

**ASSESSMENT OF TEAM TEACHING AS AN ALTERNATIVE TO  
SOLO TEACHING METHOD FOR GSE ENGLISH IN FEDERAL  
COLLEGE OF EDUCATION (TECHNICAL) BICHI FOR IMPROVED  
LEARNERS' PROFICIENCY**

**SALAMI HAMMED, PhD (Principal Researcher)**

Department of Language and Communication Education  
School of General Studies Education  
Federal College of Education (Technical), Bichi, Kano Nigeria  
09038545626

**MOHAMMED, JIBRIL NASIR (Co-Researcher)**

Department of Language and Communication Education  
School of General Studies Education  
Federal College of Education (Technical), Bichi, Kano Nigeria  
07032919304

<https://doi.org/10.37602/IJREHC.2023.4511>

**ABSTRACT**

This study assessed the effect of the team teaching method on students' grammar and reading skills. The study was necessitated by students' persistent poor knowledge of English evident in their poor speaking, listening, reading, and writing abilities. The study adopted a quasi-experimental research design and purposive sampling techniques. The population for the study constituted 4,983 NCE regular students of the Federal College of Education (Technical) Bichi. Survey Monkey sample size calculator recommended a sample size of 400 (with a confidence level of 95% and a 5% margin of error). Data were gathered using a teacher-made test instrument (English Language Achievement Test) and presented on tables. Each variable was analysed using mean, standard deviation, and t-test. The study revealed that there was a statistically significant rise in the students' grammar and reading scores through the team teaching method (experimental group) compared with the solo teaching method (control group). The study therefore recommended the need for a team teaching method in teaching GSE English courses in the NCE programme for improved proficiency in English skills of pre-service teachers.

**Keywords:** Team teaching; Solo teaching; English; NCE Students

**1.0 INTRODUCTION**

The issue of teaching methodology has occupied a central place in the discussion of teaching and learning effectiveness in teacher education programmes so much that the Federal Republic of Nigeria (2012), in response to the issue of how the transformation from "transmitter of content" to facilitator of learning will take place, states inter alia: "The paradigm shift expected is on the methodology employed by lecturers/teacher educators to deliver instruction", There must be a shift from methodology that promotes rote learning and mastery of content to

constructivist ones that help learners to construct their knowledge using activity-based learner-centred approaches”.

Studies have established a positive correlation between teaching methodologies adopted by teachers and teacher educators as the success or otherwise of the teaching/learning process depends largely on the methodology deployed into it (Salami, Adewoye & Adewoye, 2023; Olaoye, & Wahab, 2021; and Yusuf, Abdullahi & Muhammad, 2019). While language teachers deploy one or a combination of methods ranging from the conventional method, project method, discovery method, and sole-instructor teaching method to mention but a few into their daily teaching endeavour, some have been rarely used by teachers and teacher educators in the teaching of English as a second language in Nigeria as team teaching.

Team teaching is among the many instructional methods available to instructors. The team teaching method is more prevalent in kindergarten, primary, and secondary schools with less or zero presence in tertiary institutions. This method brings together the knowledge and skills of two highly qualified teachers in one space (Basso and McCoy, 2007 cited in Almon, & Feng, 2012). Team teaching according to Danlami (2010), is an instructional technique in which teachers work together to plan, implement, and evaluate a teaching activity. Team teaching is significantly different from the solo method in that it involves partnerships and collaborations at different stages of instruction planning, delivery, and evaluation. GSE English is a sub-component of the General Studies Programme, which, according to FRN (2020), is designed to ‘expose students to a variety of knowledge across disciplines’. GSE English is taught in the NCE programme as five different courses spread across the three levels of the programme.

The course is targeted towards achieving the sixth and seventh objectives of the General Studies Programme in teacher production for the basic level of education, which, according to FRN (2020), are to acquire proficiency in the use of the English language for effective communication and teaching, and to promote professional competence. These points indicate the relevance of the proficiency in the use of English for effective communication, which cannot be overemphasised in teacher education programmes. Proficiency in a language simply refers to the learners’ ability to effectively use the language being learnt to ‘meet their own needs and the varying demands of a changing society’ (Oladimeji, 2019). It is manifested in the learners’ ability to make the right choice of words and expressions suitable for different domains and discourses, as well as demonstrable speaking and listening skills. All these sum up account for the overall aim of language teaching, which, according to Nasiru (2019), is ‘to create in the learners a capacity to communicate in the target language’. Language proficiency does not only imply a capacity to communicate in the target language; rather, it connotes the ability to communicate effectively in the language being learnt, in this case English. Because effective communication is a key determinant in the teaching-learning process and because English is a major language of education in Nigeria, achieving proficiency in the language of instruction is always of interest to any of its teacher education programmes.

As important as proficiency in English is to the success of teacher production at the Basic level of education, both the classroom interaction with the students and their examination performance reveal abysmally poor performance and an outright lack of proficiency in virtually all four skills of the English language: speaking, writing, reading and listening. For instance, it is observed that the examination results of NCE 3 2020/2021 GSE 321-General English V

revealed that 388 (62 %) out of 623 students across the five schools in the College obtained marks below 50. The results shown above reflect both students' poor background in English right from secondary school and possibly a deficiency in the teaching methods adopted by GSE English teacher educators. Therefore, continuous effort at improving the quality of delivery of the GSE English curriculum is highly needed for the overall success of basic education teacher production. The study therefore focuses on the adoption of team teaching as an alternative method to solo method used in most colleges and schools for teaching not only the English language but also other school subjects.

### **1.1 Objectives**

1. To determine the effect of team teaching and solo teaching methods on students' knowledge of grammar during GSE English teaching at Federal College of Education (Technical) Bichi.
2. To determine the effect of team teaching and solo teaching methods on students' reading skills during GSE English teaching at Federal College of Education (Technical) Bichi.

### **1.2 Research questions**

1. What are the effects of team teaching and solo teaching methods on the knowledge of grammar in GSE English at the Federal College of Education (Technical) Bichi compared with the one-instructor method?
2. What are the effects of team teaching and solo teaching methods on students' reading skills in GSE English at the Federal College of Education (Technical) Bichi compared with one instructor method?

The study will be relevant in several ways. First, based on the literature reviewed so far, only a few studies have been conducted on the adoption of team teaching methods for teaching students in colleges of education. This, therefore, points to a gap in the literature. Second, the outcome of this study is expected to help the National Commission for Colleges of Education and curriculum developers with useful information on improving the teaching methodology component of the Basic Teachers' Standard. Third, it will serve as a reference point for other researchers working on the same area, or similar areas, of knowledge.

## **2.0 LITERATURE REVIEW**

### **2.1 Concept of Team Teaching and Solo Teaching Method**

The concept of team teaching is known by many names; some refer to team teaching as collaborative teaching, and others refer to it as co-teaching. Whatever the multi-nomenclatures given to it, there is a consensus in the conceptualization of team teaching. For example, according to Cook and Friend (1995) and Moss (2017), team teaching is a type of instructional method consisting of two or more professional educators instructing students in a single space. According to Sweigart and Landrum (2015), team teaching involves the shared responsibility of assessing students, planning instruction, actual teaching, and managing students behaviour'. Similarly, Mendi and Renee (2019) add that the team teaching method is all about allowing two instructors to share responsibilities for the course and be present throughout the entire class

session. On the other hand, solo teaching, according to Almon and Feng (2012), involves a single teacher planning, teaching, and improving students' education and learning. Witcher and Feng cited in Avwir (2020) argued that solo teaching involves a qualified person teaching a group of students with varying methods of instruction.

## 2.2 Team Teaching Instructional Method: An Empirical Review

Various empirical studies have been conducted on team teaching as a teaching method. Asonze and Atabo (2018) observed that team teaching method has a positive impact on both English language learners and teachers. The team teaching method also demonstrated positive learning gains for students in an inclusive setting. Mendi and Renee (2019) indicated that student learning experience was enhanced due to the team teaching method, as learners had access to the instructor, instructor feedback, and student support. Rebecca, Nicole, Zulema, and Jacqueline (2020) added that the team teaching method provides school leaders with numerous recommendations/ strategies that make implementation of professional development successful. Teaching professional development includes content knowledge, active learning, coherence, collective participation, and duration.

Similarly, Almon and Feng (2012) compared students' mathematics (Number Sense, Multiplication, and Division) achievement by adopting co-teaching and solo teaching and showed that co-teaching was more effective on students' achievement in the number sense unit than solo-teaching. However, the authors also argued that solo teaching was more effective than co-teaching on students' achievement in multiplication. In the same vein, Walsh (2012) considered team teaching to be a good approach for continuous improvement in numeracy and literacy skills. However, the author observed that students tend to demonstrate more growth and increased academic performance when teachers are well trained in implementing co-teaching methods.

In addition, St. Cloud University (2014), as mentioned in Asonze and Atabo (2018), highlights, among others, several positive impacts of team teaching on students' learning. These include: a reduction in the student/teacher ratio, an increase in instructional options for all students, an increase in diversity of instructional styles, and greater students' engagement and participation levels. Perhaps this is why Avwiri (2020) argues that there is a significant difference between the mean achievement scores of students in chemistry, with co-teaching being the more effective and followed by solo-teaching. The results also showed that there was no significant main effect of gender on achievement. Also, Carpenter, Crawford and Walden (2007) analysis in testing the efficacy of team teaching observed that students in taught with team teaching method earned significantly higher final grades than their those taught in sole teaching. In the same mood, Little and Hoel (2011) discovered that team teaching with a technology attained statistically significant grade improvement in each of the four core subject and fewer absence than other traditional method.

Rao (2016), in his study of the correlation between English language proficiency and employability noted a clear distinction between fluency and proficiency noting that is possible to be fluent without being highly proficient. The author further states that proficiency primarily focuses on one's ability to understand and communicate precisely in a language. Evident from this characterization of proficiency is that to be proficient in English, learners need to be well trained in the four skills of speaking, listening, reading, and writing. To achieve this in a second

language context, Rao recommends language skill practice, practicing pronunciation of sounds, learning word power such as word roots, word formation, prefixes and suffixes, synonyms and grammar as key to achieving proficiency in English. With regard to the levels of language proficiency, Mallillin and Castillo (2016) identified proficiency as cutting across listening speaking reading, writing, vocabulary, identifying error skills and correct usage skills. The study concluded that there is a significant correlation between students' reading skills, listening skills, writing skills, identifying errors skills, and correct usage skills as levels of proficiency and the students' goals of learning English, while speaking skills and vocabulary skills were identified not to be significant as they have alternative ways of making up for these skills.

### 3.0 THEORETICAL FRAMEWORK

Team teaching is an instructional strategy in which two or more teachers collaborate to plan, deliver and assess learning experiences for a group of students. This method is gaining popularity because it offers diverse perspectives, enhanced student engagement, and more comprehensive support for different learning styles. To understand the dynamics of team teaching, social constructivism theory plays a crucial role.

Social constructivism theory was propounded by Lev Vygotsky in 1968 (Roya and Hanieh, 2015). Social constructivism, derived from the broader constructivist theory, posits that learning is an active, collaborative process in which individuals construct knowledge by interacting with their environment and through social interactions. For example, the theory explained that learning involves the Zone of Proximal Development (ZPD) and Scaffolding. According to Lev Vygotsky, ZPD is the gap between what a learner can do independently and what they can achieve with assistance. Scaffolding refers to the support provided by teachers to help students accomplish tasks beyond their current abilities. In a team teaching environment, teachers with different strengths can offer specialised scaffolding, catering for individual student's need. This dynamic support system enhances learning experiences.

The theory emphasizes collaborative learning, which is inherently fostered in team teaching. This co-teaching approach demonstrates how individuals with different perspectives can work together to construct knowledge. There is also the aspect of diverse perspectives in social constructivism. In a team teaching context, educators bring their unique backgrounds and expertise, offering a broader range of perspectives. This diversity enriches discussions, helping students view concepts from multiple angles and promoting a more holistic understanding. In the same vein, social constructivism highlights that cognitive conflict arising from encountering novel ideas drives learning. This cognitive dissonance stimulates critical thinking as students navigate diverse perspectives to arrive at an understanding. And, there is the element of the community of learners. This community nurtures a sense of belonging in which students actively engage with peers and teachers to co-construct knowledge.

The theory is considered appropriate here on the assumption that team teaching method entails collaborative learning, diverse perspectives, cognitive conflict, and community learning between teachers, allowing students to access support at various levels. In a team teaching method, teachers with different strengths can offer specialised scaffolding and ZPD, catering to individual student needs. This dynamic support system enhances learning experiences. In a team teaching scenario, different teachers might present varied approaches or contradictory viewpoints. In addition, educators create a community of learners, mirroring the concept of a



learning community for students. This community nurtures a sense of belonging in which students actively engage with peers and teachers to co-construct knowledge.

#### 4.0 METHODOLOGY

The study adopts a quasi-experimental design. Louis, Lawrence, and Keith (2018) see a quasi-experiment as an experiment conducted outside the laboratory. A two -group pretest–posttest design was adopted for the study. The study area was Federal College of Education (Technical) Bichi, Kano State. The College was established in 1986 and currently has ten schools with forty academic departments. The population for the study is made up of all NCE regular students of Federal College of Education (Technical) Bichi who, according to the Directorate of Management Information System, FCET (2022), totaled 4,983. The study adopted purposive sampling technique to select one participating school (School of Early Childhood Care, Primary Education and Adult and Non-formal Education), level (NCE 1), semester (First semester), and General English I (GSE-111) course taught considering the population of the School and peculiarity of the GSE course to the study. The survey monkey calculator (2022) recommended a sample size of 400 (with confidence level of 95% and 5% margin of error). The major instrument for data collection in this study was a teacher-made test instrument called the English Language Achievement Test (ELA). Data were gathered and presented on tables, and each variable was calculated using mean, standard deviation, and t-test with the support of statistical package for social sciences (SPSS) version 25.

#### 4.1 Result presentation

**Table 1: Mean, mean if., SD, and P value of the team teaching method on the knowledge of grammar:**

Variable	Paired difference			
	Mean	Mean diff.	SD	Sig. (2-tailed)
Pair 1 PRE-TEST CONTROL	2.66			
POST TEST CONTROL	3.14	-.480	1.53	.002
Pair 2 PRE-TEST EXPERIM.	2.80			
POST TEST EXPERIM.	3.52	-.720	1.47	.000

A paired sample t-test was conducted to compare the effect of team teaching instructional method on students' knowledge of grammar in General English I at Federal College of Education (Technical) Bichi. The mean scores of pretest and posttest for the experimental group were 2.80 and 3.52 respectively. The pretest and posttest mean scores for the control group were 2.66 and 3.14, respectively, as shown in table 1. The mean differences between the experimental and control groups were 0.72 and 0.48, and the p value was lower than 0.05. This means that there was a statistically significant rise in the students' grammar scores in the post-test in the experimental group compared to control. This supports Carpenter, Crawford and Walden (2007) argument that team teaching method creates in-depth learning atmosphere for students.

**Table 2: Mean, mean if., SD, and P value of the team teaching method on reading skills.**

Variable	Paired difference			
	Mean	Mean diff.	SD	Sig. (2-tailed)
Pair 1 PRETEST CONTROL	2.33	-.52	1.83	.006
POST TEST CONTROL	2.85			
Pair 2 PRE-TEST EXPERIM.	2.51	-1.01	1.54	.000
POST TEST EXPERIM.	3.52			

Table 2 reveals a paired sample t-test conducted to compare the effect of team teaching instructional method on students' reading skills in GSE English at Federal College of Education (Technical) Bichi. The mean of the pre-test and posttest for the experimental group was 2.51 and 3.52 respectively. The pretest and posttest mean scores for the control group were 2.33 and 2.85. The mean differences between the experimental and control groups were 1.01 and 0.52, and the p values were .000 and .006 respectively. This means that there was a statistically significant rise in the students' reading scores in the post -test of the experimental group compared to the control group. In fact, the table reveals that the p value for control group pre-test and posttest is higher than p value (.005), indicating no significant difference between pre-and posttest of control group. This result corroborates Little and Hoel (2011) discovery that team teaching method accomplished statistically significant grade improvement teaching and learning.

## 5.0 DISCUSSION OF FINDINGS

The research explored two questions related to the preferred teaching method for General English in Federal College of Education (Technical) Bichi for improving learners' proficiency. For the first research question on the effect of team teaching and solo teaching methods on knowledge of grammar in General English in Federal College of Education (Technical) Bichi, it was discovered that there was a statistically significant rise in the students' grammar scores in the post -test of the experimental group compared to control. This finding aligns with the argument of social constructivism theory that collaborative teaching promotes different perspectives that enhance the construct of knowledge, grammar inclusive. The theory also emphasizes on diverse perspectives. In a team teaching context, educators bring in their unique backgrounds and expertise, offering a broader range of perspectives for grammar knowledge development. Similarly, in a study conducted by Asonze and Atabo (2018), team teaching method had a positive impact on both English language learners and teachers. Team teaching method, according to Mendi and Renee (2019), has demonstrated that students' learning experience is enhanced by team teaching method, as learners have access to the instructor, instructors' feedback, and students' support.

With regard to the second research question on the effect of team teaching and solo teaching methods on students' reading skills in General English in Federal College of Education (Technical) Bichi, it was observed that there was a statistically significant rise in the students' reading scores in the post -test of the experimental group compared to control. The significant difference in learners' reading skills could be understood on the assumption of the social constructivism theory that team teaching curtails cognitive conflict arising from encountering novel words. Through team teaching, students could engage in critical thinking and navigate

diverse perspectives to arrive at their understanding. The element of community learners is present in social constructivism. Team teaching exhibits community nurturing as a sense of belonging, where students actively engage with peers and teachers to co-construct knowledge.

This result corroborates Almon and Feng (2012) study, which compared students' mathematics (number sense, and Division) achievement by adopting co-teaching and solo teaching, and showed that co-teaching was more effective on students' achievement in the number sense unit than solo-teaching. Avwiri (2020) argues that there is a significant difference between the mean achievement scores of students in chemistry, with co-teaching being the most effective, followed by solo-teaching. Same as Carpenter, Crawford and Walden (2007) study in testing the efficacy of team teaching observed that students in taught with team teaching method earned significantly higher final grades than their taught in sole teaching.

## **6.0 CONCLUSIONS AND RECOMMENDATIONS**

Team teaching is an instructional strategy in which two or more teachers collaborate to plan, deliver and assess learning experiences for a group of students. The study reveals that there was a statistically significant rise in the students' grammar and reading scores in the team teaching method (experimental group) compared with the solo teaching method (control group). This method is gaining popularity because it offers diverse perspectives, enhanced students' engagement, and more comprehensive support for different learning styles. Thus, the researchers recommend the need for a team teaching method in teaching the General English course in the NCE programme for improved English language proficiency by pre-service teachers.

## **REFERENCE**

- Almon, S., & Feng, J., (2012). Co-Teaching vs. Solo-Teaching: Effect on Fourth Graders' Math Achievement. Mid-South Educational Research Association Annual Conference. Retrieved From <https://Files.Eric.Ed.Gov/Fulltext/ED536927.Pdf>
- Aneato, S.G., Onabajo, O.S. And Osifeso, J.B., (2012). Models and Theories of Communication. Lagos: African Renaissance Book Incorporated.
- Asonze, J. I. & Atabo, C. (2018). Benefits of Co-Teaching Method to English Language Learners in FCT College of Education, Zuba-Abuja. Capital Journal of Educational Studies, 5(3), 001 – 007
- Avwiri, H.E. (2020). Relative Effectiveness of Co-Teaching and Solo-Teaching On Students' Achievement in Chemistry. Journal of science technology and education 8(2), 69-75
- Carpenter, D.M. Crawford, L. and Walden, R. (2007). Testing the efficacy of team teaching. Learning environments research, 10 (1), 53-65
- Cook, L. and Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. Focus on Exceptional children, 28(3),1-16



- Danlami, A. (2010). Methods of Teaching. In Abubakar, T.Y., Oladipo, I. F., & Salami, H. (Eds.). Teaching practice in perspective. Flash Printers.
- Federal College of Education Bichi Directorate of MIS (2022). Population of FCET NCE students. Retrieved from the office of the Directorate on 24 August.
- Federal Republic of Nigeria (2012). Curriculum Implementation framework for Nigeria certificate in education. National Commission for Colleges of Education.
- Federal Republic of Nigeria (2020). Minimum Standards for Nigeria certificate in education: General Education. National Commission for Colleges of Education.
- Louis, C., Lawrence, M. and Keith, M (2018). Research Methods in Education (6th Edition). London: Routledge.
- Mallillin L. L. and Castillo, W. (2016). Level of language Proficiency of Gulf College Students. Journal of Humanities and Social Sciences, 21 (9), 1-9
- Mendi, D., And Renee, W., (2019). Team teaching the active way: a case study about the student learning experience. Journal of instructional research, 8(1), 33-38
- Moss. J. (2017). Practices and Impacts of Team Teaching: A Review of Literature. Retrieved From [www.researchgate.net](http://www.researchgate.net)
- Nasiru, S. (2019). A Comparative Study of Syllabus- Contents and Textbooks of Secondary Schools in an ESL Situation, Lautai Journal of the School of Languages, 4 (4), 1-9
- Oladimeji, H. T. (2019). The Rolr of Computer education in English Language Teaching and Learning in Schools. Lautai Journal of the School of Languages, 4 (4), 17-25.
- Ogbuoshi, L.I. (2006). Understanding Research Methods and Theses. Enugu: Linco Enterprise
- Olaoye, A. E. & Wahab, O. A. (2021). Effect of students' teams achievement division as a teaching strategyon Mathematics achievement of secondary school students. Journal of languages and linguistic inquiry, 4 (1), 172-179.
- Rao, V, C. S. (2016). A brief study of English language proficiency: Employability. English for specific purposes world, 17 (49), 1-9.
- Rebecca, S., Nicole, C. R., Zulema, N., and Jacqueline, W. (2020). Team Teaching and Learning: A Model of Effective Professional Development for Teachers. The Professional Educator, 43(1), 80–90
- Roya, J.A. and Hanieh, D. A. (2015). Review of constructivism and social constructivism. Journal of social sciences, literature and languages, 1(1),9-16
- Salami, H., Adewoye, O.A. & Adewoye, B. (2023). An investigation of teachers' use of instructional materials and teaching methodology in the teaching of English in

selected senior secondary schools in Bichi Local Government Area, Kano State. Bichi journal of general studies education, 1 (1)

Survey Monkey (2022). Sample Size Calculator. Retrieved On 24 August From [www.surveymonkey.Com/Sample-Size-Calculator/](http://www.surveymonkey.Com/Sample-Size-Calculator/)

Sweigart, C.A. and Landrum, T.J. (2015). The impact of number of adults on instruction: implications of co-teaching. Prevention school failure, 59 (1)22-29

Walsh, J. M. (2012). Co-Teaching as A School System Strategy for Continuous Improvement. Preventing School Failure, 56(1), 29-36.

Wimmer, R.D and Dominick, J.R. (2011). Mass Media Research: An Introduction. USA: Wadsworth Cengage Learning.

Yusuf, A., Abdullahi, I.A., & Muhammad, S. (2019). Influence of project method on performance and motivation of social studies in junior secondary schools in Jigawa State, Wudil Journal of science and technology education, 2(1), 295-301.