



Effect of Team Teaching on English Vocabulary Building in Elementary School Students

Aroona Hashmi, Assistant Professor, Institute of Education and Research, University of the Punjab, Lahore, Email: aroonahashmi@gmail.com

Mubashira Khalid, Assistant Professor, Institute of Education and Research, University of the Punjab, Lahore, Email: mubushirakhalid@yahoo.com

Tariq Hussain, Assistant Professor, Institute of Education and Research, University of the Punjab, Lahore

Nazmeen Amber, MPhil scholar, Institute of Education and Research, University of the Punjab, Lahore

Abstract - Vocabulary building as the foot-stone of the whole language learning, lays the foundation for students learning English vocabulary and using various English learning strategies rationally (Gruneberg, 2007). While the team-teaching method is one of the efficient teaching methods to learn new concepts. Therefore, this study was design to investigate the effect of team teaching on English vocabulary building of grade 7 students. The study followed the positivist philosophical research paradigm followed by true experimental pre-test post-test control group design. A sample of 60 students studying in an X school was selected (i.e. 30 students= experimental, 30 students= control group). Pre-test and post-test were taken to determine the effect of team teaching on English vocabulary building of student before and after the intervention. Control group was taught English through traditional method whereas experimental group was taught the lessons by team teaching method. Validity of the instrument was censured by experts. Reliability of the instrument calculated using split half method was 0.71. Results of the pre-test showed that there is no statically significant difference found in the scores of the experimental group and control group ($p > .05$). After 10 weeks of intervention period, post-test was taken which exposed that there is statistically momentous difference in the academic achievement of the students have been taught by team teaching method ($p < .05$). Therefore, results of the study stated that there is an effect of team teaching on students' vocabulary building in English. Hence fore, it is recommended team teaching may apply in 7th Grade students' class to get their better performance in learning English language.

Keywords: Team teaching, vocabulary building, English language, intervention.

I. INTRODUCTION

Team teaching in an embryonic sense is evident where, say, two members of staff decide to pool their efforts in pursuit of one specific teaching objective. Team teaching is based on the assumptions that teachers working together in a coordinated manner can produce an overall improvement in performance of students, and that the utilization of experts working in their specialist areas will result in a more effective way of teaching. Joint responsibility for the teaching of groups, appropriate team structure and student groupings are among the most important features of team teaching (Quinn & Karter, 2014). The term "vocabulary" is used in different senses. Not only can it refer to the total number of the words in a language, but it can stand for all the words used in a particular historical period, e.g. Old English vocabulary, Middle English vocabulary and Modern English vocabulary. We also use it to refer to all the words of a given dialect, a given book, a given discipline and the words possessed by an individual person. English is one of the world's highly developed languages. Naturally the English vocabulary is one of the largest number vocabularies in all the languages (Ahmed, Abbas & Naz, 2020). Vocabulary building as the foot-stone of the whole language learning, lays the foundation for students learning English vocabulary and using various English learning strategies rationally. Hence fore, Vocabulary is of great importance in language acquisition (Gruneberg, 2007). Similarly, Lewis, (2008) thought that vocabulary is the central task of second or foreign language acquisition, that is, any language skills, such as listening, speaking, reading, writing and translation, cannot be divorced from the dependence on the vocabulary. That acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). While teaching vocabulary is one of the most discussed parts of teaching English as a foreign language (Abbas & Zafar, 2018). When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results (Prince, 2017). According to Colorado (2007) the average native English speaker enters nursery school knowing at least 5,000 words

while the average English language learner may know 5,000 words in his/ her native language but only a few words in English. The reality is that native speakers continue to learn new words while English language learners face the double challenge of building that foundation and closing that language gap. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults (Abbas, Jalil, Zaki & Irfan, 2020). Team teaching have dependably been a prevalent instrument in an English class keeping in mind the end goal to premium and wake up uninterested understudies additionally is a successful intends to advance youngsters' educational and mental potential in English learning has been under dialog for quite a while. Through team teaching, children learn independence, knowledge and application of new vocabulary. Taking the advantages of learning vocabulary through different methods into account motivated the researcher to apply various activities, especially fun activities (i.e., Brainstorm, Charades, Modified catch phrase, the dictionary game, what am I thinking of? letter scramble) in a new context to investigate their role applying in improving vocabulary enhancement. This study tries to illuminate the impact of applying fun activities on improving elementary students' vocabulary knowledge. In Dugan and Letterman's (2008) study's findings also suggested that students taught by team teaching method performed better than other students.

Gerretson (2008) study found that using the strengths of both teachers had a positive impact on all student achievement in English language learning (Abbas, Pervaiz & Arshad, 2018). Students benefit from having more attention and therefore more support because there are not one but two teachers there for them (Stewart & Perry, 2005). English language learners can benefit from being more exposed to more than two teachers and submerged in the English language because it gives them more chances to hear and understand the English language as it is used by native speakers (Abdallah, 2009). More exposure to higher levels of vocabulary and variety of speech and language patterns is also a benefit to a student in a team-teaching situation (Abdallah, 2009). Team teaching is an extensive teaching strategy to lean new language. However, despite of its importance it has not widely been recognized in Pakistan and even not used in developed countries such as England Australia, America/ Furthermore, very few studies have been conducted on this study area in different district of Pakistan other than Jhelum. Therefore, researcher attempted to investigate the effect of team teaching on vocabulary building of elementary school students.

Objective of the Study

The research objective of the study was to:

1. Investigate the effect of team teaching on English vocabulary building of the Grade 7 students.

Null Hypotheses

Following were the null hypotheses of the study:

Ho_{1.1}: There is no statistically significant difference between the control and experimental group in pretest scores of students' test for English vocabulary.

Ho_{1.2}: There is no statistically significant difference between the control and experimental group in post test scores of students' test for English vocabulary building.

Ho_{1.3}: There is no statistically significant difference between the pre-test and post test scores of the experimental group in students' test for English vocabulary building.

Ho_{1.4}: There is no statistically significant difference between the pre-test and post test scores of the control group in students' test for English vocabulary building.

II. RESEARCH DESIGN

Philosophical research paradigm of the study was positivist. The study was quantitative in nature. True Experimental pretest post-test control group design was used to conduct this study. Teacher randomly assigned the students in control and experimental group.

Population of the study

Population for this study was the students studying in a school X in grade 7. The entire figure of grade 7 students is 60 who are equally distributed in two sections.

Instrumentation

Based on the nature of research study, pre-test and post-tests were prepared by the researcher and administered. Test was comprised of 7 sections, including 5 items in each section: 1. Short answer questions. 2. Sentence making. 3. Write synonyms. 4. Write antonyms. 5. Sentence correction. 6. Missing letters. 7. Matching the columns. Each item was analyzed to calculate the item difficulty (p-value) and discrimination index (DI). Reliability has been checked through split half method. Reliability of the instrument was 0.71. Researcher has validated the test from three relevant field experts earlier to conduct the test. Experts have ensured the content and face validity of the test. Researcher has

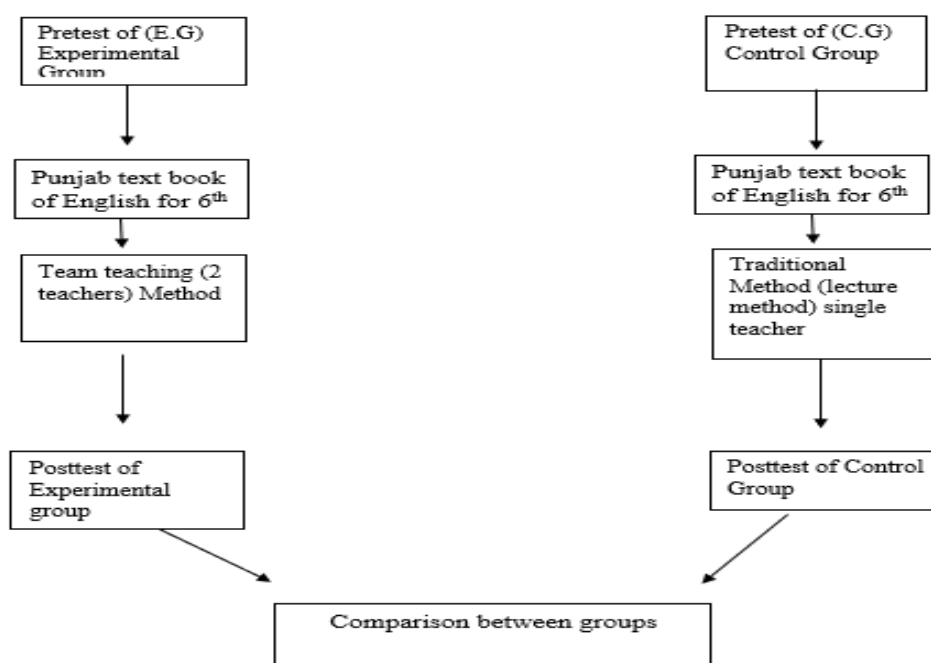
empirically attempted to control the different threats to internal and external validity of the study (i.e. Selection biasness, testing effect, instrumentation, setting-treatment interaction) by randomly selecting the subjects for both groups, by conducting pre-test and posttest, applying the inferential statistics and conducting the experiment in students' natural settings. Furthermore, subjects were not informed of the intervention to avoid diffusion effect.

Intervention

The experiment was started with a pretest given to both groups with the intention of checking the students' initial level of vocabulary before experiment. Both groups were taught the same material of Punjab text book of English for 7th grade. But during intervention experimental group was taught by team teaching method using activity and demonstration method while the control group was taught by a single teacher using traditional method of teaching. The intervention was carried up to 10 weeks 40 minutes per day. All lessons were delivered by following team teaching approach. Smart syllabus was introduced by the school due to critical situation of Covid-19. After intervention a post-test was administered to investigate the effect of treatment. Identical pretest and posttest were used to test the learning of students of experimental and control groups. Duration of each test was 45 minutes

Figure 1

Intervention Procedure



III. DATA ANALYSIS

After intervention tests were collected, scored and compiled. Collected data were analyzed and interpreted using inferential statistics. In inferential statistics an independent sample t-test was applied in order to investigate the difference in academic achievement of control and experimental group and paired-sample t-test was utilized to find difference among pre and posttest scores of experimental and control groups to investigate the effect of team teaching on vocabulary building in English.

Delimitation

This research was delimited to:

1. A team of two teachers.
2. The 7th grade students.
3. English subject

Data analysis and interpretation

Data analysis and interpretations of the results for the present study are discussed in this chapter. Analysis and elucidation of data is a vital aspect of research work. Data has been scrutinized to investigate the "Effect of team teaching on vocabulary building of 7th grade students in English." Inferential statistics (independent and paired samples t-test) were applied to find the outcomes.

Table 4.1
Comparison of Pretest between Control as well as Experimental Group

Groups	(N)	Mean	SD	t-Value	df.	p
Control group	30	11.6	3.357	.229	65.262	.820
Experimental group	30	12.4	3.441			

Significant at level $p < 0.05$

Independent samples t-test was applied to compare the pre-test scores for experimental and control group in order to find out the initial level of vocabulary in English among 7th grade students. Statistically there was no significant variation was found between the mean scores of control group (M= 11.6 SD= 3.357) and experimental group (M= 12.4, SD= 3.441) as $P > 0.05$, $t(65.262) = 0.229$, $p = 0.820$. Therefore, the null hypothesis "There is no statistically significant difference between the control and experimental group in pretest score of students' vocabularies in English is accepted.

Table 4.2
Comparison of Posttest between Control and Experimental Group

Groups	(N)	Mean	SD	t-value	df.	p
Post-test control group	30	12.32	4.505	-14.161	65.854	.000
Post-test Experimental group	30	16.97	5.624			

Significant at level $p < 0.05$

Independent samples t-test was applied to compare posttest scores for control and experimental group in order to examine the effect of team teaching on students' vocabulary building in English. Statistically significant difference found between the mean scores of control group (M= 12.32, SD= 4.505) and experimental group (M= 16.97, SD= 5.624) as $p < 0.05$, $t(65.854) = -14.161$, $p = 0.000$. Thus, the null hypothesis "There is no statistically significant between the control and experimental group in posttest scores of students' vocabulary building in English" is rejected.

Table 4.3
Comparison of Pre and Posttest for Experimental Group

Variable	Group	(N)	Mean	SD	t-value	df.	p
Pair 1	Pretest	36	12.42	3.512	-28.398	35	.000
	Posttest		16.79	5.169			

Significant at level $p < 0.05$

Paired samples t-test was employed to gather the statistics regarding pre and posttest for experimental group to find out the effect of team teaching on 7th grade students; vocabulary building in English. Statistically, a significant difference found between the mean scores of pre-test (M=12.42, SD= 3.512) and post-test (M= 16.79, SD= 5.169) as $P < 0.05$, $t(35) = -28.398$, $p = .000$. Mean scores of experimental group are higher than pretest. It indicates that team teaching may help to improve the vocabulary in English of 7th grade students. Therefore, the null hypothesis "there is no statistically significant difference between the pre and posttest scores of experimental group in students' vocabulary building in English" was rejected.

Table 4.4
Comparison of Pre-Test and Post-Test for Control Group

Variable	Groups	(N)	Mean	SD	t-value	df.	p
Pair 2	Pretest	30	11.63	3.925	.470	68.46	0.639
	Posttest	30	12.25	3.918			

Significant at level $p < 0.05$

Paired samples t-test was applied to compare the pre and posttest scores of the control group. Statistically, an insignificant difference found between the mean scores of pretest (M= 11.63, SD= 3.925) and posttest (M= 12.25, SD= 3.918) as $t(68.46) = .470$, $p = .63$. Therefore, the null hypothesis "there is no significant difference between pretest and posttest scores of the control group in students' vocabulary building in English" is accepted.

IV. DISCUSSION

The traditional teaching approaches put great stress on teacher. Cyclic practice, unconscious military sort of exercises regarding rote memorization are the hallmarks of conventional teaching methods. From the time when English is considered as vibrant mode of communication and official language of this globe, it is of utmost importance. Vocabulary knowledge occupies a crucial position in the process of second language learning. Myriads of attempts have been made to assist learners to solve the challenges facing to vocabulary building. However, doubts remain over their effectiveness in enhancing learners' vocabulary comprehension and production (Song, 2011). Team teaching can be proved a better strategy to build English vocabulary in students. As this was particularly design to investigate the effect of team teaching on English vocabulary building in 7th grade students.

Experimental research design was followed to attain the objective of the research. Pretest was taken to ensure the initial equal knowledge of vocabulary. After 10 weeks of intervention with team teaching method, a post test was taken to know about the effect of team teaching on English vocabulary building in students. Results of the study showed that team teaching significantly affect the English vocabulary building. Control group of the study also improve a little bit perhaps due to instrumental effect but a major improvement was observed in experimental group which was taught by team teaching. Thus, team teaching not only share the burden of teaching of one teacher but also help to improve the vocabulary of 7th grade students. This agreed with Lester and Evans (2009) who reported that learner's learning of new words were improved by using team teaching strategy. Practicing this strategy helped students and teachers to strengthen their understanding of the content because team teaching was important to improve the student's collaborative abilities.

It agreed also with Kloo and Zigmond (2008) who stated that team-teaching provided more chances for learners to respond and interact and learn new words and concepts. Having two instructors in one classroom helped to have two groups of learners which created more opportunities for students to respond, and get immediate feedback. This result agreed with Hughes and Murwaski (2001) conclusion. They claimed that having two teachers in one classroom provided creativity and flexibility which helped teachers to vary instruction and learning activities. The different individual learning styles of learners were likely to be met by using proper strategies of teaching to teach new language and concepts.

V. CONCLUSION

The present study was design to investigate the effect of team teaching on English vocabulary building of students. Findings showed that team teaching method have a great effect on students learning of vocabulary. Two groups of students were made for this research one group was taught with lecture method while the other group was taught by following team teaching approach. Results of the study showed that group which was taught the same Punjab text book of English for 7th grade performed well in vocabulary learning test as compared to the other group which was taught the same content but by following traditional teaching approach. Therefore, On the basis of findings researcher concluded that team teaching could prove an effective approach in building English vocabulary in 7th grade students.

VI. RECOMMENDATIONS

On the basis of findings of the research it is recommended that students may be taught by implementing team teaching in the classrooms. It is also suggested that team teaching may also applied to teach new languages. It is also be recommended that training may be provide to teachers about team teaching to minimize the disadvantages of team teaching. It is also suggested that team teaching may be followed in teaching other subjects also other than English. Future researches may also be conducted on larger population to find more about the effects of team teaching.

REFERENCES

1. Abbas, F. & Iqbal, Z. (2018). Language Attitude of the Pakistani Youth towards English, Urdu and Punjabi: A Comparative Study. *Pakistan Journal of Distance and Online Learning*, 4 (1), 199-214.
2. Abbas, F., Jalil, M. K., Zaki, H. N. & Irfan, F. (2020). Implicit measure of language attitude: study of Punjabi native speakers by using matched guise technique. *International Journal of Innovation, Creativity and Change*, 13 (1), 194-206.
3. Abbas, F., Pervaiz, A. & Arshad, F. (2018). The competing status of Urdu and English after declaration of Urdu as official language in Pakistan. *Journal of Research (Urdu)*, 34 (1), 142-158.
4. Abdallah, J. (2009). Benefits of co-teaching for ESL classrooms. *Academic Leadership*, 7(1), 77-90

5. Ahmed, S. N., Abbas, F. & Naz, F. (2020). Historical development of orthography in English and impact of computer-mediated communication (CMC) on the emerging orthographic patterns in English. *PalArch's Journal of Archeology of Egypt* 17(11), 162-175.
6. Colorado, C. (2007). Vocabulary development with English language learners. Reading Rockets. <https://readingrockets.org/article/vocabulary-development-ells>.
7. Dugan, K., & Letterman, M. (2008). Student appraisals of collaborative teaching. *College Teaching*, 56(1), 11-15.
8. Gruneberg, M. (2007). Individual differences and attitudes to the keyword method of foreign language learning. *Language Learning Journal*, 4, 60-62.
9. Hughes, C.E. and W.A. Murwaski, 2001. Lessons from another field: Applying co-teaching strategies to gifted education. *Gifted Child Quarterly*, 45(2): 195-209
10. Kloo, A., & Zigmond, N. (2008). Coteaching revisited: Redrawing the blueprint. *Preventing School Failure*, 52(2), 12-20.
11. Lester, N. and K. Evans, 2009. Instructors' experiences of collaboratively teaching: Building something bigger. *International Journal of Teaching and Learning in Higher Education*, 8(3): 373-382.
12. Lewis, B (2008). *The lexical approach for English language teaching*. Language Teaching Publications. London.
13. Prince, P. (2016). 'Second language vocabulary learning: The role of context versus translations as a function of proficiency. *The Modern Language Journal*, 80(4), 478-493.
14. Quinn, S., & Karter, S. (2014). Team teaching: An Alternative to Lecture Fatigue. *The Electronic Journal for English as a Second Language*, 3(6), 67-69
15. Song, W. (2011). Learning vocabulary without tears: a comparative study of the jigsaw and information gap tasks in vocabulary acquisition at school. *School of Education and Environment*, 2(2), 29-32.
16. Stewart, T., & Perry, B. (2005). Interdisciplinary team teaching as a model for teacher development. *The Electronic Journal for English as a Second Language*, 9(2), 1 17.
17. Walters, J.D. (2006) 'Methods of teaching inferring meaning from context. *Regional English language Journal*, 37(2), 176-190.