Applying Team Teaching Strategies to Increment Intermediate School Pupils' Reading Ability

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ABSTRACT: It has been observed that intermediate pupils often find difficulty in dealing with issues related to reading comprehension. This makes teachers often think of supportive strategies to help their pupils better understand what they read. One of the group-based teaching strategies is Team Teaching Strategies which can be utilized to develop reading abilities among Iraqi EFL intermediate school pupils. Team Teaching Strategies are visual frameworks that assist pupils in digesting a text passage. To attain the purpose of the paper, 63 pupils were selected from Iraqi intermediate schools, distributed into 32 for experimental group, (received instruction using Team teaching strategies) and 31 pupils for the control group, (received instruction via authorized protocols. Pre- and post-test strategies were used by the researchers to assess the success of their approach. The paper reveals that Team Teaching Strategies play a great role in enhancing pupils to develop reading ability.

KEYWORD: Team Teaching, Strategies, Reading Skill, Intermediate School, Performance.

Introduction

Every classroom has a varied group of students with a wide variety of abilities and personalities to choose from. Because each student has a unique set of abilities, some students progress more quickly than others. Because of this discrepancy, it may be difficult for teachers to embrace strategies that are beneficial to the whole group of students. The use of the English language in English instructors at the secondary school level confront a variety of issues when it comes to teaching the English language and experimenting with different approaches designed to address problems that students find while learning a new language. As a result, experts have proposed that team teaching be used to fix the problem. Unfortunately, educational managers have not taken full advantage of instructors working together, probably as a result of emerging conceptual currents — such as System Instruction and Need Analysis — that criticize teacher-centered pedagogy and encourage students to work independently. Then, it becomes critical to undertake research to discover if team teaching is helpful in increasing language acquisition in secondary schools. As a result, instructors must create effective teaching strategies and creative solutions to address the unique requirements of each student in the classroom (Abbas, Dehham & Akbar 2018).

Data shows that districts may save money while enhancing student learning and decreasing teacher turnover by investing in professional development for teachers, but this is not widely acknowledged (Villar & Strong, 2007; Guskey & Yoon, 2009). Students and teachers alike will benefit from and be engaged in more meaningful teacher learning opportunities if these initiatives can be implemented effectively.

There is an abundance of studies identifying indicators of successful teacher preparation, although teachers are generally unsatisfied with their professional development experiences. This includes features such as authorizing teachers via self-development, fostering insightful practice, encompassing learning involvements throughout time, and ensuring that teachers participate in hands-on learning opportunities (Joyce & Showers, 2002). According to literature available, qualified progress should also be founded on research, cooperative, and dedicated to ensuring equitable access and high-importance training (Butler et al., 2004).

When it comes to professional development, focusing on pupils and instructors is typically part of a collaborative strategy built on teamwork. Including research-based features in teacher professional development programs increases teacher learning capacity significantly. It is no surprise, then, that the majority of old-fashioned qualified spreading out experiences are erstwhile events decided by school management, with many of those experiences being inactive and sporadic (Stewart, 2014). This likely contributes to the extraordinary level of discontent with the experience.

1. Team Teaching

The term "team teaching" is a technique with which instructors (two or more) collaborate to provide instruction. It is entirely reliant on the participation of the instructors who are taking part in the program. The teaching process is designed, carried out, and evaluated by the instructors as a group effort. Team teaching is a highly adaptable style of instruction. Teachers are allowed to explore ideas outside of their conceptual limitations and find new approaches to reading and writing. Team teaching provides instructors with the chance to teach in a new manner while learning in a new way (Quinn & Kanter, 1984).

The researcher may use this opportunity to strengthen their educational abilities while developing innovative new themes. The term "team-teaching approach" refers to "any arrangements that incorporate two or more professors in some degree of cooperation in the preparation and delivery of a course" (Davis, 1995, p. 8). Using a team approach to teach a course or a group of students is a kind of educational strategy in which two or more instructors work together to deliver a course or educate an entire group of students. It is also referred to as "collaborative teaching" in certain circles. Team teaching is a concept that was coined by Ezeude (2007) to define a set of teachers that work consciously, recurrently, and collectively to benefit a set of students of any age in their educational endeavors. Collectively, faculty members define course objectives, construct a syllabus, design discrete lesson plans, educate pupils, and assess student performance. They debate issues, make arguments, and, in some cases, force students to decide whether one method is superior to another (Cebrián-de-la-Serna, 2021).

Throughout a semester or school year, teams of students from a single subject, from an interdisciplinary group, or a school inside a school will comply with a similar group of pupils. In the future, new teachers may be partnered with more experienced colleagues to help them learn the chains. Changes in class size, location, and time are permissible, and new ideas are encouraged in the learning environment. The great variety of personalities, voices, values, and methods of doing things that retain their attention and prevent them from being bored attracts curious people to the field of study (Kareem, Dehham & Al-Wahid, 2019) .

Through the use of a team-teaching approach, teachers and pupils may communicate more effectively. Faculty members, in contrast to pupils, are assessed based on their attainment of learning objectives, while pupils are evaluated based on their teaching abilities (Wang, 2010). It takes a combination of inventiveness and collective accountability, concentration and enlargement horizons, vibrant and motivating content, as well as presentation of pupil improvement outcomes, democratic involvement, and shared anticipations, as well as outcomes in terms of cognitive, affective, and behavioral outcomes, to successfully develop students and faculty members. Critical thinking abilities, as well as analytical and synthesis skills, are paired with practical applications, and they may be used at all stages of education, from kindergarten to graduate school (Hammad Dehham &Akbar, 2018).

When working together, teaching teams demonstrate respect for differences, an understanding of interdependence, and the ability to resolve conflicts. They work together to define course objectives and content, choose shared resources such as books and videos and create quizzes and final tests that are open to all students in the course. Choosing how themes will be organized and whether or not extra resources will be included is their responsibility. They also give their views of the subject matter and do so via the use of their teaching methods and approaches. If there is a high degree of agreement on similar goals and objectives, the higher the likelihood that teaching will be networked and coordinated across institutions (Buckley, 2000).

Teaching sessions may be scheduled in either a contemporaneous or sequential fashion. Instructors from two similar courses, for example, could collaborate at the same time or on the same day in a way that a teacher can emphasize on the portion of the development in which s/he is most qualified. pupils may work on missions in the public library, workroom, or fieldwork environment in large groups, small groups under the supervision of specialist professors or teaching assistants, or individually or in groups under the supervision of specialized professors or teaching assistants. The use of video conferencing, satellites, or the Internet allows students and instructors to communicate with one another regardless of where they are located (Shahmohammadi, 2014).

Making a shift away from the generally recognized single-subject, single-course, and single-teacher paradigm promotes the development of new ideas and the investigation of new possibilities, while encouraging the development of new ideas and the exploration of new possibilities. To stimulate conversation, the students may be divided or mixed according to gender, age, culture, or other interests before being reunited again. Children with special needs or interests may benefit from remedial programs and honors sections, which are two more enticing options for providing a successful and appropriate curriculum for them. The topics covered may include a variety of study techniques and learning approaches. Team teaching may also help to lessen the risk of forcing ideas, beliefs, and attitudes on minorities or ethnic groups who are less strong than the majority of people. Teachers from a range of ethnic origins may learn from one another's cultural backgrounds, as well as from the cultures of their pupils if they work together effectively (Darling-Hammond et al., 2019)

It is not the case that every student improves at the same pace as others. When it comes to learning settings, the use of equal-length intervals is not always ideal. Nowadays, educators are less concerned with the top-down transfer of frustrated and factual knowledge from a developed and knowledgeable teacher to a young, untried, and immature pupil in a distinct -subject schoolroom than they were in previous generations of society. New learning dimensions are being introduced into schools as educators strive to include them all in their curricula: the lateral transfer of what has been discovered, created, constructed, marketed, or sold from one aware individual to another. This is made possible by the presence of team members with a wide range of skills (Pont, Nusche & Moorman, 2008).

Figure 1: Team Teaching

Unquestionably, "team teaching" is not the mere response to the difficulties that teachers, pupils, and supervisors are confronted with daily. All of the following are required: careful planning, competent management, an inclination to risk alteration and even letdown, self-effacement, tolerance, inventiveness, and innovation. However, the outcome is definitely worth the effort.

Teamwork develops the value of teaching because it allows numerous professionals to tackle a similar topic in terms of a variety of viewpoints, such as theory and practice, the past and the present, various sexes, or racial backgrounds. It is necessary to combine teachers' strengths while also addressing their weaknesses. It is possible for terrible educators to be seen, critiqued, and worked upon by their other team affiliates in a nonintimidating, helpful situation. The judgments of a group of teachers will be further perceptive and stable than the contemplation and self-reflection of a single instructor. Group collaborative working allocates accountabilities, raises inventiveness, develops contacts, and raises community among teachers. Instructors are reciprocally advantageous. They discuss notions, propose new ways, and call into enquiry preconceived notions. Through watching each other, they learn new perspectives and ideas as well as new approaches and ideas. While arguing, disagreeing with premises or conclusions, and raising new concerns, students participate in discussions with one another to draw conclusions and draw consequences. Conflicting perspectives inspire more vigorous class involvement and self-governing thinking from pupils, especially when an appropriate mix of "gender, race, culture, and age" on the team is highlighted. The use of team teaching to go beyond the transmission of material and delve into students' personal experiences is mainly operative with older and under-equipped learners (Janker, 2012, p.66).

The team minimizes the number of teaching tasks while simultaneously raising morale. The presence of a second instructor helps to reduce personality problems between students and teachers. In certain cases, a team member may be assigned to deal with the situation although the rest of the class continues. Participating in decision-making increases one's sense of self-worth. Increases in teachers' self-esteem and happiness are associated with improvements in the quality of their teaching and learning. Faculty recruitment and retention are helped as a result of this (Davis, 1995, p. 44).

When it comes to team teaching, there are a variety of approaches that may be employed. Also effective has been collaborative "team teaching", in which two department staff members are present before the class at the same time. Using a rotating paradigm, in which professors rotate in their instruction of the class, team teaching may be effective. This rotating structure may take on a variety of different forms based on the topic area and the number of academics that are participating in the rotation. Even though all participating faculty members attend all courses, only one is really "teaching" at any given moment. Teaching by a participant-observer team with participation observers —In addition to being teachers, they may act as model learners, observers, panelists, or resources in the role of participatory observers (Pont, Nusche & Moorman, 2008).

Instructional designers create and integrate a curriculum that incorporates balancing or connected courses, an incorporated collection of autonomous courses, or freshmen interest groups to promote learning and connections. This curriculum-level approach to interdisciplinary learning, although it is not exactly team teaching, may assist in gaining some of the anticipated benefits of team teaching (Davis, 1995, p. 47).
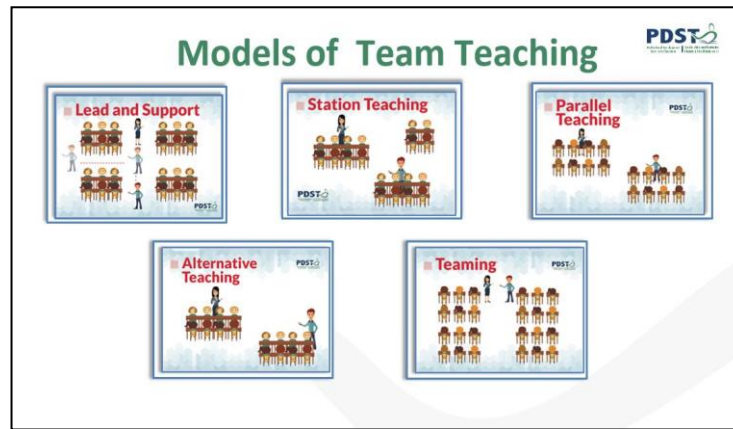
Figure 2: Models of Team Teaching

Students seem to profit from classes that are taught in groups as well as individual ones (Johnson, Johnson and Smith, 2014). According to the findings of the study, team teaching may be beneficial in the following ways:

➢ Students' analytical abilities should be strengthened.

➢ Contribute to the construction of knowledge bridges across fields for both professors and students.

➢ Increase the uniformity of students' curricular activities.

➢ Encourage a better sense of belonging to the academic community.

➢ Make explicit guidelines for involvement in educational and social activities accessible (this is particularly necessary at commuter campuses).

➢ Develop learner learning consequences, preservation duties, relational skills, communication abilities, analytical and decision-making ability, and cultural multiplicity through strengthening student-teacher interactions and increasing student diversity.

The following are the team's teaching objectives: (1) increasing the effectiveness of classroom education by adapting it to students' interests and skills, (2) increasing the flexibility of grouping students, and (3) improving the overall quality of teaching (Walberg, 2010).

The team-teaching strategy is implemented via the use of a sequential manner. Aspects of the team-teaching technique that comprise the following phases are presented below. They are involved in the processes of planning, organizing, and reviewing.

Figure 3: Steps of Team Teaching

One of the following actions was carried out for the organization of team teaching (Stepić & Popović, 2022, pp. 611-617):

1. Teachers assess students' entrance behavior to determine the level of teaching.
2. After determining the students' entrance behavior, a communication method is chosen.
3. The instructor then gives the lead lecture, and the team's other teachers listen to him and take notes on where students are having difficulty, which subject heads need more information, and which portions of the lecture were not delivered correctly.
4. Following this, additional instructors give the lesson and explain the various aspects by complementing the main lecture.
5. Students' actions are reinforced.
6. During these lectures, certain tasks are given to pupils to improve classroom conformity.

2. Benefits of Team Teaching

➢ It aids in the creation of a dynamic and interactive learning environment; and it stimulates new ideas and a feeling of collaboration among instructors.

➢ The most significant benefit of team teaching is that it may be utilized to enhance instruction quality.

➢ Team teaching allows students to get exposure to additional specialists.

➢ Instructors benefit from the experience and knowledge of other teachers, which allows them to broaden the breadth of their teaching ability.

➢ It leads to more efficient use of human resources and better use of existing facilities.

➢ Team teaching provides members and students with many opportunities to engage in conversations. (Anderson & Speck, 1998, pp. 671ff)

3. Methodology

Students at Iraqi EFL Intermediate Schools were asked to participate in this research to learn more about the effects of team teaching tactics on the development of reading comprehension abilities. This examination is carried out using a quantitative research design. (32) second intermediate school pupils are selected to represent the experimental group that are exclusively for male students and are situated in the heart of the province of Babylon. The current study will take place during the academic year 2021-2022.

In order to choose the two participants for this research, a random selection of boys from Al-Turath intermediate school was employed to select them. A total of 63 second grade students were divided into two groups: 32 pupils stand for the experimental group, which was taught via guided observations to teach reading comprehension, and 31 exemplifies the control group which was taught using the guide book intended for the second intermediate class to teach reading comprehension to control group.

3.1 Equivalence between the Two Groups

A number of variables that may have an impact on the results of the experiment were tried to be controlled by the researcher after a sample of two groups was selected and before completing the experiment. In order to compare the two groups, the following variables were used to compare them:

3.1.1 Participants' Age

The t-test method for the two independent groups is employed to ascertain whether or not there is a statistically noteworthy difference in age between the experimental group and the control group as displayed in Table (1):

Table 1: T-test Statistics for the Age Variable

Group	No.	Mean	SD	t-value		DF	Level Significance
				Computed	Tabulated		
Experimental	32	162,45	10,06				0.05
Control	31	162,06	11,13	0.223	2	61	

Subjects performed better in RC in the EG than in the CG, according to their pre-test results, which were compared with their pre-test results in the t-test method, which revealed no statistically significant difference in their success in RC between the two groups. Examine Table (2):

Table 2: T-test Statistics on the Pre-Test Scores of Pupils

Group	No.	Mean	SD	DF	t-value		Level Significance
					computed	Tabulated	
Experimental	32	21.90	3.43	61			
Control	31	20.97	3.20		1.12	2	0.05

3.1.2 Educational attainment of the participants' parents

The chi-square test is used to examine whether or not "there is a statistically significant difference between the two groups in this variable" for Parents, as displayed in Table (3).

Table 3: Fathers' Status in the Two Groups

Group	No.	Academic Status of Fathers				Chi-squire		DF	Status significant
		Primary and below	Intermediate	Preparator	Bachelor and mor	Compute	Tabulated		
EG	32	11	8	8	5	0.467	7.82	3	0.05
CG	31	10	9	6	6				

Table 4: Level of Mothers for the Two Groups

Group	N	Mean	SD	DF	t-val		Level of significan
EG	32	26.22	2.93	61	comput	Tabulat	
CG	31	23.8	2.64		2.69	2	0.05

Table 5: T-test Statistics of the Students' Score in the Post-Test.

Group	No.	Academic mothers				Chi-squire		DF	Level of significant
		Primary	Intermediate	Preparatory	Bachelor	Computed	Tabulated		
EG	32	12	6	8	6	0.696	7.82	3	0.05
CG	31	10	8	6	7				

3.1.3 Material for Instruction

This experiment included using every piece of important content from "English for Iraq" for 2nd intermediate students (Units, 5, 6, 7 , and 8) including the activity book and student's book, for the second course, which also contained an activity book and a pupils' manual.

3.1.4 Instrument

The accomplishment exam was created to evaluate a person's gained language ability during the course of the study (Gharbavi & Mousavi, 2012, pp. 112-115).

The following tactics were used to structure the accomplishment exam:

1. Before conducting experiments, the pre-test was developed to assess the reading comprehension of the pupils of both groups.

2. After the experiment, a post-test wasdesined to evaluate pupils' reading comprehension of both groups.

3. Scoring system rewards accurate responses with one point and penalizes wrong responses with zero points. The maximum potential score is thirty, while the lowest conceivable score is zero.

4. The legitimacy of the test is confirmed by certification by a panel of language experts who directed particular adjustments and alterations to be made.

5. A statistical analysis of the test items in question was conducted. The item difficulty varies from (0.41 to 0.65), whereas the item discrimination ranges from (0.41 to 0.65). (0.41 to 0.65). (0.38-0.65). As shown by the findings, statistics indicate that the test is reliable.

4. Results

In order to get the research's results, statistical analyses were performed on the data collected. The data collected from the pre-test administered to both groups afore to the training of guded observations in the experimental group, was used to show that there was no statistically noteworthy difference between the experimental and control groups prior to conduct.

It was determined whether or not there was a statistically significant difference in pre-treatment scores between the experimental and control groups by comparing the results of the post-test, which was administered to the two groups after being instructed by guided observations in the experimental group, with those of pre-treatment scores from the experimental and control groups. The following are the results, as revealed in Table 5:

Table 5: T-test Statistics of the Students' Score in the Post-Test.

Group	N	Mean	SD	DF	t-value		Level of significance
EG	32	26.22	2.93	61	computed	Tabulated	
CG	31	23.8	2.64		2.69	2	0.05

Considering the above table , the mean for the experimental group was significantly greater than the mean for the control group. Conclusions According to the results of the study, Guided observations had a favorable impact on the success of RC of EFL pupils in general.

5. Conclusions

The following findings have been reached as a consequence of the research:

1. After reviewing the data, the goal of this study was to look into the impacts of employing gided observations on EFL students' reading comprehension success. This aim was met since the posttest results demonstrated that the experimental group performed much better than the control group. Put differently, the findings suggest that experimental group improves their ability to do RC tasks.

2. GOs were observed and they have been shown to boost content and language integrated learning as well as reading comprehension and the creation of reading strategies. Using these tools, students were able to evaluate texts, choose significant information, and establish content, all while improving lesser and developed-order thinking abilities to aid in information accumulation.

3. They too encouraged students to participate in meaningful learning by requiring them to connect ideas and generate sense and information.

4. The utilization of guided observations may aid in the improvement of text comprehension and the development of better readers for foreign language readers.

5. They also encouraged students to engage in meaningful learning by forcing them to make connections between concepts and to generate meaning and knowledge.

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