

IMPLAMETATION OF TEACHING ENGLISH LANGUAGE AS A TEAM STARTEGIES

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ANNOTATION

In this article we broadly illustrate about teaching strategies in English language a team. Classroom participants communicate many different kinds of information to one another. They talk about the content of the curriculum, the methods they use to learn, and sometimes about the group processes of the class. Frequently, very personal messages with idiosyncratic actions are exchanged, messages that carry special meanings for that particular class.

Key words: innovative pedagogical strategies, pedagogical creativity, mental attack, audio-video training tools.

INTRODUCTION

In team teaching a group of teachers, working together, plan, conduct, and evaluate the learning activities for the same group of students. In practice, team teaching has many different formats but in general it is a means of organising staff into groups to enhance teaching. Teams generally comprise staff members who may represent different areas of subject expertise but who share the same group of students and a common planning period to prepare for the teaching. To facilitate this process a common teaching space is desirable. However, to be effective team teaching requires much more than just a common meeting time and space.

Many methodologists suggest the instructions for working in teams in the English classroom. One of them Kagan suggests foursomes and uses many cooperative-learning structures in which student s first work in teams, and then two sets of these pairs interact as a foursome.

How should groups be formed?

a. Most experts on cooperative learning suggest that teacher-selected groups are best, at least until students become proficient at collaboration. Teacher-selected groups usually aim to achieve a heterogeneous mix. Such a mix promotes peer tutoring, helps to break down barriers among different types of students, and encourages on-task behaviors.

b. In creating teacher-assigned teams, factors to consider include language proficiency, first language, sex, race, and diligence.

c. An effective way of setting up mixed proficiency groups is to band the learners' names into four proficiency clusters from high to low and then select randomly from within each band so that groups will involve learners with a range of proficiencies. Other criteria, such as sex, race, and diligence, can be considered when deciding whom to choose from which band.

d. Random grouping is quick and easy and conveys the idea that one can work with anyone. It provides leadership opportunities for low achievers and builds a perception of fairness and possibilities for learning from a wide variety of different peers. Random grouping is effective for

short-term tasks in that one can work with anyone, and there are a variety of social relationships that can be explored.

e. Many ways exist for randomizing groups. The most common is counting off. Take the number of students in your class, divide by the number of students you want per group, and the result will be the number students should count to.

f. When counting off to achieve random groups, you might want to ask students to write down their number so they do not forget or go wandering off with their friends despite their number.

g. Other ways to set up random groups include using playing cards, giving outnumbered pieces of paper, and distributing cards with different categories on them and letting students group themselves according to the category. An example of the latter procedure would be to have some cards with names of animals, others with names of plants, others with names of countries, etc. Then, all the animals would find each other and form a group; then all the plants, etc.

h. The number of students in the class may not fit evenly with the number of students per group. For example, if there are 47 students in the class and you want groups of three, there will be two students left over. Probably it is best to add them as fourth members of three-member groups. Your knowledge of your students will help you decide to which groups they should be added. You can also assign extra students as observers.

i. When students become good at cooperative group work, they can group themselves, for example, by interests for self-directed projects

Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes.

Various names have been given to this form of teaching, and there are some distinctions among these: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups. But all in all, there are three general types of group work: informal learning groups, formal learning groups, and study teams.

Informal learning groups are ad hoc temporary clustering of students within a single class session. Informal learning groups can be initiated, for example, by asking students to turn to a neighbor and spend two minutes discussing a question you have posed. You can also form groups of three to five to solve a problem or pose a question. You can organize informal groups at any time in a class of any size to check on students' understanding of the material, to give students an opportunity to apply what they are learning, or to provide a change of pace.

Formal learning groups are teams established to complete a specific task, such as perform a lab experiment, write a report, carry out a project, or prepare a position paper. These groups may complete their work in a single class session or over several weeks. Typically, students work together until the task is finished, and their project is graded.

Study teams are long-term groups (usually existing over the course of a semester) with stable membership whose primary responsibility is to provide members with support, encouragement, and assistance in completing course requirements and assignments. Study teams also inform

their members about lectures and assignments when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable study teams can be.

The suggestions below are designed to help you set up formal learning groups and study teams. If you have never done group work in your classes, you might want to experiment first with informal learning groups. Two other tools, "Leading a Discussion" and "Supplements and Alternatives to Lecturing: Encouraging Student Participation," describe a variety of easy ways to incorporate informal learning groups into your courses. "Helping Students Write Better in All Courses" discusses informal collaborative writing activities.

When you are writing your syllabus for the course, decide which topics, themes, or projects might lend themselves to formal group work. Think about how you will organize students into groups, help groups negotiate among themselves, provide feedback to the groups, and evaluate the products of group work.

As you would when making any assignment, explain the objectives of the group task and define any relevant concepts. In addition to a well-defined task, every group needs a way of getting started, a way of knowing when its task is done, and some guidance about the participation of members. Also explain how students will be graded. Keep in mind that group work is more successful when students are graded against a set standard than when they are graded against each other (on a curve).

Many students have never worked in collaborative learning groups and may need practice in such skills as active and tolerant listening, helping one another in mastering content, giving and receiving constructive criticism, and managing disagreements. Discuss these skills with your students and model and reinforce them during class. Some faculty use various exercises that help students gain skills in working in groups.

Some faculty gives students written contracts that list members' obligations to their group and deadlines for tasks.

CONCLUSION

Teams take a variety of forms in different contexts; however, successful team teaching must go beyond sharing a group of students and scheduling a common meeting time if it is to make positive contributions to the quality of learning and staff development.

Effective team teaching takes time to develop to its fullest potential. Staff who are unfamiliar with it need time to work through the basic issues and routine matters before they can turn their attention fully to issues which affect students and to the impact which their teaching has on the department as a whole. This is time well spent because team teaching can be a valuable source of personal and professional development for those who engage in it. It can also be a source of considerable frustration if its goals are unrealistic, meetings are not productive and decision making is not well handled by team leaders.

These pitfalls and others can be avoided or at least not encountered more than once if adequate staff development support is available and the relative complexity of demands which team teaching places on people is recognized both by the individuals themselves and their departmental leaders.

Team working has successfully improved the written and oral communication skills of most students. Although team working was a positive experience for students and teachers, the

engineering course did not permit the ESP teacher to address English language problems in details hence, the need for a specialized ESP course. The team working approach enabled us to build a bottom up ESP curriculum based on the students' actual needs. This approach improved their English language skills and addressed their problems related to oral presentations and report writing. Regardless of their overall use of English, students display more confidence in using the language.

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