



Impact of Team-Teaching Strategy in English -as-Second- Language Classroom among Tertiary Institution Students in Imo State, Nigeria

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Abstract

Traditional single-teacher classroom arrangements have increasingly proven inadequate for large ESL classes, particularly in maintaining students' attention and ensuring effective engagement. This study investigated the problems and prospects of team teaching in English as Second Language (ESL) classrooms in selected tertiary institutions in Owerri, Imo State, Nigeria. A descriptive survey design was adopted. Data were collected from 85 respondents comprising students and teachers using structured questionnaires based on a four-point Likert scale. Two research questions guided the study. Data were analyzed using mean ratings with a criterion mean of 2.50 for acceptance. The study was anchored on Bandura's (1977) Social Learning Theory and Clark's (2002) General Theory of Teaching. Findings revealed that although team teaching may generate competition, conflicts, and occasional monopolization of instruction among teachers, its benefits outweigh its limitations. The study established that team teaching enhances instructional quality, promotes teacher collaboration, increases student interest, and improves student-teacher relationships. It was therefore concluded that team teaching remains a viable instructional model for 21st-century ESL classrooms. Continuous professional development and proper orientation on team teaching were recommended.

Keywords: Team Teaching, ESL, Collaborative Instruction, Language Learning, Tertiary Education

Introduction

Language and culture distinguish various societies into categories of multi-cultural or multi-lingual. A multi-lingual society like Nigeria is a home with diverse cultures and several languages. The diversity of cultures has various implications for national development. This necessitates a second language as a link or bridge in communication in a heterogeneous society like Nigeria. English language functions as a second language in Nigeria with over four hundred indigenous languages and a population of over two hundred million people. The acceptance of English language in Nigeria as a second language operating in all strata of the society is because of its neutrality in a heterogeneous linguistic environment. A second language is not regarded as a foreign language (FL) but as a language of unification of a people in a multi-lingual environment. A second language is conferred with all the functions of a mother tongue (MT) quite unlike a foreign language (FL) which performs limited function for the speaker. Thus, the significant difference between a mother tongue and a second language (SL) lies in the way they are learned. The natural process in which a child learns his native language is known as acquisition, and this can be differentiated from learning a second language. However, a child acquires a first language as a result of random exposure to the language. This has been proved by different scholars that language exposure is a function of the cultural and situational context of learning. With reference to a second language, a learner who has a different cultural background faces different challenges. Therefore, ESL learners in Nigeria are exposed to some challenges ranging from difficulties inherent in the language. This is as a result of psychological and sociological factors; then, the teacher factor to other anomalies in the school system. The African background in relation to language issues have given rise to the adoption of different instructional approaches, methods and models in the teaching of English as a second



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language. These divergent challenges of ESL learners have driven educationists into exploring various teaching methods, approaches and models like team teaching, to help enhance their learning outcomes. Team teaching is an ideal concept introduced for a common goal of advancing the scholastic achievement of the learners. It is an instructional model that has garnered momentum across the globe. It could also be referred to as co-teaching, collaborative teaching, or cooperative teaching, and co- enrollment (Carpenter et al; 2007:54). Team Teaching involves two or more teachers cooperatively planning, instructing and evaluating one or more groups in an appropriate instructional space and in a given length of time, so as to take advantage of the special competencies of team members (Singer, 1964; in Buckley, 2000). The main rationale behind this coordinative approach is in teams with different backgrounds and expertise that can complement each other to maximize efficiency in their common mission of language teaching. Therefore, this joint collaboration in ESL classroom is believed to present significant benefits for both teachers and students. This study sets out to investigate the perceived problems and prospects of Team Teaching in an ESL classroom situation.

Statement of the Problem

The teaching of English as a Second Language (ESL) in Nigerian tertiary institutions faces significant hurdles, primarily due to the country's complex multilingual landscape. While English serves as a vital bridge for communication and national unification, learners frequently struggle with low proficiency levels. These difficulties are exacerbated by large class sizes, often ranging from 250 to 350 or more students, which render traditional single-teacher arrangements inadequate for maintaining attention and ensuring effective engagement. Furthermore, ESL instruction is hindered by: (1) First Language (L1) Interference: Students often rely on native linguistic forms, leading to errors in phonology, syntax, and semantics. (2) Teacher Factors: A lack of specialized expertise in areas like phonetics or syntax can result in incorrect instruction. (3) Instructional Mismatch: Standard methods often fail to account for the heterogeneous backgrounds and varied learning needs of a diverse student body. Despite the growing global momentum of team teaching (or co-teaching) as a collaborative solution to instructional challenges, its specific impact and feasibility within the unique socio-cultural and educational context of Imo State, Nigeria, remain under-explored. While theoretical frameworks like Bandura's Social Learning Theory suggest that observational learning from multiple models can enhance student performance, there is a lack of empirical data regarding how this model functions in large-scale Nigerian ESL classrooms. Specifically, a gap exists in understanding the tension between the instructional benefits of team teaching and the interpersonal conflicts (such as teacher competition or monopolization) that may arise in this specific academic environment. Based on the theoretical underpinnings and the descriptive survey design of this study, the findings are expected to demonstrate that: (1) Team teaching will significantly enhance the quality of instruction by allowing teachers to leverage their specific competencies and specializations. (2) The model will likely increase student interest and improve teacher-student relationships, as smaller group instructions (like Parallel Instruction or Differentiated Split Class) become more feasible. (3) Collaborative Friction: However, the implementation may be marred by "teacher factors" such as professional competition, occasional negligence, or conflicts over teaching procedures. Ultimately, the study is expected to find out that the prospects of a collaborative 21st-century teaching model might outweigh the problems, provided there is continuous professional development and proper orientation for staff.

Objectives of the Study

The study aimed to:

1. Examine the problems associated with team teaching in ESL classrooms.
2. Identify the benefits of team teaching in ESL instruction.

Research Questions

1. What are the problems associated with team teaching in an ESL classroom?
2. What are the benefits of team teaching in ESL instruction?

Scope of Study

The area of study is the Department of English Language and Literature, Alvan Ikoku Federal University of Education; and Federal Polytechnic, Nekede, both in Owerri, Imo State. The population of this study comprises both students and teachers from the English Departments of selected institutions. The population of the students is 200 while that of the teachers is 100. The researchers decided to do a purposive sampling of 85 which comprised of students and teachers from same department.



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Discourse knowledge of Team Teaching

Team teaching is an instructional procedure whereby two or more teachers jointly share the responsibility of directing, teaching and evaluating the learning of a group of students (Offorma and Ofoefuna, 2005; Heather, 2019). From the traditional point of view, team teaching refers to a situation where a group of teachers come together to share the teaching of content and skills to a group of students at the same time during the lesson. All the members of the team are in the class as each one has some roles to play in the execution and evaluation of the lesson plan they have designed: for example teacher “A” can introduce the concept while teacher “B” explains it using resources. Teacher “A” can come in again to illustrate using examples from the learners’ background and using question to help learners consolidate knowledge. Teacher “B” will then come in to summarize and evaluate the lesson. Models of team teaching identified by Maroney (1995) and Robinson and Schlaible (1995) are as follows:

Collaborative Teaching: This type of team teaching refers to a situation where a team of teachers agree to teach a group of learners. They do not use monologue. The discussion is usually elaborate, taking into consideration the basic characteristics of the learners and the pace of discussion is such that will enable the learners follow the discussion process. After the discussion, there are follow-up activities which could be asking the students to relate the topic with their background, to explore a related aspect of the topic discussed or represent the topic from their perspectives.

Complimentary/Supportive Team Teaching: This type of team teaching is where a team of teachers agree to work together. This means that after the team has designed the course and materials to be used in teaching the content to the students, the members will provide follow up activities on related topic or on study skills.

Parallel Instruction: In this type of team teaching the learners are divided into two groups and each teacher is responsible for teaching the same materials to his/her smaller group. This enables the teacher to reach every child who is in need and gives the necessary support.

Differentiated Split Class: In this context, a class is divided into smaller groups based on their peculiar learning needs and each member of the team becomes responsible for providing the group with instruction required to meet their learning needs.

Monitoring Teaching: This type of team teaching refers to a situation where a group of teachers working as a team to teach a particular course shares the task of teaching and monitoring among members, for instance, teacher A will teach, while teacher B monitors learner understanding and behavior. The role can be reversed in the following lesson.

Literature Review

Teaching and Learning English in Nigerian Higher Institutions

With the widespread and status of English Language in Nigeria, one would expect to have a reasonably higher performance and competence in English among Nigerians and in particular among students. In the exact words of Njoku and Izuagba, (2012) “but observations and data emanating from research carried out here in Nigeria on the performance of learners, achievement tests reveal reveals that they are very poor in English language and other school subjects” (14). There is still low- level of English proficiency in Nigeria with particular concern on English language teaching which is regarded as far from satisfactory among students in the country and a lot of factors have been identified as being responsible for poor teaching and learning of English in tertiary institutions. Some of the factors discovered by some scholars through research are:

Language Differences

According to Akujobi and Chukwu as cited in Hamisu et al second language learners experience a lot of challenges in the learning process “due to the differences between the forms and meaning of English and those of the forms and meaning of English and those of the native language” These are differences between the phonemes, grammar, syntax and culture of the learner’s first language or mother tongue and that of the target language. The use of English by speakers with different native languages is known as English as a second language. According to Wikipedia.org, language education for people learning English may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL). In Nigeria English is learnt as a second language. The multiplicity of languages and the absence of a National have made it imperative for English to be learnt and used as a second language. Although some linguists are of the view that the spread of English language in Africa vis- a viz Nigeria, stems down from colonialism. Ogu (1992 cited in Nwachukwu, 2007) argues that; The emphasis on the learning



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of the English language was because the colonizers found out that the language was needed to run the government and to adjudicate cases in law courts. They made the acquisition of the English language a key to both social and economic advancement. In Nigeria, irrespective of varied views on the use of English, the fact still remains that the multiplicity of languages and the absence of a National has made English to thrive as a second language. A second language is defined by Nwachukwu (2007:32) as “an adopted language which performs some internal social functions in a country, such as being used in government administration, politics, law, commerce and Education. English is adopted in a heterogenous society like ours owing to its neutrality in the midst of a multiplicity of indigenous languages where the choice of any as a national language may trigger off a chain of negative reactions. Several researchers have proved that learning a second language differs considerably in many respects from acquiring a mother tongue. The most obvious contrast between the two, according to Wilkins (1974 in Nwachukwu 2007) is the amount of exposure to language: language exposure is said to be a function of the cultural and situational context of learning. Baldeh, (1990) in supporting this assertion says that it is utterly naïve to think that the child in a second language context learns language usage in the same way as the child in a native setting. Second language learners therefore, experience over whelming challenges in learning the second language. However, these challenges are due to the differences between the forms and meanings of English and those of the native language. Castello, (2015) added that the learners’ environment and setting have been acknowledged as an important one in second language learning. There are a wide variety of challenges that face the ESL learner, even in the best of learning situations. The most basic of these challenges proved by several literatures is first language interference or negative transfer, the psycholinguistic tendency to rely on familiar forms of expression when the intent is to develop a new form, that of second language. Ellis (1997:52), defines interference or negative transfer as “the influence that the learner’s L1 (first language) exerts over the acquisition of an L2 (second language)”. According to Nwachukwu, (2007: 38), the errors caused by L1 interference takes the following forms: (1) Submission of wrong vowels or consonants. (2) Insertion of vowels where there are consonant clusters in. (3) Use of wrong stress, rhythm, and intonation as a result of different speech systems. (4) At the grammatical level, lack of correspondence between systems. (5) At the semantics level, interference occurs mainly as a result of transliteration, in which learners first think in their native and try to translate their language idioms into English. Other challenges of ESL learners according to Schwarz and Terril (2000) are; (1) Mismatch between the instructors teaching style and the learners’ needs. (2) Socio- cultural factors such as age, physical health, social identity. (3) Interference of a learner’s native language. All these challenges and more drove educationists into exploring various teaching methods, approaches and models like Team teaching to help advance the scholastic achievement of an ESL learner.

Language Background

In a typical Nigerian classroom, you find learners coming from different language backgrounds and no matter how efficient the language teachers are it is a problematic situation. The language teacher may not be able to identify all of the learner’s problems because of the heterogeneous nature of the language classroom. The teacher may not know the learner’s mother tongue in order to trace the source of error or even have enough time to attend to all challenges faced by the student or learner (Njoku and Izuagba, 2004). For instance, this is seen when a Nigerian English bilingual obliterates the distinction in vowel quality between long and short ones. Akindede and Adegbite (1999) gave an instance where ‘bit’ /bit/; is pronounced ‘beat’ /bi:t/; and ‘pot’ /pɒt/ as port /pɔ:t/. They explain further that a reduced vowel system involves substitution such as “/e/ is substituted for /ei/, /ɔ/ for /ɔ:/, /a/ for /a:/, /u/ for /u:/, /θ/ in think as /t/ in think, /s/ for /z/, /f/ for /v/ and /s/ for /v/ and /ʃ/ for /tʃ/” (P. 62).

These phonological systems differ from one another both supra-segmentally and segmentally. As was previously mentioned, most Nigerian languages lack diphthongs and contain five to ten vowels at the segmental level (the Igbo language has five vowels). These few vowel sounds are stretched to serve the purpose of the twenty English pure vowels (12 monophthongs and 8 diphthongs). Again, “The Igbo language has the syllable structure of CVCV, while English language has the structure C⁰⁻³ VC⁰⁻⁴, as a result, Igbo words do not use consonant clustering, although English words do allow clustering” (Anyadiegwu, 2008, p. 87). In learning English as a second language in Nigeria, therefore, the user tends to insert vowel sounds in any structure that has consonant cluster. There is also insertion of epenthetic vowel /u/ and /i/ between a word final syllabic consonant and the preceding consonant. The reason for the last consonant insertion is



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because consonant sounds do not end words in many Nigeria languages. Thus, unless a second language teacher has this background knowledge of the learner's mother tongue to enable him trace the source of error.

Time Factor

Asides the English language students in our tertiary institutions who are exposed more on many courses on aspects and the use of English language, other students studying other courses are only exposed to the study of English language only in their first year as a general course known as Use of English. Hence, as a result this, time factor may mediate against its effective teaching and learning (Ugwuanyi E, N and Omeje, J., 2013).

Lack of Teaching Expertise

Sometimes teachers designated to teach English language classes are not very knowledgeable in some aspects of the language like grammar, syntax, phonetics and phonology among others. When the teacher lacks competence in the target language, he ends up teaching the learners wrongly. An efficient language teacher should follow up students work to check their level of improvement.

Problems Inherent in the Target Language

This is a major challenge for both teachers and learners of English language. For instance, the irregularity in spelling or lack of correspondence between grapheme and phoneme is one of the problems of English language (Njoku and Izuagba, 2004). The problem of irregularity can also be seen in verbs, tenses and numbers. This accounts for one of the reasons most times students can spend years in school and graduate without acquiring competence in these areas.

Large Class Size

If the class size is manageable, teaching and learning will be more effective. The common situation in our institutions of higher learning today is the overwhelming size of our language classrooms. Most times it is indeed a very cumbersome task for the teachers to control a class of about 250-350 students. Based on this scenario, one teacher cannot attend to the students' academic challenges while teaching or afterwards. Also, in some situations, the classrooms/lecture halls may not contain all the students and some may end up hanging around and thus pay little or no attention. The teaching of English language requires the teacher to take the students on oral or written skills and given the class size the teacher finds it impossible to mark, score and talk to the students on areas where they are wrong. The large class size is a big challenge even with using our language laboratories in our institutions (Njoku and Izuagba; Ugwuanyi & Omeje,).

Team Teaching

Wilbert, (2004) defined team teaching as a formalized arrangement in which two or more teachers work together in planning, implementing and evaluating instruction of a large group of learners. In team teaching, teachers come together, set goals for courses, design syllabus, prepare individuals and evaluate the result. Buckley, (1999) states that a team simply means two or more people working together while teaching is a process of giving lessons or to show how to do something in a subject in the class. Thus, team teaching can be defined as a process involving group of two or more teachers working to plan, conduct and evaluate the learning activities for the same group of learners.

The Constraints to Team Teaching Approach by some scholars

The constraints to team teaching approach could be seen in two ways; constraints to learners and constraints to team members/teachers. Brandenburg, (2007) posits that as team teaching involves two or more teachers teaching a particular class, inevitability of large class maybe detrimental for some students especially students with attention deficit disorder. He further explained that some students maybe confused by conflicting opinions among members or variation in teaching. The potential diversity and ubiquity among team members may prove disconcerting for students who might become confused by more than one way of looking at issues or grading assignments. According to him these students may be unwilling to try out new techniques such as small group work from different teachers. To improve on his findings on some of the constraints of team-teaching Branden-Bury recommends that team members teaching the same class should meet either daily or weekly to decide the following;

1. What will be taught and the order it should be presented to the learners.
2. The materials to be used/ presented to the learners,
3. Who will do the presentation?
4. If the students will be regrouped, who will be in charge of the sub-group?
5. How the students will be assessed during and at the end of the lesson.



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At the end of the semester members should review activities thus;

1. Has teaching and learning improved?
2. What problem has arisen?
3. How can the problem be addressed?

In the same vein Schlaible, (1995) in addressing how to improve team teaching advised that although the number of team members is never fixed but it should be limited to two. He also added that the prospective team partner should be someone who has a healthy psyche and does not demand excessive power or control over the other members of the team.

Another scholar Goetz, (2002) outlined the following factors as the major constraints to team teaching; (1)Time (2) Communication (3) Man power (4) Inadequate lecture halls (5) Indiscipline among team members

Theoretical Framework

The theoretical frameworks of this study are Clark, (2002) general theory of teaching and Bandura, (1977) Social learning theory.

Social Learning Theory

According to Bandura, (1977) learning occurs through the process of observation, imitation and modeling by the learners. Bandura in his advanced social learning theory see human learning as accomplished by observing others without any direct or personal reinforcement or by giving the learner any opportunity for practice. He called this method observational or vicarious learning owing to the fact that all required for the personality of the learner to improve is for the person to observe another individual and take him as a model. By implication a student in a classroom with team teachers can also learn effectively by observing the different teachers they come in contact with who have their peculiar method of carrying out instructions (teaching) ensure that the students achieve the required objectives. In the same vein Vygotsky, (2007) opines those greater efforts results from teaching through social learning theory. He further explains that when teachers come to identify with other members of their team greater performance results is achieved on the part of the teachers and high academic performance is also recorded for the students in the teaching and learning process. Therefore, the social learning theory is of very great benefit to this study because it focuses mainly on the benefits of team teaching garnered towards effective teaching and learning process.

General Theory of Teaching

Clark, (2002) propounded a general theory of teaching; he states that teaching is a process which is designed and performed to produce model in behavior of students. He emphasized that teaching is a contractual relationship between the teachers and the learners and that their relationship consists of certain activities to be performed by the teacher such as analyzing teaching tasks, determining learning goals, identifying behavior and selecting teaching strategies and managements. Among the teaching strategies and arrangements mentioned is team teaching. Clark, (2002) states that team teaching is typically composed of two or more teachers working together or collaboratively to plan thematic units and lesson plans in order to provide a more supportive environment for students. He suggested that for an effective team teaching to take place, the teachers or team members must come together or communicate with each other in order to plan and evaluate their learning objectives. Exposure to the views and skills of more than one teacher can enable the students to develop a more mature understanding or knowledge. Clark also mentioned certain factors that can hinder the effective implementation of team-teaching approach, these include, unavailability of lecture hall/class size, time, lack of communication and commitment to work. In relation to the study this theory suggests that in as much as there are lots of benefits regarding team teaching but there are also challenges. Thus, the question here should be; is team teaming more beneficial or problematic?

Methodology

A descriptive survey design was adopted to examine teachers' and students' perceptions of team teaching. The study was conducted in the Department of English Language and Literature, Alvan Ikoku Federal University of Education, and the Department of English, Federal Polytechnic, Nekede, Owerri, Imo State. The population comprised 300 respondents (200 students and 100 teachers). A purposive sampling technique was used to select 85 respondents directly involved in ESL teaching and learning. A structured questionnaire containing 20 items was used. Items were structured on a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument underwent face and content validation by experts in English Language Education and Measurement and Evaluation. Reliability was established



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using the test-retest method, yielding a satisfactory coefficient. Data were analyzed using mean scores. A benchmark means of 2.50 determined acceptance or rejection of items.

Presentation of Result

Research Question 1: What are the problems of team teaching?

Table 1

N/S	QUESTIONS	Responses				Total	ΣFX	X	REMARK
		SA 4	A 3	D 2	SD 1				
1	Team teaching brings about competition among teachers.	30 120	30 90	15 30	10 10	85	250	2.94	Accepted
2	Team teaching encourages laziness among the team members.	10 40	15 45	40 80	20 20	85	185	2.18	Rejected
3	A team member could monopolize teaching during team teaching.	20 80	50 150	10 20	05 05	85	255	3.00	Accepted
4	Team teaching encourages negligence or nonchalant attitudes among team members.	30 120	30 90	15 30	10 10	85	250	2.94	Accepted
5	Team teaching brings about conflicts among team members.	40 160	45 135	0 0	0 0	85	295	3.47	Accepted
6	Teachers in your institution do not practice team teaching.	10 40	10 30	45 90	20 20	85	180	2.12	Rejected
7	Team teaching does not encourage student's better understanding of the subject.	10 40	20 60	30 60	25 25	85	185	2.18	Rejected
8	Teachers do not cover the scheme during team teaching.	10 40	20 60	30 60	25 25	85	185	2.18	Rejected
9	Teachers usually skip lessons as a result of team teaching.	40 160	45 135	0 0	0 0	85	295	3.47	Accepted

The answer to the research question 1 is answered by the responses to item 1-9. The findings are as follows: From item 1, the total is 250 and the mean score is 2.94, Item 2 has a total of 185 with mean score of 2.18, Item 3 has a total of 255 with mean score of 3.00. Item 4 have a total score of 250 with mean score of 2.94. Item 5 has a total score of 295 with 3.47 as mean score, item 6 has a total score of 180 with a mean score of 2.12, item 7 has a total score of 185 with mean of 2.18, item 8 has a total of 185 with a mean score of 2.18 while item 9 has a total of 295 with a mean score of 3.47. Therefore, the findings reveal that team teaching has some problems like creating conflicts among team members, skipping of lessons by some team members, monopolizing of teaching during team teaching by a team member and bringing about competition among members.

Research Question 2: What are the benefits of team teaching?

Table 2

N/S	QUESTIONS	RESPONSES				Total	ΣFX	X	Remark
		SA 4	A 3	D 2	SD 1				
10	Team teaching enables teachers to know the intellectual capability of students.	5 20	5 15	30 60	45 45	85	140	1.65	Rejected
11	Team teaching enables team members to discover the major challenges in teaching and learning.	25 100	25 75	25 50	10 10	85	235	2.76	Accepted
12	Teachers are more active and vibrant during team teaching.	30 120	30 90	15 30	10 10	85	250	2.94	Accepted



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13	Students develop more interest in the lesson when team teaching is practiced.	25	28	18	14	85	234	2.75	Accepted
14	Team teaching improves the student-teacher relationship.	30	30	15	10	85	250	2.94	Accepted

$$\text{MEAN RATING} = \frac{4+3+2+1}{4} = 2.50$$

The answer to research question 2 is offered by the response to the questions 10-14 as follows: From item 10, the total is 140 and mean score of 1.65, item 11 has a total of 235 with mean score 2.76. Item 12 has a total of 250 with mean score of 2.94, item of 13 has a total score of 234 with mean score of 2.75 and item 14 has a total score of 250 with 2.94 as mean score. Hence, items 11, 12, 13 and 14 were accepted since their means are greater than 2.50 (rating mean). That is to say, team teaching is of great benefit to both students and teachers.

Discussion of Findings

Research Question 1: The research questions are divided into two; research question one is used to elicit responses on the problems of team teaching, while research question two addresses the benefits. The responses were analyzed by computing and comparing the mean of all the items with the mean rating of 2.50 as the validation of items in the research questions. Hence, if the mean rating is less than 2.50, it signifies that the item is rejected; otherwise, the item is accepted. Based on this, items 1,3,4,5 and 9 were accepted while items 2, 6, 7 and 8 were rejected. The responses to the questions under research question 1 show that team members usually disagree on matters of presentation, timetable, form of evaluation, restriction on individual teacher freedom of teaching procedure among others. The findings reveal that indeed there are problems that emanate from team teaching

Research Question 2: The research question 2 sought to know the benefits of team teaching to both teachers and students in the teaching and learning of English as a second language. The findings show that students are exposed to specialists thus improving their knowledge. Also, there is improved quality of instruction as team members encourage various teaching and learning styles. Hence, items 11, 12, 13 and 14 were accepted since their mean ratings are greater than 2.50 while item 10 was rejected.

Conclusion

Having carried out the review of relevant scholarship and having presented and analyzed the data of this study, the study therefore concludes that team teaching has the following problems: it brings about competition among teachers, a team member could monopolize teaching during team teaching, it encourages negligence or nonchalant attitudes among team members, brings about conflicts among team members among others. However, the benefits outweigh the problems in the sense that: team teaching enables team members to discover the challenges in teaching and learning, teachers are more active and vibrant during team teaching, students develop more interest in the lesson when team teaching is practiced and it improves the student-teacher relationship. From the foregoing, team teaching could be considered to be among the best teaching approaches in the 21st century ESL classroom.

Recommendations

This paper recommends that:

1. There should be continuous training and re-orientation of teachers on team teaching approach.
2. Students should be willing to try out new learning techniques such as small group-work from different teachers.
3. There should be connection in the content of curriculum to real life situations.
4. Compatibility of team members should also be put into consideration.

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meticulous face and content validation of the structured research instruments ensured the reliability and academic rigor of the findings presented in this paper. We also acknowledge the foundational influence of the theorists whose work anchored this study, particularly Bandura (1977) and Clark (2002), whose Social Learning Theory and General Theory of Teaching provided the essential framework for investigating collaborative instruction.

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