

Team Teaching in EFL: Austrian Example and Croatian Students' Views¹

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Abstract

The aim of the present study was to present team teaching (TT) as a form of instruction recommended for use in the English language classrooms in Croatia and to investigate attitudes of future English language teachers towards TT. We combined two types of data collection techniques. First, we used a questionnaire to investigate the opinions of Austrian (N=33) and Croatian (N=30) students, future English language teachers, on TT. The Austrian participants had rather extensive experience with TT, while the Croatian participants had much less or no experience with TT as it is described in this paper. Second, a semi-structured interview was carried out with an Austrian TT expert enquiring about various aspects of TT. The results confirmed very positive attitudes of both Austrian and Croatian future English language teachers towards TT. The participants pointed out some benefits of TT for teachers and pupils; they thought that, as future English teachers, they already possessed most of the necessary competences for TT and stated that TT should be regularly used in formal education. As a conclusion, we suggest that TT be (more) used in the English language classroom in Croatia.

Key words: Austria; Croatia; English language; future teachers.

Team Teaching: Definition and Necessary Competences

In this paper we refer to team teaching (TT) as a form of instruction in which two (or more) teachers share the responsibility for the pupils in one classroom; they

¹ This paper is based on the first author's Master's thesis entitled *Team Teaching – Principles, Attitudes, Recommendations* (2016).

plan the lesson together, carry it out together and, in the end, reflect on it together (Honigfeld & Dove, 2010; Koschina, 2011; LaFauci & Richter, 1970; Villa, Thousand, & Nevin, 2008). TT is rather regularly present in some countries, for example, Austria, Ireland, the USA, Italy, etc. Although TT is not systematically used in Croatia, it is far from being an unfamiliar concept as Croatian authors do write about it although their definitions of TT occasionally vary in comparison to the definition of TT used in this text (Bognar & Matijević, 1993; Poljak, 1990; see Pokasić, Cergol Kovačević, & Nemet, 2017 for comparison).

In accordance with the currents of lifelong education, teachers should, among other, always strive to develop more teaching competences, whose successful acquisition helps yield good results and satisfaction of the pupils and the pupils' parents (Jurčić, 2012). In this text we refer to the key competences a successful teacher should possess as outlined by EPIK (Entwicklung von Professionalität im Internationalen Kontext, 2011), a group of experts dealing with and representing central topics for teachers' professional development, gathered by the Austrian Federal Ministry of Education, Arts and Culture. They put forward five competences necessary to form a successful teacher: reflection and discourse, professional awareness, personal mastery, cooperation and collegial behaviour, and the ability to differentiate. All of them are needed for the teaching profession and we consider them to be crucial for achieving successful TT. The first competence is *reflection and discourse*, which is the ability of teachers to reflect on each lesson and discuss it together. Reflection can help to improve one's own teaching abilities (Honigfeld & Dove, 2010), while at the same time, according to Čorović (2008), it boosts teachers' self-confidence, professional awareness and motivation. Bezinović, Marušić, and Ristić Dedić (2012) point out that reflection and discourse can serve as foundations for the professional development of teachers. Furthermore, Grant and Murray (2002) state that, to achieve successful discourse, teachers need to be open-minded and prepared to accept potential changes in their teaching practices. Moreover, they have to be candid with each other and acknowledge their own strengths and weaknesses. This is linked to the second competence necessary for TT, which is *professional awareness*, the ability to recognize one's own strengths, but also to accept and admit one's weaknesses and be prepared and willing to constantly improve oneself. According to Bezinović et al. (2012), teachers have to be conscious of their own knowledge, skills and advantages, but at the same time able to notice their weaknesses in order to improve their competences. Concerning the fact that in TT teachers work in a team, each member of that team has to have particular knowledge and skills and has to be treated as a professional (Koschina, 2011). According to Poljak (1990), it is only when teachers become aware of those skills and knowledge that they can achieve joint division of work and form a well-functioning team. The third competence is *personal mastery*, which is the ability to solve various problems or particular situations in the classroom by using one's own individual knowledge and skills. According to Koschina (2011), personal mastery results from teachers' aspiration to work on their personalities as well as from their openness to change and willingness

to try out new things. Personal mastery is realized as a combination of teachers' knowledge and skills. The fourth competence is *cooperation and collegial behaviour*. This competence is the foundation of a well-functioning team. According to Koschina (2011), cooperation and collegial behaviour has to be taken seriously; members of a team need to consider each other's work critically, since working in a team includes planning, teaching and reflection as common processes. Wild, Mayeaux, and Edmonds (2008) believe that cooperation helps to create a team whose members share the same goals and are able to identify each other's strengths and values. Moreover, good cooperation between the teachers sets a good example for the pupils, since the teachers are their role models. According to Pastuović (1999), while interacting with their role models, pupils can learn from their experience. The fifth and last competence, the *ability to differentiate*, refers to viewing every pupil as an individual and different from the others. Koschina (2011) explains that differentiation presents a demanding test for teachers, because their mission is to help their pupils to learn and gain self-confidence. Therefore, lesson plans should be individually adapted to each pupil and result from a careful observation of the pupils. Clearly, this is difficult to achieve in a regular classroom; but differentiation is facilitated in TT, since two (or more) teachers can share work and thus dedicate more time to each pupil during the lesson.

Forms of TT in English Language Classroom in an International Context

A common form of TT in the EFL classroom is performed by a team of a native speaker (NS) teacher and a non-native speaker (NNS) teacher. Prichard (2002) points out that the benefit of this "mixed" combination lies in the fact that the NNS teacher can easily translate some complex elements in foreign language teaching into the learners' native language. The author also stresses that the NS teacher can help the learners understand the target language culture. According to Nunan (2003, as cited in Usher, 2014), modern EFL requires TT which is based on the joint work of foreign and local English language teachers, since NS teachers can help enhance students' language proficiency, encourage cross-cultural communication, as well as professional development and lifelong education of NNS teachers. In his study of the English language proficiency in students from Saudi Arabia, Usher analysed his participants' Cambridge PET exam results and found a statistically significant difference in favour of the "mixed" NS and NNS teacher TT instruction as opposed to the instruction of two NS or two NNS teachers. The author emphasizes that the NS and NNS teachers complement each other in the course of the lesson, for example, the NNS teacher may teach FL grammar better and understand the problems the learners may have in dealing with the new language, while the NS teacher can provide help in terms of the authentic pronunciation of the foreign language.

Furthermore, TT is used in cross-curricular teaching, in which, according to Savage (2011), knowledge, skills and understanding across different subject areas are merged.

When discussing different subject areas and foreign language teaching, we mostly refer to Content and Language Integrated Learning (CLIL), in other words to teaching subject content through a foreign language. More specifically, Gladman (2015) writes about collaborative interdisciplinary team teaching (CITT), a form of teaching in which a specialist in English as a foreign language and a specialist in the targeted academic subject teach a class together. The two teachers share responsibilities in planning, teaching and evaluating the lesson (Gladman, 2015). According to the results of Gladman's research conducted with teachers and students from one college in Japan, CITT boosts students' understanding of the English language and encourages them to ask questions, to be critical and to participate in the lesson. Moreover, the two teachers can attend to all the students and create a more positive and effective relationship with them.

TT is used rather regularly in a number of countries, not necessarily only in the EFL classrooms. In Europe, TT is a form of instruction used in one type of secondary schools (Neue Mittelschule) in Austria, where two teachers of the same school subject work in a team to teach Mathematics, German and English (Koschina, 2011). TT is also common in Ireland (Eurydice, 2012) and Finland. In Finland, the importance of TT is recognized and its benefits are promoted through constant support and continuing lifelong education and training for the teachers (Hays & Challinor, 2015). Usher (2014) reports on the implementation of TT in second language education in the United States of America and Great Britain, with the purpose to join language and content learning, integrate minority pupils into mainstream English as a second language classrooms, and foster pupils' intercultural competences and values, encourage their usage of the target language and incite communication with native speakers. In the United States TT was initially introduced in order to integrate students with disabilities into regular classrooms (Aliakbari & Mansouri Nejad, 2013). The results of the study of undergraduate students' opinions on TT in Australia showed very positive reactions towards TT if the teachers in the team worked well together (Usher, 2014). Moreover, according to Aliakbari and Mansouri Nejad (2013), TT is used in Japanese classrooms and is being investigated in EFL classrooms in Iran, in order to find out whether this form of instruction is practical and acceptable in their educational system. In Aliakbari and Bazayr's (2012, as cited in Aliakbari & Mansouri Nejad, 2013, p. 9) words, TT "seems to be a new phenomenon in the current education system for teaching English".

Benefits of TT and Attitudes toward Change

According to Wild et al. (2008), the benefits of TT are not connected exclusively to teachers and pupils. TT can serve the wider society, which nurtures the culture of upholding learning and teaching, giving the pupils an opportunity to be involved in this kind of teaching and to improve on the basis of that experience. When exposed to TT, pupils can develop and improve their social skills by observing and learning from more than one role model. Moreover, according to Murphy and Scantlebury

(2010), teachers also benefit from this form of instruction by seizing the opportunity to become aware of their own teaching abilities and to learn from each other, consciously or unconsciously. Moreover, team work helps create more appealing, dynamic and heterogeneous lessons (Bognar & Matijević, 1993).

Since the modern world develops rapidly and undergoes many modifications, e.g. scientific, technological and social progress, every profession needs to introduce specific alterations accordingly (Previšić, 2003). That means that the teaching profession also has to undergo some changes in order to modernise, transform and accomplish quality school and education. Gossen and Anderson (1996) believe that those changes affect, not only schools, but also the whole of society. According to Pastuović (1999), modern society has to be open to new experiences, engaged in social changes, it needs to welcome different attitudes (but at the same time maintain one's own), focus on the present and the future as well as respect education and maintain it as a priority. However, not everybody embraces change so readily. As far as educational processes are regarded, some teachers do not wish to implement novelties or new approaches. Honigsfeld and Dove (2010) state that some teachers do not believe that working in a team can be productive since they are used to being isolated in their classrooms and monitoring everything that goes on during the class. Moreover, not enough time is spent on presenting the aims of TT to community members. Pastuović (1999) mentions physical and psychological exhaustion as the possible causes of negative attitudes toward change, as well as the teachers' lack of motivation for professional development or their having an unrealistic perception of their own competences. All in all, there is a call for TT in contemporary education and, according to Gudjons (1993), instruction in teams will enhance gradually. We hope that this paper plays its intended role as a necessary addition to the efforts of presenting TT as a welcome change in the English language classroom.

Aim and Research Questions

The aim of the present study was to investigate and present TT as a form of instruction in the English language classroom. We were interested in the opinions of two groups of future English language teachers (Croats and Austrians) on TT as well as the reflections on TT provided by a TT expert. We focused on the following aspects of our participants' experience with TT: familiarity with TT as a form of instruction, positive and negative aspects of TT, competences necessary for TT, necessity and attitudes to TT and the perceived benefits of TT for teachers and pupils. We set the following research questions:

1. Were the participants familiar with TT and how did they get informed about it?
2. Which aspects of TT did the participants consider to be positive and which ones negative?
3. Which competences necessary for TT did the participants believe they already possessed?

4. Did the participants view TT as a necessary form of instruction in formal education?
5. Which benefits for teachers and pupils did the participants believe TT could have?

Method

Participants and Research Instruments

In the first part of the study we used two questionnaires; one was distributed among 33 Austrian students, future English language teachers at one teacher education college in Austria, who were familiar with TT and thus formed our experienced group participants (EGP), while the other one was given to 30 Croatian students, also future English language teachers from one faculty of teacher education in Croatia, who were not familiar with TT and, therefore, they were treated as the inexperienced group participants (IGP). At the time this study was carried out the EGP were attending their third semester (second year of studies) and fifth semester (third and the last year of studies), and they were between 20 and 35 years old ($M=27.5$). The IGP were attending their tenth semester (fifth and the last year) of studies and were between 22 and 27 years old ($M= 24.5$). The reason for choosing these two groups of participants lies in the fact that the EGP (the Austrian students) encountered TT already in the first year of their studies as an obligatory part of their teaching methodology classes, while the IGP attended their teaching methodology courses in their fourth and fifth years of studies. Therefore, that was the time when IGP could best understand how TT might function in the classroom. The questionnaires given to the two participant groups differed only in the questions referring to the previous experience of the participants with TT. The questionnaire consisted of 15 questions (8 of them were open-ended) and was provided to the EGP as a paper-and-pen questionnaire, while the questionnaire given to the IGP consisted of 12 questions (6 of them were open-ended) and was distributed online. The questions in the questionnaires were organized into five categories: familiarity with TT as a form of instruction, positive and negative aspects of TT, competences necessary for TT, necessity and attitudes to TT and the perceived benefits of TT for teachers and pupils. Additionally, there was an extra category in which the EGP were required to provide recommendations to a colleague who would like to start using TT. The definition of TT was included at the beginnings of both questionnaires.

The second part of the study was a semi-structured interview carried out with a TT expert, who was a professor of English methodology courses and teaching practice at one college of teacher education in Austria and also worked as an English teacher in one New Middle School (NMS). Austrian NMSs are special for using TT as an obligatory form of instruction in the teaching of three subjects – German, Mathematics and English. The interview consisted of 29 questions which were organized around the same five categories as the questionnaires given to the future English language teachers in the first part of the research.

Results

We present and compare the results of the first (questionnaires completed by the EGP and IGP) and second (interview with a TT expert) part of the study below. Due to limitations of space we present a selection of common answers provided by the EGP and IGP and some additional answers which were found to be particularly interesting. Wherever applicable, we present the results according to the most frequent answers as provided by the EGP, match them to the frequency of the answers provided by the IGP and add the TT expert's comment to each category of results.

Familiarity with TT as a Form of Instruction

Most of the EGP, 57.57% of them, found out about TT at their college of teacher education, while 18.18% of them heard about it via media. Most of them, 78.78%, were exposed to it during their school practice; 48.48% of them were familiarized with it during their secondary school education, while 12.12% learned about it at college. Furthermore, 33.33% of the participants pointed out the combination of secondary school experience and school practice which helped them become informed about TT. As many as 53.33% of the IGP had heard about TT; 43.75% had heard about it at their faculty, while 12.5% of them had been exposed to it during their Erasmus exchange semester abroad. The TT expert explained that Austrian students who do not attend teacher education colleges learn about TT via media. This is intensified by the fact that a recent law has been passed in Austria according to which TT is obligatory in NMSs. In order to raise awareness about TT in the countries that are not familiar with it, the EGP believed it to be crucial to observe the lessons containing TT, to watch video recordings of TT or to personally try to teach in a team.

Positive and Negative Aspects of TT

The EGP, 66.66% of them, highlighted individualisation, i.e. the opportunity to recognize the individual needs of each pupil and help them accordingly, as the most important positive aspect of TT, while only 16.66% of the IGP provided this answer. The next most frequent answer put forward by 27.27% of the EGP was providing help and support between the teachers, while 6.66% of the IGP pointed out this aspect. Cooperation and collegial behaviour were recognised as positive aspects of TT by 27.27% of the EGP and 30% of the IGP. Moreover, coming up with more ideas while planning a lesson was emphasized by 24.24% of the EGP and 23.33% of the IGP. Learning from a colleague was mentioned by 9.09% of the EGP and as many as 30% of the IGP. The additional answers which we found interesting were having more control in the classroom, provided by 27.27% of the EGP, and more effective lessons (better lesson dynamics), provided by 20% of the IGP. The TT expert agreed that learning from each other and individual help and differentiation are the main positive aspects of TT. She also mentioned reflection after each lesson, more creativity and the opportunity to bring two different methods and personalities into the classroom.

As far as negative aspects of TT are concerned, 72.72% of the EGP and 76.66% of the IGP thought that a potential bad relationship between the teachers working in

a team can present the greatest problem in TT. Other answers common to the two participant groups were connected to one teacher being dominant (EGP 6.06%; IGP 6.66%) or investing more effort into teaching (EGP 6.06%; IGP 10%), thus resulting in unevenly shared workload. The participants thought that it might be difficult for the teachers to always have to plan a lesson together as this might sometimes make it impossible for them to use their own ideas. This problem was pointed out by 9.09% of the EGP. Furthermore, 20% of the IGP were worried that the pupils might get confused if they are uncertain which teacher they should focus on. Furthermore, 13.33% of the IGP thought that problems could occur because some teachers simply cannot work in a team. The TT expert thought that problems could occur if there are no rules in the classroom, if the teachers cannot find enough time to plan and discuss the lesson together or if they fail to accept each other and their teaching methods.

TT Competences

Both EGP and IGP were asked to rank the competences necessary for TT they thought they already possessed. The results showed that the competences both groups ranked most highly were the ability to reflect, personal mastery and cooperation and collegial behaviour (Table 1). The TT expert believed cooperation and collegial behaviour to be most prominent competences she had developed in her Austrian students, while the ability to differentiate was, as she believed, the least developed competence in her students.

Table 1

The order of competences provided from the most frequent to the least frequent ones (students' answers are provided in percentages)

	INEXPERIENCED GROUP	%	EXPERIENCED GROUP	%	TT EXPERT
1	A The ability to reflect	83.33	A The ability to reflect	87.87	B Cooperation and collegial behaviour
2	C Personal mastery	80.00	C Personal mastery B Cooperation and collegial behaviour	78.78	A The ability to reflect
3	B Cooperation and collegial behaviour	73.33	D Professional and methodological competences in teaching E Self – confidence in teaching	63.63	C Personal mastery
4	F The ability to differentiate	63.33	F The ability to differentiate	60.60	E Self – confidence in teaching D Professional and methodological competences in teaching
5	D Professional and methodological competences in teaching	60.00			F The ability to differentiate
6	E Self – confidence in teaching	53.33			

Necessity and Attitudes to TT

As many as 75.75% of the EGP thought that TT was an important part of teacher education. Moreover, 42.42% of the EGP and 56.66% of the IGP as well as the TT expert thought that TT should be a separate and obligatory subject for teachers in formal education. There were 57.57% of the EGP and 73.33% of the IGP who thought that TT should be used in primary schools (with 6 – 10-year-olds), while 81.81% of the EGP and 70% of the IGP believed it should be used in secondary schools (with 10 – 14-year-old pupils). As far as higher education is concerned, 18.18% of the EGP thought that TT should be a part of it and as many as 66.66% of the IGP thought the same. Furthermore, 51.51% of the EGP regarded TT as a desirable form of instruction in both primary and secondary schools, while 53.33% of the IGP thought that it should be present in primary, secondary and higher education. When we asked our two participant groups whether they would like to work in a TT team one day, 75.75% of the EGP and 70% of the IGP answered positively.

Benefits of TT for Teachers and Pupils

As many as 36.36% of the EGP highlighted mutual help and advice as the main benefits of TT for teachers, while the same opinion was shared by 10% of the IGP. The next benefit for teachers was found to be learning from each other (new perspectives, insights, techniques, values); this was pointed out by 27.27% of the EGP and 40% of the IGP. Another benefit for teachers was division of work, which was put forward by 24.24% of the EGP and 20% of the IGP. Getting feedback from each other, sharing ideas, experiences and insights, planning lessons together, developing social skills as well as different teaching methods were also pointed out as the benefits of TT for teachers. The TT expert agreed that learning from each other and getting feedback (reflection) are the main benefits of TT for teachers, while she also mentioned more creativity and the possibility of involving different methods and personalities into teaching.

As far as the benefits for pupils are concerned, 81.81% of the EGP provided individualisation as the most significant benefit, while 23.33% of the IGP thought the same. Both groups (12.12% of the EGP and 6.66% of the IGP) also pointed out the fact that if the pupils did not like one teacher, they might like the other one. The answer which we also found interesting was the opportunity to have two persons to talk to, provided by 24.24% of the EGP, and the answers provided by the IGP, such as having two role models (33.33%), teachers exemplifying team work (23.33%), more dynamic, interesting and fun lessons (20%), active participation and the development of social skills (10%) and obtaining more information from the teachers (10%). The TT expert agreed that individualisation and having two personalities in the classroom, as well as having two role models benefit pupils.

Recommendations for TT Beginners

We asked the EGP to provide advice and recommendations to the teachers who would like to start working in a TT team. They said that potential TT teachers need

to be open minded, open to new experiences and criticism, willing to cooperate, help each other, make compromises, be flexible, patient and considerate, to react and add information when necessary in the course of the lesson, to reflect on the joint work, to split the work fairly, to concentrate on one's own strengths and to defend one's own ideas.

Discussion

This study reveals that interest for using TT in the English language classroom in Croatia does exist. The first step towards bringing TT closer to the education of future English language teachers is to raise the awareness of the teachers, parents and the public by presenting the benefits of TT to them. Our results showed that, although a fair percentage of the IGP had heard about TT, not many of them were exposed to it. This points to the conclusion that there is not enough available information about the possibility of using this form of instruction in the EFL classroom in Croatia. The results of Koschina's 2011 study showed that 25% of her participants (English students from one college of teacher education in Austria), believed they had not received enough information about TT during their education. According to her research 70% of the teachers who already worked in TT teams, had not received any information about TT during their education. The present study shows that, nowadays, familiarity with TT as a form of instruction at colleges for teacher education has increased in Austria, since it is included in parts of English teaching methodology and school practice courses in the country. Koschina's participants as well as this study's EGP recognised individualisation as an important positive aspect of this form of instruction. Individualisation and differentiation are the foundations on which the concept of the Austrian New Middle School (NMS) was established. Moreover, both EGP and IGP agreed that a potential bad relationship between the teachers presents a prominent negative aspect of this form of instruction. This may result in and from different opinions and approaches, lack of mutual understanding, fights, personal problems, disrespect, disharmony or different points of view and beliefs. Furthermore, teachers may lack the ability to cooperate and communicate, since they are used to working alone (Honigsfeld & Dove, 2010). However, the authors of this paper agree that those problems can be overcome by putting in enough effort and placing pupils first as the most important factors of the whole educational process, the ones who will benefit from good cooperation between the teachers. As far as the competences required for TT are concerned, the results of the present research show that most of the participants of both groups thought they possessed the ability to reflect, which is believed to be one of the main components necessary for achieving successful team work, since the teachers have to be able to go through the lesson again, with an open mind, in order to improve it (Bandjur & Maksimović, 2012). Cooperation and collegial behaviour and personal mastery were also ranked high by the participants of the present study. When comparing the results of our EGP with Koschina's 2011 results,

we can spot an increase in Austrian students' personal mastery development, since her results showed that only 8% of the students thought they possessed this competence. Furthermore, her results pointed out the ability to reflect and cooperation and collegial behaviour as the most expressed competences in her participants, and the results of the present study showed the same response pattern. It is clear that TT, when focused on in the education of future teachers has a rather rapid and positive effect. Koschina's participants thought that they should improve their professional and methodological competences in teaching and the ability to differentiate. These results are in line with the results of the present study. We believe that those competences should be developed in young teachers in the course of their internship, if TT involving the intern and their mentor would be used. When it comes to how necessary the participants believed TT to be in their education, the high percentage of the IGP who thought that TT should be a separate and obligatory subject for teachers in formal education can be accounted for by their wish to discover more about this form of instruction. It is interesting to stress that the participants thought it should be used at all levels of education. A much more frequently used form of instruction in some schools and higher education institutions in Croatia is CLIL (Content and Language Integrated Learning), which can also be viewed as a form of team work (Knežević & Poje, 2012). CLIL is specific for the usage of a foreign language as a medium of instruction of various subject contents (Dalton-Puffer, 2007). In order to achieve it, teachers need to cooperate, i.e. work as a team. It is encouraging to notice that many EGPs would like to work in a TT team one day, which tells us that there is a great amount of satisfaction with this form of instruction in practice. A surprisingly high percentage of the IGP who provided the same answer shows that they would like to give TT a chance and try it out in practice. Finally, we point out that individualisation was found to be the most significant benefit for the pupils. Based on the experiences of teachers in Cvikić (2012), individualisation is also necessary when teaching children who are non-native speakers of a language. Children who do not understand the language of instruction can benefit from TT immensely. Thus, we believe TT to be a welcome help in the current situation of immigrations we are witnessing in Europe as more teachers working in one classroom can attend to pupils individually and help them integrate into their environment and overcome the language and cultural barriers, especially so in the situation in which the medium language (e.g. Croatian) of foreign language (e.g. English) instruction is also the pupils' foreign language.

Conclusions

To conclude, TT has been found to have more positive than negative aspects. Moreover, both participant groups in this study estimated that they already mostly possessed the competences necessary for TT, which yields the conclusion that they are already capable of working in a TT team. This may facilitate the introduction of such a form of teaching into the Croatian education system in a more systematic manner.

Moreover, the participants mostly reported that they would like to work in a TT team one day and believed that it should be included into formal teacher training, thus setting the path to further efforts in the field. Admittedly, TT may be financially rather demanding as both teachers need to be compensated for their work. Thus, although the future of this kind of teaching in Croatia is uncertain, it has been clearly shown to provide good outcomes and as we believe that team work is a necessity in the modern society, we suggest that teaching methodologies follow that trend.

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Timsko poučavanje u učenju engleskog kao stranog jezika: primjer Austrije i mišljenja hrvatskih studenata

Sažetak

Cilj ovoga istraživanja bio je istražiti pozitivne i negativne aspekte timskoga poučavanja (TP) te predstaviti TP kao preporučen oblik poučavanja u nastavi engleskog jezika u Hrvatskoj. U TP dva ili više učitelja zajedno planiraju nastavni sat, provode ga te se na njega kritički osvrću. Taj oblik poučavanja smatra se iznimno korisnim u radu s različitim profilima učenika jer naglašava individualizirani pristup svakome učeniku, a osobito je koristan u poučavanju učenika s posebnim potrebama.

U ovome istraživanju kombinirali smo dvije vrste prikupljanja podataka te smo upotrijebili upitnik i polustrukturirani intervju. S pomoću upitnika istražili smo mišljenja dvije skupine studenata iz Hrvatske (N=30) i Austrije (N=33), budućih učitelja engleskoga jezika. Austrijska skupina ispitanika imala je iskustva s TP, a hrvatska skupina ispitanika nije imala slična iskustva. Zanimalo nas je kako su ispitanici saznali za taj oblik poučavanja, koje pozitivne, a koje negativne aspekte TP-a mogu istaknuti, misle li da posjeduju kompetencije potrebne za primjenu tog oblika poučavanja, misle li da TP treba sustavno primjenjivati u obrazovanju i kako bi ono moglo biti korisno za učitelje i učenike. Podatci su bili uspoređeni s polustrukturiranim intervjuom koji je bio proveden sa stručnjakinjom za TP koja poučava buduće učitelje engleskog jezika tog metodi.

Rezultati ovoga istraživanja potvrdili su pozitivne stavove obiju skupina ispitanika prema TP-u, koji se odražavaju u mnogostrukim koristima za učitelje, učenju jednih od drugih, razmjeni iskustava, znanja i zamisli, kao i međusobnom pružanju potpore. Istaknute koristi za učenike bile su veći stupanj individualiziranog pristupa i mogućnost promatranja dviju osoba koje su učenicima uzori. U zaključku ističemo blagodati tog oblika poučavanja i njegovo postupno uključivanje u nastavu engleskoga jezika u hrvatskom obrazovnom sustavu.

Ključne riječi: Austrija; budući učitelji; engleski jezik; Hrvatska.