

## Effectiveness of Team Teaching in Teaching Tamil Prose at Secondary Level

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### Abstract

Team teaching is a type of instructional organization involving teaching personnel and the students assigned to them in which two or more teachers are given responsibility, looking together, for all or a significant part of the instruction for some group students". It is a form of organization in which individual teachers decide to pool resources, interest and expertise in order to device and implement a scheme of work suitable to the needs for their pupils and the facilities of their school.. In this context, the study was conducted to find out the effectiveness of the team teaching in teaching Tamil prose at secondary level. The sample consists of 80 X standard students in Kanchipuram District. The pre-test and post-test questions, traditional and team teaching lesson plan was prepared by the investigator. The statistical technique 't' test was used. The finding of the study was there is significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at pre-test and post level. The educational implications and suggestions for further study are also given at per with the findings of the study.

**KEYWORDS:** Effectiveness, Team Teaching, Tamil Prose and Secondary Level

### I. INTRODUCTION

The present day students are in a digital era of learning. During their learning period they acquire a wide range of information from various like teaching methodology, instructional strategy, Internet, media, books and journals. The researcher, a Tamil teacher, observed that the students face many problems on learning the subject; Tamil, especially Prose and Poetry. Majority of the content in the said subject are in theoretical form which develops unwanted boredom in the minds of the students. If it is taught with the help of team teacher, the teacher educator can explain the subject content by different experience, teaching style and way of presentation. It makes the learning more interesting and meaningful. The investigator intends to prepare a team lesson plan. On the completion of this research study, some interesting findings on the chosen problem under investigation can be derived. The findings may also help to refine the team teaching.

### II. NEED FOR THE STUDY

Though there are many areas in the subject Tamil, based on the linguistic form there are two main areas in this subject. One is Prose which is mostly used in everyday communication in any form. The other one is poetry which is typically reserved for expressing something special in an artistic way. Though there are differences between these forms, some similarities in relation to learning are present. Those similarities lead to evolve some inner components in the subject. Those components matter for adapting

team teaching in teaching and learning of Tamil content is subjected intra categories and each one of them is treated in teaching to enrich learning. Hence the present study has been attempted to make the effectiveness of the team teaching, which are readily available on the net and suitable for the purpose of teaching to the secondary level with the view to finding out this effectiveness.

### **III. TITLE OF THE PROBLEM**

The problem of the study is stated as, “**EFFECTIVENESS OF TEAM TEACHING IN TEACHING TAMIL PROSE AT SECONDARY LEVEL**”.

#### **III. a. OPERATIONAL DEFINITIONS OF KEY TERMS**

##### ***Effectiveness***

In this study effectiveness means the capability of producing an effect, and is most frequently used in connection with the degree to which something is capable of producing a specific, desired effect.

##### ***Team Teaching***

It is referred to as a group of two or more teachers working together to plan conduct and evaluate the learning activities for the same group of learners.

##### ***Teaching and Learning***

It refers to the teaching learning process involved in experimentation of team teaching through this study.

##### ***Tamil Prose***

In this study two Tamil prose Uyar Thani Chemmozhi and Parithimartkalaingar were selected.

##### **Secondary Level**

Students from high school that is VI to X standard are considering secondary level. The investigator selected X standard students only.

### **IV. OBJECTIVE OF THE STUDY**

To find out the effectiveness of team teaching in teaching Tamil prose at secondary level.

### **V. HYPOTHESES**

1. There is no significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at pre-test level.
2. There is no significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at post-test level.

3. There is no significant difference between the performance of control-group students with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at the pre-test and the post-test level.
4. There is no significant difference between the performance of experimental-group students with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at the pre-test and the post-test level.

## VI. METHODOLOGY

Two Equivalent Group Pre-test, Post-test Design was adopted for the study. The experiment was conducted on the total sample size of 80 students consisting of 40 for control group and 40 for experimental group of the X standard students studying in Thanthai Periyar Higher Secondary School, Madipakkam, Chennai by using random sampling technique. Pre-test and post-test questions, traditional and team teaching lesson plan was prepared by the investigator. Paired sample 't' test was used for analyzing the data.

## VII. ANALYSIS AND INTERPRETATION OF DATA

### NULL HYPOTHESIS- 1

There is no significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at pre-test level.

**Table 1 Significant difference between the performance of students at secondary level in the control-group and the experimental-group at pre-test level**

Components	Control Group		Experimental Group		N	Df	Critical Value	Significance
	Mean	SD	Mean	SD				
Information	0.45	0.552	0.45	0.552	40	39	0	NS
Vocabulary	0.48	0.506	0.60	0.545			1.360	NS
Language Skill	0.68	0.474	0.93	0.616			1.687	NS
Inference	0.25	0.439	0.40	0.496			1.623	NS
Background Information	0.58	0.549	0.75	0.630			1.211	NS

Rhetoric	0.35	0.483	0.45	0.504			1.082	NS
<b>Total</b>	<b>2.78</b>	<b>1.050</b>	<b>3.58</b>	<b>1.412</b>			<b>1.099</b>	<b>NS</b>

It is inferred from the above table that the calculated t-values are lesser than the table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is accepted. It shows that there is no significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at pre-test level.

**NULL HYPOTHESIS- 2**

There is no significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at post-test level.

**Table 2 Significant difference between the performance of students at secondary level in the control-group and the experimental-group at post-test level**

Components	Control Group		Experimental Group		N	Df	Critical Value	Significance
	Mean	SD	Mean	SD				
Information	0.88	0.791	3.55	0.714	40	39	15.448	S
Vocabulary	0.83	0.712	3.83	0.636			23.238	S
Language Skill	0.98	0.698	4.30	0.464			23.673	S
Inference	0.65	0.700	4.00	0.00			30.275	S
Background Information	0.63	0.583	4.00	0.751			22.412	S
Rhetoric	0.35	0.483	3.95	0.815			26.135	S
<b>Total</b>	<b>4.30</b>	<b>1.604</b>	<b>23.63</b>	<b>3.069</b>			<b>37.569</b>	<b>S</b>

It is inferred from the above table that the calculated t-values are greater than the table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is rejected. It shows that there is significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to the

component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at post-test level.

### NULL HYPOTHESIS- 3

There is no significant difference between the performance of control-group students with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at the pre-test and the post-test level.

**Table 3 Significant difference between the performance of students at secondary level in the control-group at pre-test and post-test level**

Components	Pre-Test		Post-Test		N	Df	Critical Value	Significance
	Mean	SD	Mean	SD				
Information	0.45	0.552	0.88	0.791	40	39	1.443	NS
Vocabulary	0.48	0.506	0.83	0.712			1.819	NS
Language Skill	0.68	0.474	0.98	0.698			1.122	NS
Inference	0.25	0.439	0.65	0.700			1.569	NS
Background Information	0.58	0.549	0.63	0.586			1.000	NS
Rhetoric	0.35	0.483	0.35	0.483			0.00	NS
<b>Total</b>	<b>2.78</b>	<b>1.050</b>	<b>4.30</b>	<b>1.604</b>			<b>1.213</b>	<b>NS</b>

It is inferred from the above table that the calculated t-values are lesser than the table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is accepted. It shows that there is no significant difference between the performance of control-group students with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at the pre-test and the post-test level.

### NULL HYPOTHESIS- 4

There is no significant difference between the performance of experimental-group students with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at the pre-test and the post-test level.

**Table 4 Significant difference between the performance of students at secondary level in the experimental-group at pre-test and post-test level**

Components	Pre-Test		Post-Test		N	Df	Critical Value	Significance
	Mean	SD	Mean	SD				
Information	0.45	0.552	3.55	0.714	40	39	19.457	S
Vocabulary	0.60	0.545	3.83	0.636			29.242	S
Language Skill	0.93	0.616	4.30	0.464			26.463	S
Inference	0.40	0.496	4.00	0.000			45.891	S
Background Information	0.75	0.630	4.00	0.751			24.478	S
Rhetoric	0.45	0.504	3.95	0.815			23.040	S
<b>Total</b>	<b>3.58</b>	<b>1.412</b>	<b>23.63</b>	<b>3.069</b>			<b>39.502</b>	<b>S</b>

It is inferred from the above table that the calculated t-values are greater than the table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is rejected. It shows that there is significant difference between the performance of experimental-group students with respect to the component prose content information, vocabulary, language skill, inference, background information, rhetoric and total at the pre-test and the post-test level.

### VIII. EDUCATIONAL POLICY IMPLICATIONS

1. The team teaching training should be introduced at all levels in the schools and colleges for the development of creative thinking and interest in students.
2. Training on innovative teaching methods of Tamil should be given for the student teachers during their training period for the development of teaching skills.
3. The team teaching needs some preconditions to be established before being applied in the classrooms.
4. The students need a variety of skills beyond lecture or translation method. They need to be able to lead the learners to some goal, to activate them, to provoke discussions, and to visualize the results. They should also know how to shift the roles to facilitate learning.
5. The teachers should prepare evolutionary and experimental new inventions in the classrooms to facilitate learning.

## IX. RECOMMENDATIONS

1. Tamil teachers can use team teaching methods for their teaching and learning.
2. Students can remain updates about various events and happening about their institutes and society students can carry out discussions, clear doubts and get updates information through social media getting jobs and employing people has never been so much easier.
3. Using experienced teachers a student can gain a large amount of knowledge and understanding about their field of interest.
4. Consulting experts and getting our research work published has become very easy. Thus can conclude that if team teaching is used in the right way it will prove to be highly beneficial for the society and will help in developing enlightened individuals.

## X. CONCLUSION

By comparing the mean scores of the control group and experimental group students, it is found that the rate of progress made by the experimental group is high. The experimental group students taught through team teaching method understood the concept of Tamil prose. Learning with team really works, as children hear and see the whole matters and absorb the concept through team activities. It's an easy way for them to learn and remember the concepts. This clearly reveals that if the students are encouraged to participate in the classroom activities, the scope for developing team spirit and achievement is better.

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