

Usefulness and Applicability of Team Teaching in EFL Classes at Kabul University Kabul Afghanistan

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Abstract: *Team teaching which sometimes called pair teaching is one of the strategies of professional development for language teachers. According to Richard (2005) team teaching approach allows the teachers share responsibilities for planning teaching, and any follow-up work associated with the class such as evaluation, and assessment. Thus, the main goal of writing this article is to present the nature of team teaching, its purpose and benefits, and the procedures for using this strategy.*

Keywords: English for foreign language (EFL), English Department, (ED)

1. Introduction

My own interest rose in team teaching when I had a class of team-taught with one of my colleagues. I felt that it was a good way for students to experience a different kind of lesson and we both learned from watching how the others taught the class. I found that students in team-taught classes learn new materials by approaching it from many different perspectives.

Richard (2005, p.15) states that "Team teaching boasts many pedagogical and intellectual advantages: it can help create a dynamic and interactive learning environment, provide instructors with a useful way of modeling thinking within or across disciplines, and also inspire new research ideas and intellectual partnerships among faculty". The research questions of this study are:

- What is the advantage of Team-Teaching?
- How English Department's teachers can implement it in their classes?

2. Literature Survey

2.1 Purpose of Team Teaching

According to Richard (2005) in team teaching the responsibility is taking by both teachers for the different stages of teaching process; in addition, team-teaching approach allows for more interaction between teachers and students. Fortunately in the past this approach was used by most of the teachers in the English Department of Kabul University. As Habib (2017) one of the faculty of English department states,

In the past working as a team, teachers create respect for differences, interdependence, and conflict-resolution skills. Team members together put the course goals and content, select common materials such as texts and films, and develop tests and final examinations for all students. They set the order of topics and supplemental materials. They also give their own interpretations of the materials and use their own teaching styles. The greater the agreement on common objectives and interests, the

more likely that teaching will be interdependent and coordinated.

In addition, Richards and Farell (2005) argued, in team taught teaching periods can be scheduled side by side or repeatedly. For example, teachers of two similar classes may team up during the same or next periods so that each teacher may focus on that phase of the course that he or she can best handle. Students can sometimes meet all together, sometimes in small groups supervised by individual teachers or teaching assistants, or they can work singly or together on projects in the library, laboratory, or fieldwork. Teachers can be at different sites, linked by video-conferencing, or the Internet. Beside, Zachary (2000) states, teamwork improve the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds.

Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. They share insights, argue with one another, and perhaps even challenge students to decide which approach is better. As I have experience of team teaching with a colleague, we both feel that it is a good way for students to experience a different kind of lesson and we both learn from watching how the other teaches the class. We plan before the class to make sure we can complement each other during the lesson. As Davis (1967) points out that teams can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time. New teachers may be paired with expert teachers. Innovations are encouraged, and modifications in class size, location, and time are permitted. Different personalities, voices, values, and approaches spark interest, keep attention, and prevent boredom.

2.2 What makes a strong corporation?

According to Davis (1967, p.45) strong co-teachers provide seamless instruction for their students. Both teachers must come to a mutual agreement that they are equals in the classroom, and students must perceive both teachers as invaluable members of the classroom community. Likewise Beggs 1964 states that "this can be particularly difficult for

teachers who have taught alone for many years. Sometimes we don't realize how many decisions we make alone in our classroom on a daily basis. Making decisions as a team is a key to a strong partnership, but it is often an change for expert teachers, because through team teaching they can develop a good learning environment in the classroom and establish appropriate relationship with the students.

2.3 Significance of planning time in team teaching

Beggs (1964) contend that teams need collaborative planning times in their schedules, and team teachers should have the opportunity to meet four to five times per week for at least 45 minutes. Furthermore, Davis (1967) states that, common planning time among team teachers also improved teachers' rates of coordination of student assignments, assessments, and feedback, and teachers engaged in this type of planning had more contact with parents. Additionally, Davis suggests that teachers who actively participated in this frequent collaborative planning time exhibited positive attitudes towards the profession of teaching.

2.4 Advantages of Co-Teaching

Chamberlain, (1980) argued, although the logistics of implementing of team teaching can be difficult, but it has many advantages like collegiality, combined expertise, teacher development opportunities, and learner benefits. Likewise, Richards and Farrell (2005, p.182) state that 'one of the obvious advantage of team teaching in language classroom is that the teaching partners can demonstrate interactive activities, such as role-play, with one another'. I think it works well in listening classes where students need to listen live listening. Also, in my point of view team teaching will also work well in large classes where the teacher play different roles, like organizer, observer, and feedback provider. In addition, Maryellen (1990) states that there are many advantages to teaching with a partner. He adds team teaching permits team members to take advantages of individuals' strength, in planning and teaching. It also facilitates individuals' instruction by providing of close personal contact for teachers for individual learners.

In addition, Beggs(1964) points out that "having two minds facilitate a classroom community allows students to connect with different personalities. Co-teaching allows more opportunities for small group and one-to-one learning, and stronger modeling during lessons. The co-planning process encourages two teachers to bounce ideas off each other in order to deliver the strongest, most creative lessons. Shannon and Meath-Lang (1992) state that, teachers always enjoy using their partnerships to model behavior and positive peer-to-peer interaction for students. When students experience their teachers working together, they understand the power of respect amongst peers. Teamwork improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds. Teacher strengths are combined and weaknesses are remedied. Poor teachers can be observed, critiqued, and improved by the other team members in a nonthreatening, supportive context. The evaluation done by a team of teachers will be more

insightful and balanced than the introspection and self-evaluation of an individual teacher. Glenn (1990).

2.5 Challenges of Co-Teaching

Co-teaching has its benefits, but be sure to understand that it has its challenges as well. The most common objection in co-teaching corporations is that it is difficult to work with someone whose teaching style and viewpoint differ from your own. As Davis (1967) points out, team teaching is not always successful. Some teachers are inflexible personality types or may be wedded to a single method. Some simply dislike the other teachers on the team. Some do not want to risk embarrassment and discouragement at possible failures. Some fear they will be estimated to do more work for the same salary. Others are unenthusiastic to share the attention or their favorite ideas or to lose total control.

3. Problem Definition

As I have ten years teaching experience of English Language in the English Department and other faculties at Kabul University I have found that most of the time all students in single teacher classes do not learn at the same rate. And mostly it is difficult for the single teacher to observe and provide feedback for every single student. Besides, I have found that single teaching appeared to have little impact on students' achievements level and it leads to class managements. I believe that team teaching can handle all these problems that I mentioned above, and I think by team teaching teachers will have good outcome form the lesson because teams provide students with a greater sense of identity, belonging, and support.

4. Methodology

The information in this article is obtained from different books, articles from reliable internet sources and my own teaching experience. The information related to team teaching from these sources are synthesized, summarized and then added in this article with the page numbers. The reference list of all sources used in this research paper is written in the last page.

5. Result and Discussion

To have a good outcome from language classes, teachers need to develop professionally and apply some professional development strategies like team teaching. It was found from this article that team teaching involves a shared and collaborative method to planning, increasing, teaching, and assessing lesson. And it is important that both members of the team take equal responsibility for each stage of the lesson.

6. Conclusion

From this article, it was found out that the team-teaching approach allows the teachers to build good rapport between students and teachers and provide learning opportunity for the students. Faculty evaluates students on their achievement of the learning goals; students evaluate faculty members on

their teaching proficiency. Working as a team, teachers model respect for differences, dependency, and conflict-resolution skills. Team members together set the course goals and content, select common materials such as texts and films, and develop tests and final examinations for all students.

who were teaching at the University of Nebraska at Omaha. In 2013 she graduated from TESOL (Teaching English for the speaker of other languages) program and got her master degree.

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Author Profile



Nadia Nazeer Hashimi, was born in 1982 in Kabul Afghanistan. She graduated from Kabul University, Languages and Literature Faculty English Department. Her journey for learning English language started when she was teenager, and her country was ruling by Taliban regime. Women and girls were not allowed to leave home for learning. It was a dark period for Afghan women and girls, because they had no right in the society and were deprived from learning and being educated. She learned English language up to level three at home by help of a girl who was a graduate student from Pakistan school. Her class was a dark room with no chairs and even no electricity. Since teaching and learning especially English language was prohibited and was considered a big sin for women and girls, so her teacher had chosen a hidden room for teaching English because she didn't want to be punished or imprisoned by Taliban. Nadia went for learning English language with fear but lots of hope and dreams. Every day she was painting her dreams vividly by learning a new word. One day on the way to English course she was beaten by Taliban because of wearing pants with Burqa, but she didn't give up and continued learning. After the falling of Taliban government in 2002 a new chapter opened in Afghan women's life included her. She went back to school and graduated from school and could join English department at Kabul University. While she was doing her undergraduate studies, she could hold a part time job and work as an English instructor in a private course. Teaching young learner with different ages and different level was a great experience for her. In 2005, she graduate from English department successfully and due to great performance during four years, she was awarded and appointed as an assistance professor in English Department. In 2007, she was awarded a short-term scholarship to USA to pursue a three - month exchange program the program helped her to enhance her experience in language teaching and she was inspired by American professors