

**A SURVEY OF TEAM TEACHING ON KCSE PERFORMANCE IN ENGLISH
IN SECONDARY SCHOOLS: A CASE OF KEIYO DISTRICT**

BY

NAHUM J. KOTUT

**A THESIS PRESENTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
PHILPSOPHY IN ENGLISH EDUCATION, DEPARTMENT OF CURRICULUM,
INSTRUCTION AND EDUCATIONAL MEDIA**

**SCHOOL OF EDUCATION
MOI UNIVERSITY**

OCTOBER 2010

DECLARATION

This Research is my original work and has not been presented anywhere to the best of my knowledge. No part of this research may be reproduced without the prior permission of the author and/or Moi University.

Kotut Nahum J.

EDU/PGCT/1003/05

Date

DECLARATION BY SUPERVISORS

This thesis has been submitted for examination with our approval as University supervisors.

Prof. Chris Mukwa

Department of CIEM

Moi University

Date

Mr. John Wamakonjio

Department of CIEM

Moi University

Date

DEDICATION

To my dad and mum for their tireless support and encouragement to the completion of this work.

ABSTRACT

The purpose of this study was to investigate the effectiveness of team teaching as an instructional method on performance in English. The investigation was accomplished by looking at: the use of team teaching by teachers of English; the attitude of both the teachers and the students towards team teaching and; the effect of team teaching on performance, syllabus coverage, and evaluation of tests and examinations in English. The main Theory incorporated into the study is the theory of collaboration by Patricia Montiel-Overall (2005) which has its principle in representing complementary domains of expertise.

The study is a survey research and was carried out in ten Secondary schools in Keiyo District. The ten secondary were selected using stratified random sampling. The population consisted of 330 students, 25 teachers of English and 10 Heads of language Department. Data was collected by use of questionnaires and interviews.

Data was presented and analyzed using descriptive statistics and thereafter conclusions, suggestions and recommendations were made. The study revealed that teachers of English used team teaching as an instructional method, and the attitude of both teachers and students towards team teaching was positive. The study further revealed that when team teaching is used in English, performance improves, syllabus coverage is faster and there is an improvement in evaluation of tests and examination.

The study recommended that Teachers Service Commission post at least two Teachers of English to every Secondary school and in addition provide intensive in-service teachers of English and especially to those who were not trained in the Integrated English Course.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
ABBREVIATIONS.....	x
ACKNOWLEDGEMENT	xi
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Scope and Limitations of the Study	8
1.8 Theoretical Framework.....	9
1.9 Definition of Terms.....	11
CHAPTER TWO.....	13
REVIEW OF RELATED LITERATURE	13
2.0 Introduction	13
2.1 Factors Affecting Performance.....	13
2.2 Instructional Methods.....	17
2.3 Literature Related to the Language Teaching.....	20
CHAPTER THREE.....	24
RESEARCH DESIGN AND METHODOLOGY.....	24
3.0 Introduction	24
3.1 Study Design.....	24

3.2	The Study Area.....	24
3.3	The Study Population.....	25
3.4	The sample Size and Sampling Procedures.....	25
3.5	Research Instruments	25
3.5.1	Administration of the Questionnaire	27
3.5.2	Interview.....	27
3.5.3	Administration of the interview	28
3.6	Validity of Research Instruments	28
3.7	Reliability of the Research Instruments	29
3.8	Piloting of Instruments.....	29
3.9	Data Analysis.....	30
CHAPTER FOUR		31
DATA PRESENTATION, ANALYSIS AND INTERPRETATION DATA		31
4.0	roduction.....	31
4.1	Extent of Team Teaching in the Keiyo District	32
4.1.1	Students.....	32
4.1.2	Teachers.....	34
4.1.3	Heads of Department.....	37
4.2	Relationship of Team Teaching to Efficiency, Resources Availability and Administrative Control.....	40
4.2.1	Students	40
4.2.2	Teachers	42
4.2.3	Heads of Department.....	47
4.3	Effects of Team Teaching on KCSE English Performance.	52
4.3.1	Students	52
4.3.3	Teachers.....	56
4.3.4	Heads of Department.....	63
4.4	Conclusion.....	66
CHAPTER FIVE.....		67
SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS		67
	Introduction.....	67

5.1 The Use of Team Teaching by Teachers of English in Keiyo District as an.....	67
Instructional Method in English Subject	67
5.2 Effects of Team Teaching on Performance, Students Retention Capacity, Syllabus Coverage and Evaluation of Tests/Exams	70
5.3 Conclusion and Recommendations.....	72
5.4 Recommendations for Further Research.....	75
REFERENCES.....	76
APPENDICES.....	81
APPENDIX I: QUESTIONNAIRE TO HEADS LANGUAGE DEPARTMENT	81

LIST OF TABLES

4.1 Number of Teachers Teaching English in the Same Class	32
4.2 Form where Team Teaching Begun	33
4.3 Person/Body Setting Examination in the Department	34
4.4 Person/Body Moderating Departmental Examinations	35
4.5 Mode of Marking Examinations	36
4.6 Body/Person Responsible in Setting Examination in the Department	37
4.7 Mode of Examination Marking in the Department	38
4.8 Person/Body Responsible in Analyzing Examinations.....	39
4.9 Students' Adequacy in Lesson Preparation with Team Teaching.....	41
4.10 Teachers' Work Experience.....	42
4.11 Teachers' Areas of Specialization by Training.....	43
4.12 Frequency of Meetings in the Department.....	44
4.13 Frequency of Staff Assistance in the Department	45
4.14 Targets of Team Teaching.....	46
4.15 Number of Teachers of English in the Department.....	47
4.16 Format of Lesson Allocation in the Department.....	48
4.17 Frequency of Departmental Meetings.....	49
4.18 Person/Body Responsible in Making Examination Marking Scheme.....	50
4.19 Factor that has Kept the Team in the Department Stronger.....	51
4.20 Manner Team Teachers Teach English in the Same Class.....	52
4.21 Students; Performance after Team Teaching.....	53
4.22 Rate of Syllabus Coverage with Team Teaching.....	54
4.23 Adequacy in Revision with Team Teaching.....	55
4.24 Opinions on Various Statements.....	57
4.25 Duration of Examination Setting.....	68
4.26 Duration of Examination Marking.....	59
4.27 Opinion on Improved Performance with Team Teaching.....	60
4.28 Appropriateness of Team Teaching on the New Integrated English Course...	61
4.29 Opinion on Increased Students' Retention Capacity with Team Teaching	62
4.30 Syllabus Coverage with Team Teaching.....	63

4.31 Opinion on Teachers' Support to Team Teaching.....	64
4.32 Duration of Examination Marking.....	65

ABBREVIATIONS

H.O.Ds:	Heads of Department
KIE:	Kenya Institute of Education
KCSE:	Kenya Certificate of Secondary Education
KNEC:	Kenya National Examination Council
MOE:	Ministry of Education
MOEST:	Ministry of Education Science and Technology

ACKNOWLEDGEMENT

The completion of this thesis would not have been possible without the understanding, co-operation, guidance and encouragement from a number of people all of whom cannot be mentioned.

I wish to express my gratitude to Moi University for granting me a chance to undertake this course. I also express deep gratitude to my supervisors, Prof. Chris Mukwa and Mr. John Wamakonjio, who have given this work its final form through their valuable criticism, suggestions, guidance and tightening many loose formulations and phrases in the work. I am greatly indebted to them for taking their time to understand my study and guide me accordingly.

I also wish to thank my lecturers: Dr. Barasa, Dr. Too and Dr. Mulambula, my colleagues Kiprotich, Kemboi, Chepchieng, Chemursoi, Chirchir, and Edwin who in their discussion with me, the general intelligibility of this work was checked and improved continuously. My Friends: Irene, Fautine, Perpetua, Mutua, Otieno, Kimaiyo, Alison, Isaac, Caleb and all of whom I cannot mention by name, who provided me with valuable support.

Sincere thanks to all Head teachers, teachers and students in Keiyo District for their co-operation that enabled me to gather the required information within the limited time.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter dealt with issues that formed the educational basis for the study. The information was discussed under the following sub-heading: Background to the study; Problem statement; Purpose of the study; Objectives of the study; Research questions; Significance of the study; Scope and limitation of the study; Theoretical Framework and Definition of terms.

1.1 Background to the Study

English language plays a very significant role in Kenya as it is a medium of instruction in the educational system (Barasa, 2005). Due to the role English plays in the curriculum, the Ministry of education has placed a lot of emphasis on the development of the language. It has placed on the shoulders of the teachers of English the task of moulding the students so that they can express themselves effectively in both oral and written work.

For years educators have been trying to find ways to make their classes most meaningful to students. It is assumed that the teacher's role must be to determine the best method to use in order to help students gain the knowledge they are seeking. As a wise counselor and guide in the learning process, the teacher helps the student gain experience by having him become involved in groups as well as in his independent study. Thus students are, themselves involved in that, 'Pursuit of excellence' of which Bruner spoke of when he talked of its relevance not only to what one teaches, but how he teaches, and how he arouses the interest of his students (Bruner 1960).

To determine the best method, the teacher must look at what is involved in the process of education and see what he is trying to accomplish. Gagne (1997) advocates that, the learner be provided with different teaching method, with favorable conditions for learning. According to the Ministry of Education, (1992), a skilled teacher in the Integrated English course is likely to use a variety of methods which vary according to topics to facilitate understanding.

The ministry further asserts that more learner-centered techniques should be used in teaching English since they involve thought and reasoning, and in discovering meaning rather than being simply told by the teacher. Therefore, poor teaching techniques could affect the effectiveness of leaning a language.

Good relationships in the classroom have been noted to be vital in language learning. Rivers (1983) notes that unless students feel at ease with their teachers and their fellow students, and relaxed within themselves, they will withdraw from expressing what they really think in another language, as they would in their own. This shows how the relationship of students with their teachers and their fellow students creates an impact on the students learning of a language.

Team Teaching is one of the learning techniques that enhances good relationship in class between teachers and students and is learner-centered. The study was a survey of team teaching on KCSE performance in English. Team teaching can take various forms, but it mainly involves two or more teachers teaching the same course (Shafer, 1983). The team

teachers work together to plan, conduct and evaluate the learning activities for the same group of the learners. Team teaching has been increasingly popular and strongly advocated in various educational settings due to its advantages.

Team teaching has a myriad of benefits to both the teacher and the students. To the teacher, it gives him/her a supportive environment, allows for development of new teaching approaches, aids in overcoming academic isolation, increases the likelihood of sounder solution regarding the discipline of problematic students and augments the opportunity for intellectual growth.

Team teachers are part of a supportive environment in which they are exposed to different styles of planning, organization, and class presentation. This gives the team members an opportunity to develop and enhance their own teaching approaches and methods. Another benefit of team teaching is that working closely with one or more colleagues enables teachers to overcome the isolation inherent in teaching. When an instructor teaches solo, she rarely has the time or the opportunity for interacting with her fellow teachers, even though educational colleagues surround her. By working together, team teachers can discuss issues relating to students, such as behavioral expectations, student motivation and teaching policies, and end up with improved solutions. Robinson and Schaible (1995) describe each team member as a sounding board for sharing the joys and the disappointments of particular class sessions. When team teaching involves interdisciplinary subjects, each member can gain enlightened about lesser-known fields, and therefore grow intellectually.

Team teaching is also of great benefit to the students. Team teaching can open a student's eyes to accepting more than one opinion and to acting more cooperatively with others. Team teaching may even provide educational benefits such as increasing the student's level of understanding and retention, in addition to enabling the student to obtaining higher achievement. Exposure to the views of more than one teacher permits students to gain a mature level of understanding knowledge; rather than considering only one view on each issue or new topic brought up in the classroom. In addition, diverse perspectives encourage students to consider the validity of numerous views. The variety of teaching approaches used by the team can also reach a greater variety of learning styles (Brandenburg, 1997).

The cooperation that the students observe between team teachers serves as a model for teaching students positive teamwork skills and attitudes (Robinson and Schaible, 1995). In a collaborative team teaching experience (when the two teachers present their respective content to the same class at the same time) the students witness and partake in a dynamic display of two minds and personalities. The benefits of collaborative learning include higher achievement, greater retention, improved interpersonal skills and an increase in regard for group work for both students and teachers. (Robinson and Schaible, 1995)

1.2 Statement of the Problem

There is a general outcry expressed by educationalists, potential employers and ordinary citizens to the effect that most of the secondary school leavers and even University graduates are not fully equipped with the basic skills in English. Barasa (1997) also

observes that Universities have raised concern about receiving freshers who can hardly write, read and hold discussions in English. Indangasi (1988) also laments that, both Primary and Secondary school leavers cannot express themselves effectively in English both written and spoken.

From a wider perspective, poor performance in English has become a matter of concern to the Government of Kenya because English is the language through which the other subjects except other languages are taught.

The teaching of English in Kenyan secondary schools has gone through numerous changes in an attempt to improve the quality of its teaching (Mwangola, 1993). The introduction of the 8-4-4 system of Education in 1984/85 for example, introduced the Integrated course of English language and Literature in the Kenyan secondary schools. The merger disadvantaged teachers who were trained in the 1970s and 1980s when language teaching was separate from that of Literature (Owino and Indangasi 1991).

Additionally, in its Annual report for 1998 and 1999 the KNEC stated to teachers that performance in English was still unsatisfactory. It went on, in the report to say that many areas in the syllabus were not covered adequately, and in some cases some parts of the syllabus were ignored completely. The candidates in turn have very poor mastery of the syllabus. It therefore insisted that the syllabus should be covered well (KNEC Examination report, 1999:249). This is an indication that the poor performance in English, as it has already been indicated, does not augur well for the country.

In spite of the developments, performance in English is to a great extent still low. In Keiyo District in particular, poor performance in English is still evident. The District subject's mean lies in the brackets of grade 'D' and 'C' (4.443 in 2004 and 5.3118 in 2005 KCSE results). In the ranking of the subjects in order of performance, the subject always lies among the poorly performed; leaving subjects in the humanities department (History, Geography and Religious education) lie at the top, yet the medium of instruction for those subjects is the English language itself.

The study was a response to this need and investigated the teaching of English in Keiyo District secondary schools. The study specifically was a survey of team teaching as an instructional method on English KCSE performance. The findings could go a long way in improving performance in the subject.

1.3 Purpose of the Study

The purpose of the study was to carry out a survey of team teaching on English KCSE performance. The findings of the study to some extent will help in improvement of English results.

1.4 Objectives of the Study

The objectives of the study were:

1. To find out whether team teaching is in place in Keiyo District secondary schools.
2. To determine the effect of team teaching on performance, syllabus coverage and evaluation of tests and examination.

1.5 Research Questions

1. Do teachers of English in Keiyo district use team teaching as an instructional method?
2. Is there any effect on performance, syllabus coverage, evaluation of tests and exams in English when team teaching is used as a teaching method?

1.6 Significance of the Study

An investigation into classroom instructional methods yields findings, which can be used for the betterment of teaching. The findings of the study are therefore a step forward in the improvement of the teaching and learning of English in Keiyo District.

The findings of the research are to assist the teachers of English in utilizing the most appropriate methods in ensuring that English is effectively taught and learned and more so that the objectives for teaching the subject are attained. In addition to the above, the findings are to further improve and by extension the performance in other subjects.

For the teacher training institutions, findings of the study may make provisions for a sound basis on which teachers' training can rely. Since teachers are in direct touch with the students, the findings are to help the training institutions in the choice of English teaching methods to impart to the teachers and that is to be made in accordance with the relevance to the actual needs.

Recommendations of the study are expected to contribute to the existing knowledge about language teaching in Keiyo District and also prepare the grounds for further investigation into reasons for poor performance in English.

1.7 Scope and Limitations of the Study

Scope

To work within the scope of the study, the researcher sampled a few teachers and students by stratified random sampling in Keiyo District. This was to enable the research to be manageable and thus to be completed on time.

The focus of the study was a survey of team teaching as an instructional method on KCSE English performance. The variables which were looked at were; performance, syllabus coverage and evaluation criterion of tests and exams in English. The survey was looked at in terms of the impact team teaching had on the above variables (performance, syllabus coverage and evaluation of tests and examination).

Limitation

This study was carried out in Keiyo District, Rift Valley Province. The population sample was drawn from teachers and students from secondary schools in the District. The findings of the research to some extent are only expected to apply to Secondary schools in the District.

The study was only restricted to the activities noted in the data collection instruments, that is, team teaching as an instructional method and its survey on performance in English

language. The researcher had no control over the exact information teachers and students chose to give or withhold.

The findings of this research to some extent are expected to apply to other secondary schools in the district, firstly because the researcher is viewing the teachers used in the study as a representative sample of the larger population of teachers of English in Keiyo District because they undergo the same training. Secondly, the learning environment is similar, resources and the curriculum is the same.

1.8 Theoretical Framework.

Collaboration theory states that in education, collaboration is seen as an opportunity for school renewal (Fishbaugh 1997) and an opportunity to involve many individuals in complex educational problems. Examples of these problems are; increased student needs as the number of students from diverse backgrounds who demonstrate low or failing tests scores grows; diminished resources; an explosion of information through technology creating a more complex learning environment; and standards-based education requiring creative ways of meeting prescribed outcomes while engaging students in meaningful learning experiences.

The principle in a true collaboration represents complementary domains of expertise. As collaborators, not only do they plan, decide, and act jointly; they also think together, combining independent conceptual schemes to create original frameworks. Also, in a true collaboration, there is a commitment to shared resources, power, and talent: no

individual's decision dominates, authority for decisions and actions resides in the group, and work products reflect a blending of all participants' contributions... (John-Steiner, Weber and Minnis, 1998)

In Education, collaboration is intended to “promote the most effective teaching possible for the greatest number of students” (Pugach and Johnson 1995). The power of collaboration lies in students' greater understanding of material from being exposed to diverse opinions and distinct teaching and communication styles.

Team teaching being an instructional method where two or more teachers share responsibility of instructing same group of learners, relies so much on collaboration theory because of its principle of Collaboration. Collaboration has the potential for creating a renewal in education by combining the strengths of two or more individuals in productive relationship that can positively influence student learning.

1.9 Definition of Terms

- Attitude:** The acquired feelings and/or thoughts that learners and teachers held towards a given language skill and how this influences the teaching and learning of that skill.
- Approach:** Ways of dealing with a task/project.
- Collaboration:** It is the process in which two or more individuals work together to integrate information in order to enhance students' learning.
- Communication styles:** Ways of presenting ideas or knowledge.
- Deep commitment:** Full attention to work.
- Diverse opinions:** Different ways of looking at a particular idea.
- Effective teaching:** Teachers' potentiality to teach. The constituent of this potentiality is the ability to design classroom activities in view of the processes of writing.
- Greater understanding:** Clear knowledge of content.
- Instruction:** The process of teaching and learning
- Integration:** The process of combining two things in such a way that one becomes full part of the other.
- Learner-centered techniques:** Approaches that places emphasis on the learner
- Medium of instruction:** The language used in school as a vehicle through which all the subjects offered in the school curriculum are taught, with the exception of other languages.
- Panel:** A team of teachers chosen from the teaching staff.
- Performance:** An action or achievement considered in relation to how

successful it is.

- Process:** The cognitive stages that a writer goes through while writing, that is pre-writing, writing and post writing.
- Second language:** Any language learnt after the first language of the learner.
- Staff:** The teachers in a school.
- Teach:** To instruct
- Team teaching:** Instructional method where two or more instructors share responsibility in instructing same group of learners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents information about the research topic. The chapter reviewed literature from such sources as books, theses, newspapers, magazines and the Internet. This review was found necessary because it helped the researcher establish gaps in the study and also served as a link between the present study and those previously done in the same related fields.

The review was done under the following subheadings.

1. Factors affecting English performance.
2. Instructional methods
3. Factors related to English language teaching

2.1 Factors Affecting Performance

Poor performance in English has become a matter of concern to the Government of Kenya because lack of its mastery can be an impediment to the acquisition of skills of knowledge in other subjects that require such a language for reading and communication. English occupies a unique and significant role in the country. Olajado (1991) puts it that the decline in English Proficiency affects the entire education system and is detrimental to the overall national growth of affected countries.

Further, when the 8-4-4 English integrated course was introduced in 1984/85, it was felt that there was need for massive in-servicing for teachers of English so that they could cope with the demands of the new course which required new approaches to teaching English (Waithaka, 1993). The course required the teachers to integrate within the various aspects of language skills (listening, speaking, reading and writing). Teachers were further required to integrate within the literary genres, which includes drama, poetry, the novel, short stories, and oral literature.

In an attempt to solve the problem, the Ministry of education introduced an in-service course that got expertise to run it in teaching an Integrated English curriculum. It was hoped that these courses would help the teachers in handling areas covered by the syllabus (Sitima 1998). Teachers need adequate training and in-servicing to teach the English integrated course well. Unless this is done, teachers trained to teach one subject and not the integrated English course, may align themselves to their subject of specialization at the expense of the other. In fact, those teachers trained in both English language and Literature may not implement integrated English course efficiently if they are not trained on how to integrate the two subjects.

In spite of the developments, performance in English is still to a great extent low. The reasons for poor performance are varied. The Ministry of Education has addressed this issue at several fora and cited lack of facilities and material, influence of sheng, first language interference, quality of teachers and teaching as part of the reasons for poor performance.

Omboto (2004) listed some of the factors affecting English performance as those affecting students and those affecting teachers. On the students' part, the factors affecting performance include: Lack of class texts, Mother tongue interference on speech and writing; Regular transfers and Frequent change of teachers of English; Use of difficult words and phrases in class; Use of poor teaching methodology; Unfriendly classroom relationships between teachers and students; Poor attitude towards the subjects and the subject teachers; lack of adequate attention from teachers; lack of exposure to forums where English is used; and inadequacy of English language teachers.

On the part of teachers, Omboto noted the following as affecting English performance: Heavy work load; some of the students admitted were poorly motivated to learn and are lazy; Inadequacy of learning resources; and lack of in-service training.

Omboto also noted the use of poor teaching methodology as one of the factors leading to poor performance in English. The teachers of English should not only be able to speak the language, but should also have the necessary skills to teach the language.

In its Annual Report for 1998 and 1999, the KNEC stated to teachers, "Performance in English remains unsatisfactorily". The KNEC went on to say, "Many areas of the syllabus are not covered adequately, and in some cases parts of the syllabus have been ignored completely. The candidates then, have very poor mastery of the syllabus. The entire syllabus should be covered adequately." (KNEC Examination report, 1999:249).

Ominde (1964) blamed the drill method of teaching, and neglect of activity and pupil participation on poor performance. The report encouraged teachers to adjust instruction to needs of particular children and, use of activity methods so as to make education child-centered. This is consistent with Sarason's interfacing response theory which says that the more an individual is involved in a learning activity, the higher the performance is likely to be (Bruner, 1968).

Barasa (2005) in his research on factors contributing to poor results or having some effects on performance and proficiency in English notes the following. Teachers hold the opinion that the learning and teaching of English in Kenya is suffering because there is no role model for the language learner. Teacher trainees lack language laboratories in phonetic training. Teachers will in the end avoid teaching speech work in class. In the long run students especially those in the rural areas are probably affected most. He also adds that the teaching of Oral literature is not well done as some teachers in secondary schools lack the confidence when teaching oral literature.

Another factor, as Barasa puts, is the New Integrated English Course. The merger of Literature and Language as disadvantaged the teacher of English. The Integration has lead to overloading of the teacher of English and enhanced the bias of teachers for literature and not language. When teachers are overloaded, they cannot help the weak students. They tend to move at the pace determined by the bright students.

In addition to the above, localized intake in secondary schools, large intake at Universities swamping the existing meager faculties and selection criterion at primary training colleges that recruits people with a D+ or less are some of the factors that contribute to the poor results in English.

The present study is on team teaching as a teaching approach. Its advantages towards academic achievements lead the researcher to investigate if its use in the subject is effective to its performance, thus good grades. By sharing responsibilities through team teaching, the two sectors are able to develop a more comprehensive program that could adapt to the needs of all students (Bess, 2000). Team teaching can lead to better students' performance responsibility or learning. Exposure to views and skills of more than one teacher can develop a more mature understanding of knowledge and provides opportunities for interaction with the audience (Robinson and Schaible 1995).

2.2 Instructional Methods

Teaching and learning are opposite sides of the same coin, for a lesson is not taught unless it has been learnt. Teaching therefore can be thought of as a process that facilitates learning. In this process the teacher has an important role to play because he acts like a catalyst, actively stimulating learning. Teachers respond to the varying needs of the students. A good teacher is one who has a good understanding of what his pupils need to learn and also of their capabilities in learning.

Farrant, (1980) noted teaching as one of those activities of which can be said that there is not general rule as to what is the right way or the wrong. The recognition of the need for better methods, has led to a good deal of the surge towards innovation in education in the recent years. The main force determining how teachers in a particular school carry out their teaching is the philosophy that inspires the school's educational policies. Formal teaching uses instruction and whole-class teaching methods more than group work and keeps the initiative in the teacher's hands as to what is taught and the methods used. Informal teaching on the other hand makes the teacher act as a facilitator to the pupil's learning rather than being a director, and is more of a well-informed observer than an instructor.

Brown (1982) says that a teacher will find it necessary to use different methods of teaching to suit varying situations. He divides instructional methods into traditional time-tested method of teaching and newer Approaches to teaching.

In the first category Brown described them as methods of teaching that have been used for many years. These methods can in certain situations be used very effectively by the skilled teacher of today, but it would be short-sighted to try to use them all the time. These methods include Lecture, discussion, demonstration, the project and study trips methods.

The second category consists of the more modern approaches to teaching in which the emphasis is shifted from the teacher to the student. The learner is transformed from a

passive receiver of knowledge into an active creator of the process in which he/she learns. The stress is placed not on learning facts, but rather on understanding the structure of the discipline and the way human knowledge is organized. The newer methods include the process approach, the discovery approach, inquiry/problem solving approach, the use of laboratory technique teaching methods and team teaching.

Team teaching is one of the most recent and most discussed innovations in the area of curriculum organization. Although the principles involved are not exactly new, the identification and recognition of team teaching as a distinct pattern or approach of organization is quite recent. The review of the various descriptions of team teaching reveals that the approach is a departure from the more traditional 'one-teacher/one-class' or 'one-teacher per subject' set-up (Brown, 1982).

Team teaching is also of great benefit to the students. Team teaching can open a student's eyes to accepting more than one opinion and to acting more cooperatively with others. Team teaching may even provide educational benefits such as increasing the student's level of understanding and retention, in addition to enabling the student to obtaining higher achievement. Exposure to the views of more than one teacher permits students to gain a mature level of understanding knowledge; rather than considering only one view on each issue or new topic brought up in the classroom. In addition, diverse perspectives encourage students to consider the validity of numerous views. The variety of teaching approaches used by the team can also reach a greater variety of learning styles (Brandenburg, 1997).

The cooperation that the students observe between team teachers serves as a model for teaching students positive teamwork skills and attitudes (Robinson and Schaible, 1995). In a collaborative team teaching experience (when the two teachers present their respective content to the same class at the same time) the students witness and partake in a dynamic display of two minds and personalities. The benefits of collaborative learning include higher achievement, greater retention, improved interpersonal skills and an increase in regard for group work for both students and teachers. (Robinson and Schaible, 1995)

2.3 Literature Related to the Language Teaching

Pupils are more likely to learn adequately items, or topics discovered through their own efforts (Ministry of Education, 1992). This implies that learner-centered techniques encourage pupils to be independent in their learning and to realize that to become proficient in English, one must be an active participant in the learning process. Teaching should therefore be learner-centered and all effort must be made to involve the learner practically in the learning process. Munby (1978) underscores the importance of stating validly the target communicative competence and points out that failure to involve the learner leads to a lack of success in a language course. This give prominence to the role of the learner in achieving the aspired communicative competence and points out that failure to begin with the learner leads to a lack of success in language course.

Perrot (1982) notes “as is the teacher, so is the teaching”. A teacher is a very important variable in the teaching process. The 8-4-4 integrated English course advocates for

learner-centred methods of teaching (KNEC, 1995; Ministry of Education, Science and Technology, 1984). According to the Ministry of Education (1992), a skilled teacher in integrated English course is likely to use a variety of methods techniques to facilitate understanding.

These learner-centred techniques should vary according to the topic or item to be taught and the teacher's own style. Goddard (1972) adds that, to a large extent, effective teaching and learning depends on the teaching methods and techniques employed by the teacher. The Ministry of Education (1992) further asserts that more learner-centered techniques should be used in teaching English since they involve the pupils in thought and reasoning, and in discovering meaning rather than simply being told by the teacher. McGregor (1971) observes that language is not learned by talking about it but using it. Therefore, poor teaching techniques could affect the effectiveness of learning a language.

The Ministry further asserts that it is neither realistic nor desirable to expect teachers of English to happily and efficiently change their approach to language teaching overnight. This implies that teachers need time to shift from conventional methods to newer methods. Goble and Porter (1977) argue that teachers always stick to their old teaching habits despite innovations. It can then be noted that the teacher's command of the methods of language teaching is very important. This is why the study sought to find out the effectiveness of team teaching on English performance.

Wilkins (1974) clearly points out that the teacher's understanding of language, language learning, and his command of the methods and techniques of teaching are very important in his professional skill. Therefore, the effectiveness of the teacher will depend on his or her understanding of the subject matter and the teaching techniques that he or she employs. According to the Ministry of Education (1992), what is expected of any individual teacher is constrained by the teacher's own level of expertise. The teachers cannot be expected to put new methods into practice unless they are thoroughly familiar with both the principles and the details of the methods (Omwadho, 2001, Wilkins, 1974 and Bloomfield, 1925).

Ramsden (1988) identifies teaching as an activity that assumes an understanding of learning teaching, even when conscientious and caring teachers do it. It often overestimates the relevance of transmitting information and procedures to students and underestimates the importance of helping students to change their ways of thinking and understanding. It is mainly the responsibility of the teacher of English to watch on this. Jacques (1975) notes that the teachers should not only be able to speak the language, but should also have the necessary training. This training is essential since as Kouma (1998) states that there are some teachers who do not know how to handle their classes or how to motivate their students. The training received therefore enables the teachers to adapt their approaches and techniques to suit level of the students.

Fulani and Joyce (1990) argue that teachers require numerous opportunities where ideas can be exchanged and assistance given. This will make teachers keen to be involved in

minimizing the problems affecting the learning of English. Rivers (1983) asserts that teachers should not be satisfied with monolithic approach that what is good for one student is good for all. Students also learn at different rates and employ quite different strategies for understanding and retaining the material to be learned. Kariuki (1980) noted that individual differences are not seriously taken of in Kenyan secondary schools, since no serious teaching take place. Rivers (1983) further notes that if there is a wish to develop natural language use, the language should be taken out of the classroom. Language clubs should therefore be established and students be accompanied when going for trips

Team teaching is an instructional method that is student-centered. The Integrated English course has English language and literature in it. Team teaching on the other hand involves two or more teachers instructing the same group of students, which is aimed at improving performance. In relation to the above, the present study then sought to find out the effectiveness of team teaching on English performance. Shared responsibility in team teaching could mean that each instructor might be dealing with learners with various needs

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the design and methodology that was used in the study. It specifically describes the study design, the study population, the sample size and the sampling procedures, the data collection instruments, validity and reliability of research instruments and Pilot study.

3.1 Study Design

The study was carried out using descriptive survey design. This involves collection of information through interviews and administration of questionnaires. The variables of the study were performance, syllabus coverage and evaluation of tests/exam in English.

3.2 The Study Area

The study was carried out in Keiyo District Secondary schools in Rift valley Province. The researcher chose the secondary schools because like many other secondary schools in the District, performance in English in KCSE level is still not satisfactory. The findings and recommendations are some of the areas that could help improve language teaching and learning. The researcher's familiarity with the District enabled accessibility to the schools easier.

3.3 The Study Population

All secondary schools, teachers and pupils constituted the target group. The students were only form three students. Form three in most schools has the integrated course of English course upto including the novel. Form four being a candidate class and their Kenya National Examinations scheduled for the same term that the research was carried out, was excluded. Form one and Two are still junior in that all that is done in most of the schools is English language and oral literature part of the integrated course without much work being done on the set novels.

3.4 The sample Size and Sampling Procedures

Keiyo District has 37 secondary schools, 8 provincial and 29 District schools. This research only made use of 10 from 30 as the remaining 7 schools were still junior and had not reached KCSE level at the time the research was being carried out. The 30 schools had 8 Provincial and 22 District schools. Stratified random sampling was used to divide the schools into provincial and District schools. Purposive sampling was then used on the stratus to pick on boys, girls and mixed schools. The final procedure to get to the particular schools was by random sampling.

3.5 Research Instruments

In data collection, two instruments were used: questionnaire and interview. The instruments were used for the various variables of the data and also for verification purposes. The interview was used specifically for verification of what was not clear in

the questionnaire and also for in-depth information that could not be asked in the questionnaire.

Questionnaire

The questionnaire was the main instrument that was used to collect data. Questionnaire is preferred in carrying out an educational research because they have the ability to reach the large population. They have an advantage over the others in that they save time and are inexpensive (Kerlinger, 1978). Kennedy (1989) adds by saying that questionnaires are efficient as research tools because the researcher is likely to obtain personal ideas from a respondent.

In the study, the questionnaire was used to get responds on variables like performance, syllabus coverage, and evaluation criterion. There were three categories of questionnaires in the study, those for students, those of teachers of English and those of HODs languages.

Most of the questions were close-ended with the hope of reducing bias information from respondents. Close-ended questions are also easy to analyze (Koul 1992). All the questions in the students' questionnaires were close-ended. In the teachers' questionnaires, questions 1-24 were close-ended and questions 25-27 were open-ended. In the HODs' questionnaires, questions 1-15 were close-ended and questions 16 and 17 were open-ended. The open-ended questions sought the respondents' suggestions on factors that either discouraged or promoted team teaching as and teaching method in English.

According to Kerlinger (1978), lack of responses and inability to check the responses are serious drawbacks that commonly beset data collection when a questionnaire is used. The researcher minimized this drawback by delivering the questionnaires in person and collecting them in person also. The return rate was 100%.

3.5.1 Administration of the Questionnaire

A total of 365 questionnaires were administered, 330 to students, 25 to teachers of English and 10 to Heads of Language of department. A 30% representative figure was used in each set of respondents except the Heads of Language where all the ten were used from the ten schools. The researcher administered the questionnaires in person by delivering them to Heads of Language Departments for distribution to the respondents. The questionnaires were delivered to the Language Department heads with clear instructions on how the questionnaires were to be filled. After the Heads of Language Departments had collected the questionnaire, the researcher picked them in person.

3.5.2 Interview

Interview is an oral administration of a questionnaire. They are therefore face to face encounters and maximum cooperation from respondents is needed to obtain accurate information. Interviews are used to obtain data required to meet specific objectives of the study, are more flexible than questionnaires and can get more information by using probing questions. Interviews yield higher response rates.

Interview was used in the study to provide in-depth information which was not possible using the questionnaire and to clarify confusing questions. It was also used to obtain very sensitive and personal information from the respondents. Some of the information obtained from interview schedule were; the use of team teaching, why it was used or not used, how team teaching was practiced if it was there and the advantages and disadvantages of team teaching.

5.3.3 Administration of the interview

The interview schedule was done after all the responses of the questionnaires had been received and analyzed. A total of 10 teachers of English were interviewed, one from each of the ten sampled schools. The researcher conducted the interview in person with prior arrangement with the HODs language department from the ten sampled schools.

3.6 Validity of Research Instruments

Mugenda and Mugenda (1999), define validity as the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The validity of the research instruments was determined by the researcher discussing them with the specialists in the department of CIEM. The advice given by these specialists helped the researcher determine the validity of the research instruments, which were, questionnaire and interview.

3.7 Reliability of the Research Instruments

According to Mugenda and Mugenda (1999), the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instruments to be used in the study, the test-retest method was used. Tuckman (1978) says that one way to measure reliability is to give the same people the same test more than one occasion and then compare each person's performance on both occasions. The questionnaires were administered twice within an interval of two weeks. This established the extent to which the questionnaire elicited the same responses every time was administered. For that reason, there was need to pilot the research instrument. For the research instruments to be considered valid, the content selected and included in the questionnaire must be relevant to the variable being investigated (Kerlinger, 1978).

3.8 Piloting of Instruments

A test is valid if it measures what it claims to measure (Best, 1993). In conducting a pilot study, the researcher is interested in establishing whether the respondents have the same understanding of the questions and thus would offer the information required. All-Wright (1988) argues that 'Even the most carefully constructed instrument cannot guarantee to obtain one hundred percent data'.

For the above reason, the researcher had to do a pilot study to ascertain the reliability of the research instruments. This was done using the test-retest method. For the first test the researcher administered the questionnaire to ten students, four teachers and two

HODs languages in two pilot schools in the neighboring Uasin Gishu District. The re-test of the questionnaires were administered to the same teachers and students after a period of one week. Interview schedule was administered to the same teachers.

The results indicated that some of the responses given by the students and teachers to the questionnaire items had certain weakness. This therefore, resulted to adjustments, alterations and deletion of certain items as a way of improving the reliability of the questionnaire.

3.9 Data Analysis

Owing to the methodological triangulation in data collection, triangulation in data analysis was found most appropriate. Descriptive statistics with percentages was used to analyze and discuss data collected through questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION DATA

4.0 Introduction

This chapter deals with the presentation, analysis and discussion of data collected from the field. In data collection, two instruments were used, namely questionnaire and interview. Descriptive statistics based on frequencies and percentages gave overall views about the findings. In reporting, numbers were used and percentage given in brackets.

In the analysis and discussion of data collected, there are three sub-divisions based on the objectives of research. These are;

- (i) Extent of team teaching in Keiyo District.
- (ii) Relationship of team teaching to efficiency, resources availability and administrative control.
- (iii) Effects of team teaching on KCSE English language performance in.

The study had a target sample population of 330 students, 25 teachers of English and 10 Heads of Language Department from the 10 sampled schools. The return rate for the questionnaires was 100%, that is, the 330 students, 25 teachers and 10 Heads of Department responded and returned the questionnaires. 10 teachers of English, one from each of the ten selected schools, participated in the interview.

4.1 Extent of Team Teaching in the Keiyo District

4.1.1 Students

In order to find out whether there was team teaching or not, there was need to establish the number of teachers teaching English in the same class. The first part of question one required students to indicate the number of teachers teaching English in their class.

Table 4.1 Number of Teachers Teaching English in One Class

Number	Frequency	Percentage
One	120	36
More than one	210	64
Total	330	100

The table shows that one hundred and twenty (36%) students indicated one teacher, while two hundred and ten (64%) students indicated more than one teacher.

Quinn, S. and Kanter, S. (1984) defines team teaching as an instructional arrangement in which two or more teachers work together in the same classroom. Therefore in the students' questionnaire, apart from the first part of question one, the rest of the questions only used the 210 students as the research is on team teaching.

The first part of question three sought to find out whether the respondents had always been taught by more than one teacher or not. The findings revealed that all the two hundred and ten (100%) respondents agreed. The second part of the same question then required respondents to indicate the form they were when the practice of being taught by more than one teacher begun. Results are illustrated in table 4.2

Table 4.2 Form Where Team Teaching begun

Time	Frequency	Percentage
Form one	40	19
Form Two	30	14
Form Three	140	67
Total	210	100

From the table it indicated that responses were varied as forty (19%) respondents had team teaching from form one, thirty (14%) respondents had it from form two and one hundred and forty (67%) respondents had it in form three.

4.1.2 Teachers

Quinn, S. and Kanter, S. (1984) add that team teachers are required to share, cooperate and agree on methods of instruction as well as materials to be used. This is why Shafer (1983) says that teacher commitment is very necessary for team teaching to succeed. Team teaching therefore requires that the team members do everything as a team.

Question eight sought to establish the body/person that sets Examination in the English department. Table 4.3 illustrates the results.

Table 4.3 Body/Person setting Examinations in English Department

Mode of setting	Frequency	Percentage
Panel	11	44
Individuals	14	56
Total	25	100

The findings established that more of the respondents used individuals. Eleven (44%) respondents used panels and fourteen (56%) respondents used individuals.

For an examination to be effective, it has to be moderated so that its standard is checked. Question ten required respondents to indicate the person/body who moderated their examinations. Table 4.4 shows the findings on this question.

Table 4.4 Person/Body Responsible in Moderating Examination

Person/Body	Frequency	Percentage
Panel	10	40
H.O.D	10	40
One teacher	5	20
Administration	0	0
Total	25	100

The table indicates that ten (40%) respondents mentioned the panel as the person/body moderating their examination, ten (40%) respondents mentioned the H.O.D and five (20%) respondents mentioned the teacher as the person moderating their examination.

Once an examination has been given out and done, it has to be marked so that it becomes meaningful. Question eleven sought to inquire from the respondents how examinations were marked in the departments. Table 4.5 elaborates on this question.

Table 4.5 Mode of Marking in the Department

Mode of marking	Frequency	Percentage
Panel	10	40
One teacher	15	60
Total	25	100

The question had only two choices and majority of the respondents fifteen (60%) indicated that one teacher marked their examination and only ten (40%) respondents indicated that the panel did the marking of the examination in the department.

4.1.3 Heads of Department

Evaluation plays a major role in a learning process. This involves setting, moderating, administering and marking of examination. In the first part of question four the respondents were supposed to indicate the Person/body that is used in setting examination in their department. The findings were tabulated as shown in table 4.6

Table 4.6 Person/Body Used to Set Examination in the Department

Mode of setting	Frequency	Percentage
Panel	4	40
Individual teacher	6	60
Total	10	100

Findings revealed that most of the respondents six (60%) indicated that they used individual teachers in setting their examination. four (40%) respondents used panel when setting their examination.

Question six asked respondents how they solved problems in the department. All the ten (100%) respondents indicated that problems in the department were solved by the team.

There is never a guarantee that all teachers can always be in school. Some teachers could be absent from school due to unavoidable circumstances (officially absent). In such instances students have to be taught or given work as per the timetable. Question seven required the respondents to report on how they handled the work of an officially absent teacher. All the ten (100%) respondents indicated delegation as the method they used when handling the work of an officially absent teacher.

The first part of question eight inquired from the respondents the mode they used in their departments when marking examination. Table 4.7 shows the results.

Table 4.7 Mode of Examination Marking in the Department

Mode	Frequency	Percentage
Panel	5	50
Individual	5	50
Total	10	100

The responses showed that the two options had equal results. Five (50%) respondents used panel and five (50%) respondents used individual teachers.

Question ten sought to find out the method respondents used in their departments in analysing results. The findings are tabulated in table 4.8

Table 4.8 Methods Used in Result Analysis

Method	Frequency	Percentage
Panel	7	70
Individual	0	0
Staff	3	30
Total	10	100

From the findings, and from the three options given (panel, individual and staff), majority of the respondents seven (70%) indicated the panel method and three (30%) respondents used staff in analyzing their results.

4.2 Relationship of Team Teaching to Efficiency, Resources Availability and Administrative Control

In all departments in the school, heads of departments perform their duties on behalf of the school's administration. The effect of the school's administration in any department is felt through the head of department who is the link between the department and the school's administrators.

According to Bess (2000) effective team teaching occurs when the teachers are equal partners. They must both contribute to every phase of the class work, including planning and evaluation.

4.2.1 Students

Bess (2000) in his definition of team teaching notes that all team members are equally involved and responsible for student instruction. The third part of question one sought to obtain from the students the time each teacher in team teaching taught their lesson allocation. All the two hundred and ten (100%) respondents gave the option of class time and none gave the option of other times.

Buckley (2000) identifies administrative support and leadership as one of the vital elements in team teaching. Total administrative support and teacher commitment are necessary for it to succeed. Team teaching therefore provides opportunities for interaction of teachers with students. For the teacher to teach smoothly and the students to participate fully in a lesson, students should be well prepared for the lesson. The first section of the fourth part of question one asked respondents whether they were informed in advance the teacher attending the lesson or not. All the two hundred and ten respondents (100%) indicated that they were informed in advance. The second section of the question inquired from the students on their adequacy in preparation for the lessons they had been informed. Table 4.9 illustrates the response.

Table 4.9 Adequacy in Lesson Preparation

Response	Frequency	Percentage
Yes	170	81
No	40	19
Total	210	100

From the two options, one hundred and seventy (81%) respondents stated that they prepared adequately and forty (19%) respondents felt that their preparation was inadequate.

4.2.2 Teachers

Experience is an important element in teacher's performance because years of practice will present a variety of experiences to the teacher. There are teachers of English who, for example, begun teaching English before the introduction of the Integrated English course. In question one the respondents were asked one option from three options that best described their years of experience in the teaching service. Table 4.10 illustrates the findings.

Table 4.10 Teachers' Years of Experience

No. of years in the teaching service	No. of teachers	Percentage
0-5	7	28
6-15	12	48
16 and over	6	24
Total	25	100

The statistics shows that six (24%) respondents had at least 16 years of experience, twelve (48%) respondents were in the bracket 6-15 years and seven (28%) respondents had at most five years of experience

To establish whether there were teachers of English who were not trained to teach the Integrated English course, question two asked respondents to indicate their areas of specialization. Table 4.11 shows the findings.

Table 4.11 Teachers of English Areas of Specialization.

Subjects	No. of teachers	Percentage
Integrated English course	19	76
English and another subject	6	24
Literature & another subject	0	0
Total	25	100

The findings, nineteen (76%) of them were trained to teach both the Integrated English course and six (24%) respondents were trained to teach English and other subjects.

Quinn, S. and Kanter, S. (1984) argue that team teachers have to agree on the materials to be used in the process. Bess (2000) further supports the idea by arguing that successful team teaching needs to be effectively planned and supported with needed resource materials. Teachers then have to meet to plan. Question seven sought to find out the frequency of meeting of the respondent with other teachers in the department on the teaching of English.

Table 4.12 Frequency of Meetings in the Department

Rate	No. of teachers	Percentage
Frequently	20	80
Very frequently	1	4
Rarely	3	12
Not at all	1	4
Total	25	100

From the table, findings reveal that twenty (80%) respondents gave the rate of their meetings as frequent, one (4%) respondent gave it as very frequent, three (12%) respondents gave rarely as their response and one (4%) respondent stated that there was no meeting at all.

From a team's perspective, the ultimate aim would be to have individual team members reach a stage where they accept joint responsibility for the basic instruction of a group of students (Quinn, S. and Kanter, S., 1984). Question seventeen inquired from the respondents the frequency of other teachers from the department offering to attend English lessons on their behalf.

Table 4.13 Frequency of Staff Assistance in the Department

Frequency	No. of teachers	Percentage
Once	7	28
Regularly	5	20
Never	13	52
Total	25	100

From table seven (28%) respondents stated that only once could other teachers offer to assist on behalf, five (20%) respondents stated regularly and thirteen (52%) respondents gave the never option.

The choice of one teaching method over another (Ramsden, 1992) should be based on the degree to which it engages students in the learning process and responds or fits to their learning needs. Question eighteen therefore, asked the respondents to choose from three options given (Students, Teachers or both) whether team teaching targeted students' needs, teachers' convenience or both. Table 4.14 shows statistical responses.

Table 4.14 Targets of Team Teaching

Target	No. of teachers	Percentage
Students' needs	16	64
Teachers' convenience	7	28
Both	2	8
Total	25	100

The table reveals that majority of the respondents sixteen (64%) gave the students' needs option while seven (28%) respondents gave teachers' convenience and two (8%) respondents indicated that it targeted both students' needs and teachers' convenience.

4.2.3 Heads of Department

Davis (1995); Zhang and Keim (1993) suggest that team teaching is a model that involves two or more instructors collaborating in the planning and delivery of the course. Therefore, the method cannot take place when a department has only one teacher. Question one sought to obtain from respondents the number of teachers of English in language department. Table 4.15 contains the details of Findings to this question

Table 4.15 Number of English Teachers in the Department

Number of teachers	Frequency	Percentage
One	1	10
Two	2	20
More than two	7	70
Total	10	100

The findings show that one (10%) respondent indicated one teacher, two (20%) respondents indicated two teachers and a larger number of the respondents seven (70%) indicated more than two teachers.

Question two asked the respondents to identify the format they used in lesson allocation in English department.

Table 4.16 Format of Lesson Allocation in the Department

Format	No. of teachers	Percentage
Class	4	40
Different areas in the subject	2	20
Areas of specialization	4	40
Total	10	100

From the responses shown in the table, four (40%) respondents used class format, two (20%) respondents used different areas in the subject format and four (40%) respondents used the area of specialization format. This showed that six (60%) respondents used team teaching method of lesson allocation.

Team teaching is effective when its progress is monitored and teachers consult with each other. This can only be done through meetings. Question three inquired on the frequency of departmental meeting from the respondents.

Table 4.17 Frequency of Departmental Meetings

Rate	Frequency	Percentage
Always	3	30
Occasionally	7	70
Rarely	0	0
Not at all	0	0
Total	10	100

From the table, a larger percentage of the respondents seven (70%) Indicated that their meetings were held occasionally and only three (30%) respondents indicated that the meetings were held always.

In team teaching marking is always done as a team, but there has to be a marking scheme before the work is done. The second part of question nine asked the respondents the person responsible in preparing the marking scheme.

Table 4.18 Person Responsible in Making Examination Marking Scheme

Person responsible	Frequency	Percentage
H.O.D	1	10
One teacher	9	90
Administration	0	0
Total	10	100

From the three options given (H.O.D, individual teacher and administration) almost all the respondents nine (90%) chose individual teacher option and only one (10%) respondent gave the option of the H.O.D as the one making the marking scheme.

A team cannot be a team without a factor that makes it a team. Question twelve then sought to inquire from the respondents the most important factor that kept the team stronger.

Table 4.19 Factor that Has Kept the Team Stronger.

Factor	Frequency	Percentage
Profession	4	40
Performance	5	50
Friendship	1	10
Total	10	100

Statistics from the table show that profession and performance had a larger percentage while friendship had the least, that is, four (40%) respondents mentioned profession, five (50%) respondents mentioned performance and one (10%) respondent had friendship as the most important factor that kept the team united.

4.3 Effects of Team Teaching on KCSE English Performance.

Quinn, S. and Kanter, S. (1984) proposes that for team teaching to be successful, team teachers have a collective responsibility on evaluation and supervision of their students. For team teaching, therefore, to be successful, it has to have been effective. The following findings were classified under the effectiveness of team teaching on performance as they dwelt mostly on the advantages of team teaching on academic performance.

4.3.1 Students

Team teaching is where two or more teachers instruct one class of students. The second part of question one sought to obtain from the respondents the manner in which the team teachers handled the subject. Table 4.20 illustrates this question.

Table 4.20 How Teachers of English Teach English in a Particular Class

Manner	Frequency	Percentage
Topics	80	38
Language/Literature	130	62
Total	210	100

From the table, eighty (38%) respondents indicated that the subject was taught topically and one hundred and thirty (62%) were taught in the terms of the two major parts of the Integrated Course, that is, language and literature.

Exposure to have more than one opinion allows students to gain a mature level of understanding knowledge in addition to encouraging students to consider the validity of numerous views (Goetz, 2000). At the same time, exposure to a variety of teaching styles has both advantages and disadvantages depending on the individual student (Buckley, 2000)

Question four asked students of their performance when they were taught English by more than one teacher. Table 4.21 summarizes this question.

Table 4.21 Performance after Team Teaching

Performance	Frequency	Percentage
Improved	195	93
Not improved	5	2
No change	10	5
Total	210	100

The findings show that one hundred and ninety (93%) respondents indicated their performance as having improved, and five (2%), respondents indicated theirs having not improved and ten (5%) respondents indicated their performance as having not changed with team teaching.

Team teaching is a teaching method that is frequently cited as a means to address the problem of doing more with less (Booth, Dixon-Brown and Kohut, 2003; Mason, 1992). Question five sought to inquire whether syllabus coverage was faster or slower when English was team taught.

Table 4.22 Rate of Syllabus Coverage with Team Teaching

Rate	Frequency	Percentage
Faster	200	95
Slower	10	5
Total	210	100

The table illustrates that two hundred (95%) respondents felt that they moved faster while ten (5%) respondents felt they moved slowly, when different team taught.

Question eight sought to inquire from the respondents whether there was adequate revision with team teaching.

Table 4.23 Adequacy in Revision with Team Teaching

Opinion	Frequency	Percentage
Agree	180	86
Disagree	30	14
Don't know	0	0
Total	210	100

The table indicates that one hundred and eighty (86%) respondents indicated that there was adequate revision with team teaching, while thirty (14%) respondents indicated otherwise.

4.3.3 Teachers

One of the advantages of team teaching as given by Quinn, S. and Kanter, S. (1984) is that it can lead to better student performance in terms of greater independence and assuming responsibility for learning. Exposure to views and skills of more than one teacher can develop a more mature understanding of knowledge.

Team teaching can foster a teacher's professional development (McKee and Day, 1992); overcome isolation that is inherent in more traditional forms of teaching (Goetz, 2000) and can aid in improving moral within a faculty and deepen friendship between faculty members (Buckley, 2000). Teachers can have varied opinion on the above. Question three required respondents to choose from five options their opinion on the statement on their support on team teaching. Responses revealed that thirteen (52%) respondents strongly agreed, ten (40%) respondents agreed, one (4%) respondent disagreed and one (4%) respondent strongly disagreed.

Question four sought to get the respondents' opinion on the statement that there was a significant difference between students who were team-taught and those who were not. Findings showed that a larger number of the respondents were in agreement to the statement while a smaller number were either not sure or disagreed. From the responses, five (20%) respondents strongly agreed to the statement, thirteen (52%) respondents agreed and seven (28%) respondents were not sure on the statement.

Question five sought to also get the teachers' opinion on faster syllabus coverage with team teaching.

Team teaching (Quinn, S. and Kanter, S., 1984) provides opportunities for interaction with students. On this fact, question six sought to find out from the respondents if team teaching improved teacher-student relationship. Findings were varied but the curve tended towards the support of the statement and, six (24%) respondents strongly agreed, ten (40%) respondents agreed, four (16%) respondents were not sure and five (20%) respondents strongly disagreed.

Table 4.24 Respondents' Opinions on Various Statements

Statement	Number and Percentage of Respondents					
	Strongly. Agree	Agree	Not sure	Disagree	Strongly Disagree	Total
There is significant difference between students who are team taught and those who are not	5 (20)	13 (53)	7 (28)	0 (0)	0 (0)	25 (100)
Syllabus coverage is faster with team teaching	12 (48)	5 (20)	6 (24)	2 (8)	0 (0)	25 (100)
I support the idea of different teachers teaching different areas in English	13 (52)	10 (40)	0 (0)	1 (4)	1 (4)	25 (100)
Teacher-student relationship improves when there is team teaching	6 (24)	10 (40)	4 (16)	5 (20)	0 (0)	25 (100)

Bess (2000) in his definition of team teaching adds that the teachers have a collective responsibility for students' assessment of the learning objectives. Evaluation then plays a major role in assessing progress in learning activity. In addition to that, the time taken in setting and marking of examination is very important as it helps the teacher know the students' understanding on various concepts early enough. Questions nine and twelve sought to answer the question on how long it took setting and marking of examinations respectively.

Table 4.25 Duration of Examination Setting

Duration	Frequency	Percentage
Two days	5	20
Three days	10	40
Less than a week	9	36
More than a week	1	4
Total	25	100

In question nine which dealt with setting, five (20%) respondents indicated two days, ten (40%) respondents mentioned three days, nine (36%) respondents indicated less than one week and one (4%) respondent indicated more than one week. Table 4.26 shows these results.

Table 4.26 Duration of Examination Marking

Duration	Frequency	Percentage
One week	3	12
Less than a week	19	76
More than a week	3	12
Total	25	100

For question twelve, which was on the duration of examination marking, three (12%) respondents picked on the one week option, nineteen (76%) respondents picked on less than one week and three (12%) respondents picked on the more than a week option. Table 4.26 illustrates these findings.

From the interview schedule, on the question of duration of examination marking, respondents indicated that was faster marking as a team as there was a set time frame for it.

Question thirteen required respondents to give their opinion on the statement that team teaching improved performance. Table 4.27 shows the findings.

Table 4.27 Opinion on Improved Performance with Team Teaching

Opinion	Frequency	Percentage
Strongly agree	8	32
Agree	12	48
Not sure	5	20
Disagree	0	0
Strongly disagree	0	0
Total	25	100

Responses were varied, though more of the respondents were in agreement. In particular, eight (32%) respondents strongly agreed to the statement, twelve (48%) respondents agreed to it and five (20%) respondents were not sure of the statement.

From the interview schedule on the question of improved performance with team teaching, respondents mentioned remedial classes on areas not well understood.

According to Quinn, S. and Kanter, S. (1984) team teaching helps team teachers develop approaches to teaching and acquire an understanding of the subject matter as they are exposed to subject expertise of colleagues.

The New Integrated English course is wide and has in it several divisions. Team teaching on the other hand gives teachers an opportunity to share responsibility. Question fourteen sought to obtain, therefore, the teachers' opinions on the statement that team teaching was appropriate for the New Integrated English course.

Table 4.28 Teachers' Opinion Appropriateness of Team Teaching on the New Integrated English course

Opinion	Frequency	Percentage
Strongly agree	6	24
Agree	15	60
Not sure	1	4
Disagree	3	12
Strongly disagree	0	0
Total	25	100

Statistics from the table indicate that six (24%) respondents strongly agreed to the statement, fifteen (60%) respondents agreed, one (4%) respondent was not sure and three (12%) respondents disagreed to the statement. Most of the respondents agreed to the statement that team teaching was actually appropriate for the New Integrated English course

Brookfield (1990) argues that student preference for variation in teaching styles may be beneficial because their range of learning styles would broaden and they will be more likely to do well in different situations. To seek clarification on the fact therefore, question fifteen sought to obtain from the teachers their opinion on the statement that team teaching helped the students understand more of the content.

Table 4.29 Opinion on Students' Increased Retention Capacity with Team Teaching

Opinion	Number of Respondents	Percentage
Yes	23	92
No	2	8
Total	25	100

The findings, as shown in the table, indicated that majority of the respondents were in agreement. Twenty three (92%) respondents agreed and two (8%) respondents disagreed.

In question sixteen respondents were supposed to choose from two options their opinions whether or not team teaching aided in the wider and deeper syllabus coverage. Findings were tabulated in table 4.30

Table 4.30 Teachers' opinion on syllabus coverage with team teaching

Opinion	Number of Respondents	Percentage
Yes	23	92
No	2	8
Total	25	100

Findings revealed that twenty (80%) respondents agreed and five (20%) respondents disagreed.

The findings also, from the interview schedule, indicated that team teachers attended extra classes to cover the syllabus as there was also a time frame for the coverage of the syllabus.

4.3.4 Heads of Department

The second part of question four inquired from the respondents the duration it took setting examination in their departments. Respondents were only required to pick one option from two choices (less than a week and more than a week). The findings revealed

that all the respondents ten (100%) indicated that their examination setting took less than one week.

Heller (1967) offers a note of warning that not all teachers can be, nor want to be, team teachers. He goes on to add that those particular teachers could be successful in their own right and they are not convinced that a change is best for them. In question six, the respondents were supposed to choose an option from two on whether teachers in their department supported team teaching or not. Findings are shown in table 4.31

Table 4.31 Opinions on teachers support on team teaching

Support	Frequency	Percentage
Yes	6	60
No	4	40
Total	10	100

From the table above, it shows that majority of teachers were supportive to team teaching. Six (60%) respondents indicated that their teachers were supportive and four (40%) respondents indicated that their teachers were not supportive to team teaching.

For an examination to be efficient, they have to be marked and revised. The second part of question eight sought to inquire from the respondents the duration of marking of examination. Table 4.32 illustrates the findings.

Table 4.32 Duration of Examination Marking

Duration	Frequency	Percentage
One week	0	0
Less than one week	7	70
More than one week	3	30
Total	10	100

From the table above, majority of the respondents seven (70%) indicated less than a week whereas three (30) respondents indicated more than a week.

Team teachers always discharge their duties as a team. The first part of question nine sought to establish whether the teachers in the department used a common marking scheme in marking their examination. All the respondents ten (100%) indicated that they used a common marking scheme

Question twelve required respondents to indicate from a choice of four (teamwork, individual work, administration and students) a major contributor to the subject's good performance. In this question all the ten (100%) respondents indicated teamwork as a major contributor to the subject's performance.

4.4 Conclusion

This chapter has focused on data presentation, analysis and interpretation. Respondents' opinions and views were tabulated and analyzed in terms of frequencies and percentages. In relation to the objectives of the study, the findings could be summarized as follows:

On the first objective, which sought to find out whether the teachers of English in Keiyo District used team teaching as an instructional method in English, all the respondents that had more than one teacher of English indicated presence of team teaching.

The second objective of the research was to determine the effect of team teaching on performance, syllabus coverage and evaluation of tests and exams in English. Majority of the respondents indicated that the effect of team teaching on the above variables (performance, syllabus coverage and evaluation of tests and examination) was positive.

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the findings from the study in comparison to what other scholars noted under the literature review. The purpose of the study was to investigate the effectiveness of team teaching on English performance. In order to achieve this objective, students' English teachers' and Heads of Language departments' views were sought.

The study sampled 330 students, 25 teachers of English and 10 heads of language departments from secondary schools in Keiyo District. All the questionnaires given out were completed and 10 teachers were interviewed. The research instruments employed were questionnaire and interview.

Data collected was analyzed using descriptive statistics. All data was tabulated by use of frequencies and percentages. In other cases, pie charts were used for purposes of elaboration of the tabulated data.

5.1 The Use of Team Teaching by Teachers of English in Keiyo District as an Instructional Method in English Subject

The Ministry of Education asserts that more learner-centred techniques should be used in teaching English since they involve the pupils in thought and reasoning, and in

discovering meaning rather than simply being told by the teacher. Poor teaching techniques could affect the effectiveness of learning a language.

Quinn and Kanter (1984) define team teaching as an instructional method where two or more teachers work together to plan, conduct and evaluate the activities for the same group of learners.

The Ministry of Education asserts that it is neither realistic nor desirable to expect teachers of English to happily and efficiently change their approach to language teaching overnight. This implies that teachers need time to shift from conventional methods to newer methods. It can then be noted that the teacher's command of the methods of language teaching is very important.

Goddard (1972) indicated that effective teaching and learning depends on the teaching methods and techniques employed by the teacher. According to the Ministry of Education (1992), a skilled teacher in the integrated English course is likely to use a variety of methods or learner-centered techniques to facilitate understanding.

From the findings of the research, two hundred and ten (66%) of the students indicated that they were taught English by more than one teacher. From the two hundred and ten respondents eighty (38%) indicated that their teachers handled the subject in terms of topics while the remaining one hundred and thirty (62%) indicated that their teachers handled the subjects in the two major divisions, Literature and Language.

From the teachers responses, findings revealed that only eleven (44%) of the respondents indicated the use of panels as their mode of setting their examination. Ten (40%) indicated also that their examinations were moderated by a panel, and it was the same percentage (40%) that indicated the use of panels in marking examination in the department. Majority of the respondents, thirteen (52%) indicated that only once do the other teachers in the department offer to attend lessons on their behalf.

Brown (1982) asserts that team teaching is based on the fact that each teacher has his own area of specialization, preference, or strength with reference to subject-matter content, teaching ability, which can be utilized for a larger group of students.

From the HODs, findings revealed that nine (90%) of the respondents indicated to have more than one teacher of English in their departments. Majority, six (60%) of the respondents indicated that they allocated lessons either by the different areas in the subject or per area of specialization. Only four (40%) indicated that their examinations were set by use of the panel. All the respondents ten (100%) indicated that their departmental problems were solved by the team. Majority, seven (70%) of them indicated that their results were analyzed by a panel. All the respondents, ten (100%) indicated delegation as the method they used in handling the work of an officially absent teacher. Findings revealed that all the respondents ten (100%) indicated collaboration as a factor that contributed to the success and good performance of the subject.

5.2 Effects of Team Teaching on Performance, Students Retention Capacity, Syllabus Coverage and Evaluation of Tests/Exams

KNEC (1998) in its analysis of the reasons for the poor performance in English indicated that many areas of the syllabus were not covered adequately, and in some cases parts of the syllabus were ignored.

The Ministry of Education asserts that it is neither realistic nor desirable to expect teachers of English to happily and efficiently change their approach to language teaching overnight. This implies that teachers need time to shift from conventional methods to newer methods. It can then be noted that the teacher's command of the methods of language teaching is very important.

Robinson and Schaible (1995) indicate that team teachers are part of a supportive environment in which they are exposed to different styles of planning, organization, and class presentation. This gives team members an opportunity to develop and enhance their teaching approaches and methods. They go on to note that working closely with one or more colleagues enable teachers to overcome the isolation inherent in teaching. Findings revealed that hundred and ninety five (93%) of the students indicated that their performance improved team teaching. On the rate of syllabus coverage, two hundred (95%) of the respondents indicated that they moved faster when they were team taught and one hundred and eighty (86%) agreed that revision was adequate with team teaching.

Rivers (1983) asserts that teachers should not be satisfied with monolithic approach that what is good for one students is good for all. Students also learn at different rates and employ quite different strategies for understanding and retaining the material to be learned.

According to Brandenburg (1997) team teaching can open a student's eyes to accepting more than one opinion and to acting more cooperatively with others. This may imply that team teaching may provide educational benefits such as increasing the student's level of understanding and retention, in addition to enabling the student to obtaining higher achievements. Exposure to the views of more than one teacher permits students to gain a mature level of understanding.

Robinson and schabile (1995) describe team members as a sounding board for sharing the joys and the disappointments of particular class sessions. By working together, team members can discuss issues relating to students, such as behavioral expectations, student motivation and teaching policies, and end up with improved solutions. Findings indicated that eighteen (73%) of the teachers who were sampled up agreed that there was significant difference in performance between students who were team taught and those who were not team-taught. Majority of the respondents seventeen (68%) indicated that syllabus coverage was faster with team teaching. Findings also revealed that a larger percentage of the respondents, twenty (80%) indicated that team teaching improved performance, and twenty three (92%) agreed that team teaching aided in the wider and deeper coverage of the syllabus

From the findings, all the HODs, ten (100%) indicated that success in the department depended on collaboration and that the major contributor to the subject's performance was teamwork.

5.3 Conclusion and Recommendations

The researcher has identified a number of important factors concerning the effectiveness of team teaching on English performance in Keiyo District. Based on the data collected and the analysis in this study the researcher arrived at some conclusions.

Although team teaching, from the findings, is an effective instructional method in English, most schools in the district find difficulty to employ the method. The difficulty in using it is attributed to various factors, most of which are part of what the researcher established from the interviews conducted and from the open ended questions on the teachers' and HODs' questionnaires (questions nineteen and thirteen of the teachers' and HODs' questionnaires respectively). The questions inquired from the respondents the factors that discouraged team teaching. The first constrain was the number of teachers of English in each school. Findings revealed that some schools had one teacher of English. This makes it difficult for team teaching to be used or employed.

The New Integrated English course has literature and language parts in it. Findings from the research revealed that not all teachers were trained to teach the New Integrated English course. The situation is made worse if the teacher who was trained to teach one part of the New Integrated course is the only teacher of English in a school. In such

cases, chances that the teacher could concentrate on his area of specialization in teaching are high.

Findings also established that some schools lacked frequent departmental meetings. Team teaching requires that team teachers meet to discuss on their progress and that of their students frequently. This, as findings revealed, is as a result of lack of unity and commitment among the teachers.

The administration, as the findings reveal also play an important role in creating difficulty in the effectiveness of team teaching on performance. The schools administration fails to support their teachers by failing to motivate them. Research findings established that teachers lacked a motivating factor to keep them working as a team.

Research also revealed that very few teachers were willing to attend a colleagues' class on their behalf, and if they did, it was not always. This reveals that there is unwillingness towards team teaching.

Work load is another constrain in the effectiveness of team teaching. Team teachers fail to help their weak students because they do not have the time as the load they have in the number of lessons per day take all their time. Brighter and sharp students who would have done much better in this case also stand at a loss, as their teachers are too busy to attend to them.

From the research therefore, the researcher arrived at some recommendations, some of which are suggestions from the research findings on factors that promote team teaching (question twenty and fourteen on the teachers' and HODs' questionnaires respectively). The first recommendation is on the number of English teachers in each school in the district. A school should have two or more teachers of English, for team teaching to be practical.

Barasa (2005) noted in his research that lecturers advocated that Literature and Language be taught and assessed separately. The research established that the Integrated English course was not taught effectively as it is wide and the lessons allocated to it are not enough. The two then should be taught and examined separately.

Teachers, who were trained to teach one part of the Integrated English course, should be posted to schools with teachers who were either trained in the other part of the course or both. The same teachers should not be obligated by all means to teach what they were not trained to teach.

In-service is for staff development and one of its aims is to upgrade the teacher of English. In addition to this, there should be more in-service courses in the teaching of the New Integrated English course.

The work load of English teachers to be reduced to a bracket of 16-20 lessons per week. A teacher of English should handle two classes and at the extreme three to be able to discharge his/her duties comfortably.

Universities and teachers colleges should stress the importance of the various teaching methods to their trainees. Teacher trainers should take in account the newer and upcoming instructional methods and encourage their trainees to employ them in the best way possible.

5.4 Recommendations for Further Research

From the findings, the study has established that the use of team teaching as an instructional method is effective on performance in English language. It therefore recommends some factors to consider in future research:

- i) Factors related to the scanty use of team teaching as an instructional method in English.
- ii) The effect of the merger between Literature and Language on Performance in English.
- iii) The whole training of teachers of English in view of the merger between English and Literature.
- iv) Re-evaluation/Appraisal of instructional methods in the teaching of English with a view to strengthening cooperation among teachers.

REFERENCES

- All-Wright, D. (1988) *Observation in the Language Classroom*. London: Longman Group Ltd.
- Barasa L. P (1997). "Factors Affecting the teaching and learning of English in Kenyan secondary Schools: policy, training and practice," Unpublished Ph.D. Thesis, University of Hull, UK.
- Barasa, P.L (2005). *English Language Teaching in Kenya: Policy, Training and Practice*. Eldoret: Moi University Press.
- Bess, J. L. (2000). "Integrating autonomous professionals through team teaching". In J. L. Bess (Ed), *Teaching alone, teaching together: Transforming the structure of teams for teaching*. San Francisco: Jossey-Bass.
- Best, J.W. and Kahn, J.V (1993). *Research in Education*. Boston: Allyn and Bacon
- Bloomfield, L. (1925). *Why a Linguistic Society? Language I*. New York: Holt.
- Booth, R., Dixon-Brown, M. and Kahut, G. (2003). "Shared teaching models for business communication in a Research Environment". *Business Quarterly*, 66 (3), 23-38.
- Brandenburg, R. (1997). "Team Wise School of Knowledge: An Online Resource About TeamTeaching".[On-line].Availabe:
<http://www.uwf.edu/coehelp/teachingapproaches/team/>
- Brookfield, S. (1990). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco: Josey-Bass.
- Bruner, J. S. (1968). *Toward a theory of instruction*. (1st ed.) New York: W. W. Norton.
- Bruner, J. S. (1960). *The Process of Education*. New York: Random House Inc.
- Brown, D. P. (1982). *Curriculum and Instruction: An Introduction to methods of teaching*. London: Macmillan.
- Buckley, F. J. (2000). *Team Teaching: What, Why and How?* London: Sage Publications Inc.
- Davis, J.R. (1995). *Interdisciplinary courses and team teaching: New arrangement for learning*. Phoenix: ACE/Orynx.
- Farrant, J. S. (1980). *Principles and Practices of Education*. Harlow: Longman
- Fishbaugh, M. S. E. (1997). *Models of Collaboration*. Boston: Allyn and Bacon.

- Fulani, M. and Joyce, R. (1990). *Changing school Culture Through Staff Development*. Association for supervision and Curriculum Development: Alexandria
- Gagne R.M (1977). *The Conditions of Learning*, 2nd ed. New York Holt Rinehart and Winston.
- Goble, N. and Porter J. (1977). "Changing Role of the Teacher", Paris:UNESCO.
- Goddard, N (1972). *Literacy:Language Experience Approaches*. London: Macmillan Publishers.
- Goetz, K. (2000). "Perspective on Team Teaching". [On-line] Available:<http://www.ucalgary.ca/~egallary.getz.htm>
- Hart, A. W. (1998), *Marshalling forces: Collaboration across educator roles in Restructuring schools for collaboration: Promises and pitfalls*. New York: State Univ. of New York Press.
- Heller, M. P. (1967). *Team Teaching: A Rational*. Dayton, OH: National Catholic Educational Association.
- Indangasi H. (1988). *Literature and the teaching of English: the place of grammar in the teaching of English*. Nairobi: British council.
- Johnson, R. (1976). *Language Teaching: A scientific approach*. New York McGraw Hill Inc.
- Jacques, R. (1975). *French in Africa: A Guide to the Teaching of French as a Foreign Language*, London: Evans Brothers Ltd.
- John-Steiner, V., R. J. Weber, and M. Minnis. (1998). "The challenge of studying collaboration". *American Educational Research Journal*, 35(4): 773–83.
- . 2004, *Collaboration: What makes it work: A review of the research literature on factors influencing successful collaboration*, 2nd ed. St. Paul, Minn: Amherst H. Wilder Foundation
- Jung, W. M. (1989). "The Role of Attitudes and Motivation in Second Language Acquisition among Adolescence in Native Chinese in U.S.A.", dissertation Abstracts International, 43, 12, P. 883.
- Kariuki, W. R. M. (1980). "The teaching of French in Kenya: The problems of teaching Large classes", PGDE, Thesis; Kenyatta University.
- Kennedy, J. C. (1989). *Language Planning and English Language Teaching*. London: Prentice Hall
- (1998, 1999). Kenya National Examination Council Reports. Nairobi: KNEC.

- Kerlinger F. (1978). *Foundation of Behavioral Research*. New Delhi: Sarjeet Publishers
- Kenya National Examination Council (1989). *KCSE Newsletter*. Nairobi: KNEC
- Kenya National Examination Council (1995). *The Kenya Certificate of Secondary Education (KCSE) Regulations and Syllabuses, 1996-1997*. Nairobi: Government Printers.
- Koul, L. (1992). *Methodology of Educational Research*. New York: Vikas Publishing House.
- Kouma, F. (1998). "A Study of the problems faced by teachers of English in the Congo." P.G.D. in Curriculum Development Thesis, University of Nairobi.
- Mason, J.C. ((1992). "Business schools: Striving to meet customer demand". *Management Review*, 81(9), 10-14.
- McGregor, G.P (1971). *English in Africa*. London: Heinemann.
- Mckee, S.J. and Day, A.L. (1992). "The social studies methods course: A collaborative approach." *Social Education*, 56: 183-4
- Ministry of Education (1992). *A guide to English Teaching in Kenyan Secondary schools: Incorporating in-service notes and activities*. Nairobi: Beilin Printers Ltd.
- Ministry of Education science and Technology (1984). "The 8-4-4 System of Education" Nairobi: Government Printer.
- Montiel- Overall, P. (2005). "Towards a Theory of Collaboration." <http://Sirls.arizona.edu/overall>.
- Mugenda, M. & Mugenda O. (1999). *Research Methods, quantitative and Approaches*. Nairobi: Acts Press.
- Munby, J. (1978). *Communication Syllabus Design*. Cambridge: Cambridge University Press.
- Mwangola, E.S. (1993). "Getting it right-What Kenya Teachers of English Need to know", -Proceedings of the conference on English across the Curriculum: The Kenya Context. Nairobi: British Council.
- Olajado, J. (1991). "The Teacher Factor in the Effective Teaching and Learning of ESL in Developing English Speaking Countries: The case of Nigeria" *Journal of Multilingual and Multicultural Development*. Vol 12, No. 13

- Omboto, E.O, (2004). "Factors Militating against the Learning of English Language in secondary schools in Kisii Central District". (Unpublished Thesis, Moi University)
- Ominde, (1964). *The Ominde Report*. Nairobi: Government Printers
- Omwadho O. (2001). "A Study of Factors Which Influence The Teaching and Learning of Written English in Upper Primary Classes of Selected Schools in Oyugis Division". M. ed. Thesis, UoN
- Owino, R. F. and Indangasi, F.P. (1991). "The falling Standards of English Language in Kenyan Schools: Myth or reality?- Proceedings: the Role of Language and Literature in The school Curriculum". Nairobi: British Council.
- Perrot E (1982). *Effective teaching: a practical guide to improving your teaching*, New York: Longman.
- Patton, M.Q (1990). *Qualitative Evaluation and Research Methods*. California: Sage Publications
- Pugach, M., and L. J. Johnson. (1995). *Collaborative practitioners collaborative schools*. 1st ed. Denver, Colo.: Love.
- Quinn, S. and Kanter, S. (1984). "Team Teaching: An Alternative to Lecture Fatigue". (JC 850 005) Paper in an abstract: Innovation Abstracts (Eric Document Reproductive Service No. ED 251 159)
- Ramsden, P. (1988). *Improving Learning: New Perspectives*. London: Kegan page Ltd.
- Ramsden, P. (1992). *learning to teach in higher education*. London: Routledge.
- Rivers, W. M. (1983). *Communicating Naturally in Second Language: Theory and Practice in Language Teaching*. Cambridge: Cambridge University Press.
- Robinson, B. & Schaible, R. (1995). "Collaborative teaching: Reaping the benefits". *College Teaching*, 43 (2): 57-60
- Shafer, I. (1983). "Team teaching: Education for the future". Paper Presented at the National Meeting of the American Culture, Wichita, Kansas, 23-26 April, 1983. <http://www.usao.edu/~facshafferri/teamteaching.htm>
- Sitima, T.M. (1998). "A speech given by the Chief Inspector of School" – Conference on the place of Grammar in the teaching of English. Nairobi: British Council.
- Tuckman, B.W.(1978). *Conducting Educational Research* New York. Harcourt Brace Jonavovich Inc.:

- Waithaka, J.M. (1993). "English across the Curriculum- The Ministry of Education's Position" –Proceedings of the conference on English across the Curriculum: The Kenya Context. Nairobi: British Council.
- Wilkins, D.A (1974). *Second language learning and teaching*. London: Edward Arnold.
- Zhang, J., and Keim, M.C. (1993). "Peer tutoring and team teaching". *College Student Journal*, 27:288-293.

APPENDICES

APPENDIX I: QUESTIONNAIRE TO HEADS LANGUAGE DEPARTMENT

Place a tick [✓] in the appropriate box.

1. How many teachers teach English?
 - One Two More than two

2. How do you allocate lessons in your department?
 - Per class Different areas in the subject Per area of specialization

3. How often do you hold meetings in your department?
 - Always Occasionally Rarely Not at all

4. a) How are examinations set in your department?
 - Panel Individually

b) How long does it take setting using the method you have chosen above?

 - Less than a week More than a week

5. Do all teachers in the department fully support team teaching?
 - Yes No

6. How do you solve problems in your department?
 - Individually As a team

7. How do you handle the work of an officially absent member of your department?
 - Delegation Leave to the Head teacher to decide
 - Wait for the member to resume

8. (a) How are examinations marked in your department?
 - As a panel Each teacher marks his/her class

(b) How long does it take to mark using the method you have chosen above?

QUESTIONNAIRE TO TEACHER OF ENGLISH

Place a tick [] in the appropriate box.

1. How long have you been in the teaching profession?

0 – 5 years 6 – 15 years Above 15 years

2. What were you trained to teach?

The Integrated English course

Literature and _____(Specify)

English and _____ (specify)

3. I support the idea of different teachers teaching the different areas in English.

Agree Strongly agree Undecided Disagree

Strongly disagree

4. There is a significant difference in performance between students who are team taught and those who are not team taught.

Agree Strongly agree Undecided Disagree

Strongly disagree

5. Syllabus coverage is faster when different teachers teach English in the same class.

Agree Strongly agree Undecided Disagree

Strongly disagree

6. Teacher-student relationship improves when there is team teaching.

Agree Strongly agree Undecided Disagree

Strongly disagree

7. How often do you discuss with other teachers in the department the teaching of the English?
- Frequently Very frequently Rarely Not at all
8. Who sets examinations in the department?
- Panel Individuals HOD
9. How long does it take setting using the method you have chosen?
- Two days Three days Less than a week
- More than a week
10. Who moderates your examinations?
- Panel One teacher Any other, specify _____
11. How do you mark your examinations?
- As a panel As individuals
12. How long does it take to mark using the method you have chosen?
- One week Less than a week More than a week
13. Team teaching improves performance.
- Agree Strongly agree Undecided Disagree Strongly disagree
14. Team teaching is appropriate for the New Integrated English course.
- Agree Strongly agree Undecided Disagree
- Strongly disagree
15. In your opinion, does team teaching help the students grasp more of the content?
- Yes No

16. In your opinion, does team teaching aid in the wider and deeper coverage of the English syllabus?
- Yes No
17. How often do other teachers in the department offer to attend English lessons in your behalf?
- Once Regularly Never
18. In your opinion, does team teaching target students' needs of teachers' convenience?
- Students' needs Teachers' convenience Both
19. What do you think discourages team teaching as an instructional method in English?
- _____
- _____
- _____
- _____
20. State any factors that can promote team teaching in English in your school/District.
- _____
- _____
- _____
- _____

STUDENTS' QUESTIONNAIRE ON TEAM TEACHING

Please place a tick [√] in the appropriate box

1. (a) How many teachers teach you English in your class?
- One More than one
- (b) If more than one, how do they teach the subject?
- Topics Language and literature
- (c) During what time do they teach their allocation?
- Class time Other times

(d) (i) Are you informed in advance which teacher is attending the lesson?

Yes No

(ii) If yes, do you prepare adequately?

Yes No

2. Do you enjoy learning when different teachers teach you English?

Yes No

3. (a) Have you always been taught English by more than one teacher?

Yes No

(a) If yes, when did the practice begin?

Form one Form two Form three

4. How is your performance when different teachers teach you English?

Improved Not improved No change

5. Do you move faster or slower when different teachers teach you English?

faster Slower

8. We revise adequately when different teachers teach us English.

Agree Disagree don't know

INTERVIEW QUESTIONS

1. Do you use Team Teaching in teaching English?
2. When did you start using the method?
3. a) Do you use team teaching in all forms or only in some classes?
b) If you use the method in some forms, which ones and why?
4. Why did you decide to use team teaching in English?
5. How do you practice team teaching?

6. Do members of the team attend extra lessons? If yes, what makes them do so?
7. How did the teachers of English receive the idea of team teaching when it was first introduced in the department?
8. Is the school's administration supportive on the method? How does it help in supporting it?
9. Do you have a team leader in the team?
10. How often do you meet as a department to discuss the progress of the subject? How is attendance in such meetings, and what do you do to members who do not attend and do not send any apologies?
11. What issues do you discuss in the meeting?
12. Is there a significant difference in the subject's performance before and after the use team teaching?
13. Do you have targets as a team, and what are these targets?
14. How is syllabus coverage when team teaching is used as compared to when team teaching is not used?
15. How is lesson attendance by teachers of English when team teaching is used as compared to when it is not used?
16. Do you have any penalties for any team member does fails to fulfill all the team's requirement, for example completion of the syllabus on time, frequent missing of lessons, etc?
17. Are there cases when the team has failed to meet their set targets? What action do you take when such cases arise?

18. Do the other teachers in other department support the team? What attitude do they have towards team teaching?
19. What do you think should be done in your school/District to promote team teaching?