

Exploring the Nature of Cooperation between Teachers Using English and Those Using Arabic as the Medium of Instruction in Teaching KG Classes in United Arab Emirates

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Abstract

The purpose of this study was to investigate the nature of cooperation as teams between teachers using English and those using Arabic as the medium of instruction in teaching KG classes in ADEC (Abu Dhabi Educational Council) new school model United Arab Emirates. Research has confirmed the values and effects of organizational commitment in terms of job performance, organizational effectiveness, and employee retention. This study focused on the cooperation between teachers who use English and teachers who use Arabic as a medium of instruction. Quantitative data derived from responses of 40 KG teachers (Westerners and non-Westerners) to a questionnaire using Likert-type scale. However the qualitative data achieved through the semi-structured interviews with the teachers. Qualitative and quantitative methods used to analysis the data. This study provided an initial understanding of teacher cooperation and its effects on the successful of co-teaching in a dual linguistic classroom in the context of teams viewed as building blocks of organization in locally-managed schools by ADEC (Abu Dhabi Educational Council).

Key Words: Cooperation, Teamwork, UAE, Trust, Teachers, Kindergarten

1. Introduction

Cooperation, team work and effective group communication are being emphasized today in locally-managed schools by ADEC (Abu Dhabi Educational Council). In fact, these terms are often found in ADEC's values (<http://www.adec.ac.ae>). One reason teamwork is viewed as important is its linkage with quality. Teamwork and co-teaching within kindergartens is the focus of this paper. The study's purpose is to explore the nature of cooperation between teachers using English and those using Arabic as the medium of instruction in teaching KG classes in United Arab Emirates. Gathering and reporting such information is important because it can be used to help determine content coverage in educational curriculums at the pre-service level and, also, in extension or in-service offerings to professionals in the field.

1.1. Literature review

The accomplishment of school transformation rest on, in part, the success of teachers' cooperation regarded as essential building blocks of locally-managed schools (Crow and Pounder, 2000). This cooperation depends on the inspiration and abilities of teachers who gratefully give their energy and trustworthiness through cooperative efforts and teamwork processes (Bolman and Deal, 1994; Duignan and Macpherson, 1993; Glickman, 1993; Henkin et al., 2000; Pounder, 1998). Teachers' cooperation may function to strengthen schools.

They may assist to counter effects of conservative institutional configurations and inflexible supervision thinking that guarantee operative steadiness and certainty, but discourage creativities and cooperation that support performance. Sitorus (2008) suggested that we cannot confirm that individuals have the same viewpoint about how good is a good cooperation. In a social system like school, a teacher has to be mature enough to recognize how far his/her circle of influence and responsibility is.

Teachers occupied by connection, trusting and commitment involved in cooperative decision making can permit modifications that improve the practicality of professionals and student outcomes and, simultaneously, offer the group support and basic structural honors that inspire a more cooperative culture and support the need to involve, and remain one of the whole (Dee and Henkin, 2001; Harris and Sherblom, 1999; Murphy, 1991; Neher, 1997; Pounder, 1999). In schools, this form of cooperation may be echoed in affective responses to the characteristics of the group, in feelings of connection to the official goals and values, and in teacher-management relations that spread outside the agreed on relations (Cook and Wall, 1980; Glickman, 1993; Goldring and Rallis, 1993).

There are insufficient amount of research has carefully questioned the connection between group subsystems, like cooperation, teams, and trust (Kushman, 1992). Focusing on teachers as teams, rather than the total group as the referent of commitment, the researchers propose to offer perceptions into the phenomenon; particularly the significant in group contexts of locally managed schools. They can be places where teachers start and reinforce tempers necessary for positive change and original attitudes to the answer of difficult problems (Donnellon, 1996; Garner, 1995). Team teaching in early childhood education has been extensively acknowledged as a great issue in teacher proficient expansion. The team can be more successfully respond to the educational and psychological needs of the learners (Shafer, 2000). Greater anticipations are placed on students and teachers of the new millennium than ever before. Various studies have been conducted that address diverse teaching approaches for assisting students meet these anticipations. Team teaching is just one of the approaches that have been explored. Teachers who are inspired to develop professionally and who create a concerted effort to learn on the job are more likely to be successful at team teaching (Keefe, Moore, and Duff, 2004).

The attractiveness of teams and cooperation in groups has augmented intensely over the past decade. Team-based structures in schools and other organizations have developed gradually more attractive because teamwork and cooperation are often measured the greatest method to provide better performance (Henkin and Wanat, 1994; Katzenbach and Smith, 1993; Naquin and Tynan, 2003). Data-driven research in education proposes other benefits for schools; specifically, a more positive working environment for teachers, more repeated communication between teachers and parents, and higher student achievement scores (Flowers et al., 1999). Pounder (1999) recommended that teamwork may clench the probability to improve teachers' work-related communication, collective responsibility about their work, interdependence and work coordination with others, knowledge of other curricular areas and instructional responsibilities, and sense of self-efficacy.

Cooperation and team success are a function of team members' capacities, accessible resources and processes that teachers employ to cooperate with each other in order to get work done (Marks et al., 2001). The advantages of working in a team are closer associations among the team members, mutual responsibilities, proficient and individual development, while the tactic itself tends to be concentrated on collaborative planning which is open through a more interactive approach.

The team work is not easy, for some teachers it requires changes in professional attitudes and skills' levels as well as trust-building among the team members (Bergen, 1994). It is significant that both teachers are dynamically involved in planning, presentation, feedback, assessment, and reflection. Consultations with associates before the teaching and preparation time is as vital as the teaching itself.

A team is not just a group of individuals who belong to the same group or who are co-acting in the same workplace. In teams, members need to synchronize their choices and actions by sharing information and resources to achieve mutual goals (Dickinson and McIntyre, 1997). Teamwork is "what a team does when it is behaving as a team" (McIntyre and Salas, 1995, p. 23). Additionally, Berger (1994) considers that team members have their own needs and it is of great importance to be aware of the individual needs, of other members and to support those needs. The achievements of a team rest on the success of the process of the teamwork skills and abilities. Research on teams and teamwork in schools consist of few studies focused on teamwork skills that have an impact how effective an individual may be as part of a group.

The model of teamwork used in this study views teamwork from the perspective of team process skills (Dickinson et al., 1992). Team skills include communication, team orientation, team leadership, feedback, backup behavior, and coordination. Communication includes the interchange of information between a team member and other members of the team in the prearranged fashion, by appropriate terms. Communication is the linking mechanism between the other components of teamwork. Team orientation discusses to the attitudes that team members have toward one another and the team mission. Team leadership includes providing track, structure, and support for other team members. Moyles (2006) stated that the notions of leadership have so far to be completely explored in an early childhood context. Feedback is the giving, pursuing, and receipting of information. Backup behavior is supporting the performance of other team members. The skill illustrates that members have an understanding of other members' tasks, and are ready and competent to offer and pursue support when required. Lastly, coordination refers to the team members implementing their activities in a suitable and joined fashion. It specifies that the performance of some team members impacts the performance of other team members.

In addition, teamwork is defined as cooperative behaviors of team members to accomplish anticipated objectives, and is considered by a number of social dials such as communication, team orientation, team leadership, feedback, backup behavior, and coordination. Trust, included in as an additional element in this study, has been recognized as an important element in group collaboration (Gambetta, 1988). Team relations characterized by personal trust stimulate an atmosphere in which individuals feel free to prompt their ideas, involve in problem solving, and resolve differences of view (French and Bell, 1984). One of challenging features of studying trust is the massive applicability of the concept to various the contexts and levels of analysis (Costa, 2003). This study is restricted to study the nature of cooperation through trust and commitment within school teams, and contributes to a description of personal trust as "the extent to which a person is confident in, and willing to act on the basis of, the words, actions, and decisions of another" (McAllister, 1995, p. 25).

Research perceptions on cooperation through trust lean towards the focus on commitment to the institution. Recent studies have suggested the need to shift attention outside the prominent organizational and institutional model to other systems of commitment like commitment to groups to which a team member may feel attached (Becker, 1992; Bishop and Scott, 2000; Bishop et al., 2000). Co-teaching in a dual linguistic classroom, talk is a very important element in team success. Donnellon (1996) in study about team talk: the power of language in team dynamic discusses that the manner team members talk reflects and shapes the way they resolve tensions. Using a sociolinguistic framework for studying team dialogues, Donnellon draws on interviews and transcripts of team meetings that she gathered. Her investigation shows that if institutions are to use teams successfully, they must eliminate the contradictions and obstacles that obstruct teamwork. Studies have revealed that effective schools are most likely to be schools where teachers are involved in everyday, constant and progressively actual and specific dialogue about teaching practice and building a shared language adequate to the complexity of teaching. The team that emphasizes on the value of the language and dialogue will include and implement more content-specific professional development as part of its plan leading, often, to a tough sense of responsibility (Troen and Boles, 2009; Little, 1982). Responsibility will direct the performance improvement for both the team and the individual. Troen & Boles (2009) stated that in a team that is performing at midlevel, you might anticipate variable quality, with some assigned tasks completed well. In those teams, individuals may hold themselves accountable but there is no process in place to hold individuals accountable for accomplishing team goals. In the highest-level teams, all members complete tasks efficiently; the team holds all members accountable for their performance; all members share responsibility for the team's success and for the success of all students within the responsibility of the entire team.

This study provides an initial understanding of teacher cooperation and its effects on the successful of co-teaching in a dual linguistic classroom in the context of teams viewed as building blocks of organization in locally-managed schools by ADEC (Abu Dhabi Educational Council).

Specifically, the researchers will be guided in this study by the following questions:

1. Do cooperation and teamwork and trust have effects on the successful of co-teaching in a dual linguistic classroom?
2. What are the perceptions of these teachers on the value of cooperation and teamwork?

2. Methodology

2.1. Participants and data collection.

Study data was adapted from a survey questionnaire that completed by 40 of teachers employed in six kindergarten schools located in Al Ain city, UAE (United Arab Emirates) using Likert-type scale. All full-time kindergartens schools teachers in the randomly selected schools received the study instrument. The cover letter attached to the questionnaire clarified the aim of the study, and guaranteed each participant that participation is voluntary, confidential, and completed questionnaire available only to the researchers, and no administrative personnel will be involved in the data gathering development. Demographic data were concentrated on all female teachers (Westerns and none Westerns), because no male teachers work in kindergartens in UAE. The participants were from different: age, background, degree, teaching experience, Westerns and none western, and specialization (see Table 1). In addition, the qualitative data was achieved through the semi-structured interviews with the participants.

Table 1. Demographic characteristics of participants in the survey

Gender	Female									
	40(n)					100%				
Qualification & Specialization	BA/EC	BS/EC	M/EC	BS/EL	Phd/Sp Ed	BA/Sp Ed	M/Ed	M/Criminology	M/C&I/Leadership	BA/English
	15(n) 37%	4(n) 10%	4(n) 10%	10(n) 25%	1(n) 2.5%	1(n) 2.5%	1(n) 2.5%	1(n) 2.5%	1(n) 2.5%	2(n) 5%
Age	20-30			31-40			41-50		Over 50	
	8(n) 20%			26(n) 65%			3(n) 7.5%		3(n) 7.5%	
Experience	0-5			5-10			11-15		Over 15	
	10(n) 25%			15(n) 38%			12(n) 30%		3(n) 7%	
Nationality	UAE National					None UAE National				
	14(n) Arabic 1 st language 35%					26(n) English 1 st language 65%				
Other										

2.2. Instrumentation

Measure of six teamwork skills (communication, team orientation, team leadership, feedback, backup behavior, and coordination) were used to analyze the level of cooperation and teamwork. Each skill measured by questionnaire items-using Likert-type scale, to help the researchers understand the level of cooperation between teachers. As previously noted, this study offered one added element of cooperation and teamwork; specifically, trust. In addition to the researchers added two more elements: one is language that focused on language as tool of communication and as medium of instruction, two was performance to understand the nature of co-teaching in a dual linguistic classroom. This instrument was tested and evaluated before it was used. It was given to a group of faculty members in the UAE University to examine it and provided the researchers with their feedback, comments and/or suggestions. Later, the questionnaire was examined and reviewed by both researchers in accordance with the comments and suggestions of the evaluators. Validity and reliability was established before the questionnaires were distributed. However the qualitative data was achieved through the semi-structured interviews with the teachers. During the interviews, teachers also were asked to respond to questions on the value of cooperation through teamwork and trust. An analysis of teachers' responses to these questions revealed four categories. These categories were: how teamwork helps a classroom run smoothly, actions and support make a team function successfully; believe in team work or individual efforts, and strengths and weaknesses of a team member. Each item from the questionnaire was analyzed by calculating, for each question, the number of scores in each category of response using SPSS. Mean, std. dev., and rank of responses in each item and element were calculated and used to understand the nature of cooperation between teachers using English and those using Arabic as the medium of instruction in teaching KG classes in United Arab Emirates.

3. Results

3.1. Cooperation and teamwork

To understand the nature of cooperation and teamwork and their effects on the successful of co-teaching in a dual linguistic classroom, the researchers examined the six teamwork skills (communication, team orientation, team leadership, feedback, backup behavior, and coordination). To understand the level of success of teamwork the researcher calculated the mean, and rank of communication illustrated by kindergarten teachers and of the direct and indirect strategies. The results are presented in Table 2.

Table 2. Mean, Std. dev., and Rank of Communication illustrated by kindergarten teachers

<i>Level of Agreement</i>	Mean	Std. Dev.	Rank
<i>Communication illustrated</i>			
1-Team members communicate with proper language procedures.	4.4	.97	1
2-Ensure that Team members who receive information understand it as it was intend to be understood.	4.1	.60	3
3-Discuss task-related problems with other team members	4.2	.70	2
4-Team members follow simple procedures for agreeing on objectives and planning to conduct tasks.	4.5	.70	1

The results indicated that the team members communicate with proper language and procedures and team members follow simple procedures for agreeing on objective and planning to conduct tasks scored the highest mean (4.5) with Std.Dev. (0.70). Also items two and three: ensure that Team members who receive information understand it as it was intend to be understood mean (4.1) and Std.Dev. (.60) and discuss task-related problems with other team members mean (4.2) and Std.Dev. (.70) came in the ranking of two and three.

Table 3 shows results related to skill two (team orientation) of teamwork. The results of all items exhibit the high mean scores ranging between (4.1 and 4.4) and Std.Dev. (0.78-0.95). These results indicated that all teachers participate in relevant activities of the team, display a high degree of pride of their team work, give high priority to team goals and try to set procedures and/or protocols to ensure that tasks go smoothly and in an orderly manner.

Table 3. Mean, Std. dev., and Rank of team orientation illustrated by kindergarten teachers

<i>Level of Agreement</i>	Mean	Std. Dev.	Rank
<i>Team orientation</i>			
1-Participate in relevant activities of the team.	4.3	.90	2
2-Display a high degree of pride of their team work.	4.4	.95	1
3-Give high priority to team goals.	4.2	.90	3
4-Try to set procedures and/or protocols to ensure that tasks go smoothly and in an orderly manner.	4.1	.78	4

Skill three was the team leadership which includes providing track, structure, and support for other team members. The results in Table 4 shows the level of the leadership was implemented by the teachers the uppermost support came through items (3 and 7), giving consideration to the needs of other members (mean 4.0 and Std.Dev. 0.87) and ensuring that all team members were working as a group (mean 4.0 and Std.Dev. 0.93). Then results show that items (5 and 9) ranked second: ensuring that all team members are doing their assignments properly (mean 3.9 and Std.Dev. 0.88) and listen to team members concerns and feedback and then acts accordingly (mean 3.9 and Std.Dev. 1.0).

However items (1, 2 and 4) ranked third: ensures that members’ assignments are aligned with their expertise and capacity (mean 3.8 and Std.Dev. 0.91), provides support when other team members are facing challenging tasks (mean 3.8 and Std.Dev. 0.85) and contributes to the tasks of other team members (mean 3.8 and Std.Dev. 0.86). Moreover, items (6 and 8) ranked fourth: interferes to resolve conflict between team’s members (mean 3.7 and Std.Dev. 0.92) and is consistent in dealing with all team members (mean 3.7 and Std.Dev. 0.89).

Table 4. Mean, Std. dev., and Rank of team leadership illustrated by kindergarten teachers

<i>Level of Agreement</i>	Mean	Std. Dev.	Rank
<i>The team leader</i>			
1- Ensures that members’ assignments are aligned with their expertise and capacity.	3.8	.91	6
2- Provides support when other team members are facing challenging tasks.	3.8	.85	2
3- Gives consideration to the needs of other members.	4.0	.87	3
4- Contributes to the tasks of other team members.	3.8	.86	3
5- Ensures that all team members are doing their assignments properly.	3.9	.88	5
6- Interferes to resolve conflict between team’s members.	3.7	.92	7
7- Ensures that all team members are working as a group.	4.0	.93	4
8- Is consistent in dealing with all team members.	3.7	.89	8
9- Listen to team members concerns and feedback and then acts accordingly.	3.9	1.0	1

The results of the feedback skill (see Table 5) point out that respond to other team members’ requests for assistance ranked first with a very high mean 4.6 and Std.Dev. 0.50. However the use information provided by other members to improve behavior ranked second with also a high mean 4.2 and Std.Dev. 0.50. While provide helpful suggestions to other team members ranked last with mean 3.7 and Std.Dev. 0.88.

Table 5. Mean, Std. dev., and Rank of feedback illustrated by kindergarten teachers

<i>Level of Agreement</i>	Mean	Std. Dev.	Rank
<i>Feedback</i>			
1- Respond to other team members’ requests for assistance	4.6	.50	1
2- Use information provided by other members to improve behavior.	4.2	.50	2
3- Provide helpful suggestions to other team members.	3.7	.88	3

Table 6 displays the results of skill five, backup behavior, of cooperation and teamwork. The results indicated that item 3: try to achieve harmony by avoiding conflict scored the highest mean (4.6) with std. dev. (0.50). Meanwhile item 1: try to help another member who is unable to perform a task move toward second in ranking with (mean 4.4 and Std.Dev. 0.80). But item 2: seek opportunities to aid other team members ranked third with (mean 4.1 and Std.Dev. 0.84). While item 4: share personal problems with each other ranked fourth and last with (mean 3.7 and Std.Dev. 1.2).

Table 6. Mean, Std. dev., and Rank of backup behavior illustrated by kindergarten teachers

<i>Level of Agreement</i>	Mean	Std. Dev.	Rank
<i>Backup behavior</i>			
1- Try to help another member who is unable to perform a task.	4.4	.80	2
2- Seek opportunities to aid other team members.	4.1	.84	3
3- Try to achieve harmony by avoiding conflict.	4.6	.50	1
4- Share personal problems with each other.	3.7	1.2	4

The results of the sixth skill coordination exhibited in Table 7. The results showed that item 1 and 4: carry out individual tasks effectively and plan their work together ranked first with (mean 4.3 and Std.Dev. 0.60-0.83), item 2 and 3: feel that they are working as a group and feel that team members are responsible for the success or failure of their work attained second ranking with (mean 4.2 and Std.Dev. 0.90-0.92).

Table 7. Mean, Std. dev., and Rank of coordination illustrated by kindergarten teachers

<i>Level of Agreement</i>	Mean	Std. Dev.	Rank
<i>Coordination</i>			
1-Carry out individual tasks effectively.	4.3	.60	3
2-Feel that they are working as a group.	4.2	.90	2
3-Feel that team members are responsible for the success or failure of their work.	4.2	.96	3
4-Plan their work together.	4.3	.83	1

3.2. Trust, Language, and Performance

The importance of trust and commitment is admitted as proximally high in most of the items related to the element of trust questions. The results in Table 8 showed that items 1 and 3: have a positive working relationship with each other and approach their jobs with professionalism and commitment ranked first with (mean 4.6 and Std.Dev. 0.57-0.61), items 2 and 4: can talk freely to each other about difficulties they are having at work and have the ability for doing the job moved toward second in ranking with (mean 4.4 and Std.Dev. 0.78-0.81), item 5: expect that team members received an appropriate training for doing the job ranked third with (mean 4.3 and Std.Dev. 0.93), item 6: have the needed experience for doing the job scored a mean of (4.2) and Std.Dev. (0.83) located at fourth place, item 9: monitor the work of other members who are performing different tasks ranked fifth with (mean 3.3 and Std.Dev. 0.86), item 8: there is a lot of struggling of the responsibilities on hand and excellence progress tactics scored a low mean (2.7) with Std.Dev. (1.0) at the rank of six and item 7: do not fully trust other team members who are working on a specific task recorded the lowest mean (2.6) with Std.Dev. (1.5).

Table 8. Mean, Std. dev., and Rank of trust illustrated by kindergarten teachers

<i>Level of Agreement</i>	Mean	Std. Dev.	Rank
<i>Trust</i>			
1-Have a positive working relationship with each other.	4.6	.61	1
2-Can talk freely to each other about difficulties they are having at work.	4.4	.81	4
3-Approach their jobs with professionalism and commitment.	4.6	.57	2
4-Have the ability for doing the job.	4.4	.78	3
5-Expect that team members received an appropriate training for doing the job.	4.3	.92	4
6-Have the needed experience for doing the job.	4.2	.83	5
7-Do not fully trust other team members who are working on a specific task.	2.6	1.5	6
8- There is a lot of struggling of the responsibilities on hand and excellence progress tactics.	2.7	1.0	7
9-Monitor the work of other members who are performing different tasks.	3.3	.86	7

The results of the added two elements: First is the language exhibited in Table 9 point out that the responses of teachers showed item 2: offer their help when other team members are facing language problems ranked first with (mean 4.5 and Std.Dev. 0.63), item 3: assist each other in understanding children's language ranked second with (mean 4.4 and Std.Dev. 0.71), item 4: talk to each other about their language difficulties with children ranked third with (mean 4.2 and Std.Dev. 0.77), item 5: help other teachers communicate with parents ranked fourth with (mean 4.1 and Std.Dev. 0.98), and item 1: the Arabic teacher help the English teacher learn Arabic and the English teacher help the Arabic teacher learn English ranked fifth and last with (mean 3.8 and Std.Dev. 1.0).

Table 9. Mean, Std. dev., and Rank of language illustrated by kindergarten teachers

<i>Level of Agreement</i>	Mean	Std. Dev.	Rank
<i>Language</i>			
1-The Arabic teacher help the English teacher learn Arabic and the English teacher help the Arabic teacher learn English.	3.8	1.0	5
2-Offer their help when other team members are facing language problems.	4.5	.63	1
3- Assist each other in understanding children's language.	4.4	.71	2
4-Talk to each other about their language difficulties with children.	4.2	.77	3
5- Help other teachers communicate with parents	4.1	.98	4

The results of the added two elements: Second is the performance exhibited in Table 10 point out that the responses of teachers revealed that item 2: work together with other team members to accomplish team's goals ranked first with (mean 4.4 and Std.Dev. 0.74), item 1: ease the performance of each other ranked second with (mean 4.3 and Std.Dev. 0.70), and item 3: co-teach the same lesson ranked third with (mean 4.0 and Std.Dev. 0.94).

Table 10. Mean, Std. dev., and Rank of performance illustrated by kindergarten teachers

<i>Level of Agreement</i>	Mean	Std. Dev.	Rank
<i>Performance</i>			
1-Ease the performance of each other.	4.4	.70	2
2-Work together with other team members to accomplish team's goals.	4.4	.74	1
3-Co-teach the same lesson.	4.0	.94	3

3.3. The perceptions of teachers on the value of cooperation through teamwork.

During the interviews, teachers also were asked to respond to questions on the value of cooperation through teamwork and trust. An analysis of teachers' responses to these questions revealed four categories. These include how teamwork helps a classroom run smoothly, actions and support make a team function successfully; believe in team work or individual efforts, and strengths and weaknesses of a team member. On how teamwork helps a classroom run smoothly, all teachers stated that successful teamwork helps classroom run more smoothly than one teacher to do everything on their own. With two more teachers working together it is easier to reinforce classroom behaviour and to work with smaller groups which can help the students who are more or less able. Teamwork also makes planning more effective as different teachers have different ideas and strengths. One of the teachers mentioned that "perhaps one teacher is very strong with literacy and one is better at math, with teamwork students can benefit from two heads of wisdom instead of just one".

Moreover, teachers revealed that teams need to know what is expected, what their jobs are and help each other in making sure everything is running smoothly. Working together as a team is the only way to make this happen. Teams need to work together and have the same goals for children in order to have a class run smoothly. Ms. Norah specified "teamwork shows the students how to work together as a team and also eases the work for both teachers." On the benefits of using both Arabic and English language to help classroom run smoothly, all teachers agreed that reinforcing concepts in both Arabic and English helps the student's better grasp new vocabulary. Also, helping explain different instructions or translating new vocabulary in Arabic is very helpful to students. In addition, they added when both teachers are clear on what the goals of the day-week -year are, as well as what each person's responsibility is, classroom run smoothly. Ms. Sarah pointed out "It is the most important in running a classroom that everything is taught in Arabic and English at the same time and we always need to know what we are doing because we have to keep everything together." On the actions and support that make team function successfully teachers reflected that it is important for all members of the team to feel equal and valued. Similarly, there must be a system where all team members can voice their opinions and feel control over their input.

These teachers saw the needs to clearly established behavior so each team member is clear on their role and responsibility within the group. Feeling valued will enable the team members to communicate freely and to build good working relationship. Ms. Linda explained “I have a lot of experience in team teaching and I think the most important factor in making team teaching successful is having a good professional relationship with your co-teacher.” All other teachers agreed that when you have a good relationship then you are able to focus on what’s important for the children and can work together in collaborating matter to make that happen. Having support from co-teacher is essential in making a team function successfully. Teachers added another important factor in making a team function successfully is having expectations from the administration as to who is responsible and has what role in the classroom. Ms. Fatimah indicated “when there are no expectations then it is difficult for the teachers to decide who has what role in making a team function successfully.” Teachers believed that team members must have an open communication with one another. The team members must be willing to compromise in order to work together; it should be positive and respectful relationship. They further explained that for a team to function successfully all members of the team must put aside their personal interest for the benefits of students and the goals to be accomplished.

On teachers believe in team work or individual efforts, teachers saw there is a place for both. They cited that “many hands make light work” is very true and working as a team enables the workload to be shared out and for different ideas and areas of expertise to benefitted from. They described that teamwork does require effort and the start people must work on setting up the expectations for the team so no one person feels they are doing too much or too little. Ms. Nancy indicated that “we start our lives as part of a team, our family, so it is a natural system to bring into the workplace too.” While Ms. Hana pointed out that “I believe in working as a team. Each member brings a special talent to the table. It allows for multiple ideas to be shared with one another.” Surprisingly two teachers mentioned that they prefer to work individually because they believe that individual efforts are necessary to be successful and away from the conflict of interests. Ms. Wafa clarified “we all human, you are teaching to make yourself look good.”

When asked to describe their strength and weaknesses as a team member, teachers considered good sense of humour, open to new ideas, happy disposition, Flexibility, willing to try new things, and confident to share her knowledge as great strength for any teacher to succeed as a team member. In addition to being friendly and respectful of other team members, know the students come first, be a good listener to hear other person’s opinion, important to utilize the strengths of others, and willing to make compromises. On the other hand teachers itemized their weaknesses as a team member such as being shy and have their room setup a certain way. Ms Stacey cited her weaknesses “I stay too long work and take no time for myself and work too much for other teachers so I need to concentrate on me.” Teachers considered also time management, creativity, development of resources, easily frustrated by the other teacher’s behaviour, controlling, and sometimes don’t understand customs and tradition as weaknesses that obstruct the way they function as a team member. Ms Beth pointed out that “I feel angry at team members who do not work, they must also contribute, at times, I find that it easier to complete a task on my own. Why should I pick up the other’s slack?”

4. Discussion

4.1. Cooperation and teamwork

This study exposed the fact that the majority of the teachers understood the effects of cooperation and teamwork on the success of their teaching. This was visible through the way they responded to how they communicate with each other. The high scores of mean on all items related to communication were significant (mean 4.1-4.5 and std.dev. 0.70-0.97). The results showed the important of communication. Communication contains the transaction of information among a team member and other members of the team in the arranged manner, by proper terms. As Pounder (1999) suggested that teamwork can tighten the possibility to advance teachers’ work-related communication, shared accountability about their work, interdependence and work coordination with others, knowledge of other curricular areas and instructional responsibilities, and sense of self-efficacy. No conflicts were reported or mentioned by the teachers in all schools. Similarly, team orientation was substantial (mean 4.1-4.4 and std.dev. 0.78-0.95) and high among teachers. The attitudes that teachers have toward one another and the team mission was evident. Almost all the teachers were enthusiastic about involvement in pertinent events, exhibited a great pride of teamwork, gave priority to team goals, and guaranteed that tasks run effortlessly and in a systematic fashion. In a team-oriented environment, teachers contribute to the overall success of the institution.

They work with fellow teachers to produce results. Even though they have a specific job function and they belong to a specific major or curriculum area, they are unified with other teachers to achieve the overall objectives and goals. The bigger picture drives their actions; their function exists to serve the bigger picture (Moyles, 2006). This study underlined the significance of the team that inspired leadership by all its members. That was evident from the high positive responses of teachers (mean 3.7-4.0 and std. dev. 0.85-1.0). The team leadership included providing path, structure, and provision for other team members. That was reflected through the accomplishment of the teachers by considering the wishes and request of other members and pledging that all team members were working as a group. A low level of accomplishment in the capacity of leadership happens when leadership obligations are expected hesitantly, or forced upon a member, or where leadership is taken by the strongest or most verbose teacher on the team. Advanced level of accomplishment arises when leadership duties are circulated so that they are offered to all team members. Troen & Boles (2009) pointed out that in high-functioning teacher teams, both beginner and expert teachers are allowed to take risks, and distinct teacher instructional proficiency is respected and utilized by all team members.

This study exposed that teachers in the kindergarten used another teamwork skill. They vowed to help and support each other through feedback skill that is very important for team success. Feedback is freely providing, following, and receiving of information. The teachers showed a very high level of cooperation using feedback (mean 3.7-4.6 and std.dev. 0.50-0.88). For teachers who have traditionally worked as isolated professionals. If the intention is to help the young children and witnessing their success, it is clear that teachers can achieve it better by cooperation than by functioning unaided. The practice of teamwork encourages the sharing of successful practice. Teachers cooperating to provide feedback as they practice have started in ADEC schools with determination to help teachers how they can better teach and students can better learn. Donnellon (1996) stated that there are a number of different ways of feedback, but all have these anticipated aims and benefits: an improved effort of student learning, the sharing of effective practice, the improvement of approaches for problem-solving, and a policy of support for both teachers in the classroom.

Moreover, this study highlighted the importance of backup behavior, as a teamwork skill, that reinforced the performance of team members. The skill demonstrated that teachers were appreciative of other teachers' tasks, and teachers prepared and able to provide and follow support when requisite. This was obvious in the results of the upmost encouraging reactions of the teachers (mean 3.7-4.6 and std. dev. 0.50-1.2). The performance of the teachers in the classroom showed a high level of agreement and harmony by avoidance conflict. Also, they demonstrated a willingness to support another teacher who is incapable of accomplishing a task. Teachers as team stressed their readiness to find chances to help other team members and share personal problems with each other. This finding confirmed the concerns noted by Dee & Henkin. (2001) that higher levels of teamwork in schools seem to help and support teacher team commitment. Teacher teams may be regarded as resources for reinforcing teacher commitment, however, only where team members have proper teamwork skills. Teachers can be more active contributors in team activities, for example, when they dominant and use skills that allow cooperative work and the accomplishment of team tasks (Donnellon, 1996).

Higher level of teamwork in schools through coordination was greatly noticeable (mean 4.2-4.3 and std. dev. 0.60-0.96). Teachers performed their events in appropriate and integrated fashion. It identified that the effort of team member impacted the work of other team members. In addition, teamwork is defined as cooperative behaviors of team members to accomplish anticipated objectives. This means that teachers carried out individual tasks successfully and planned their work together, felt that they were functioning as a team and sensed that team members were accountable for the success or failure of their work accomplishment. Berger (1994) reflected that team members have their own requirements and it is of great significance to be conscious of the individual needs of other members and to support those needs.

4.2. Trust, Language, and Performance

This study revealed teachers as team exhibited a great trust in each other (mean 2.6-4.6 std. dev. 0.57-1.5). Teachers demonstrated constructive working relationship with each other and preformed their works with competence and commitment. The trust in each other provided them with comfort to talk spontaneously about problems they were having at work and have the capability for performing their tasks. On the other hand teachers have the trust of other team member to work on their own without monitoring their performance.

Because of trust and commitment no struggling over responsibilities and they completely trusted other team members who are working on a particular task. One of the challenging structures of reviewing trust is the great applicability of the concept to different settings and heights of exploration (Costa, 2003). This study is controlled to understand the nature of cooperation through trust within school teams, and adds to an explanation of personal trust as the level to which an individual is confident in, and enthusiastic to act on the basis of, the words, actions, and judgments of another (McAllister, 1995).

Results of this study also revealed that teachers believed in the influence of language in a dual linguistic classroom on the team and team performance (mean 3.8-4.5 std.dev. 0.63-1.0). The teachers supported each other when facing language problems in both languages Arabic and English. Also they extended such help to each other in understanding children's verbal communications. The teachers in dual language classroom spoke to each other and expressed some concerns about their language difficulties with children. Furthermore, teachers stretched the level of assistance to other teachers to interconnect with parents, because the majority of the parents are not fluent in English. In addition, the teachers (Arabic native and English native) helped each other to learn their languages accurately. This conformed the finding of Donnellon (1996) study about the supremacy of language in team vibrant debates and the way team members dialogue echoes and forms the way they ease pressure. The team that stresses on the significance of the language and discussion will embrace and implement more content-specific professional development as part of its plan leading, often, to a tough sense of responsibility (Troen and Boles, 2009; Little, 1982).

The results of this study showed that when teachers dialoged, discussed, and talked about teaching and learning process the consequence related to performance were noteworthy (mean 4.0-4.4 and std.dev. 0.70-0.94). It identifies that the performance of some team members impacts the performance of other team members, and teamwork defined as cooperative behaviors of team members to accomplish expected goals. Teacher in the kindergarten worked together with other team members to achieve team's goals and helped each other to perform well, in addition they co-taught the same lesson. The appeal of teams and cooperation in groups has improved intensely over the past decade. Team-based structures in schools have advanced progressively more attractive because teamwork and cooperation are often cast-off the ultimate technique to deliver better performance (Henkin and Wanat, 1994; Katzenbach and Smith, 1993; Naquin and Tynan, 2003).

4.3. The perceptions of teachers on the value of cooperation through teamwork.

In conclusion, an examination of teachers' self-reports on the value of cooperation through teamwork revealed three major concerns: expectations from the administration as to who is responsible and has what role in the classroom, difficulties understand customs and tradition, and contribution of other team members to the teaching and learning process. Results concerning expectations from the administration as to who is responsible and has what role in the classroom can be clarified by the environment in UAE schools, which are very systematic, because Abu Dhabi education authorities restricted school management to Emiratis. In order for the nationals to play their role in managing schools, ADEC has a comprehensive plan to expand the role of national school managements and ensure greater involvement by teachers in the classroom. This might sometimes create the sense of belonging and how to work as a member of a team rather than thinking who is in control of the classroom. The second major concern was genuine, because there are two teachers from two different cultures teaching children and communicating in second language. This resulted in difficulties to understand customs and tradition. Teachers need to consider such problem and find a way to gradually understand culture and tradition while focusing on working to accomplish collective goals that the teachers acknowledged as important to a healthy teaching and learning environment. These goals allow teachers to work together for the purpose of designing and sharing alternative strategies while providing a standard of accountability throughout cooperation and teamwork.

Moreover, the third concern was the contribution of other team members. Teachers were very troubled of the attitude of other team members who does not work and put pressure on the other member. Organizational inquiries are concerned with who will lead, what will be expected and in what timeframe, how teaching activities and events will actually be planned. These should be share out with as early as possible and not in a casual manner, so that each member is clear about what their roles and responsibilities will be. Additionally, when the team starts to function, more predictable topics will surface. Distress may arise and have to be dealt with while the team is functioning.

5. Implications

Collecting and reporting such information is important because it can be used to help determine content coverage in educational curriculums at the pre-service level and, also, in extension or in-service offerings to professionals in the field.

6. Limitation and Further Research

This study sets the foundation for investigating and exploring the nature of cooperation between teachers using English and those using Arabic as the medium of instruction in teaching kg classes in United Arab Emirates. Nevertheless, this research had some limitations that should be admitted in order to be avoided in future research. The sample size in this study was small. It is recommended to work with a larger sample throughout the UAE to generalize the results. The aim of this study was not to investigate the effect of cooperation and teamwork on the academic achievements of the students. This will help us to explore the effect of cooperation and teamwork on student's success in curriculum areas.

7. Conclusion

Cooperation and Teamwork takes various forms; yet, effective cooperation and teamwork need to go outside sharing a group of students and arranging a public seminar time. Effective Cooperation and Teamwork take time to improve to its fullest potential. Teachers who are inexperienced with it need time to work through the basic matters and routine matters before they can turn their attention fully to issues which affect students and to the impact which their teaching has on the classroom and school as a whole, because Cooperation and Teamwork can be a treasured source of individual and professional development for those who engage in it. It can also be a source of substantial obstruction if its goals are unrealistic, conferences are not fruitful and decision making is not well handled by team members.

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