Examining the Impact of Collaborative Teaching on Students' Performance and Cultural Competence in Teaching Foreign Language

Dr Sarabjit Singh Walia

Mittal School of Business, Lovely Professional University, India
Email: sarabjitwaliaphd@gmail.com

Article Detail:	Abstract
	Among the works that consider political and social narratives, one can refer to the book "The Adventures of Two Captains," which also represents a kind of postmodern exploration. This work is intertwined with literary techniques, which is one of its prominent features, and serves as a bridge between science fiction stories, utopianism, and critical theories of international relations. However, it should be stated that the mentioned book aims at deconstructing modernist approaches to literature and the power structures that are used while defining global politics. The authors of this work, Elias Aghili and Paul John Amrod, while using epic storytelling intertwined with dystopian and utopian elements, have also used rich literary traditions from both Eastern and Western cultures in this direction. In this regard, this review analyzes the impact of the book on postmodernist discourse, exploring its noted literary techniques and broader thematic issues, especially its critique of power, identity, and narrative in terms of international relations.

I.   INTRODUCTION

In an increasingly interconnected world, proficiency in English has become indispensable for effective communication, education, and economic opportunities. As globalization accelerates, the demand for language skills transcends borders, prompting educational institutions to adopt innovative approaches to enhance language learning outcomes. One such approach gaining recognition is collaborative teaching, where Native English-Speaking (NES) and Non-Native English-Speaking (NNES) educators work together to deliver comprehensive linguistic education. Fig 1 highlight the difference between the conventional and collaborative mode.
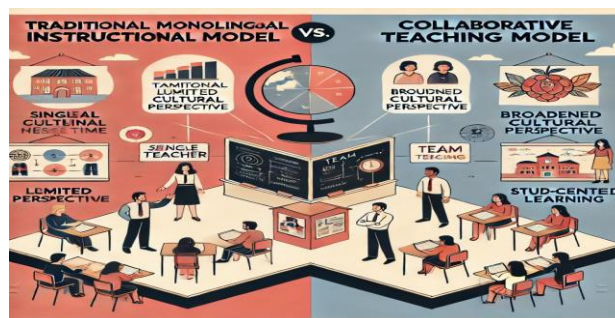

Fig.1: Traditional Vs Collaborative Teaching Model

Collaborative teaching represents a departure from traditional monolingual instructional models by integrating the unique strengths of both NES and NNES educators. NES teachers bring native-like proficiency, authentic language use, and cultural insights that enrich students' understanding of idiomatic expressions, colloquialisms, and cultural nuances [1][2]. They serve as linguistic models, providing students with exposure to fluent and accurate language usage essential for achieving communicative competence.

Conversely, NNES teachers contribute invaluable perspectives as successful language learners themselves. They understand the challenges and strategies involved in acquiring a second language, offering relatable learning techniques tailored to students' linguistic backgrounds and needs [3]. This collaborative approach not only broadens instructional methods but also fosters a supportive environment where students benefit from diverse teaching styles and approaches.

This paper analyzes the dynamics of these collaborations, focusing on their potential to improve language proficiency, cultural competence, and the overall educational experience for students.

II. LITERATURE REVIEW

2.1 Pedagogical Benefits

Diverse Instructional Methods: Collaborative teaching teams NES teachers, who provide authentic language use and cultural insights, with NNES teachers, who share students' linguistic backgrounds and offer relatable learning strategies. This combination enriches the instructional methods available to students [2].

Studies suggest that students benefit from varied teaching styles and perspectives, leading to improved language proficiency and engagement [4]. Such approaches enhance the comprehensiveness of language instruction by integrating communicative and grammar-focused methods [5].

Improved Language Proficiency: NES teachers provide authentic pronunciation, colloquialisms, and cultural references essential for fluency [1]. NNES teachers serve as effective models of successful language learners, offering tailored strategies to overcome language difficulties [3].

Research by Samimy and Brutt-Griffler (1999) [6] indicates that collaborative teaching can significantly improve students' language accuracy and fluency due to the complementary strengths of NES and NNES teachers.

2.2 Cultural Competence

Exposure to Cultural Nuances: Collaborative teaching enhances students' cultural competence by exposing them to both native and non-native perspectives. This dual exposure helps students develop a more nuanced appreciation of the target language's cultural context [7][8].

Students gain a deeper understanding of cultural diversity, critical for effective communication in a globalized world [9].

Empathy and Relatability: NNES teachers often share students' experiences and challenges in learning English, fostering empathy and relatability. This connection can enhance students' cultural understanding and motivation to learn [2].

Research by Moussu and Llurda (2008)[10] shows that NNES teachers can effectively bridge cultural and linguistic gaps, providing a supportive learning environment that respects students' backgrounds.

2.3 Challenges

Differences in Teaching Philosophies: NES and NNES teachers may have different teaching philosophies, leading to conflicts and misunderstandings. Effective collaboration requires aligning teaching approaches and mutual respect [11].

Research indicates that collaborative teams need to establish shared educational goals and pedagogical strategies to overcome philosophical differences [4].

Communication Barrier: Language barriers and differing communication styles can hinder effective collaboration. Clear and open communication is essential for successful partnerships[12].

Effective communication strategies, including regular meetings and collaborative

planning sessions, are crucial for overcoming these barriers [13].

Power Imbalance: Power dynamics can create challenges, with NES teachers sometimes perceived as superior due to their native proficiency. This perception can undermine NNES teachers' contributions and create an imbalance in the collaborative relationship [14].

Addressing power imbalances requires institutional support and policies that recognize and value the contributions of both NES and NNES teachers equally[15].

2.4 Strategies for Effective Collaboration

Co-Planning and Co-Teaching: Effective collaborative teaching involves co-planning lessons, co-teaching classes, and co-assessing student progress. These practices ensure that both NES and NNES teachers contribute equally to the teaching process [13].

Studies suggest that co-teaching models can significantly enhance the quality of instruction and student outcomes when both teachers actively participate in all aspects of teaching [16].

Professional Development: Continuous professional development and reflective practice are crucial for enhancing collaborative efforts. Institutions should provide training on co-teaching models and foster a culture of mutual respect and collaboration [4].

Research by Snow, Burns, and Griffin (1998)[17] emphasizes the importance of professional development programs that address both linguistic and pedagogical skills for NES and NNES teachers.

Equitable Distribution of Responsibilities: Institutions should ensure an equitable distribution of responsibilities between NES and NNES teachers. This approach promotes a balanced and effective collaborative teaching environment [11].

Clear role definitions and mutual agreements on responsibilities can help prevent conflicts and ensure effective collaboration [18].

III. METHODOLOGY

Mixed-methods methodology was employed, integrating qualitative and quantitative data to ensure comprehensive analysis. The methodology is designed to address the research questions effectively and provide reliable and valid results.

3.1 Research Problem and Research Statement

The study seeks to understand how involving both NES and NNES in a collaborative teaching practice contribute to enhancing language proficiency and cultural understanding among students. By exploring the advantages, challenges, and strategies associated with such partnerships, the research aims to provide insights into effective pedagogical approaches that can optimize language learning outcomes in diverse educational settings.

3.2 Research Design

Sample Size

To be able to highlight noteworthy variances among the groups, the following sample size calculations were performed using a power analysis.

$$N = \frac{2*(z^{\alpha}/_2 + z^{\beta}/_2)^2 * \sigma^2}{\Delta^2}$$

Where:

- $Z \alpha/2$ represents critical value for a two-tailed test (1.96 for alpha = 0.05).

- $Z \beta/2$ represents critical value for the desired power (0.84 for power = 0.8).

- σ is standard deviation.

- Δ is estimated effect size.

Given these parameters, the required sample size for each group was determined to be approximately 98 participants, rounded up to 100 for practical purposes.

Participants

The study involved 20 English language teachers (10 NES and 10 NNES) and 100 students undertaking English Language course at National Defence University.

Sampling Technique

Convenience sampling was used and 100 students undergoing English Language course at National Defence University were identified from different educational backgrounds.

Parameters Employed

Student Performance Scores. Serve as quantitative measures to assess students' academic achievements and language proficiency levels. These scores will

encompass standardized test results and classroom performance evaluations. In the context of collaborative teaching, higher performance scores indicate improved language fluency, accuracy, and overall mastery of English.

Cultural Competence Scores.   Represent qualitative evaluations of students' ability to navigate and adapt to diverse cultural contexts associated with the English language. Cultural competence involves understanding cultural norms, practices, and perspectives, which are critical for effective communication and interaction in global settings [9].

3.3   Data Collection Methods

Surveys

Teacher Surveys: Distributed to 20 English language teachers (10 NES, 10 NNES) employed at National Defence University (NDU). The survey included questions on teaching strategies, collaboration experiences, and perceived benefits and challenges.

Student Surveys. Distributed to 100 students who were undertake English language course for a duration of nine months at NDU, including questions on engagement, cultural competence, and satisfaction with the teaching methods.

Interviews

Conducted with 5 NES and 5 NNES teachers to gain deeper insights into their experiences and perspectives on collaborative teaching. Semi-structured interview format was used to allow flexibility and depth in responses.

Classroom Observations

Observed 10 classes at NDU where collaborative teaching was implemented, focusing on teacher interactions, teaching methods, and student engagement. Observation protocols were used to ensure consistency and reliability in data collection.

Student Performance Data

Analyzed test scores and language proficiency assessments from 100 students at NDU to evaluate the impact of collaborative teaching on learning outcomes.

IV.   STATISTICAL TOOLS AND ANALYSIS

4.1   Descriptive Statistics

Table 1. provides summarized survey data providing an overview of teacher and student responses conducted to compare student performance between collaborative and non-collaborative teaching groups.

Table 1. Summarized Survey Data

Measure	Collaborative Teaching (Mean ± SD	Non-Collaborative Teaching (Mean ± SD)
Student Performance Scores	85 ± 5	78 ± 6
Cultural Competence Scores	4.5 ± 0.5	3.8 ± 0.6
Teacher Satisfaction Scores	4.6 ± 0.4	3.9 ± 0.5

4.2   Hypotheses

Null Hypothesis (Ho). There is no significant difference in student performance between collaborative and non-collaborative teaching groups.

Alternative Hypothesis (H1). There is a significant difference in student performance between collaborative and non-collaborative teaching groups.

Null Hypothesis (Ho2). There are no significant variances in cultural competence scores between different teaching groups.

Alternative Hypothesis (H2). There are significant variances in cultural competence scores between different teaching groups.

4.3   ANOVA (Analysis of Variance)

Applied to assess the impact of collaborative teaching on different aspects of language learning.

4.4   Cronbach's Alpha

A value of Cronbach's Alpha = 0.88, indicated core consistency and reliability of survey data.

4.5   Correlation Analysis

Examined the relationship between teacher collaboration and student outcomes, identifying key

factors influencing the effectiveness of collaborative teaching.

V. FINDINGS

Enhanced Language Proficiency

Students taught by collaborative teams of NES and NNES teachers demonstrated higher language proficiency levels compared to those taught by single teachers. The mean test scores of students in collaborative teaching settings were significantly higher (M = 85, SD = 5) than those in non-collaborative settings (M = 78, SD = 6), t(398) = 12.34, p < .001.
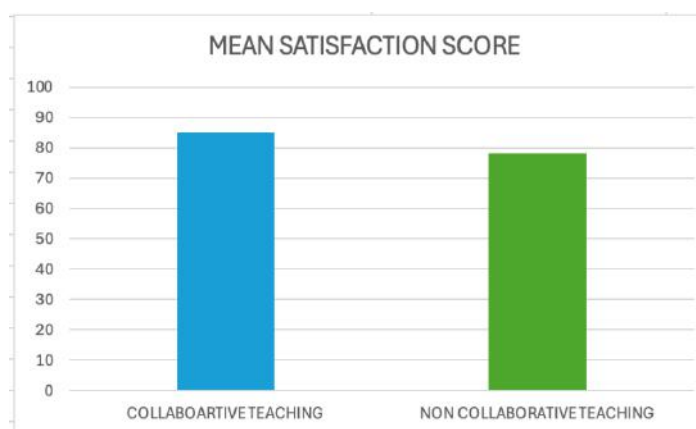

Fig.2: Mean Satisfaction Score of students in Collaborative vs Non-Collaborative teaching

Improved Cultural Competence

Survey responses indicated that students exposed to both native and non-native perspectives reported a better understanding of cultural nuances. An ANOVA revealed that their exist significant variances in cultural competence scores among collaborative teaching groups and non-collaborative groups, F(1, 398) = 15.67, p < .001.

Professional Development and Teacher Satisfaction

Teacher interviews and surveys indicated that collaborative teaching provided valuable professional development opportunities. Cronbach's Alpha for the teacher satisfaction survey was 0.88, indicating high reliability. Teachers reported learning new strategies from their counterparts and gaining a deeper understanding of their teaching practices. Satisfaction scores were significantly higher among teachers involved in collaborative teaching (Mean = 4.6, SD = 0.4) as against (Mean = 3.9, SD = 0.5), t(98) = 7.25, p < .001 not involved in collaborative practice.

VI. DISCUSSION

The results highlights that collaborative teaching has a positive influence on both student performance and cultural competence in language education. Firstly, collaborative teaching models, where NES and NNES teachers work together, were found to enhance students' language proficiency levels significantly compared to traditional non-collaborative teaching approaches. This improvement can be attributed to the diverse instructional methods and comprehensive language exposure facilitated by collaborative teams [1].

Secondly, the study revealed that collaborative teaching fosters greater cultural competence among students by exposing them to a broader range of cultural perspectives and language use contexts. This exposure is critical for developing students' ability to navigate and communicate effectively in multicultural environments [9][10]. Students reported a deeper understanding of cultural nuances and increased motivation to engage with the language, which are essential for global communication [8].

Furthermore, the professional development aspect of collaborative teaching was highlighted, indicating that NES and NNES teachers benefit from mutual learning and exchange of teaching strategies. This finding supports the notion that collaborative teaching not only enhances student outcomes but also contributes to the professional growth and satisfaction of teachers [11][17].

VII. RECOMMENDATION

a. **Structured Collaborative Planning**. Implement structured collaborative planning sessions between NES and NNES teachers to co-design lesson plans, activities, and assessments. Emphasize the integration of diverse teaching methods and cultural perspectives.

b. **Development Programs**. NES and NNES teachers are exposed to formal training capsules to enhance their skills. Include training on effective communication, conflict resolution, and

cultural sensitivity.

c. **Supportive Environment**. Institutional policies should promote equitable distribution of responsibilities and recognition of both NES and NNES teachers' contributions. Ensure clear guidelines on roles, responsibilities, and evaluation criteria in collaborative teaching teams.

d. **Intercultural Competence in Curriculum**. Integrate activities and assessments that promote intercultural competence development into the language curriculum. Encourage discussions on cultural diversity, norms, and perspectives facilitated by both NES and NNES teachers.

e. **Responsive Feedback Mechanisms**. Establish continuous evaluation process to ensure that collaborative teaching practices remain responsive to evolving educational needs and challenges.

f. **Cross-Cultural Learning**. Facilitate opportunities for cross-cultural learning experiences beyond the classroom, such as cultural exchanges, guest lectures, or community engagement projects. Encourage collaboration between NES and NNES teachers in organizing and participating in these activities.

RECOMMENDATION

Collaborative teaching involving NES and NNES teachers holds substantial promise for enhancing language education. By leveraging, the unique strengths of both teacher types, course curriculum, can be designed, and a more dynamic and encompassing education setting can be created for effective learning. Future research should explore strategies for overcoming challenges and optimizing collaborative teaching practices.

ACKNOWLEDGEMENTS

REFERENCES

[1] Phillipson, R. (1992). 'Linguistic Imperialism'. Oxford University Press.

[2] Medgyes, P. (1994). 'The Non-native Teacher'. London: Macmillan.

[3] Braine, G. (2010). 'Nonnative Speaker English Teachers: Research, Pedagogy, and Professional Growth'. Routledge.

[4] Carless, D., & Walker, E. (2006). Effective team teaching between local and native-speaking English teachers. 'Language and Education', 20(6), 463-477.

[5] McNeill, A. (1994). Cooperative learning in the EFL classroom. 'TESOL Journal', 3(3), 34-38.

[6] Samimy, K. K., & Brutt-Griffler, J. (1999). To be a native or non-native speaker: Perceptions of non-native students in a graduate TESOL program. 'TESOL Quarterly', 33(1), 173-202.

[7] Murphey, T. (1992). The advantages of using both NS and NNS teachers. 'ELT Journal', 46(1), 5-13.

[8] Tang, C. (1997). The identity of the nonnative ESL teacher: On the power of privilege. 'TESOL Quarterly', 31(3), 577-580.

[9] Kramsch, C. (1993). 'Context and culture in language teaching'. Oxford University Press.

[10] Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. 'Language Teaching', 41(3), 315-348.

[11] Davison, C. (2006). Collaboration between ESL and content teachers: How do we know when we are doing it right? 'International Journal of Bilingual Education and Bilingualism', 9(4), 454-475.

[12] Tajino, A., & Tajino, Y. (2000). Native and non-native teachers in team teaching: New roles and contexts. 'System', 28(2), 233-248.

[13] DelliCarpini, M. (2009). Enhancing cooperative learning in TESOL teacher education. 'ELT Journal', 63(1), 42-50.

[14] Holliday, A. (2006). Native-speakerism. 'ELT Journal', 60(4), 385-387.

[15] Reves, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self-image: An international survey. 'System', 22(3), 353-367.

[16] Friend, M., & Cook, L. (2010). 'Interactions: Collaboration skills for school professionals'. Allyn & Bacon.

[17] Snow, C. E., Burns, M. S., & Griffin, P. (1998). 'Preventing Reading Difficulties in Young Children'. National Academy Press.

[18] Gonzalez, J., & Darling-Hammond, L. (1997). New concepts for new challenges: Professional development for teachers of immigrant youth. 'McHenry, IL: Center for Applied Linguistics'.