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Attitudes and Perceptions of Bahati Girls Secondary School's Teachers and Learners Towards Teaching and Learning of Oral Literature

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A Research Project Done in Partial Fulfillment of the Requirements for the Award of the Degree of Bachelor of Science in Education of Saint Mary's University of Minnesota

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DECLARATION

I, the undersigned, hereby declare that, this project is my original work and has never been submitted to any other academic institution for academic credits. All sources and materials used have been fully acknowledged.

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This project has been presented with the approval of my supervisor.

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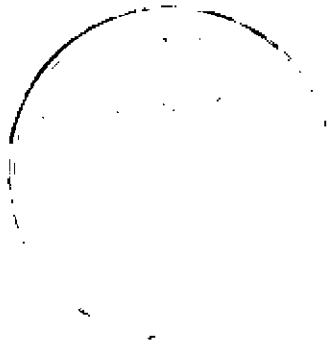

DEDICATION

To my parents Christine and Mbuvi John and to the entire community of Bahati Girls Secondary School- Nakuru

ACKNOWLEDGEMENTS

In gratitude to you my Mum and Dad, Christine and Mbuvi John; lovely sister Agnes, Veronica; and brothers David, Peter, and Justus for your support, prayers and constructive encouragement.

Special thanks to you the Little Sisters of Saint Francis of Assisi for encouraging me to take up this challenge.

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ABSTRACT

This study undertook to investigate the attitude of learners and teachers towards the learning and teaching of Oral literature. This research was a case study of Bahati Girls' Secondary School.

Total of (200) students were targeted, but by the time the researcher collected the data, 180 students were in school (Form 2, 3, 4). Out of the 180 questionnaires distributed, 180 questionnaires were received by the researcher dully completed. This represented a hundred percent (100%) of response. Twenty students were missing in school at this time.

The study was guided by the following research questions:

What are the attitudes of teachers towards the integration of grammar and literature?

What are the perceptions of learners towards the learning of Oral Literature?

What are the attitudes of teachers towards the teaching of Oral Literature?

What methodology is best in teaching Oral Literature?

What are the views, expectations of learners in the learning of Oral Literature?

What activities can enhance and motivate learners in an Oral Literature lesson?

Research instruments included questionnaires, interviews, observation and document analyses in the collection and analysis of the data for interpretation.

From the data elicited from the respondents, the researcher established that Oral Literature in Bahati Girls Secondary School is given special treatment just like the other subjects.

She also realized that, learners benefit a lot from the integration of literature and grammar. Many respondents argued that, without a good foundation in grammar, one cannot understand Literature whatsoever

The teachers also concurred with the fact that, Oral Literature should not be overlooked, that it should be given enough time and treated like other lessons in the syllabus.

The researcher also found out that there is duly cooperation between the learners and the teachers hence a conductive learning and teaching atmosphere.

In addition, the teachers in Bahati Girls Secondary School are self-motivated; they love and enjoy their work. Thus makes learning easy, fun and interesting.

Learners relate with their teachers with respect and not fear. They also relate with one another freely and confidentially. This makes discussions natural and hence learning is more of cooperative than individualistic.

The researcher found out that, learners and teachers of Bahati Girls Secondary School have a very positive attitude towards the learning and teaching of Oral Literature. Majority of the learners and teachers though had a point directed to the policy makers they said that they would wish to have a variety of books, not just a few as is the case. They said that, these books should be relevant, detailed and quality books. Learners also said that teachers should try and make the lessons humorous and interesting

However, the researcher recommends that the government of Kenya through policy makers may make sure that, Oral Literature has enough, detailed, interesting and relevant books. She also recommends that, teachers may try their best to make their lessons more interesting in various schools. In addition, the students in all secondary schools should be able to cooperate with their teachers, parents and each other in order to provide the best learning atmosphere. These among others are some of the recommendations that the researcher came up with.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

In 1960, Ngugi wa Thiong'o, Micere Mugo, Owour Anyumba, and Taban Lo Liyong worked to have a separate department of literature from that of English. This was done at a conference held at the Royal College, Nairobi.

In 1969, there was a call for a synthesis of African Oral Literature into the literary Syllabus. Okot P'Bitek, Ngugi wa Thiong'o, Taban Lo Liyoung, and Owour Anyumba echoed the same call in 1973. An extensive study of African Oral Literature and written literature was demanded at a special conference which was also held at the University of Nairobi.

An attempt to restructure the Literature syllabus was made in Kenya in 1974. This was at the first conference of literature teachers which was held at Nairobi School. Around this time, oral literature had been introduced both for advanced 'A' and ordinary 'O' level students beginning from form three. By 1980's, there was the amalgamation of English language and literature in English to form the integrated English syllabus.

In the months of May and August, 1991, Kenya Oral Literature Association (KOLA) held two workshops partly focusing on the teaching of oral literature particularly in Kenyan Secondary Schools. This was later followed by another conference in May, 1993, which was

also organized by KOLA and the British Council. The theme of the workshop was: *Teaching Oral Literature in the Integrated Syllabus.*

Modern African writing has been very much influenced by ancient oral tradition. A good number of books, such as; *The Concubine, Song of Lawino, Arrow of God, Things fall Apart, The River and the Source* and other numerous modern African writings have songs, proverbs, and other aesthetic connotations which are derived from ancient African Oral Literature.

Literature gives a life, not just the picture that science gives and not a picture that is actually historically true, but a picture that has its own kind of "truth" that increases important elements that science from its very nature is forced to leave out. The "truth" of literature takes the form not of abstract statement, but a concrete and dramatic presentation; which may allow us to experience imaginatively the "lived" meanings of a piece of life. To some degree, words cannot express what the work of art expresses or the itself would be superfluous; and the teacher of literature is therefore apparently confronted with the task of endeavoring to impart what language itself cannot say.

Teachers of literature therefore must or should escape those black moments when it is perfectly evident that the one thing sure in connection with the whole business is that literature cannot be taught! Today a picture, a melody, a statue, a poem, a story or a proverb gives delight and inspiration by qualities which could belong to nothing else. Hence, words alone cannot express what the work of art expresses. Literature has several Genres; namely, poetry, short stories, novels, drama, and oral narratives.

Generally, literature is meant to help the learners improve their language skills, (listening, speaking, reading, and writing), to be analytical and critical in their reading, to be creative in their different presentations and literature can also entertain generally. A literature teacher can, therefore, use literature to develop all the above skills. Literature calls for language use, hence, language becomes the raw material for literature.

The literature that is taught in Kenyan Secondary Schools is mostly found in written form. However oral literature, a very important genre of literature, which includes: songs, narratives, proverbs, tongue twisters, riddles and myths are also taught. Oral literature is mainly spoken though some is written. When we use the term oral, it is not just verbal, because it belongs to people. For example, the Akamba of Machakos or the Igbo of Nigeria have their own oral Literature. Oral literature was typically passed on verbally but today, it is put down in written form. For this reason, people are more used to poetry, drama, and prose in their conventional written forms; after all, for long, oral literature course was not even offered as part of a literature course.

Oral literature consists of narratives, recitations, songs, proverbs, riddles, and tongue twisters, which are composed and performed orally to a live audience. These oral genres are literature because like written literature, language is their medium of communication. Their artistry emanates from the fact that they move us by appealing to both our understanding and our feeling.

Akivaga and Odaga (1982) conducted a survey among Secondary School teachers in Kenya to find out how they currently approach the subject of oral literature in the 8:4:4 syllabus. They were asked to identify problems, if any, they experience in their teaching and what they feel hinders the effective understanding and appreciation of oral literature in the classroom. Although they displayed different degrees of interest and commitment to the subject (some finding it easier to teach than others), they all agreed that oral literature lessons would be more effective and successful if students participated more actively in the narration, description and discussion of genres from their respective communities. All seemed frustrated by the student's failure to be directly involved in the subject of oral literature. The average student does not seem to find oral literature stimulating or psychologically real. Therefore they do not contribute to the class discussion nor do they look for or provide examples from their communities.

1.2 BAHATI GIRLS' SECONDARY SCHOOL

Bahati Girls' Secondary School is located 20 km form Nakuru town on Nakuru Nyahururu road. It is in Bahati location, Bahati Division, Nakuru District, Rift Valley Province. With the initiative of the Catholic Church and the local community, Bahati girls was started in 1970 under the management of Bahati Catholic Parish. It was then known as Bahati Harambee Secondary School.

The first enrollment in February 1970 consisted of 45 pupils of whom 35 were boys and 10 were girls. The school had only two teachers with father John Jones as the headmaster. In 1971, the school had the first group to sit for the K.J.S.E. In 1973, an Irish donor agency

provided a grant of KSh 100,000000 for the construction of the present tuition block. Meanwhile, the Kenya government provided bursaries for form one students. By 1974, both Form One and Two were fully aided by the government. In the same year, the school got a new headmaster, Fr. J.P. Bohan, and it became a full single stream mixed day Secondary School.

In 1976, the sponsors in conjunction with the Ministry of Education transformed the school to an all girls' school. In the same year, the first all girls' class was enrolled. This led to the need for hostels to cater for the girls. Sr. Kathleen Gillispie was appointed the first headmistress. With the help of a catholic donor agency, the school built boarding hostels for the girls that provided boarding facilities on private basis, while the catholic Diocese of Nakuru funded the building of two teachers' houses.

In 1979, the first all girls form four class sat for the Kenya Certificate of Education (K.C.E.) and the school changed its name to Bahati Girls Secondary School. Between 1980 and 1981, the government provided a grant to build two other teachers' houses. In the same period, with the help of overseas friends, the home science block consisting of home economic room, library, Biology laboratory, prep room, store room and the administration offices was put up. After construction, the school was able to introduce the home economic subject in 1983 to form 1 students. It currently caters for the home science class introduced with the 8:4:4 system.

Over the years, a lot of changes have taken place in the school in terms of buildings, teaching staff and performance. On buildings, the school has constructed a recreation hall, dining hall, additional teacher's houses and hostels. Later, the school built an additional tuition block which consisted of a computer laboratory, biology laboratory, a library and four classrooms to cater for an additional stream. The school has had a change of guard with five headmistresses since 1976. The long serving headmistress Sr. Kathleen Gillespie steered the school from 1976 to 1987 during its teething period as a girl's school. She was succeeded by Sr. Delphine Njeri who served until 1996. In 1997, Sr. Jerantine Kilonzo took over the administration of the school until she handed it over to the late Sr. Roseanne Njeri 1998. Sr. Roseanne served for a short time until her early death. Sr. Magdalen Muinde assumed office in November 1999. She is still the headmistress.

In academic performance, the school has steadily improved over the years. In the old education system, the school's academic performance was quite impressive, although there was no national ranking, with the last K.C.E cohort 1987 having five Division I and 15 Division II. Under the 8:4:4 education system the school was ranked 183 nationally in the first K.C.S.E. examination 1989 with the first student having a mean grade of C (+).

In 1990, the school leaped from 183 to the 21st position nationally. In 1995, the school got their first highest mean grade of A minus scored by Betty Susan Owure. In the last three years, the school has been ranked among the top 20 in K.C.S.E examinations. In 1997 the school was ranked 20th nationally with best students being Ann Kabura- A, Teresa Wambui and Sarah Wanja both mean grade A minus.

In 1998, Bahati Girls was ranked 13th nationally and topped rift valley province with a mean score of 8.60. This outstanding performance enabled the school to snatch the presidential trophy for the best provincial school in academic performance from Kabarak high school. The best students were Dorcas Bii and Bernice Gitau both with A minus. In 1999, the school had its best performance being ranked 9th nationally and maintaining their position as the top school in rift valley province for the second year running. They scored a second of 9.26 as compared to 1998 of 8.60. Physics had the highest subject improvement, leaping from a mean score of 7.0 to 9.64. The five best students were Ogeto Bwari Phenny with mean grade of A, Nderitu Wairmu Josephine, Nyole C.R. Diana, Munyaka M. Peninah, Mungai, Wanjiru, Stellah all with a mean grade of A minus.

Presently, the school has 19 teachers and 289 students. Forms one, two, and three are double stream, while form four is a single stream. Form one has 85 students, form two 84 students, while form three has 83 students and form four 41 students. English, Kiswahili, Mathematics, C.R.E, Chemistry are compulsory subjects. The students have a chance to choose between home science/ Agriculture, physics/ Biology and Commerce.

The students also participate in extra-curricula activities. They include: the young farmers club, Sports, Drama/Music club, Wild life club, debating club.

1. 3 STATEMENT OF THE PROBLEM

According to Nandwa (1994), the study of oral literature would among other things enable the student to: First, have better understanding of modern African writing which draws heavily on oral literature for form and content. Secondly, it should enable the student to have a better understanding of the contemporary African Society which is mostly rural and whose education, discussion and entertainment is conducted through oral literature. Next, the student should be able to achieve self-realization and self-confidence as genuine members of an African society. In addition, he/she should study it as an aspect of the human kind. Furthermore, the student should be able to rediscover his/her origins and that of his/her people. Lastly, the student should be able to improve his or her speaking and listening skills since these are very crucial oral skills that cannot be done without by anyone interested in English Language in general.

However, sometimes, oral literature may be taught for the purpose of enhancing academic achievements. Most teachers, according to Nandwa, tend to ignore all the above named objectives and concentrate on the last one by trying to teach for the purpose of making student pass examinations. Understandably, the pressure of the 8:4:4 educational system makes teachers want to take shortcuts in teaching, claiming that Oral Literature is a boring subject and not very important as compared with other subjects.

The responsibility of achieving these objectives is left to the teacher of oral literature. However, Bukenya (1995) criticises the above named objectives presented by Nandwa, to be too general. In his study "teaching oral literature: why, what and how" are reinforced by

additional objectives that emphasize the literary aspects of the study of oral literature. These clearly state that, Oral Literature should enable students to:

a) Understand the nature and form of oral literature.

b) Appreciate the social environment that gives rise to oral literature.

c) Be aware of its various genres and its link to other cultures.

d) Understand the aesthetics of oral literature for example: Plot, narrative technique, characters and their interrelationships, language use that is, symbolism, imagery, idiophones, vocabulary, connotation and denotation.

In other words, a student of oral literature is supposed to establish a familiarity with oral literature that will enable him/her to: Identify its various genres, understand its creative techniques, know its content, social function and its relevance to the African Society.

The syllabus also states that the study of oral literature is part of language learning because it is an effective tool in enhancing listening and speaking skills. In addition, field work is very important to the learning of oral literature and it involves collection, transcription and the translation of the material in a language that can reach a wider audience. In our Kenyan context, that language is mainly English or Kiswahili. However, according to Bukenya 1995, oral literature can be looked at negatively sometimes. People have different attitudes towards oral literature. Some of the negative attitudes include looking at oral literature as.

i. Primitive and childish

ii. Too simple and unrealistic and therefore untrue and irrelevant to the modern world.

iii. Consisting of simple animal stories that cannot engage minds which analyses woks of literature such as Shakespearean plays.

iv. Having too little to analyze.

These negative attitudes emanate from ignorance of the subject and its significance. Education is a process of eliminating ignorance, therefore, teachers should clear students' ignorance of the subject by informing them that oral literature;

a. Answers both physical and spiritual human needs.

b. Documents how various human societies tackled and solved their problems.

c. Through the oral narratives, it expresses a basis truth.

d. It also demonstrates that social norms and moral values emanate from and address real human situations and are not merely the imaginations of old wise men and diviners and.

e. They castigate anti-social value such as greed that threaten the equilibrium of the community.

The very purpose of the research hence, is to give an in depth analyses into the attitudes of teaching and learning oral literature in Nakuru, a case study of Bahati Girls Secondary school.

1. 4 RESEARCH QUESTIONS

This research was guided by the following questions

a) What are the attitudes and perceptions of teachers and learners in the integration of grammar and Oral Literature?

b) What are the perceptions of teachers towards the teaching oral literature?

c) What are the perceptions of students towards the learning oral literature?

d) What activities can enhance and motivate learners in an Oral Literature lesson?

e) What methodology is best in teaching Oral Literature?

f) What are the views and expectation of learners in the learning of Oral Literature?

1.5 SIGNIFICANCE OF THE STUDY

Oral literature entails all the variegated oral potentialities that contribute to the effectiveness of oral transmission. Hence, apart from allusions and other metaphorical associations of the verbal aspects of oral literature, the oral literature, the real exposition of an oral creation depends on action performance. In other words, although contemporary oral literature has managed to exist in the written form it does not attain its true fulfillment.

According to Finnegan (1977), the printed words alone represent only a shadow of the full actualization of the poem as an aesthetic experience for poet and audience. For quite apart from the separate question of the overtones and symbolic associations of words and phrases, the actual enactment of the poem also involves the emotional situation of funeral... (P3).

Although oral literature like the written literature uses words artistically, the former has other added potentialities and resource on which the oral artist draws o develop her performance and enhances the appreciation of its aesthetic expression. This is what makes the lives transformation more vivid that the written one. Consider Smith and Dale's (1982) observation in which I am indebted to Mwai Wangari (1994). "Speak of eloquence! Hare was

no lip mumbling, but every muscle of face and body spoke, a swift gesture often supplying the place of a whole sentence. His animals spoke each in its own tone, the deep mumbling of voice of Momba, the ground, hornbill, for example, contrasting vividly with the piping aspects of Sulwe the hare. It was all good to listen to impossible to put on paper (p8)." Hence, this project will be of interest mainly to the teachers of oral literature. It will enlighten them on the attitudes that they may have towards the teaching of oral literature. It will also suggest ways for them on how to overcome any negative attitudes they may have towards oral literature, and the best methodologies that can be used in the teaching of Oral Literature.

This project should prove of equal value to the learners. Learners develop different attitudes on whatever lesson they are being taught and oral literature is not an exceptional. Through this study, the students will be able to appreciate and enjoy oral literature. Parents who may regard oral literature as primitive and childish will also benefit from this project. The parents will hence help the teachers in convincing the students (their children) that oral literature:

a) Answers both physical and spiritual human needs.

b) Documents how various human societies and solved their problems.

c) Through the oral narratives, it expresses a basic truth.

d) It also demonstrates that social norms an moral value emanate from and addresses real human situations and are not merely the imaginations of old wise men and dinners.

The policy makers of our country Kenya will very much benefit from this research too. This is because they need to know what books are the best for the learners and teachers, methodologies to be best used and hence produce quality materials for our Kenyan schools.

1.6 SCOPE AND DELIMITATION OF THE STUDY

This investigation involved teachers and students in Bahati Girls Secondary School, Nakuru. The sample was directed to form two, three and four students in Bahati Girls. Language teachers and the headmistress were interviewed too. However the study investigated the attitudes of both teachers and students towards teaching and learning oral literature.

1.7 CONCEPTUAL FRAMEWORK

The variables that interact in this study are; teachers training, learners background, learners participation, integration, examination, time allocation, teaching methodology and teaching and learning resources, teachers personality, level of education and sometimes the sex of the teacher.

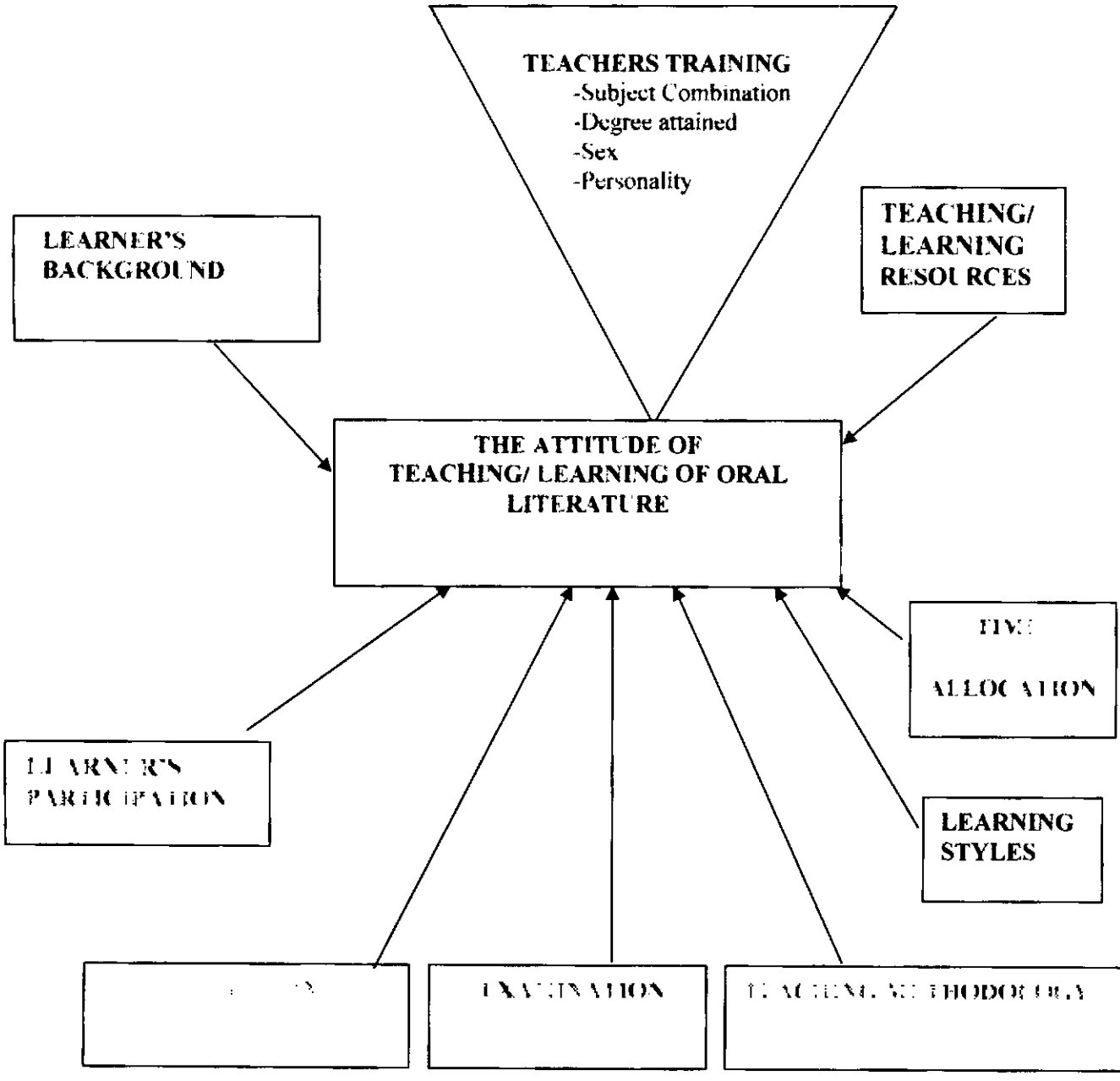
In terms of teaching subjects, proper teaching of oral literature needs one who is trained thoroughly in literature. Yet it is common to find very many teachers who teach only grammar and other subjects but sometimes they have been or are forced to teach oral literature due to integration. This has a great bearing on the attitude of both learners and teachers in teaching and learning of oral literature. Availability of materials is very crucial too, without which learning may suffer or come to a stand still.

Methodology, which is the major way, which a teacher can turn oral literature lessons interesting is very important to consider too. The integrated syllabus has an influence on time allocation and success of the lesson. Along with the above is the learner's attitude. While one

must have learners in order to teach, it is not necessary to have a teacher in order to learn hence, the learner's attitude is the driving force towards self- motivation and creation of interest in oral literature. Learners' background, participation and learning style are very important too.

Finally, the nature of the examination also needs to be given attention, which is considered in the present curriculum and syllabus. This will enhance evaluation of the modes of teaching and learning which may not necessarily be written examination.

Conceptual Framework



1.8 DEFINITION OF KEY TERMS

Attitudes: Refers to the way both teachers and learners think and view oral literature.

Fasihi: All works of imagination whose vehicle of communication is words, which is either spoken or written in Kiswahili.

Genre: Refers to type or style, especially of works of art in literature. For example:Novel,short stories,and others.

Integrated English Syllabus: This is the teaching and learning of English language and literature in English as one subject. Language and literature are thus taught alongside each other.

Learning: Defined as any change in behaviour, knowledge and understanding, skills and behaviour which the learner retains and which cannot be ascribed simply to growth or to the development of inherited behaviour patterns. (Thompson 1981)

Learning is the process which produces changes in the behaviour of the person concerned as a result of experiences brought about by thinking activity, personal motivation and direct instruction (Ogola in press:4)

Literature: All works of imagination whose vehicle of communication is words, which is either spoken or written. According to the Oxford Advanced Learners Dictionary, Literature refers to

writings that are valued as works of art, especially fiction, drama and poetry. It also refers to literature as writings on a particular subject. However, I would like to look at Literature as writings of art, especially fiction, drama, and poetry.

Oral literature: According to Nandwa and Bukenya's definition (1983:P1), "those utterances whether spoken, recited or sung, whose composition and performance exhibit to an appreciable degree the artistic characteristic of accurate observation, vivid imagination and ingenious expression," are referred to as oral literature.

Perception: Defined as a way of seeing, understanding or interpreting something (Thompson 1981)

CHAPTER TWO

2.0 LITERATURE REVIEW

Nandwa (1994), in her exploration on *Teaching Oral Literature in the 8:4:4 System. A new Integrated Approach,* realized that oral literature is a fairly problematic subject on the Secondary School Syllabus, with a large number of teachers still being bewildered by the subject and even derogatively refers it as a "beast." This is because, for any subject to be taught properly, the teacher must know what it is. In some cases, oral literature is just forced both on the teachers and the students. Teaching oral literature simply as some "beast" of a subject that has been forced both on the teachers and the students will not do. Oral literature must therefore, be clearly defined to the student and the teacher. The teacher must also have a sound knowledge of what he/she is teaching. It is also important for the teacher to put into consideration why oral literature was introduced on the curriculum.

It all began with a need to decolonize our literature syllabus. The Kenya Education Administrators and teachers agreed with Kiswahili proverb that states: *muacha mila ni mtumwa* (he/she who abandons his/her culture is a slave). The debate on Africanising the literature curriculum both at the university and at the secondary school levels began in the late 1960s at the University of Nairobi, spearheaded by eminent scholars such as Taban Lo liyong, Owuor Anyumba, Okot P'Bitek and Ngugi wa Thiong'o. They argued that:

> *Knowing the oral arts of our society is a major step in understanding our cultural values and so overcoming some of our social predicament.... The*

awareness of our cultural values and literary structures that persist is part of understanding ourselves and so pertinent to our system of education (Teaching Oral Literature, 1994)

The main objective was to make the core of our literary studies Afrocentric rather than Eurocentric as they had been in the colonial period and in the early part of our post- uhuru era. It was agreed that the study of oral literature was one of the surest ways to this goal. This way therefore, teachers of oral literature should not consider it as some "beast" of a subject. Nandwa points out that this has been further worsened by the integrated syllabus. Given the time constraints of the 8:4:4 syllabus, teachers must be more ingenious in their methods of teaching in order to make the subject meaningful to the learners. Hence, there is the need to clearly define oral literature and its objectives. Nandwa suggests that the incorporation of oral literature into language should not be done at form one and two, but rather at all levels; only varying the level of difficulty.

In another research by Wangari (1994), on *Performance: An Integrated Part of Teaching of Oral Literature,* says that our high school students can and should be exposed to the domain of performance in oral literature. Wangari adds that, this is what makes a live transmission more valid than the written one. Whereas her suggestions are valid, she fails to recognize the time factor with regard to the 8:4:4 system and how this affects the idea of performance. She tends to over emphasize the importance of acquiring speech skills. Instead, the term oral could fit in better than self-expression, as these are elements of individual development.

The same sentiments are expressed by Andrew and Zirumu (1971), who quotes Taban Lo Liyong, "... you should adopt your parents, aunts or grandparents method. If you do not know that method, go home and get a refresher course. Bring the professors from the village to the classroom." These two scholars generally argue that our students need a lot of exposure so as to learn their ways and those of their people. They suggest that, Oral Literature teachers may need to visit informants near their schools invite informants to their classes during or after school hours. If the schools are rich enough, they may need to visit a cultural centre. This will help students to appreciate Oral Literature greatly. In fact, most students wish to have visits in such areas elders and many other informants from wherever.

Miruka (1994) in his study, *Handling technical terminology in the teaching of oral literature in Kenya Secondary Schools Integrated Curriculum,* expresses the fact that oral literature teacher should master his or her terminology in order to engage in scholarly discourse on the subject. He adds that this will contribute a lot to the learner's attitudes and perceptions toward oral literature. What the teacher is to give to the students in terms of the terminology include, the terms, the definitions and illustration of what they refer to. This is to be done because a student who does not have such knowledge can talk only, as well as an intelligent layman in the subject. The terms to be taught actually begin with the names of the genres themselves, and that is, narrative, poetry, riddles, proverbs and tongue-twisters. The process leads to the introduction of specific terms used in each of genres and across all of them.

But from where does the teacher get the terms? The principal sources of the terms are textbooks and seminars. The point then, is that the teacher should make it a point to read as

many textbooks as possible and as well attend academic seminars in which technical subject matters are discussed. Better still; the teacher should make it a duty to record new terms and their definitions for use in the classroom. But when are the technical terms supposed to be introduced? Introducing the terms principally depends on the students' previous knowledge and the teacher's judgment of their ability to understand the words. The teacher will gauge this readiness from the eagerness of the students and their show of knowledge, which he can build on. This means that one teacher may find it necessary to use such terms as "allegory" and "onomatopoei" with a form one class, while another teacher will only do so with a form three class. Neither of them is wrong, since each is using personal and presumably conscientious judgment.

In addition, the teacher must be cognizant of the fact that each student differs from the others in class. The cardinal rule here is that the teacher is all the time addressing each student as an individual and must compromise between satisfying the aggressive and advanced students without estranging the less advanced. The best advice about when to introduce technical terms is: the sooner the better; as any dog will confirm, learning new tricks in old age is not possible. The technical terminologies can be taught as either part of the integrated lesson or on its own. Whichever way the teacher chooses, it is important to apply the approaches jointly rather than in isolation. The major problem that teachers face with terminology is that different textbooks available give different definitions of certain terms, leaving the class confused as to which one to go by. The best known examples of such confused words are "myth" and "legend."

According to Akivanga (1995), a myth is story that explains the origins of a group of people or tells us some thing about the early development of a group of people. He also says it is a story that explains the origin of a certain phenomenon such as death, birth, creation, humanity or work. Some myth also tells us about sacred being or divine heroes. The fine characteristics about myth are:

- Are concerned with creation
- Are concerned with origins of people and phenomenon
- Deal with deities and other aspects of supper nature

Inevitably, the teacher has to look for the definition of the other technical words and examples to illustrate that myth is, in fact, multigeneric. The teacher should avoid getting mixed up with other terms which are themselves technical. This way, learners will find oral literature very interesting. The Oral Literature teacher should bear in mind that, every time a technical term is used, it would be most helpful if it is illustrated by an example. This will not only help clarify matters in the minds of the students; it will also inculcate in them the habit of being specific, hence eliminate the undesirable habit of talking in circles sounding learned but saying essentially nothing. The examples chosen must be classic and memorable. The following example is considered very handy in discussing imagery and similes in particular. I find it very necessary for my research work, just to illustrate what I mean to say.

The Magnificent Bull

My bull is white like the silverfish in the river.

White like the shimmering crane bird on the river bank.

White like fresh milk.

His roar is like thunder to the Turkish cannon on the steep shore

My bull is dark like the rain cloud in the storm

He is like summer and winter

Half of him is dark like a storm cloud.

Half of him is light like sunshine

His back shines like the morning star

His brow is red like a beak of the hornbill

His forehead is like a flag, calling the people from a distance

He resembles the rainbow ....(Akivaga and Eddan 1988).

How can a literature teacher analyze the above poem together with the student in a poetry class? First, the teacher should get the students enjoy this poem by having them memorise and even dramatize it. After that, they may be asked to list all the things the poem compares the bull with. This should be followed by the students stating what objects come to their minds with each comparison. The teacher can then ask them to identify the word that links the bull with the object compared. They will obviously identify the word "like" upon which the teacher may asks them to state other words or phrases that can replace "like" without changing the meaning of the poem. They will identify expressions such as: "as... as," "same as," "similar to," and some will have to notice even the word "resembles" that appears at the end of the poem. At this point, the teacher has every reason to explain to the students that when expressions are used so as to conjure objects in their minds, the style is called imagery.

He also has every reason to let them know that when the conjury is done by directly comparing the subject with another object, using comparative expressions as the above, the specific style is called simile. This then leads to something quite natural: asking the students to write their own poems using similes and imagery. This way, learners will enjoy, understand and appreciate oral literature.

Whereas it is primarily the duty of the teacher to impart this terminology no the student, the teacher may be faced with a lot of shortcomings in fulfilling this function. This includes the fact that the teacher may not even be trained in oral literature and may hence lack the knowledge of terminology. He/She may even know the terminology, but fail to deliver to the students. The teacher may have a stock of terms but may not know how to put them across or integrate them into teaching. Furthermore, the teacher may not know exactly at what stage of the secondary school cycle to introduce the terms.

In addition, the teacher may be faced with many conflicting definitions given by different authors and therefore at a loss as to what to go by. Hence, the teacher may even be unaware of the reason for impacting the terms to the students. The teacher can only be expert in these terms through exposure, researching and participation in seminars and symposiums as illustrated before. Miruka (1994) lays a lot of emphasis on mastering of terminologies and ignores the fact that lack of knowledge or too much emphasis on them can hinder the appreciation of oral literature. Thus, given an academic orientation and it's value of entertainment is totally down played. Dynamism of oral literature is dynamism in the terminologies as well. The task therefore, is to seek ways of making oral literature as

interesting as possible before thinking of complicating it with terminologies. All the same, Miruka touches on a very important area of teacher training, which needs thorough investigation.

According to Akivaga and Odaga (1989), there is the need for sufficient interest in oral literature both from the students and the teachers; so as to allow students to be creative and begin to appreciate the richness of the subject. They also put emphasis on the practice of students going to their communities to obtain their own examples of oral literature right from the roots. Emphasis is also put on constant practice. I support this very important aspect.

Oduol (1994) in her research entitled, *English and the Appreciation of Oral Literature,* indicates that it is upon the teachers to handle language and literature in a unifying manner. Her study reveals that almost all teachers agree that, oral literature lessons would be effective and successful if students participated more actively in the narrations, descriptions, and discussion of literary genres from their respective communities. She further points out that the average student does not find oral literature stimulating or psychologically real. This is due to lack of motivation and poor introduction given by some of the literature teachers. The attitudes that the students have also contribute a lot. Nandwa (1994), in her research indicates that some of these negative attitudes include looking at oral literature as:

- Primitive and childish
- Too simple and unrealistic and therefore untrue and irrelevant to the modern world
- Consisting of simple animal stories that cannot engage minds, which analyze great works of literature such as Shakespearean plays.

- Having too little content to analyze.

These negative attitudes emanate from ignorance of the subject and its significance. Education is a process of eliminating ignorance; therefore, teachers should clear students' ignorance of the subject by informing them that oral literature: Firstly, answers both physical and spiritual human needs. Secondly, that it documents how various human societies tackled and solved their problems, and that through oral narratives it expresses a basic truth and lastly, it also demonstrates that social norms and moral values emanate from and addresses real human situations and are not merely the imagination of old wise men and diviners. Once the students possess this knowledge, they will change their negative attitudes and find oral literature psychologically real.

The oral literature teacher should aim at helping students to appreciate the cultural values of different communities and also to understand themselves as members of a community with a certain way of life. Nandwa (1994) goes on to argue that linguistic expressions of each genre can be used to systematically and exhaustively define oral literature. There is need then for both the teacher and students to recognize the central role played by English language in the oral literature classes. The successful student of oral literature will therefore need to have a good command of the English language and the stylistic devices adopted in writing and discussion of oral literature. Yet the teacher must ensure that the students' command of the English language does not limit the student's appreciation of the art and the enjoyment and satisfaction they derive from oral literature.

Her findings fail to put across in terms how a teacher is expected to ensure that students' command of English language does not limit their appreciation of oral literature. It is obvious that language deficiency can hinder ones enjoyment, expression and analysis of an oral literature material, hence creating a very negative attitude towards oral literature.

Chesos (1998) in his article, *Scholars to Blame for Oral Literature's Poor Status* reveals that oral literature has not received much attention as the other literary genres in Kenya. He adds that the 8:4:4 system of education is to blame for the slow death of oral literature. The integrated approach has indisputably affected the time that was allocated to literature, including oral literature. He further points out that many scholars have turned their attention to genres such as prose, drama and poetry, which offer monetary gains. He further suggests that oral literature should also be subjected to literary criticism like written literature. Although his views are sound, he fails to realize the dynamism of oral literature and that prescribing a text for reading will be limiting and at the same time giving the student an examination oriented approach. This will lead the students to view oral literature in terms of examinations, hence develop a very negative attitude toward oral literature.

Olang (1997) in his article, *English Syllabus Ripe for Preview,* talks about teacher training institutions, including the universities, where literature and English language are treated as separate subjects. Yet the amalgamation erroneously assumes that one who is trained to teach English can also handle literature. He also echoes the idea of inadequate time, which makes learners go over the syllabus superficially, thus ignoring the necessary details. He suggests that curriculum developers should separate English language from literature, with language

being made compulsory and literature an elective. Furthermore, he suggests that literature examination should have two papers, with paper 1 comprising oral literature and poetry and paper 2 covering the novel and short stories. To make literature an elective will be denying one a chance in a lifetime. This is with regard to the role that literature plays in individual's development. To place oral literature and poetry in one paper will further be confusing because again, songs are oral poetry, which should not be confused with written poetry.

In addition, Matiangi (1994) discusses the problems he encountered while researching in the English paper two examinations. He talks about the problems faced by the 8:4:4 students in handling literature examinations. This is expressed in his paper, *Preparing the 8:4:4 candidates for oral literature examinations.* He comes up with weaknesses such as irrelevant answers, inadequate answers, and misinterpretation of questions, lack of development, analytical ability and poor style. He says that oral literature has a role to play in the candidate's final performance. Matiangi (1994) proposes a number of measures to help solve the above problems. Among them are exposure of learners, to oral literature and its objectives, use of learner-centered informational methods, constant practice in how to answer examination questions, and finally the coverage of the syllabus. He concludes that we should aim at producing independent thinkers and candidates who can rely on themselves confidently in examination room rather than recorders who might replay the unnecessary music.

What emerges from the above review of related literature is that, emphasis is put on performance in examinations but very little is done in the background of the problems that

led to attitudes and perceptions towards teaching and learning oral literature. Hence, it is clear that the above discussed factors including; teachers training, background of the students, learns' attitude, teaching and learning resources, time allocation, learners' participation, integration, examination, teaching methodology contribute much to the attitude and perception of the learners towards oral literature. There is therefore need to find out the students and teachers attitudes and perceptions towards teaching and learning of oral literature. This is so because the core for what ails the teaching and learning of oral literature in the 8:4:4 system lies not in the change in method, but a sift of emphasis and a change in spirit. Almost any method will serve as long as students want to learn, teachers are willing to teach and both remain human.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter three discusses the research designs, target population, sampling procedures and study sample, research instruments, data collection procedures, and data analysis procedures.

3.2 RESEARCH DESIGNS

In this study, the researcher used survey and case study designs. According to Aldridge and Levine (2001), a case study is necessary because it provides an in-depth approach and investigation into a particular social phenomena or institution. It is for this reason that the researcher used this design. Case study design was supplemented by survey design. In survey design, one is able to get standard information in respect of the same variables for everyone in the sample (Levine and Aldridge 2001). This way then, the researcher got the behaviour, opinions, beliefs, preferences, attitudes and the characteristics of the respondents.

3.3 TARGET POPULATION

This research targeted the headmistress, the deputy head teacher, teachers in the language departments and students of Bahati Girls Secondary School in Nakuru-Kenya.

3.4 STUDY SAMPLE AND SAMPLING PROCEDURE

In this research, the Headmistress was sampled. The sample of teachers consisted of English literature teachers, Grammar in English and *Fasihi* ya Kiswahili. The other sample included the students: form two, three and four. The sampling procedure was purposive. In purposive

sampling, one chooses the study sample on the basis of who specifically meets the purpose of his/her study (Alan and Ken 2001). This was done in order to get the desired information from the respondents. The sample size of the students consisted of form two: 84 students form three: 83 students and four: 43 students, which made a total of 200 students.

3.5 RESEARCH INSTRUMENTS

The researcher used questionnaires, interview guide, and observation schedule, as tools of data collection. The questionnaires were used to collect data from the students; while the interview guide was administered to the Headmistress and the teachers.

a) The Questionnaire

The questionnaire was divide into three parts in order to elicit the data required.

Part A: contained the background information, Part B: contained the attitude scale, Part C: contained open-ended questions, where by the respondent were required to point out their attitude and perceptions towards the learning of literature, *Fasihi* and English grammar. The open-ended questions were used because they will elicit an in-depth information rich for the study. Hence, the researcher was able to get first hand information that made the study valid and useful.

b) The Interview Guide

Another research instrument included the interview guide. This guide was administered to the Headmistress and the teachers. The teachers included: Literature teachers, English grammar teachers, and *Fasihi* teachers in Kiswahili with probes to guide the researcher. This

instrument had several items that allowed verbal interaction between the researcher and the interviewees. Hence the researcher got from the responding first hand information, opinions, attitudes and experiences on teaching of oral literature, English Grammar and *Fasihi*.

c) Document Analysis Guide

The researcher also used document analysis to obtain data. This included documents like exam results, exercise books from the learners, newsletters and magazines from the school. This helped the researcher to make useful deductions concerning oral literature. The exam results helped the researcher to get the performance of the school over the years; the exercise books gave the researcher a picture of what takes place in class, while magazines and newsletter gave the entire picture of what takes place in the school.

3.6 DATA COLLECTION PROCEDURES

Maximum confidentiality was assured to the respondents in giving their personal information. Questionnaires were administered in person to the students. The researcher carried out personal interviews with the Headmistress and the teachers (Literature teachers, English grammar and *Fasihi ya Kiswahili*). This way, the researcher aimed at collecting and eliciting opinions, attitudes, perceptions and experiences of the characters involved (Sample group). The researcher also made observations in four general literature lessons, two grammar lessons, four oral literature lessons and two *Fasihi* lessons in different classes (form two, three and four). By use of interviews, the researcher was able to get the attitudes, opinions, skills, experiences and direct information from the Headmistress and the teachers concerned. This made the research more valid and detailed.

3.7 DATA ANALYSIS PROCEDURES

Research data was analysed using both qualitative and quantitative techniques. The quantitative data was analysed using descriptive statistics. frequencies, percentages and measures of central tendencies (the mean, the mode and median). These measures helped the researcher to make a summary by reporting a typical or average value. The qualitative data was analysed by use of remarkable quotes gotten from the respondents, observations made and the information elicited from the respondents.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS, DATA ANALYSIS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter presents and discusses the findings of the attitude of teachers and learners towards teaching and learning of oral literatures: A case study of Bahati Girls Secondary School.

4.2 STUDENTS' DEMOGRAPHIC INFORMATION

The students' demographic information is as presented on table 1

Table 1

Respondents by Age and Class

Form	*Age*	*Frequency*	*%*
II	12-15	3	10
	15-16	18	62
	16-20	8	28
III	12-15	1	1
	15-16	26	31
	16-20	56	68
IV	15-16	1	1
	16-20	68	99

Table 1 indicates that, form fours are the oldest. It is therefore clear that, as one advances in education, she also advances in age.

4.3 ATTITUDES OF THE LEARNERS TOWARDS LEARNING ORAL LITERATURE

The researcher sought to establish student's participation in Literature, music and drama festivals, extra-curricula activities, in regard to Oral literature. The following were the responses:

Table 2

Responses on learners' participation in extra-curricula activities

Item	*SA* %	*A* %	*UD* %	*D* %	*SD* %
I participate in literature whole heartedly	42	41	8	9	-
I participate in music and drama festivals.	26	74	-	-	-
Extra-curricula activities help me to enjoy oral literature.	49	51	-	-	-

Table 2 shows that, majority of the learners participate in literature, drama and music festivals, and any other extra-curricula activity available in the school. The researcher can then conclude that, learners appreciate the out door activities and that they help them exercise what they learn in oral literature lessons.

4.4 STUDENTS' VIEWS ON THE INTEGRATION OF GRAMMAR AND LITERATURE

Learners were presented with items on the integration of literature and Grammar. Table 3 presents their responses on these items.

Table 3

Responses on integration of Grammar and Oral Literature

Item	*SA* %	*A* %	*UD* %	*D* %	*SD* %
I find grammar classes very useful.	82	18	-	-	-
Grammar makes my understanding of oral literature easier and clear.	58	42	-	-	-
Through oral literature, I am able to enhance my reading, speaking, writing and listening skills.	58	42	-	-	-
Oral Literature should be integrated with grammar	57	35	8	-	-

Majority of the learners strongly agreed and agreed to the fact that Oral Literature should be integrated with grammar. The researcher hence drew the conclusion that learners are at ease with the integration of literature and grammar. That grammar is the raw material of

Literature. Many of them argued that, grammar is quite essential in the interpretation of Literature.

4.5 ORAL LITERATURE AND EVERYDAY LIFE AND EXPERIENCES

In addition, the study set out to establish the learners view on Oral Literature in relation to every day's experiences. They came up with a variety of responses as indicated in table 4.

Table 4
Responses on everyday experiences and Oral literature

Item	*SA* %	*A* %	*UD* %	*D* %	*SD* %
Oral literature answers both physical and spiritual human needs.	48	52	-	-	-
Oral Literature helps me to know how various human societies tackled and solved their problems.	64	36	-	-	-
Oral literature expresses a basis of truth, through narratives and songs	43	57	-	-	-
Through Oral Literature, I am able to communicate, know where I came from, my culture and values hence have an identity	88	22	-	-	-
Oral Literature unites all of us as Kenyan citizens	100	-	-	-	-

Tables 4 strongly indicate that, learners agree with the fact that Oral Literature entails lessons on everyday life and experiences. They argued that, oral literature expresses a basis of truth, through narratives and songs. They also said that Oral Literature unites us all as Kenyans. The researcher can then conclude that, Oral Literature is very crucial in all people's lives.

4.6 TEACHING LITERATURE IN SECONDARY SCHOOL

Respondents when presented with items that elicited data their responses on the teaching of Oral literature in secondary schools had almost the same views and ideas. Table 5 illustrates this avidly.

Table 5

Responses on teaching Oral Literature in secondary schools

Item	*SA* %	*A* %	*UD* %	*D* %	*SD* %
Oral literature should continue being taught in secondary schools.	49	54	-	-	-
I find oral literature lessons very interesting and educative	47	53	-	-	-
Oral literature should be taught only to primary school pupils.	-	-	30	-	70
I find oral literature simple.	10	90	-	-	-
I find oral literature only consisting of animal stories.	-	-	47	-	53
I find oral literature having too little to analyse.	-	-	45	-	55

From the above table 49% strongly agreed and 51% agreed to the fact that Oral Literature should be taught in secondary schools. 49% strongly agreed and 53% agreed that they find Oral Literature interesting and educative. 70% strongly disagreed and 30% disagreed with the fact that Oral Literature should only be taught to primary schools pupils. 10% strongly agreed and 90% agreed that Oral Literature is not a complicated subject. While 53% strongly disagreed, and 47% disagreed with the fact, Oral Literature only consists of animal stories. And lastly, 55% strongly disagreed and 45% disagreed with the fact that Oral Literature has too little to analyse. All these indicate clearly that, learners find Oral Literature useful and that it should be taught to them. The researcher then draws the conclusion that, learners have a positive attitude towards Oral Literature and that they wish to have it taught in secondary schools.

4.7 THE CONTENT OF ORAL LITERATURE

The researcher too wanted to find out whether students have any knowledge on what oral literature entails. The findings were as follows:

All the students said that, oral literature consists of:

- Songs
- Narratives
- Drama
- Dances
- Poems
- Tongue twisters
- Riddles
- Proverbs

A student said:

> *Oral literature entails learning about our culture, best ways of interacting with one another and learning about other people's culture and way of life.*

On the same item another student said:

> *Through oral literature we study our cultures, know our moral standards and gain command of language.*

Another student reported:

> *Oral literature entails spoken or acted or performed art. Its media like that of written literature is words. There is oral performance and oral composition. There is thematic expression in oral composition. That oral literature entails the study of man/woman and their behavior over the past, which also affects the futures. We learn more on how we have lived in the past, how we should live presently and in the future.*

Table 6

Responses on attitude of learners

Item	*Yes* %	*No* %
I enjoy leaning oral literature.	88.3	12
I find oral literature useful in/outside class.	86	14
Oral literature should be taught in secondary schools.	80	19

Table 6 shows that, majority of the students have a very positive attitude towards oral literature. Below are some of the reasons they gave as to their positive attitude towards oral literature:

> *Besides enjoying it, it gives actual facts of life, their is where we call a spade a spade and say all about life without eliminating or exaggerating any part of it, no matter how good or shameful.*

Another student said:

> *I learn different experiences through it and hence fair knowledge. It helps me understand man better and his environment, this is where he lives the life the way he does and I also learn better ways of communication. There is always something new to be learnt and be related to real life situation.*

However, a few students who expressed a different view gave the following reasons:

> *It's demanding and sometimes boring and some teachers are not creative.*

At the same time, the searcher can conclude that, majority of the students in Bahati Girls Secondary School enjoy learning oral literature.

4.8 IMPORTANCE OF ORAL LITERATURE

Respondents were also presented with items on the usefulness of oral literature in and outside class setting. They came up with varied responses as follows:

> *It is not only help in enhancing my reading and speaking, writing and listening skills, it also imparts good moral values from which I learn many things concerning the real life situation.*

On the same item, another student had this to say:

> *In class, it is a source of education: students are taught how to live through its elements and especially social education. Outside class, it is used to express the approvals and disapprovals and control of social behaviour. It also helps us to appreciate one another and hence respect each other's cultural practices, this way we promote national Unity.*

On the contrary to the majority of the students a few students find oral literature boring and thus not helpful. All the same the respondents are saying oral literature is helpful in an outside class setting.

4.9 METHODS OF TEACHING ORAL LITERATURE

In addition, the researcher sought to establish the learners' view on whether they should learn oral literature and the methodology they prefer from their teachers on this issue. 145 students said YES they should learn Oral Literature, while only 35 students said NO. Those who said yes had reasons to give, and on the same line, those who said no had reasons too. Below are the reasons that they gave.

Table 7
Responses of students on learning Oral Literature

Reasons	*n*	*%*
Helps us to be round students-behaviour and social life.	20	11
Entertains me.	10	6
More time should be given to the lessons of Oral literature.	10	6
I learn other people's culture, family backgrounds, values and beliefs.	60	33
It enhances my interpretation skills hence helping me comprehend other subjects too.	60	33
I pass my exams better.	20	11

Table 7 clearly shows that learners have diverse reasons as to why they strongly think that oral literature should be taught in Secondary schools. However, 35 students out of 180 students thought otherwise. They had reasons too. One of them said:

> *Oral literature is boring and some teachers don't make oral literature classes interesting in many cases.*

This thought was shared among majority of the students what is expressed by those who don't seem to enjoy Oral Literature calls for the teachers' efforts to make the lessons interesting and enjoyable. Many teachers can achieve this without much straining. Students too must cooperate with their teachers otherwise, learning may not be easy. All in all what the respondents are saying is that, Oral Literature holistically helps them to be all-round students.

4.10 CONTRIBUTION OF ENGLISH GRAMMAR IN THE INTERPRETATION OF ORAL LITERATURE

Asked to give their views on whether oral literature should be integrated with grammar and whether grammar has any contribution towards their understanding of oral literature, the

learners said Yes (159 students) while others (21) said No. One of the students who said yes supported her point:

> *Through grammar, we learn about tense, similes, metaphors, irony, satire and other stylistic devices that comfortably help me to interpret literature and other subjects in general.*

Another student said:

> *Grammar perfects my language and opens up my mind in such a way that am able to understand and apply the knowledge learnt in grammar in interpreting oral literature.*

Still on the same item, another student said:

> *Through grammar, one is able to read fluently getting the meaning and understanding any given work of oral literature, hence better analysis and what more does one need?*

In other words respondents are saying that grammar is quite essential for them to read and understand Oral Literature and any other subject as it were.

Below are the reasons that the learners gave as to why grammar should be integrated with literature.

Table 8

Reason for Integration of Grammar and Oral Literature

Reasons	***n***	***%***
We learn writing skills necessary in oral literature	40	22
Speaking skills- very essential in oral literature.	80	44
Interpretation of essays and comprehension.	30	17
We are able to use language creatively	30	17

What the respondents are saying is that, grammar should be integrated with oral literature or literature in general.

Contrary to the majority though said No; that oral literature should not be integrated with grammar, one said:

> *Without grammar, one can never do any written work in life. However, I feel that it should mot be integrated at all. Yet another student said, without the knowledge or proper grammar, it will be extremely difficult to communicate in English. Grammar helps us to interpret oral literature critically, but strongly feel that, it should not be integrated with grammar.*

In conclusion majority of the learners appreciate grammar in relation with Oral Literature. For many, grammar is the raw material of literature, without which comprehension of any other subject may be very hard. However few students feel that each subject should be taught on its own though both are crucial.

Asked what should be done to improve the teaching and learning of oral literature, students had the following to say:

> *Apart from reading books, there should be opportunities for us to go out to the field, visit some old people in the villages and research more from them.*

Another student said:

> *Oral literature is very important in our lives, however our teachers should try to get new and more interesting ways of teaching oral literature, for example: let the lessons be lively and interesting, there should be variety of activities not just lecturing as we listen, we should have trips outside class, we should have enough and quality books and materials and lastly, oral literature should be given more time not just one period per week. We also enjoy dramatizing what we learn. It helps us understand better.*

This shows that students are not completely satisfied with the methodology used by their teachers. That teachers need to walk an extra mile and make oral literature lessons

interesting. They also express the fact that, oral literature should be related to their real life situations. This calls for teachers, to use relevant illustrations and examples while teaching.

4.11 THE ATTITUDE OF LEARNERS TOWARDS FASIHI IN KISWAHILI

Among 180 students, 133 students said they enjoy fasihi, while only 47 students said they don't enjoy fasihi. One of the students said:

> *Fasihi is my pride, I get to learn our national language. It helps me know what Is required of all citizens hence promote national unity."* Another student had this to say on the same issue: *"Fasihi entertains, teaches us moral values, helps me to be critical in my thinking and also it helps me to boost my mastery of the language through the aspects of style and vocabulary, thus, I can write better "inshas". It also helps me to be imaginative and creative and have logical flow of ideas while writing.*

However, students who said they don't enjoy fasihi had this to say:

> *There is no summarization done as in English, hence fasihi becomes very hard. It also has some boring books that are hard to understand, even though the themes in them deal with real life experiences.*

Table 9 illustrates this better.

Table 9

Learners' Responses on Fasihi

Reasons	***n***	***%***
Fasihi is interesting.	40	22
fasihi deals with real life experiences	80	44
Fasihi deals with real life experiences	50	28
Fasihi promotes national Unity	10	6

From table 9, the researcher drew up the following conclusion:

- That majority of learners enjoy *Fasihi.*

- That *Fasihi* educates them on all aspects of life, for example: love, poverty, responsibilities and life in general.

It is therefore clear that learners appreciate *Fasihi* greatly.

4.12 SIMILARITIES BETWEEN FASIHI IN KISWAHILI AND LITERATURE IN ENGLISH

Learners were also asked to give their views on any similarities between Fasihi and Literature. In response, 157 students said there are similarities, while only 23 students said there are no similarities. One of the students had this to say:

> *They both teach us good moral values, about life revolving around people of different culture and background. They also improve our skills in Kiswahili and English.*

Another one said:

> *They both address real life situations, for example: corruption, relationships, love morality and many others. They both use stylistic devices and require critical analysis.*

The table below illustrates these points fully.

Table 10
Responses on similarities between Fasihi and Literature

Reasons	***n***	***%***
Both teach us moral values.	80	44
Both address issues in the society, for example love, corruption, morality and others.	10	6
Both require use of stylistic devices and critical analyses.	80	44
Both are interesting and educative	10	6

What the responses are saying here is that, there are similarities between Literature and Fasihi. Both subjects are very realistic in the lives of all human being.

4.13 EXAMINING ORAL LITERATURE

Asked whether there should be an exam on oral literature, learners reacted differently. 90 students said there should be an exam, while the rest 90 said there should be no exam. One of the students wondered:

> *How do you expect students to be serious with a subject that is not tested /examined? Examinations should be there to make us stick to our books, be attentive in class and achieve our goals.*

Another student commented:

> *Exams are very useful, they help us see and realize out abilities in certain skills which are important in making a choice in out careers.*

In other words these students are in the same line. They truly fell that there should be an exam on Oral Literature.

Those who said there should be no exam had this to say:

> *Personally, I feel oral literature should be a guideline on how people should take life in different lifestyles and so probably like guidance and counselling there should be no exams.*

Another student said:

> *Oral literature should be a way of informing students of their past life.*
>
> *real life situations and solutions, hence examination is not necessary.*

Table 11 gives a better illustration on this point.

Table 11
Responses on examination on Oral Literature

Reasons	***n***	***%***
There should be an oral exam.	10	6
More time should be given to oral literature exams and lessons.	80	44
Oral literature should be applied and not tested.	50	28
Exams must be there otherwise students will not be serious at all.	40	22

In conclusion, it is clear that half of the students felt that there should be exams on Oral Literature while the rest half disagreed.

4.14 SUGGESTIONS TO IMPROVE LEARNING AND TEACHING OF ORAL LITERATURE

Lastly the researcher sought to establish from the students what they thought should be done to elevate the learning of oral literature. Most of them reported that, teachers should be more creative that they should make the lessons more interesting, that more quality books should be published and that they should be allowed to go out and visit different people, cultures and communities.

One of the students said:

> *More students' activities should be added, for example: creative groups should be formed, and learners should be given opportunities to narrate stories and even come up with own compositions.*

Another student had this to say:

> *The students should be more involved in learning; for example, we should be allowed to dramatize the stories and even modify them in our own creative ways.*

Another student added:

> *Quite frankly I can say that, oral literature and what it entails is not all that bad, but I strongly feel that, lessons on oral literature should be given more time and made more lively whatsoever.*

Another student yet said:

> *This goes to the policy makers: they should know that we require quality books that are more elaborate and advanced and also when teachers are choosing books for us, they should consider this point. We should also be allowed to visit cultural centers like Bomas of Kenya.*

What the students are saying here is that, teachers should walk an extra mile, come up with activities and make the lessons more interesting and learner cantered.

4.15 THE RESPONSE OF THE LANGUAGE TEACHERS ON HOW THEY CARRY OUT TEACHING OF ORAL LITERATURE AND FASIHI IN KISWAHILI

Language teachers were also interviewed. There are only three English and two Kiswahili teachers. Each teacher was interviewed individually. One of the English teachers Form II, III and IV said she had been in the school for two years. In her teaching methodology, she said that she uses charts, real life situations in illustrations, dramatization, discussions, presentations, questions and many others. She also said that grammar is a tool and vehicle towards learning oral literature, fluency in oral literature and analysis for better interpretation. She also said that, activities like debate, drama, school magazines help students to discuss without fear, to be articulate, fluent, communicate confidently, put forward suggestions and exchange ideas. She also said that she enjoys teaching oral literature and that students participate and enjoy learning oral literature. She also has no problem with the performance of learners in oral literature. The only problem she experiences is the fact that many learners are not able to come up with stories, songs, proverbs etc using their mother-tongue.

Another English teacher, who has been teaching for four years – Form I, II, III, and IV, said she also uses the same methodologies, but she added the fact that, while teaching oral literature she makes sure that learning is learner centred. While teaching, she realizes that there is no superior culture than the other and its good for all of us to have an identity, to be proud of African cultures, moralities, teachings and values expressed through oral literature. She also concurred with the fact that newly introduced syllabus is very helpful. This is because oral literature is given a special place. It will now be taught from form one to four

instead of being introduced when one is in form two. Because learning should be gradual, this will help learners learn step by step instead of hurried learning. This will better their performance greatly. She also added that she makes sure that the atmosphere in class is relaxed and learners are free to communicate and participate fully.

In addition, the English teacher Form I & II also expressed the same views as the other two teachers. He however stressed that oral literature is meant for the following:

- To help us understand ourselves, our roots, history, cultures for continuity sake.
- Promotes social education.
- Entertainment.
- National building and unity.

Political power – in that one can use oral literature to attain change or even empower people; and this is what he struggles to inculcate in learner's minds every now and again. Concerning his methodology, he also stressed the fact that there are some skills to be given to the learners as they start learning oral literature specifically:

Improvisation –that a performer should be able to alter a performance depending on circumstances and interest in a particular environment,

Oral formula: that learners learn specific formula in oral literature like "once upon a time an opening formula in story telling or "And they lived happily ever after – closing formula.

They should also learn the skill of repetition for emphasis purposes.

Emotional intensity – as in, mood, happiness, sadness- depending on the intended mood.

Facial expressions, gestures, mimicries, costumes and dramatic body movements – these are unique for oral performance to enhance the performance.

Dance style – used in songs to emphasize on the effectiveness of delivery.

And lastly he emphasized the point that, the above listed points cannot easily be created in other subjects or writing. They are meant for oral performance. These are skills that all of us need to have in life.

As mentioned earlier, there are only two teachers of Kiswahili in Bahati Girls secondary school. They both teach form I to IV. They have both been in that school for eight years. In teaching, I realised that, they use the same methodologies as English teachers only that, in Kiswahili, they teach typically in Kiswahili and no other language is used except when necessary.

All the teachers however confessed that, they have peace of mind and a very conducive working atmosphere and this is why they feel free and ready to work whole-heartedly. They said that by the end of the second term, they make sure that the syllabi are fully covered, so that by the third term, they just revise and prepare for the exams. They also said that, they are self-motivated and felt that the administration should look into this aspect. They felt that they need some trips and any other mode of motivation. They however have enough materials and motivation from the students because they are ready to cooperate and learn. They suggested that they should have houses near the school and since the school is far from the main road, they should be picked by the school bus in the morning. They are however given tea and lunch. Despite all the facts, the teachers are very ready to help the learners achieve their goals.

4.16 OBSERVATIONS ON TEACHERS/STUDENTS INTERACTION

The researcher had a chance to sit in 12 classes and observe what happens in class in Bahati Girls Secondary School. She sat in eight grammar, literature and oral literature classes. She sought to find out the interaction between teachers and students, learners' response in learning oral literature, grammar and literature in general, interaction among the learners, methods used in teaching and whether they have enough materials for teaching and learning.

The researcher observed that, learners were very free to interact with their teachers, asked questions freely, answered questions and enjoyed the lessons greatly. In one of the liturgy classes whose discussion was based on the analysis of Aminata, this is what the researcher observed:

Teacher:

> *Do you think what is presented in this book- Aminata is relevant to us and the entire society in anyway?*

Student:

> *Yes Mwalimu, as doctor Mulemi in the book says, that before one get married he/she should be ready t be confronted with mouths to be fed, mouths to wail, mouths to moan and grown and mouths to be comforted, I feel this is real, and this is what is happening in each and every family in our society today.*

Another student:

> *In any case Mwalimu, Aminata is a reflection of exactly what many men and women experience everyday. Look at Aminata, her relatives and for this matter her uncle who wishes her the worst. He doesn't want her to pursue her education and bring any change in the society because she is a woman. How many women are overlooked today?*

Third student:

Look at aunt of doctor Mulemi Keziah, her interest is children, not just one child but many. Doctor Mulemi and Aminata have different views and ideas about children on the contrary. And Keziah is typical of our grandparents (cucu's). This is what we experience in most of our families.

Teacher:

So we have said that the play. Aminata is representing each one of us in the society. It presents all aspects that require human being as main character. Aspect of love, family life, conflicts in the society and many others.

On the whole, the researcher concluded that learning in Bahati Girls is fun, humorous and interesting. In addition this was the observation in one of the Oral Literature classes. The discussion as follows:

Teacher:

Why do you consider Oral Literature Important in our life?

First student:

When I was young, my grandmother used to narrate to me so many stories. If I ever did a mistake, I was always corrected by use of a story. Oral Literature entails narration; hence it is a reflection of our daily lives.

Second student:

When I joined form one. I was extremely shy. I could not speak before my classmate, not even before my teachers. But today I can speak anywhere confidently. All these changes have come as a result of discussions and involvement in Oral Literature classes. Besides, I have really improved in my reading, listening and writing skills.

Third learner:

I concur with my friends Mwalimu, and I also want to say that through Oral Literature one can do almost anything. Look at the politician, they use the power of speech, narration, riddles, proverbs and many others aspects of Oral

Literature. In the churches, we use stories, parables, songs, poems, and many others. This is the power of Oral Literature.

Fourth learner:

No one can live without communication unless he or she is differently able and in this case we cannot blame the person

Teacher:

What all of you have said is true. Oral literature is a basic guide in our lives.

From such a discussion the researcher observed a very conducive class atmosphere where by learners are free and not afraid. She realized that they were informed and conversant with the text discussed in class.

In fasihi class form four the learners were discussing and analyzing the novel -- *Kitumbua Kimeingia Mchanga.* The researcher observed that, the discussion took place purely in Kiswahili. She realized that the learners were very clear and conversant with this particular text. One student guided the discussion, while the other gave their views. The book discusses: love, relationship and responsibility. After their discussion, the teacher came in and enhanced the point discussed, added a few others and corrected where the learners were wrong. Learners discussed confidently, and this made researcher to conclude that they relate well and wish to attain the goals as one and not as individuals.

This is achieved because the teachers are able to make the lessons learner centred; students are actively involved and conversant with the texts being discussed: *Aminata, man of the*

people, short stories and encounters in English; and Walenisi, Kiu and Kitumbua Kimeingia Mchanga in Kiswahili.

In oral literature classes specifically, the researcher realised that, learners had a very positive attitude towards oral literature. They consider oral literature and spoken because it largely depends use of words, performed art which is transmitted orally, because it largely depends on actual performance. She realised that, learners too look at oral literature as a reflection of everyday activities, experiences, conditions and concerns; for example, love, happiness, hope, sadness and many others. All these are exposed through songs, stories, proverbs, riddles, poems, parables and all these are the aspects of oral literature. This was basically observed in all the classes that the researcher had an opportunity to attend. One very important aspect that came up in form four oral literature lesson was that, oral literature plays a great role in nation building. This was due to the fact that, they learn different people's cultures, values and hence appreciate and understand each other better. They also came up with the fact that oral literature can also be used as a political power to attain anything; for example: change – which can be achieved by use of relevant plays, songs, narratives, poems and others. This is a clear fact in our society today.

The researcher established that, learners interact freely in group discussions in and outside class set up. She also found out that the teachers used different and variety of methods while delivering: Examples: use of questions, discussions, demonstrations, illustrations, teaching and many others. All the above made lessons interesting, humorous, and enjoyable and learning was fun. The researcher too noted the fact that, the learners had enough text books

in grammar, literature, oral literature, and Kiswahili and fasihi lessons. This was very encouraging since it made the classes organized, neat, spacious and controllable despite that large numbers. The above observation was made both in English and Kiswahili lessons that the researcher observed.

4.17 DOCUMENT ANALYSIS

(i) Students Note books

In this areas, the researcher sought to find out whether learners are given enough, relevant and detailed notes, basically in oral literature, grammar and *fasihi*. Having had a critical look at the student's notebooks, the researcher realised that, the learners are given, logical, connected notes, which are relevant to whatever subject the teacher is teaching. The researcher had a look at form four grammar, literature and fasihi books in forms II III and IV. She realised that, the notes are basically dictated to the learners after the class discussions and learning. She also realised that the teachers give the learners real life examples, relevant and to the point. She also realised that, each aspect of English and *Kiswahili* it its own notebook – fasihi; *Lugha*, English Grammar, Literature and oral literature.

(ii) Teachers schemes of work and lessons plans.

In this area, the researcher was interested on time allocation, objectives, references and learning activities and genres of literature form II, III and IV. In Bahati Girls, lessons start at 8.30 am to 4.00pm. They have nine lessons per day. The researcher realised that, teachers have both schemes of work and lesson plans with well proposed objectives that are tried to be realised by and at the end of the lessons. The teachers use variety of books and variety of

activities in teaching. They have enough reference materials and that each lesson is forty minutes and the teachers creatively use this time in their own ways. Form I and II have six hours per week for English language, while form III and IV have eight hours. It is then upon the teacher to make sure that all the aspects if English are taught and given enough time. The present genres of literature include, Man of the people, *Aminata* and short stories and encounters in English literature, while in Kiswahili they have *Walenisi, Kiu* and *Kitumbua Kimeingia Mchanga.* This conclusion of time allocation was reached after the researcher had a meticulous look at the master timetable.

(iii) Performance of the students (highest – lowest)

Lastly the researcher wanted sought to establish how the school has been performing in the previous years (English and Kiswahili).This was meant to allow the researcher compare the performance of languages hence establish learners attitude towards language. This is so because mostly the attitude of learners will affect their performance as well. This is what she found out:

Table 12

Performance in English since 1995 -2002

Year	*Grade*											*Mean score*	*Mean grade*	*No of Students*
	A	*A-*	*B+*	*B*	*B-*	*C+*	*C*	*C-*	*D+*	*D*	*D-*			
1995	-	-	4	8	7	13	3	7	1	2	-	7.1	C+	43
1996	-	3	13	10	13	6	3	1	1	2	-	8.8	B	46
1997	3	4	11	16	7	1	1	-	-	-	-	9.4	B	43
1998	-	-	3	16	13	9	1	-	-	1	-	8.1	B-	43
1999	-	6	8	15	15	3	-	-	-	-	-	8.89	B	47
2000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2001	1	2	13	29	22	5	-	-	-	-	-	8.83	B	73
2002	1	10	10	9	10	4	-	-	-	-	-	9.34	B+	44

Table 12 clearly indicate that, English performance over the years shown has been improving each year. However, in the year 2000, the school did not get results. The researcher established that there was a problem basically in chemistry practicals as the administration and the teachers explained. The improvement over the year was due to the hard work and seriousness of both teachers and students. The headmistress reported that, teachers are self-motivated and that she makes sure all is fine since teachers are ready to work and cooperate. She commented:

> *I think teachers take their duly responsibility of their work. This helps to do the work in the office without much straining.*

She also said that, all the activities carried out in the school are meant to improve learning in all subjects. From all the above the researcher concluded that learning in Bahati Girls Secondary School involves administration, teachers, students and their parents at large. This way they all find it easy to interact with one another and learn seriously, the result being good performance.

Table 13

Performance in Kiswahili since 1995-2002

Year	*Grade A*	*A-*	*B+*	*B*	*B-*	*C+*	*C*	*C-*	*D+*	*D*	*D-*	*Mean score*	*Mean grade*	*No of Students*
1995	1	2	5	9	14	10	3	1	-	-	-	8.2	B-	43
1996	3	8	11	10	8	2	3	1	-	1	-	9.1	B	46
1997	1	4	13	14	2	7	1	1	-	-	-	9.0	B	43
1998	3	10	15	8	3	2	-	-	2	-	-	9.6	B+	43
1999	-	-	6	11	13	8	7	2	-	-	-	7.89	B-	47
2000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2001	11	12	25	19	4	1	-	-	-	-	-	10.05	B+	73
2002	4	9	16	8	4	3	-	-	-	-	-	9.818	B+	44

Table 13 present the findings on the performance of Kiswahili over the years. It clearly indicates that Kiswahili has been improving each year. Teachers explained that, the

improvement was due to their hard work, cooperation from the learners and motivation from the administration. All the same, all the analysis from the year 1995 to 2002, shows that, learners and teachers work hand in hand and they always aim higher. As a result, Bahati Girls has been one of the best schools in performance we have in Kenya.

In a nutshell, the researcher established that learners and teachers in Bahati Girls Secondary School have a very positive attitude towards the learning and teaching of Oral Literature. She came to this conclusion due to the views presented by both learners and teachers on Oral Literature. Majority of the learners concurred with the fact that Oral Literature is a all-round subject. They also argued that Oral Literature helps them understand their culture and history, thus it promotes social education, entertains them, and helps in building the nation and that it is about of daily life and experiences. Besides, they also argued that Oral Literature improves their basic skills in learning. These skills include: speaking, listening, writing and reading. This is just a case study of Bahati Girls Secondary School which may not be the case in other schools. This is one of the reasons as to why the researcher calls for more research in other schools in chapter five.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary of the findings, conclusions, recommendations and areas for further research.

5.2 SUMMARY

Basically the study set out to establish the attitude of learners and teachers towards the learning and teaching of Oral literature. The researcher was guided by several questions:

- What are the attitudes of teachers towards the integration of grammar and literature?
- What are the attitudes of learners towards the learning of Oral Literature?
- What are the views, expectations of learners in the learning of Oral Literature?
- What activities can enhance and motivate learners in an Oral Literature class? Among others.

The researcher used survey and case study designs. The targeted population included the headmistress, language teachers and students of Bahati Girls Secondary School. The sample had 180 student, 5 language teachers and the headmistress. The sampling procedure was purposive.

To elicit data the researcher employed the use of questionnaires, interviews, and document analysis. Data was then analyzed by the use of both qualitative and quantitative techniques.

This included discipline statistic, frequencies percentages and measures of central tendencies. The qualitative data was analyzed by use of remarkable quotes gotten from the respondents. Observations and information elicited from the respondents.

CONCLUSIONS

From the entire research, the researcher concluded that, teaching Oral Literature is just like teaching any other subject and that it should be given enough time. She also made a conclusion that teachers and learners in Bahati Girls Secondary School enjoy teaching and learning of Oral Literature. That teachers and learners work hand in hand in order to create a positive attitude towards the learning/ teaching of Oral Literature. Teachers on the other hand must try their level best to make their lessons very enjoyable and interesting. Learners must also cooperate with their teachers and one another for better learning. Parents and the entire society are also called upon to assist their children and the teachers. Together they will then stand.

As a result of the investigation done, it is found out that learners of Bahati Girls Secondary School have a positive attitude towards oral literature. It is also found out that, the teachers have a positive attitude towards the teaching of oral literature, fasihi in Kiswahili and generally, they are self motivated and motivated by the learners as well. The atmosphere too is truly conducive for both teachers and learners to teach and learn comfortably.

Despite the majority of the students having a positive attitude towards learning of oral literature, a few though expressed a negative attitude. They complained about the methodology of the teachers and generally said that sometimes it is just boring. Some said

they would wish to have a variety of books, not just a few. They also had a point to the policy makers in the country that they wish to have quality books with variety of detailed aspects on oral literature. This sediment was also expressed by the teachers.

Despite all the above, the researcher found out that, generally learners and the teachers are ready to learn and teach, and together help each other to attain their goals. So far the school has been one of the best in the country.

All the same, the researcher established out that, learners and teachers of Bahati Girls Secondary School have a very positive attitude towards the learning and teaching of Oral Literature. Majority of the learners and teachers though had a point directed to the policy makers they said that they would wish to have a variety of books, not just a few as is the case. They said that, these books should be relevant, detailed and quality books. Learners also said that teachers should try and make the lessons humorous and interesting

RECOMMENDATIONS

The researcher makes the following proposals as a means to promoting a positive attitude towards oral literature for both learners and teachers in any given school in Kenya:

- The government of Kenya through policy makers should make sure oral literature has enough, detailed, interesting, and relevant books.
- In the same vein, the government should make sure that, teachers are distributed to schools equally. This is to avoid inconsistence of teachers. If there are changes to be made, the government should give teachers enough time to do so.

- ❖ It also recommends that teachers try to make their lessons interesting and use real life situations to help learners understand and appreciate oral literature.
- ❖ The students in all secondary schools should be able to cooperate with their teachers, parents and each other to provide the best leaning atmosphere.

5.3 AREAS FOR FURTHER RESEARCH

After coming up with all the above work, the researcher recommends the following areas for further research:

- ❖ The researcher recommends that further study should narrow down, in detail, on the attitude of learners and teachers towards the learning and teaching of oral literature.
- ❖ Further studies should also aim at investigating different schools so as to help or bring to awareness, the importance of oral literature. That it is not just a by the way subject, but a reality in out society.
- ❖ The policy makers also need to know that, learners and teachers are asking for more relevant, quality books for oral literature.
- ❖ Due to limited time, this was a case study, but it is recommended that, other schools can also be studied in comparison to Bahati Girls Secondary School, so that a general observation is made.
- ❖ The possible ways of revamping and elevating oral literature should be investigated. This is believed, will go along in improving or creating a very positive attitude towards oral literature.

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Appendix A-1

St Mary's University of Minnesota/USA

Christ the Teacher Institute for Education,

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Mbuvi Jane Mutave

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An Investigation of the Attitudes of Teachers and Learners towards Teaching and Learning of Oral Literature

Questionnaire for the Students

Dear Respondent,

I am Mbuvi Jane Mutave, a student of Christ the Teacher Institute for Education, of St Mary's University of Minnesota, Tangaza College. I am carrying out a study on the attitudes of teachers and learners towards teaching and learning of oral literature. The outcome of this study will help teachers of oral literature to establish how best they can teach oral literature so that learners appreciate and enjoy Oral Literature. It will also help the teachers to enjoy teaching oral literature. It will as well be a source for future inquiry.

The researcher assures you that the information supplied will be treated with confidentiality and used specifically for purposes of this research.

Instructions

Please check in the boxes provided by placing **X** in the appropriate box or filling what applies to you in the space provided.

Section A

Background Information

1 Gender Male ☐ Female ☐

2. Age
- ☐ 12-15
- ☐ 15-16
- ☐ 16-20
- ☐ 20-25

3. Class
- ☐ Form II
- ☐ Form III
- ☐ Form IV

Section B

Check one of the boxes by placing X in the appropriate space.

Key

- SA = Strongly Agree
- A = Agree
- UD = Undecided
- D = Disagree

- SD Strongly Disagree

Item	SA	A	UD	D	SD
I participate in Literature class wholeheartedly					
I participate in Music and drama festivals					
Extra-curricula activities help me to enjoy Oral Literature					
I find grammar classes very helpful					
Grammar makes me understanding of Oral Literature easier and clear					
Through Oral Literature, I am able to enhance my reading, speaking, writing and listening skills					
Oral Literature answers both physical and spiritual human needs					
Oral Literature helps me to know how various human societies tackled and solved their problems					
Oral Literature expresses a basis of truth, through narratives and songs.					
Oral Literature should continue being taught in secondary schools					
I find Oral Literature lessons very Interesting					
Oral Literature should be taught only to primary School pupils					
I find Oral Literature simple					
I find Oral Literature only consisting of simple animal stories					
I find Oral Literature having too little to analyse					
Oral Literature should be integrated with Grammar					

Section C

1. What does Oral Literature entail?

2. I enjoy learning Oral Literature.

   Yes ☐ No ☐

   Give reasons

3. I find Oral Literature useful in and outside the class setting.

   Yes ☐ No ☐

   Give reasons

4. Do you think Oral Literature should be taught in Secondary schools?

   Yes ☐ No ☐

Give reasons

5. English Grammar contributes a lot towards the interpretation and learning of Oral Literature.

Yes ☐ No ☐

Give reasons

6. What do you think should be improved in the teaching and learning of Oral Literature?

7. I enjoy learning *Fasihi* in Kiswahili

Yes ☐ No ☐

Give reasons

8. There are similarities between fasihi in Kiswahili and Literature in English

Yes ☐ No ☐

Give reasons

9. Do you think there should be an exam on Oral Literature?

Yes ☐ No ☐

Give reasons

10. Give any suggestions on what should be done to elevate the learning of Oral Literature .

Thank you for your responses and time

Appendix A-2

Interview Guide for the Headmistress

- Dou you carry any supervision while teaching is taking place?
- How have the students been performing in Grammar, Literature and Fasihi?
- What interpretation can you make out of such performance?
- Does the school participate in drama and Music festival?
- Is the School well equipped in so far as learning and teaching Grammar, Fasihi and Literature is concerned?
- Are there any extra-curricula activities that aid learners in the learning of Oral Literature?
- Do you have any suggestions on how Oral Literature can best be taught/how best the learners can enjoy Oral Literature lessons?

Interview Guide for Teachers

- How many years have you taught in this school?
- What subject do you teach?
- What kinds of learning activities do you use to aid learners develop a liking for Grammar, Literature and Fasihi?
- Is there any Programme in the school that is of any help and support in the teaching of Oral literature, grammar and Fasihi?
- In your opinion, what would help learners appreciate Oral Literature?
- What has been the KCSE performance in Grammar, Literature and Fasihi?
- Generally how do you find the teaching of Oral literature, English Grammar and Fasihi?
- How do learners respond to the learning of literature and Oral Literature?
- What is the learners' response towards the teaching of Fasihi?
- What challenges do you face while teaching Literature, English Grammar, and Fasihi?
- What attitude do you think your students have towards the learning of Oral Literature?
- What problems do you face while teaching Oral Literature specifically?
- What solutions do you suggest can be of any help to the problems that you face?
- Do you think there should be an integration of English Grammar and Literature in teaching?
- In your view, do extra-curricula activities aid in any way, in teaching Oral Literature?
- Do you enjoy teaching Oral Literature, Grammar and Fasihi?
- What methods do you suggest can be best applied to make literature classes interesting and real?

- As a teacher, what do you expect from the learners to help you to teach best? (Literature, Fasihi, Grammar).
- Give any suggestions on what should be done to elevate the attitudes towards the learning and teaching of Oral Literature?

Observation Guide

- Do students fear, respect or interact with teachers freely?
- Are the learners actively involved during the learning of Oral Literature, Grammar or Fasihi?
- How is the interaction of learner to learner, do they have discussion groups?
- What methods do the teachers use in class?
- Are there enough books for learners – grammar, Literature and Fasihi?

Document Analysis Guide

KCSE results of previous of previous years.

- Performance in Grammar and Literature (Highest mark/lowest mark, average)
- Comparison among the students- performance.
- Performance in Fsihi

Teachers' schemes of work and lesson plans

- Time allocation - Grammar/Literature.
- Objectives
- References and learning activities.
- Genre of Literature- form II, III and IV.

Student's notebooks

- Details – Are the students given enough notes
- Are the notes relevant

Thank you for your responses and time

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19 January 2004

To Whom It May Concern:

Sr. Jane Mutave Mbuvi, LSOSF (0037) is a fourth-year full time student in good standing at Christ the Teacher Institute for Education. In May, she will be graduating with a B.Sc.Ed. As part of her final semester, she is enrolled in a research seminar in education, during which she is to conduct research and gather informational data regarding various issues, leading to the writing of a major paper. Her lecturer for this course, and the person responsible for directing her research, is Mr. Simon Wachira, our Registrar and one of our lectures in Education.

Christ the Teacher Institute for Education is an institute in the School of Education of Saint Mary's University of Minnesota/USA. It is also an institute within Tangaza College, one of the constituent colleges of the Catholic University of Eastern Africa.

In order to accomplish her work, I respectfully request that you allow Sister Jane Mutave Mbuvi the courtesy of having access to your institution of program for the purpose of gathering data, all of which will be shown to and discussed with you.

Thank you for your kind consideration of this request. Please contact me if I can provide additional information, clarification, or amplification of anything above.

Sincerely,

Bro. Mark Ormond, SM
Dean of Studies
Christ the Teacher Institute for Education