

COLLABORATIVE TEACHING: A REMEDIAL TOOL FOR READING COMPREHENSION, VOCABULARY DEVELOPMENT AND GRAMMAR COMPETENCIES ENHANCEMENT

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Each student is a potential collaborator in improving English instruction - specifically, reading comprehension, vocabulary development and grammar comprehension enhancement. This study investigated the effectiveness of collaborative teaching in an English 11 class composed of thirty six (36) students who initially showed marked deficiencies in the components mentioned. Only four (4) students made it in the cut off score in a 150 item Pre-Test. As the professor/researcher went through the remediation on these areas, the students were observed to be passive, complacent and seemingly overwhelmed with all the formal rules and mechanics despite examples and illustrations. To address this problem, small group discussions with peer facilitators were formed. With the general instructions given, the students were on their own – with only themselves consulting each other for the right answers. The professor, a virtual “outsider” served as consultant and overall facilitator. After an 18-hour session of peer interactions using parallel teacher-made test materials, a Post-Test was conducted, the result of which showed a significant increase in the mean score. The students were likewise observed to be more participative and cooperative – which led the researcher to affirm the pedagogical belief that collaborative teaching concretizes the Chinese proverb, “Tell Me and I’ll Forget, Show Me and I’ll Remember, and Involve Me and I’ll Learn”.