after the other to review challenges faced, proffering solutions to them. The libre teacher evaluates each aspect teacher on the basis of class management, time usage, motivation of learners, supervision of learners, evaluation of learners, teacher’s personality, appearance of teacher, comportment of teacher, use of communication skills, and audibility” (Kamai and Badaki,2012).

They further wrote that “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-centred pedagogy, and content and teaching based methodology.”

While the aforementioned deductions form a close observation of the teachers and the students for the purposes of aspect assignment, no direct feedback is sourced from the teachers and the students themselves. This is the preoccupation of the next part of the study. Using the statistical method of random sampling, reliable feedback would be sourced on the viability of the team-teaching method on the students’ understanding of the subject and their performance, in comparison to the traditional mode of teaching. Thus:

Learners receive feedback from several sources: themselves, the learning task, fellow students and the teacher. The purpose of giving feedback in the classroom is to improve learner performance, provide constructive advice [to both teachers and students], and guidance to learners in an effort to raise their performance levels....Feedback can also be used as a device to reinforce learning. Effective feedback focuses on the learner’s performance and stresses both strengths and weaknesses for improvement.” (Sarosdy et al , 121)

ANALYSIS AND PRESENTATION

Analysis of Responses

Significant aspects of teachers’ strengths and weaknesses on mastery of content and lesson presentation as the libre teacher observed in the course of evaluation are presented below.

Libre Teacher’s Evaluation Report on Aspect Teachers

TEACHER	LESSON PRESENTATION	MASTERY OF CONTENT	OF CLASS PARTICIPATION
COMPREHENSION AND SUMMARY	87%	91%	98%
LEXIS AND STRUCTURE	80%	80%	70%
CONTINUOUS WRITING	90%	95%	97%
ORAL ENGLISH	88%	95%	98%

Responses fielded from questionnaires

	AREAS OF FEEDBACK	TYPE/SOURCE OF FEEDBACK	EXPERIMENTAL CLASS (TEAM-TEACHING)	CONTROL CLASS (TRADITIONAL-MODEL)
A	NOTE SUPERVISION	STUDENTS	86% (26)	22% (7)
B	CLASS PARTICIPATION	STUDENTS	80% (24)	16% (5)
C	TEACHER ASPECT COMPETENCE	STUDENTS	100% (30)	81% (26)
D	WORK COVERAGE	STUDENTS AND LIBRE TEACHER	93% (28) Student 98% (Libre teacher)	53% (17)
E	TEACHER SUPERVISION	LIBRE TEACHER and STUDENTS	100%(30) Students 100% (Libre teacher)	31% (10)
F	STUDENT IMPROVEMENT	LIBRE TEACHER and STUDENTS	93% (28) Students 80% (Libre teacher)	44% (14)
G	TEACHER EXPERTISE	STUDENTS	100% (30)	81% (26)

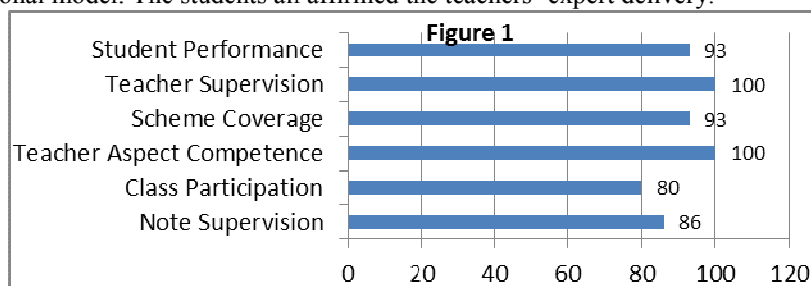
Experimental Class: $\frac{\text{Number of Students' Positive Responses}}{\text{Number of Students in the Class}} \times 100$

Therefore,

- (a) Class Participation= $24/30 \times 100 = 80\%$
- (b) Teacher Aspect Competence= $30/30 \times 100 = 100\%$
- (c) Work Coverage= $28/30 \times 100 = 93\%$
- (d) Teacher Supervision= $30/30 \times 100 = 100\%$
- (e) Students' Improvement= $28/30 \times 100 = 93\%$
- (f) Teacher Expertise= $30/30 \times 100 = 100\%$
- (g) Note-supervision = $26/30 \times 100 = 86\%$

This means that,

- (1) Twenty-six out of thirty students (86%) observe that notes are closely and regularly scrutinised under team-teaching.
- (2) Twenty-four out of thirty students (80%) agree that students participate better under the team-teaching setting.
- (3) As far as Teacher Aspect Competence is concerned, all the thirty students in the experimental class (100%) affirm the individual competence of the teachers in their mastery and delivery of the aspect content.
- (4) Twenty-eight students in a class of thirty (93%) noted that more work area was covered under this model compared to the traditional one-teacher method.
- (5) All the students (100%) noted the close teacher supervision they have noticed. According to them, this was not really noticed in the traditional model.
- (6) Twenty-eight students (93%) affirmed their improvement in each of the aspects under the team-model than in the traditional model. The students all affirmed the teachers' expert delivery.



Control Class: $\frac{\text{Number of Negative Responses}}{\text{Number of Students in the Class}} \times 100$

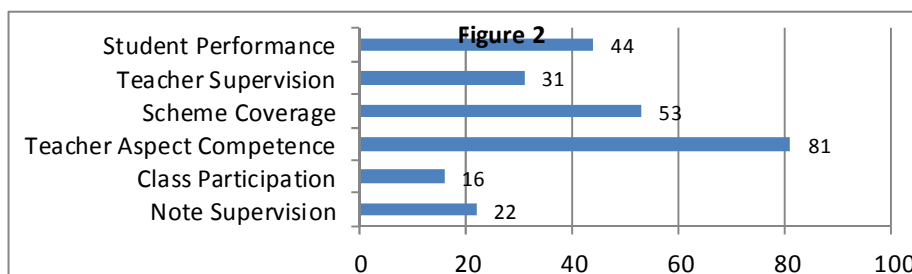
Therefore,

- (a) Note-supervision = $7/32 \times 100 = 22\%$
- (b) Class Participation= $5/32 \times 100 = 16\%$
- (c) Teacher Aspect Competence= $26/32 \times 100 = 81\%$
- (d) Work Coverage= $17/32 \times 100 = 53\%$
- (e) Teacher Supervision= $10/32 \times 100 = 31\%$
- (f) Students' Improvement= $14/32 \times 100 = 44\%$

(g)Teacher Expertise= $26/32 \times 100 = 81\%$

This implies that,

- (1) Only a negligible number of students in the control class (7) agreed to the question of regular and close notebook scrutiny by the teachers under the traditional model.
- (2) Only five students think that the traditional model encourages class participation while the remaining twenty-seven students think otherwise.
- (3) Twenty-six students in a class of thirty-two (81%) think it would be possible for teachers to avoid certain topics particularly if they are not especially good at it.
- (4) Fifty-three percent of the class population affirm their inability to cover the scheme set out for the term by their teacher.
- (5) Ten students in a class of thirty-two attest to the lax supervision of their teachers compared to what they see happen in the experimental class.
- (6) Eighteen of the students do not agree to see any marked improvement or transit of underperforming students in a traditional atmosphere where most teachers and students can be so prone to laziness, unless they are self-disciplined.
- (7) Eighty-one percent of the students think most of the teachers under the traditional model have not adequately demonstrated professional expertise in mastery and delivery of the subject taught.



It should be noted that the students in the control class were also taught by the teacher teaching Continuous Writing in the experimental class. He is commended by the students in the experimental class based on the result, performance, and participation of students in the experimental class. However, his students in the control class fail to put up the same level of performance in Continuous Writing. Why? When asked this question he responded that the pressure on him to cover the entire scheme for the experimental class was not there. Hence, he could teach at students' pace until they had fully grasped the concept. In same vein, the libre teacher noted that while some teachers have done remarkably well under the traditional model, it was not without a high price of extra hard-work, commitment, extra-hours, discipline, and assertiveness to push the students towards the attainment of stated objectives.

Table 3: Experimental team teaching: responses of students in percentages

VARIABLES	PERCENTAGE
Note Supervision	22%
Class participation	16%
Teacher Aspect Competence	81%
Scheme Coverage	53%
Supervision of Teachers	31%
Students' Performance	44%
Teachers' Expertise	81%

Does this evidence suggest that experimental or traditional teaching is effective? The table that follows displays a statistical analysis of both the methods adopted for the study.

Table 4: Traditional method: responses of students in percentages

VARIABLES	PERCENTAGE
Note Supervision	86%
Class participation	80%
Teacher Aspect Competence	100%
Scheme Coverage	93%
Supervision of Teachers	100%
Students' Performance	93%
Teachers' Expertise	100%

Table 5: Standard deviation values for experimental and controlled

x_1	x_2	$x = x_1 - x_2$	x^2
86	22	64	4096
80	16	64	4096
100	81	19	361
93	53	40	1600
100	31	69	4761
93	44	49	2401
100	81	19	361
		$\sum x = 324$	$\sum x^2 = 17676$

$$\text{Now, } \bar{x} = \frac{\sum x}{n} = \frac{324}{7} \approx 46.3$$

where \bar{x} represents the mean responses of students and $n = 7$ the number of different observations.

Hence, the variance

$$s^2 = \text{variance} = \sum \frac{x^2}{n} - \left(\frac{\sum x}{n} \right)^2 = \frac{17676}{7} - \left(\frac{324}{7} \right)^2 = 2525.1 - 2142.4 \approx 382.7$$

$$\therefore \text{standard deviation} = \sqrt{s^2} = s = \sqrt{382.7} \approx 19.56$$

Test Significance:

Suppose we adopt a null hypothesis that experimental teaching is ineffective compared to traditional mode, then

the mean difference \bar{x} , could well be zero

$$\therefore H_0 : \mu = 0$$

To test whether, experimental teaching is effective, i.e. increases assimilation by students, a one sided test is appropriate and the alternate hypothesis will be

$$H_1 : \mu > 0$$

Using the test statistic

$$t = \frac{|\bar{x} - \mu| \sqrt{n-1}}{s}, \text{ implies}$$

$$t = \frac{|46.3 - 0| \sqrt{7-1}}{19.56} = \frac{46.3 \times 2.449}{19.56} = \frac{113.389}{19.56} \approx 5.797$$

For a one sided test with $n - 1$, i.e. 6 degrees of freedom, the critical value for t is 1.943 at 5% confidence level.

Since $t_{tabulated} < t_{calculated}$, we conclude that the test statistic is significant. As a result, we reject the Null (H_0) hypothesis and accept the alternate hypothesis (H_1). Thus; there is a significant evidence to suggest that experimental team teaching is more effective compared to traditional mode of teaching.

OBSERVATIONS

From the responses of students and teachers, the following deductions can be made:

- (1) Students' notebooks are better supervised and checked under team-teaching than in the traditional mode of teaching.
- (2) Students' participate much better under team-teaching than in the traditional mode. This is because, as derived from the reports on the questionnaires, 28 out of 30 students in the experimental class voted that the traditional mode was boring and not challenging enough to gain and sustain their attention. This was agreed upon by the aspect teachers and the libre teacher who was always observing from a quiet position.
- (3) Each teacher was an expert in his or her aspect, unlike when a sole teacher would be saddled with the responsibility of teaching all the aspects within a short frame of time.
- (4) Both the students and the teachers discovered they covered more topics with ease. No one was left behind since the pressure had been eased considerably. The Head of Department, alongside the libre teacher under team-teaching model, were responsible for ensuring that teachers checked students' notes regularly, gave quality exercises and tests, marked them on time, and adhered to their scheme of work. The teachers confirmed the fact that the team-teaching model guaranteed the thorough supervision of teachers. This too is a form of feedback on the effectiveness of the teaching-learning process.
- (5) At the end of the term, the libre teacher compared the results of students in the experimental class with those of the control class, as well as their past performance. 60% improvement was discovered in the results of the experimental class.
- (6) Students' response also shows they were dis-satisfied with the traditional model while preferring the team-model having experienced its impact on their learning process.

All the aspect teachers agreed in their observation that students' deficiencies were easily exposed under the team model, would fare better, has more advantages over the traditional model, but would demand more from both the teachers and the students.

DISCUSSION

(A) From the experiment conducted in Concordia College amongst some of the SSS2 students, it was closely observed that the feedback mechanism that accompanied team-teaching (in the teaching-learning process) is the student clinic and the teacher consultation forum. According to the libre teacher's assessment, the student clinic consists of the class discussions during classes, exercises, tests and assignment results in comparison with past results as well as student-based teacher assessment appraisal form. At the teachers' level, the feedback mechanism put in place is the teacher consultation forum, which in this case was carried out on a bi-monthly basis. At this forum, the libre teacher communicates his observations on each aspect teacher either with regards a student's note, performance, level of participation, or even attendance. The errors noted in the methodology of any aspect teacher are also corrected for future improvement. Teachers equally share ideas on any area of difficulty based on observations made. For instance, if the Continuous Writing teacher notices a general deficiency of students in spelling, he calls the attention of the lexis teacher so as to work at it with the students, et cetera.

From the cross-fertilization of ideas during the teaching process and the teacher consultation sessions, it is noticed that both the teachers and the students tend to transfer ideas from one aspect of the subject to another, as it obtains in an aspect like Continuous Writing where the input of the Grammar teacher as well as the Lexis teacher is needed. Where a deficiency in spelling or vocabulary is noticed by the Continuous Writing teacher, for example, such is communicated to the Lexis and Structure teacher who ensures that her or his students transfer the knowledge of what he imparts into their essays. Hence, the success of a student in Continuous Writing, for instance, is premised on the quality of information and skills imparted into the students by the Grammar and Lexis teachers. It is therefore a proven fact, in response to the third hypothesis that transfer of learning is easier under the team-teaching model than the traditional model.

In addition to the above, the regular consultation with both the aspect teachers on one hand, as well as the students on the other hand lends credence to the hypothesis that team-teaching demands a high level of competence that would be observed and evaluated on a regular basis.

(B) The experiment and control provided show that there are verified differences between team-teaching and the traditional

Method and these differences prove the hypothesis that opines that teachers under the traditional model are less accountable than those involved in a team:

- Team-teaching recognizes the various aspects of the English Language and designs the teaching task to satisfy that peculiarity. For instance, different teachers were assigned different aspects under the TT model; thereby creating an environment for division of labour and specialization. At the end of the experiment, the teachers themselves were interrogated during the consultation forum alongside teachers from the control group. It was discovered that the experimental teachers' confidence and composure in explaining concepts in their aspects

was more pronounced and attention grabbing- they spoke like authorities in their aspects. This proves the point in hypothesis five which states that: feedback gingers teachers towards self-improvement and specialization; and promotes an atmosphere for the cross-fertilization of ideas amongst teachers and students.

- Team-teaching requires the presence of the libre teacher who observes and supervises the teaching-learning activity from a close but unobserved range. This is not the case under the traditional model. From the experiment carried out, this close observation made without the teachers' and students' awareness makes accountability easier and transparent. The libre teacher examines the students' notes on regular basis and makes close observations as the teacher conducts his classes. With these, the teacher is evaluated, corrected or his performance is appraised- in order to get better performance. The result is that the teachers sit-up to deliver their best at the right time. Hence, in justifying hypothesis one, team-teaching propels accountability amongst both teachers and students- a trend not exactly derivable in the traditional model where the monitoring level is less keen.
 - In line with the requirements of team-teaching, the libre teacher assesses students' notes on regular basis to check their notes, exercises, tests and assignments for any deficiency, abnormality, omission, irregularity, or improvement. For instance, from the experimentation carried out vis-à-vis the control class, on comparing students' notes from the classes respectively, it was discovered that students taught under the TT model had up-to-date notes that were well written and were regularly perused by the teacher, unlike students under the traditional model. Team-teachers were discovered to be under thorough supervision since the libre teacher was under stringent observation by the Vice Principal Academics too. In the control class, it wasn't very easy to do an objective and thorough evaluation of every aspect covered in the course of the term in a sitting. It was however easy to assess the students in the experimental class because each aspect teacher set questions that touched on all the topics covered in the aspect; each teacher was also responsible for marking her or his aspect while the total aggregate was collated by the libre teacher. Hence, in response to hypothesis two, evaluation and assessment, in most cases, is more easy, organized and reliable under the team-teaching model.
 - Another area of dis-similarity between the team model and the traditional model is the idea of student clinics and teacher consultation forum. Under the traditional model, it is not easy to detect problems or worse still their sources. It is however easier in an approach that encourages dialogue amongst students and their teachers, as well as amongst teachers.
- (b) & (d). How are teachers' skills and competences enhanced? Teachers' skills and competence in the team-teaching model are enhanced through feedback. At the end of the experiment, students gave their feedback through the student forum and questionnaires on the performance of each aspect teacher. From the responses made, it was discovered that while the aspect teacher taking them on Comprehension was actually suited for the aspect, she could equally take them excellently in Oracy. This feedback would not only help the teachers build their competence, but would also assist in re-assigning aspects on a sessional basis- once the method is ratified by the school management board. This observation therefore establishes the hypothesis (four) that feedback on teachers' skills and competence on the subject are enhanced as teachers swap aspects on sessional basis.

How well can the feedback mechanism be used to achieve the objectives of team-teaching? First of all, what are the objectives of team-teaching? They are as follows:

- To make students more responsive in classes by copying down their notes and turning them in for the teacher's review; participating more actively in class; getting students involved in classroom activity through in-class exercises, assignments, and tests
 - To make the English Language less confusing to read, enjoy, and understand
 - To help students see the inter-relationship between the various aspects. For instance, one of the students said that the lexis and structure class helped her in her writing class because as the teacher was teaching them registers, for example, the Continuous Writing teacher would assign them an in-class writing exercise on that vocation or career that use the registers learnt in the Lexis Class, et cetera
 - To help teachers explain thoroughly until convinced that students have grasped the concept; as well as to cover work scheme adequately within the specified time-frame
 - To improve interaction and the cross-fertilization of ideas amongst teachers. The teacher consultation forum is another avenue where current trends in Education are communicated to all the aspect teachers by the libre teacher. This increases teachers' confidence, expertise, and professional relationship
 - To make learning more student-centred by tailoring all teaching activity towards their improvement; and also giving them the room to make their contributions at student clinics
 - To improve students' confidence and performance in the English Language
- (e) To achieve the afore-mentioned objectives, as earlier mentioned, the feedback mechanisms of student clinics and teacher consultation forum is needed. In the experiment carried out for instance, from the students' response, the lexis and structure teacher needs to put in extra effort in her competence and subject mastery compared to the results fielded for other teachers from the students' responses.

Also, teachers need to be objective and open-minded in their criticism of any observed shortcoming of any aspect teacher. From the experiment conducted, therefore, the criticisms and pressure for enhanced output (feedback) enhances teacher preparedness, input and productivity as stated in the sixth hypothesis.

In accordance with the researcher's experience while experimenting with team-teaching, the following factors can militate against the success of team-teaching in Nigerian Secondary schools:

- the lack of will and drive amongst teachers and administrators
- the lack-lustre attitude of administrators and department heads
- the negative mentality and pessimism of most teachers
- complacency and laziness to go the extra-mile for the advancement of one's profession and the success of weak students
- lack of commitment to see a task to a desirable completion
- absence of team-spirit amongst most teachers
- pride and poor attitude towards criticism
- resistance towards anything that is student-centred
- few number of English teachers in most schools compared to the vast student population
- ill-equipped ICT facilities to facilitate the use of electronic teaching aids, research, amongst others

Judging from past records, six of the weak students under the experimental method had a remarkably improved result. Also noticeable was that previously passive students in the experimental class – the six weak students inclusive- became active and more forthcoming in their class attendance, participation in class discussions and in their note-taking. Of course, as sourced from the questionnaires and the student clinic, students said that they find English as a subject more interesting now “not boring as it was in the traditional model.”

For these reasons, it is tenable to say that team-teaching is effective and justifiable as a methodology in teaching English Language in our Nigerian Secondary Schools. The results from the experiment carried out show that:

- Students direct involvement in decision making increases their confidence, interest, and performance in their academic work
- Students' performance can improve drastically under the team-teaching model;
- Team-teaching encourages a cross-fertilization of ideas amongst members of a department;
- Team-teaching spurs teachers towards research and self-improvement;
- Team-teaching reduces to the barest minimum the possibility of students' and teachers' passivity because it challenges one's prowess;
- Team-teaching keeps everyone accountable for his or her student's performance and attitude to work;
- Team-teaching sharpens teachers' mastery, delivery and expertise on the job;
- Information technology is a *sin qua non* for the team-teacher.

In working tandem with the Vice Principal Academic shows that the students' results in the last examination improved by 55%. In fact, the students in the experimental class performed far better than students in the control class. Team-teaching cannot be successful without purposeful and determined planning.

From the experiment conducted, it was discovered that one of the aspect teachers and some of the students did not actually favour the style though they could not and did not dispute its superior effectiveness to the traditional method. According to the aspect teacher, the style would make him intellectually lazy since he would only concentrate on a segment of the vast language. To this, the liber teacher in collaboration with the Vice Principal Academics and Administration decided that if this method would be adopted permanently by the school authority upon their recommendation, teachers would distribute the aspects amongst themselves across the various class levels- provided there will be a regular review mechanism and a consistent teacher consultation forum where academic records and students' notes would be scrutinised to ascertain the quality of instruction given to the students. The students' (3% of the class population) complaint was centred on the novelty of the technique which they find different and a bit confusing to adapt to even though they appreciate the extra effort it demands. The consensus reached at the review meeting is that with time, they would adjust to the new method since they were already reaping the benefits.

An important question was raised by one of the students in the experimental group on how and who would mark their scripts since they have more than one teacher taking them English Language. As is the case in Concordia College, it has been agreed that the Liber teacher's office would be the Mark Room for all the teachers in order to avoid cases of missing scripts on transit. Each teacher is given a deadline for marking and documenting the scores. At the end of the marking exercise, the liber teacher collates all the marks, does his calculations, and keys in the result on-line, as the case may be.

In retrospect, the experiment proves an all-important point for team-teaching as an academic exercise geared towards improving students' assimilation in academic endeavour that personal expertise, confidence and team spirit is a necessity that must be present in each team member if team teaching must work. All hands must be on deck since as a network, a breakdown from one part of the team would inevitably mar the over-all input of other team members. The *City University of Hong-Kong Centre for the Enhancement of Learning and Teaching*

(1998) outlined the “checklist of things to do in order to achieve a team’s set objective”:

- Meet regularly
- Schedule students’ learning activities
- Set consistent expectations for team members
- Rotate roles and responsibilities of team-members
- Develop a team-teaching guideline booklet
- Share major curriculum ideas with other team members
- Develop a process of identifying students who are doing well
- Develop a process for identifying students who are falling behind
- Schedule class tests and assessments
- Determine which academic and personal skills students need to develop and make a point of addressing this in class
- Use community resources in teaching
- Develop a database of teaching resources relevant to the unit
- Decide on consistent expectations of students
- Discuss problematic students with the team
- Discuss new trends, and educational philosophy with team members
- Conduct team meetings with students
- Share curriculum plans with an educational advisor
- Attempt better co-ordination of lessons
- Share ideas of other team members
- Develop agenda for team meetings
- Work on building team identity
- Develop teaching resources as a team
- Share successful teaching experiences with team members
- Foster staff development among team members
- Participate in a conference as a team
- Hold a team-led departmental seminar
- Devise a way of evaluating the team’s performance
- Devise a programme for the induction of new staff members to team teaching

(City University of Hong-Kong, 1998)

CHALLENGES

The experiment was not without its own challenges. Some of them are listed below:

- Reluctance from one of the teachers
- Time re-scheduling
- The constraint of time to hold regular consultations to assess progress and challenges with a view to finding solutions
- Instability of the term’s calendar
- Lack of concentration as a result of interruptions necessitated by the security situation of the period

These notwithstanding, the experiment were conducted and the results as well as responses showed that feedback is hugely enhanced Through feedback.

SUMMARY

The effects of feedback on English Language team-teaching can be categorized into:

- (1) teacher-teacher feedback where teachers relate their individual classroom experiences with other team members at the teacher consultation forum; share ideas on educational philosophy; brainstorm on improvement procedures; report difficult students for decisive reform or disciplinary measures to be taken or to learn how some members have been able to handle such students, et cetera
- (2) Teacher-student feedback where teachers evaluate students, encourage them, motivate, or counsel with them if need be on the basis of: class attendance, class participation, note-taking, note completion, neatness, and handling; performance on tests, in-class exercises and homework. This can be done in front of the class, or on a one-one basis depending on the teacher’s goal. Students also get feedback from teachers by learning to see the relationship between the different aspects through the different teachers.
- (3) Student-teacher feedback where the teacher gains a lot of information on students’ areas of strength and

weakness, disposition to certain aspects of the subject, causes of students' attitude towards the subject, reasons for students' poor performance in the English Language, students' individual needs and peculiarities, et cetera.

- (4) School-teacher feedback involves a situation whereby the school administrative and academic management follows up on the performance of teachers and students, makes provision for facilities that would make the team-teaching exercise more effective after seeing and proving the results on teachers input in relation to students' performance.

Equally, from the experiment conducted, other effects of feedback on English Language team teaching were identified and collated through responses given by the team-teachers and the students, thus:

- (1) Feedback gives teachers in a team a sense of professionalism and belonging. According to a teacher, the attitude she unconsciously developed as a teacher of Lexis, for instance, promotes a sense of competence and authority within her. And of course, her students relate to her in that same spirit of being an authority in that aspect. During discussions too, the non-verbal attitude of other teachers betrays a special regard for her contribution as far as that aspect is concerned. Hence, feedback strengthens team-teaching as a style of teaching the English Language.
- (2) The feedback generated at the teachers' consultation forum provides an avenue as well as resource for personal and staff development. Progress, as far as the department is concerned can be measured, monitored, reviewed, and improved upon. This represents the view of another team teacher in the experimental class.
- (3) The feedback provided in team-teaching helps both the students and the teachers to make informed guesses as to the reason for the students' poor performance in the past, areas of strength and weaknesses, students' attitude and behaviour, and level of preparedness for all the aspects that would be tested in external examinations like WAEC, NECO, and the likes.
- (4) Owing to the feedback sourced in team-teaching, teachers now know what to emphasize, sustain, remedy, improve upon, accelerate, or deemphasize. All hands are placed on deck, so to speak, by all the team-members who take it as their collective responsibility to see the students succeed in the English Language examination.
- (5) The libre teacher remarked on how the team-style has challenged all the teachers towards self-improvement, collaboration, co-operation, and a sense of collective responsibility.

CONCLUSION

Feedback gives team-teaching impetus for improvement. The in-built mechanisms of monitoring, thorough supervision of notes, test, and assignments are activated. The students' clinic and teachers' consultation forum make the feedback process easy, consistent, and reliable. Unlike the traditional one-teacher style where there is little or no supervision or an in-built mechanism for sourcing reliable feedback, team-teaching provides the enabling environment for teachers and students to assess their progress or lapse. Feedback in itself enhances team-teaching both for the students, the teachers, and the school. Feedback should be included in the team teaching methodology in schools. Team teaching in itself should be introduced in teaching students in the secondary school because of the variety it provides. Schools should experiment with the teaching methodology as it gives teachers the opportunity to share and exchange knowledge and experiences. The benefits of a successful team in teaching cannot be over-emphasized. Further study informing in-house teacher consultative forums across disciplines and involving parents' forum as a need analysis strategy can be attempted.

RECOMMENDATIONS

It is therefore recommended, in view of the findings and challenges encountered, that,

- (1) Schools should institute team-teaching in their English Language classes to reap the benefits it assures.
- (2) Administrators and teachers should be disposed to change- especially ones that would enhance their efforts.
- (3) The subjects' time-table should be adjusted to accommodate this necessary change.
- (4) Teachers should all change their attitude towards criticism and supervision as these would be unavoidable in team-teaching.
- (5) At the point of interview during staff recruitment exercises, English Language applicants should be tested separately on each aspect of the subject in order to ascertain each applicant's area of maximum competence.
- (6) The policy makers on education should begin to officially recognise the place and importance of team-teaching especially in teaching English Language.

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