

Teachers' Exposure, Training and Professional Preparedness on the Use of the Integrated Method of Teaching Oral Literature in Uasin-Gishu County, Kenya

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Abstract

This paper discusses the teachers' awareness, training and professional preparedness on the use of integrated methods to teach oral literature in secondary schools. The study was conducted in Eldoret Municipality, Uasin-Gishu County, Kenya. The target population was the teachers of Literature and English in secondary schools. All schools in the Municipality participated in the study through the questionnaire instrument. Out of these schools, simple random sampling was used to select twelve secondary schools within the Municipality to participate in the interview schedule and four schools to participate in the observation and recording schedule. The Convenient sampling technique was used to select teachers to be observed while teaching in class. Instruments of data collection were the questionnaires, interviews and observation schedules. Descriptive statistical techniques such as frequencies and percentages were used in the analysis of the data collected. It emerged that the teachers' understanding of the integrated method was in some cases very good, in others, good, average or poor. In addition, most of the teachers stated that none of the seminars or in-service courses they attended was specifically prepared for oral literature. The study is useful to both the teachers and students of Oral Literature in that it makes recommendations aimed at improving the teachers' knowledge on the use of the integrated method of teaching in Kenyan secondary schools. It is also aimed at improving the teaching techniques employed by teachers of literature and English.

Keywords: teachers' exposure, training, professional preparedness, use, integrated method, teaching oral literature, Uasin-Gishu county, Kenya.

INTRODUCTION

According to Nandwa and Bukenya (1990), Oral Literature refers to those utterances, whether spoken, recited or sung whose composition and performance exhibit to an appreciation degree the artistic characteristics of accurate observation, vivid imagination and ingenious expression. Indeed, Oral Literature plays a very important role in our society. The teachers of Oral Literature must therefore remind themselves of the important place they occupy in the life of their students and must always look forward to doing their best in their teaching.

A University of Nairobi Literature scholar Professor Ciarunji Chesaina has offered insights on the importance of Oral Literature in children's welfare and in reforming the country from the moral morass it has degenerated into. As cited in the *Sunday Nation* (2007, August 26), in an inaugural lecture entitled *The Role and Significance of Oral literature in Social and Psychological Development of Children*, Professor Chesaina engages the intersection of early childhood education, national morality, and the traditional African arts. She points out that children are not passive consumers of art. They are creative beings whose creativity and eagerness to learn is most acute in their formative years. Oral Literature,

she argues, can be used to harness the creativity of young people because it satisfies the child's educational and creative needs. She says that as an art, Oral Literature appeals to the child's senses and provides pleasurable experiences.

Chesaina (ibid.) contends that Oral Literature helps the student build confidence and self esteem besides improving the young person's communication skills and ability to act intelligibly and responsibly in society. Echoing the classical literally theorist Horace and modern African commentators such as Nadine Gordimer, Chinua Achebe and Wole Soyinka, Chesaina underscores that Oral Literature does not only delight through its beautiful use of language, but it also educates. Chesaina says that,

Literature has always been an important art of moulding children to fit within their environment and social milieu. The entertaining aspect has been utilized not only to make learning interesting but also to sharpen the creative genius of a child as he or she grows up and finds his or her niche within the various social boundaries.

Oral Literature for children boosts imaginative creation but only in constructive ways. It criticizes only those failures that we are responsible for and

laughs at human weaknesses that can be changed. Chesaina (ibid.) warns that failure to integrate young people into the society through oral literature might lead to psychological abnormalities later in life. Citing American psychiatrist Peck's book *The Road Less Travelled* (1985), she notes that to a young person abandonment means death. In one of his last books, *Glimpses of the Devil* (2005), Peck has shown that this sense of abandonment can lead literally to demonic possession. Chesaina (ibid.) insists that adolescents who exhibit anti-social behaviour should not be abandoned as they are grappling with issues of independence, self-esteem and self-reliance. All they need is an exposure to oral literature to shape their lives.

In most cases, teachers will always want to provide the best to their literature students, but several challenges have sprung up and have impeded the teaching, learning and the mastery of oral literature. Such problems include: negative attitude towards Oral Literature; lack of adequate teaching material and resources due to the sudden and rapid expansion of Kenya's education system to cope with the population growth; inadequate time to cover Oral Literature exhaustively, and lack of funds to carry out activities such as field work and research.

According to Mbiti and Ayot (1984), such factors have caused a drop in standards in all learning areas and more specifically in the areas of literature and English. For the teaching and learning of Oral Literature to be enjoyable and to be successful in schools, it is essential that the teachers and students understand why Oral Literature is so important in our African society and to understand how much it has contributed to our lives (Akivaga & Odaga, 1985). Many schools in Kenya have failed to provide appropriate opportunities for Oral Literature to flourish. This is so because the burden of improving the student's Oral Literature competence usually rests entirely on the shoulders of the Literature teacher yet, Oral Literature has meaningful contexts which can motivate learners in various subjects, especially the humanities.

Until its integration with English in 1986, the Ministry of Education viewed the teaching of Literature based on five parts, which included: Oral Literature, The Short story, Poetry, The Novel, and The Play. Initially, the teaching of Literature officially began in Form III with set books; however, there was often reading of Literature in form of class readers in Forms I and II. Generally, there was a haphazard teaching of Oral Literature in most Kenyan secondary schools. The Kenya Ministry of Education recommends that as a role of the Literature and Language teachers, teachers should have uncalculated enduring human values as necessary parts of the solutions of the problems that face man today. This

they can do only by sharing with their students the truths that are found in great imaginative Literature following sound educational practices. The teacher can start with the local Literature paying particular attention to Oral Literature, and then move on to consider the Literature of wider Africa, the black Diaspora and the rest of the world. For such a task to be accomplished the haphazard reading of a few Oral Literature materials can never be enough. Literature and Language teachers in Kenya are advised to use imaginative and appropriate Literature right from the early classes as a major means of learning both subjects.

The teaching of Oral Literature emphasizes on its relevance to the African society. Oral Literature is an experience that most students from genuine African backgrounds grow up with and live within their everyday lives (Akivaga & Odaga, 1985). Stories, proverbs, riddles and songs are told and sung to them from a very early age by parents, grandparents, brothers or sisters, relatives and even neighbours. When they are old enough they start telling stories themselves either at home or in school. They often listen to songs and other types of performances at various ceremonies, celebrations and other public or private occasions. Ordinary, everyday conversation, especially by the older members of the society, is strongly laced with proverbs, sayings and imaginative uses of language which qualify as oral literature.

Makila (1986) observes that a literal count of proverbs, riddles, and other sayings in modern novels and other works of art reveal an elaborate use of Oral Literature and therefore the teacher cannot afford to ignore Oral Literature. Even the mass media, like the radio and the television, transmit several programmes on oral literature. A fair number of Oral Literature articles have been published in books, which learners buy and read. Unfortunately, the average person's exposure to Oral Literature suffers from a number of serious shortcomings. First, it is irregular and unsystematic. The listener may be exposed to only one type and style of performance, which may not be the best. Secondly the rate at which the items are available can also be erratic. For example, one may be showered with stories or songs one night and then never to have any again for the next one month or more. Therefore, teachers of Oral Literature should expose their learners to a variety of Oral Literature material regularly.

Change of environment is yet another problem that learners face; for example, when they move from one school in a particular environment to another in a different environment. Change of environment often means that people are uprooted from some kind of tradition, sometimes when they are still very young, and relocated to one they may never really get a chance to appreciate or understand. This is the case

with children who grow up in boarding schools and others who, for one reason or another, have to move from their places of origin to settle in other areas, especially in urban areas. They either remain culturally rootless or depend entirely on the borrowing and aping of foreign cultures with nothing of their own to offer. This sad state of life and behaviour is what Okot p'Bitek has described as apen-manship (Nandwa & Bukenya, 1990). For this reason, the teacher of Oral Literature should provide a conducive classroom atmosphere where learners share their oral literature experiences.

Kabira and Mutahi (1988) observe that recently there has been a great deal of interest and concern in the preservation, recording and development of the Kenyan people's culture. Many people recognize that the development and the future of a nation depend on the ability of that nation to create a people firmly rooted in the best of their traditions. Such people are proud of themselves as individuals and as a nation. The beginning point of creating such a firm base is the study of Oral Literature in schools, a medium through which a people's values and philosophy of life are transmitted. Oral Literature helps the learner to appreciate the cultural roots of his society and gets equipped with a critical and creative awareness of his dynamic environment (Makila, 1986). The teacher should also note that Oral Literature can be an effective tool in enhancing other writing skills such as narrative and composition writing (Kenya Certificate of Secondary Education Regulations and Syllabus, 1995).

The Integrated Method

Cain (1991) views learning and teaching in a holistic way, since it reflects the real world, which is interactive. This interaction can be achieved through the integration of disciplines. The integration method is a great gift to experienced teachers and it is like getting a new pair of lenses that makes teaching a lot more exciting and helps them look forward into the next century. It also helps students take control of their own learning. This is so because the method is student-centred unlike majority of the teaching methods, which are teacher-centred.

Integrated subjects are taught in such a manner that they are almost inseparable. What is learned and applied in one area of one subject is related and used to reinforce, provide repetition and expand the knowledge and skills learned in the other subject. This process of synergistic teaching allows the student to quickly perceive the relationship between learning in all subject areas, and its application throughout the learning system. The integrated method, just like curriculum integration, can customarily take one of the four different forms of integration. These forms include: correlation of two or more fields of study, integration within a broad

field of study, interdisciplinary studies and trans-disciplinary programmes (Lewy, 1991). These four provide the essential ways by which integration can be achieved.

The integration of literature and English Language provides genuine and expressed samples of language in context. This helps the students to gain familiarity with many different linguistic uses, forms and conventions of the written mode. According to the Kenya National Examination Council syllabus (1992), reading literary works provides a rich context in which learners can acquire new vocabulary and knowledge of the rich possibility of language use. It also helps to develop the learners' critical thinking, which is a crucial element in intellectual development. In 1986, the Government of Kenya introduced the revised syllabus for teaching English and Literature as one subject. In the traditional system, that was the 7-4-2-3 system of education in Kenya, Literature and English language were taught as if no relationship existed between them. The revised syllabus under the system 8-4-4 on the other hand makes it possible for a teacher to deal with Language and Literature aspects in an integrated manner. The integrated method organizes content in terms of four Language art skills: Listening and speaking, reading, Writing

Training and Professional Preparedness of Teachers

The training of teachers plays an important role in an educational system, since teachers are central to the change process. Sifuna (1991) argues that a well-designed and effectively implemented teacher-training programme is the key element to the successful implementation and institutionalization of change programmes. He attributes failure of intended educational changes mainly to ineffective teacher training programmes. For example, in Kenyan teacher training colleges, the preparation of teachers to teach English language and Literature is done in such a way that English and Literature are taught as separate entities. This therefore means that the major challenges facing teachers as far as the integrated method is concerned can be traced back to their training. Teachers mainly use the lecture method and spend much time on dictating notes to the learners in the same way their lecturers emphasized on transmitting factual knowledge. This study therefore attempts to propose ways of bridging this gap.

The teacher is the most important person in the effective teaching and learning of Oral Literature. Therefore, it is important that teachers are well prepared to meet this challenge. However, the problem of how to integrate the diverse ideas from separate disciplines still lingers. To solve this problem, subjecting a teacher to specialized training on integration becomes very necessary. Studies

carried out in developed countries indicate that there is an important relationship between the approach to training in teachers' colleges and how student teachers and beginning teachers teach in their classrooms. Such studies include that by UNESCO (1993) which advocates for improved quality of intake and longer training programmes - two to three years.

According to Verspoor (1989) a well designed and effectively implemented teacher training programme was found to be the key element in the successful implementation and institutionalization of change programmes. No matter how carefully the curriculum and materials are planned, if teachers are not effectively trained on integration, the programme cannot reach its objectives. Good training goes a long way in ensuring that the teachers of English language and literature are well versed with skills of the integrated method. All other things being constant, teachers trained in particular skills perform better than untrained teachers (Verspoor, *ibid.*). Therefore, one can conclude that, if teachers of English language and literature are well trained in the use of the integrated method, then they will perform better.

Rationale of Integrating Literature and Language

In numerous classrooms today, students learn bits and pieces of knowledge and many of them leave formal education with no idea on how to apply this fragmented knowledge of what they have learned for many years in their school life to real life. This lack of connection and relationship among disciplines has been cited as a reason for a move towards an integrated curriculum (Jacobs, 1989). Almost every teacher has experienced the feeling that "there just isn't enough time to get it all in" or "the school day just isn't long enough for what I'm supposed to do." It seems that every year, there are more things added to the curriculum" This feeling of frustration is one of the motivating factors behind the development of an integrated curriculum. Most schools are moving towards the integrated method of teaching due to the forces in contemporary schools. Sifuna (*ibid.*) states that some of the factors leading to these changes are trends towards global interdependence, the interconnectedness of complex systems, the increase in pace and complexity of the twenty first century, the expanding body of knowledge, the need for workers to have the ability to draw from many fields and to solve problems that involve interrelated factors. According to Lipson *et al.* (1993), integration increases learners' motivation. Students are more interested in learning content that seems related and meaningful, as opposed to content that is fragmented and not related at all. The integrated method results into more inclusive learning, and enables the learner to confront problems that are ignored or slighted by the separate disciplines. It is also efficient, time saving and a carefully integrated curriculum

eliminates redundancy. Concerns about national achievement levels and the need for good performance in educational institutions have put the spotlight on any educational change that can lead to an increased student success. Therefore, there is a realization that curriculum integration may be an effective element in making education manageable, relevant and successful.

The brain research also points towards integrated learning. Cain (1989) looks at the brain processes that organize information. He states that the brain organizes new knowledge on the basis of previous experiences and the meaning that has developed from those experiences. The brain processes many things at the same time and holistic experiences are recalled quickly and easily. The movements towards a global economy and international connections as well as the rapid change in technology are pushing education towards integration. The ability to make connections, to solve problems by looking at multiple perspectives and to incorporate information from different fields will be an essential ingredient for success in the future. Lipson *et al.* *ibid.*, in support of integration, say that:

An enduring argument for integration is that it represents a way to avoid the fragmented and irrelevant acquisition of isolated facts and transforms knowledge into personally useful tools for learning new information.

In regard to what has been discussed in this section, this research investigated the teacher's knowledge and use of the integrated method in the teaching of oral literature and language.

The Need for Teachers' Training and Preparedness

According to the Kenya National Examination Council syllabus (2006), Oral Literature has been neglected and very little time allocated to it. Therefore, little content integration is achieved in its teaching and evaluation. Little effort is made by teachers to teach Oral Literature using the integrated method because they lack initial and continuing training to do so. Therefore, well trained teachers are important for a successful curriculum. According to Miruka (2002), teaching and learning Oral Literature in secondary schools is beset with many problems experienced by both students and teachers. One of these is the feeling that students do not find the subject relevant. In 2002, the Minister of Education, Mr. Henry Kosgey, lamented about the declining performance in English Language/Literature and Kiswahili, when releasing the KCSE results in February. He adds that:

I would like the education ministry, inspectorate division and teachers of these subjects to work towards improving performance. I believe this is an achievable goal.

There has been an outcry from the educationists on the falling standards of Literature and English language. According to the analysis of the KNEC Examinations performance in the years 2000 to 2003 of these subjects was very poor. The mean score for Literature was as follows:

- 2000 mean score was 17.43, which is a mean grade of E (Plain)
- 2001 mean score 18.26 a mean grade of E or D- (Minus)
- 2002 mean score 15.75 a mean grade of E (Plain)
- 2003 mean score 21.05 a mean grade of D- (Minus)

This poor performance is partly attributed to methods used by the teachers in imparting knowledge since these methods are mainly teacher-centred. It is hoped that the integrated method of teaching will achieve the desired performance since it is Student-centred. A number of researches done across the world have proven the superiority of the integrated method over the traditional methods of teaching in addition to the realization that curriculum integration may be an effective element in making education both manageable and relevant.

Cain (1991) looks at how the brain processes and organizes information. The brain organizes new knowledge on the basis of previous experiences and the meaning that has developed from those experiences. The brain processes many things at the same time and holistic experiences are recalled quickly and easily. He connects neuron psychology and educational methodologies. He states that the search for meaning and patterns is a basic process in the human brain and the brain may resist learning fragmented facts that are presented in isolation. This means that the integration of Language and Literature is a meaningful endeavour to most students, since brain research points towards interdisciplinary learning. In relation to the above, the purpose of this paper is to establish information on the training-related challenges that teachers of Oral Literature face when teaching using the integrated method.

LIMITATIONS

The author only worked with a limited number of teachers (67) due to time constraint. Given that very little or no documented research has been done on the use of the integrated method in teaching Literature and English in secondary schools in Kenya, the author relied on Literature from other areas like English, social ethics and education. In addition, with the sample area being a municipality, rural schools were cut off in the study. Furthermore, since the sample provided for a case study of only twenty-three schools out of a large number of schools in Kenya, the findings may not be generalized. Nevertheless, the study provides a general framework useful in

understanding and resolving issues pertaining to implementation of better methods of teaching.

MATERIALS AND METHODS

This study involved a survey of the teachers of Literature and English in selected secondary schools in Eldoret Municipality, Uasin Gishu County. It was a descriptive inquiry into the Oral Literature teaching/learning activities practiced by the teachers of English and Literature. It investigated the challenges faced by these teachers when using the integrated method. The focus was on their classroom instruction and interaction with students. The target population for the study was the secondary school teachers teaching the integrated Literature and English syllabus from Forms One to Three. Form Four was not considered because it was a candidate class and was busy with preparation for national examinations. Teachers were chosen because they are the major agents of curriculum implementation. Eldoret Municipality has a total of 23 functional secondary schools both private and public. Out of the 23, one belongs to the National category, four to the provincial, six to the district and twelve to the private category.

The study sample was obtained using stratified and simple random sampling techniques. All schools within the Municipality had an equal chance of being included in the sample group. Stratified random sampling was used to select twelve schools from each of the following categories for the interview schedule: Public secondary schools, and Private secondary schools. For observation purposes, forty-eight lessons were observed from the sampled schools. The simple random technique was used to pick on the teachers. If a school had more than two Literature and English teachers, then random papers were used. The papers had two Yes and the rest No response choices. The teachers who picked Yes participated in the observation schedule.

The author used questionnaires, interviews, observations and recording schedules as research instruments. Sixty-seven teachers out of the seventy-eight that received the questionnaires from the twenty-three Municipality schools responded to the questionnaire. Thirty-two participated in the interview schedule and 8 teachers were observed and tape recorded while teaching. For purposes of recording the lessons, good recording materials were obtained and quality tapes bought to ensure good sound quality. The classroom verbal interactions of the sampled teachers were then recorded on tape and the tapes kept for analysis. Each recorded cassette was marked on, the date of recording, the names of the teacher, the school, the class taught and the lesson number so as to avoid confusion during transcription. The author used only audio recording and not video

because the mention of video recording made many teachers shy away from the exercise.

For data analysis, the author transcribed the recorded lessons with the help of the observation notes, then typed and carried out content analysis. The transcripts were read several times to decide which categories to use in analysis and also to note which parts of the transcripts were to be considered as part of the data. The author decided that all utterances made by the teacher or students were to be looked at critically and given consideration as part of research data in relation to their relevance to the subject of study. The author settled on the sentence as a unit of analysis. Two types of lesson categories were developed: one type included Oral Literature elements occurring in language oriented lessons and the other included Oral Literature elements occurring in literature oriented lessons. The teachers' classifications of topics or sub-topics for each lesson were used to determine the naming of a lesson as language or literature. The categories were coded using letters and the type of schools using numbers. The scripts were read through several times and the categories applied to analyze the content. The points at which the Oral Literature elements or Language elements occurred were marked with the relevant code and a total of all elements occurring in each lesson were found. Tables of elements occurring in each lesson were drawn and interpreted. The responses from both the questionnaires and the interview schedules were coded. Frequency counts of behaviour reported were tallied and calculation of percentages of total responses was done from the frequency distributions. Conclusions were drawn from the questionnaire, interview, observation and recording schedules.

RESULTS

In response to what their highest academic qualifications were, 4 teachers indicated they had Masters' degrees, 19 had Bachelors degrees in Education, 4 had Post-Graduate Diplomas in Education and 5 had Diplomas in Education. When asked how long they had been teaching, 5 teachers indicated that they had taught for over 15 years, 11 teachers had taught for 10-14, 10 had taught for 5-9 and 6 had taught for 0-4 years. In response to the item which asked them if they are getting enough professional guidance on the teaching of Oral Literature, 19 teachers (59.4%) indicated No, 11 teachers (34.4%) indicated Yes and 2 teachers (6.3%) were uncertain. When asked to identify the people who provide them professional guidance, the teachers identified the following groups:

- Publishers from different publishing houses such as Oxford, Macmillan and KIE
- Long serving and experienced teachers of English language and Literature within the County (Uasin-Gishu)

- Guests invited through the District Education Office and the teachers resource centre (TRC)
- English language and Literature specialists from public and private universities
- Quality assurance personnel from the district education office
- Language and literature experts from KIE
- National examination examiners from KNEC

When asked to say how professional help is provided, the teachers identified the following ways: Through seminars and workshops, Through Symposiums and through Guide books. When asked if the professional guidance offers anything on oral literature, 23 teachers (71.9%) said Yes, while 9(28.1%) said No. Those who said yes identified the sections of Oral Literature as: Oral Poetry, Proverbs, Narratives, and Songs. When asked if oral literature is interesting to their learners, 19 teachers (59.4%) said yes, 11(34.4%) said no and 2(6.3%) were uncertain. When asked if they (teachers) enjoyed teaching oral literature, 31(96.9%) said Yes, none said No and 1 teacher (3.1%) was uncertain. When asked to identify the methods they used in teaching Oral Literature, they identified: Dramatization, Discussion, Group work, Question and answer, Field trips, and the Discovery method. Though majority of the teachers used the lecture method while teaching, they never mentioned it in the interview schedule. When asked to identify the problems they faced while teaching Oral Literature using the integrated method, the teachers mentioned the following:

- Lack of a well-defined syllabus for oral literature
- Urbanized learners who have no idea about their cultural backgrounds
- Negative attitudes towards oral literature
- The integrated syllabus does not provide a systematic approach to oral literature
- Lack of variety of integrated literature and English textbooks
- Inadequate time to cover both literature and English exhaustively
- Large classes and poor learning and teaching facilities
- Lack of funds to carry out certain activities such as fieldwork and research
- Integration appears complicated and therefore many pupils have a difficult time and need a lot of time to internalize concepts

When asked to comment on the preparation and training given to teachers on the teaching of Oral Literature, the teachers gave the following comments:

- The in-service courses, seminars and workshops, given to teachers are very few

thus leaving teachers not well updated with the new methods of teaching.

- The training and preparation of teachers has very little effect on the ability of teachers to integrate oral literature with other skills of literature and language.
- The integrated English and Literature syllabus is not seriously taught as a course of study at the university and other training colleges. This was confirmed from teachers who left teacher training colleges recently and had been in the field for not more than four years.

Teachers' Knowledge and Use of the Integrated Method

When asked to rate their understanding of the integrated approach, majority of the teachers indicated they understood it well as shown in this Table 1. Fifteen (22.4%) indicated that their understanding was very good, 35(52.2%) indicated that it was good, 11(16.4%) indicated average and a minority of 6 (9.0%) indicated poor. None indicated very poor. In response to the item which asked teachers if they enjoyed teaching Oral Literature using the integrated method, 57(85.1%) indicated that they enjoyed while 10(14.9%) indicated that they did not enjoy.

Table 1: Teachers' Understanding of the Integrated Method

Rate of understanding	No.	%
Very good	15	22.4
Good	35	52.2
Average	11	16.4
Poor	6	9.0
Very Poor	0	0.0
TOTAL	67	100

In response to the item on how often teachers used the integrated method while teaching Oral Literature, majority indicated they always used the method, 44(65.7%) indicated often, 14(20.9%) indicated sometimes and 9(13.4%) were not sure and therefore could not tell. Responding to the item which asked teachers the type of skills they integrated with Oral Literature, most of the teachers indicated they used most of the skills taught in class, such as summary, composition, drama, the novel, poetry and comprehension to teach Oral Literature.

Table 2: In-service Courses and Workshops that Covered Oral Literature

No. of Seminars / workshops	No. of teachers	%
None	18	26.9
1-3	49	73.1
4-6	0	0
7-9	0	0
More than 10	0	0
TOTAL	67	100

In response to the item which asked them why they used these skills, 18(26.9%) indicated for convenience, 35(52.2%) indicated they were easy to apply, 10(14.9%) indicated they used them because the ministry has recommended them and 4(6.0%) indicated that they used them because there was no other alternative. In response to whether they had ever attended any in-service course, 61(91%) indicated they had, while 6(8.9%) indicated they had not attended any. Most of the teachers also indicated there was nothing new on Oral Literature though the seminars covered both methodology and content.

DISCUSSION

Seventy-four percent of the respondents indicated that their understanding of the integrated method was either very good or good, while twenty-five percent had either an average or poor understanding of the integrated method. This response contradicted what the author observed in the classroom. In classroom observation the author noted that most teachers did not integrate Oral Literature with other aspects. They taught Oral Literature and other Literature and English skills as separate entities. The teachers' comments during the interviews also revealed that the integrated method was not clear to most of them. They argued that the integrated method entailed too much mixing up of issues and therefore only served to confuse both the teacher and the learners, especially where the teacher is not well conversant with the method.

In addition, it was noted that out of the many Literature and English language workshops and in-service courses given to teachers, very few covered Oral Literature. A number of teachers indicated that out of all the seminars and workshops attended, none of them covered oral literature. Majority indicated that only one to three covered Oral Literature and none indicated four and above. This was a clear indication that Oral Literature is not being given the attention it requires. The respondents were in agreement that Oral Literature needs a boost. It has been mainly treated as an oral skill in the new syllabus thus reducing its importance. The respondents therefore suggested that Oral Literature should be given more time and space in syllabus coverage. They also felt that more in-service courses were necessary to prepare teachers on the use of the integrated method. The teachers lacked exposure to this new method, new ideas on content and a variety of resources for their teaching and therefore went back to old methods of teaching. Ominde (1964) notes that teachers who are not orientated (those not exposed to current ways of teaching) tend to teach as they were taught.

In addition to in-service courses and workshops, teachers need close guidance and supervision by qualified and competent resource persons in the field

of Language and Literature such as subject specialists from Kenyan universities. The District Commissioner of Marsabit once said, "keeping in touch with teachers is the only way teachers' problems could be monitored and where possible solved." Such coordination can be achieved through the Ministry of Education, the inspectorate and through the district English and Literature resource centres in charge of teachers' coordination, arrangement of seminars, workshops and in-service courses.

In connection to professional support and preparedness, most of the teachers stated that none of the seminars or in-service courses they attended was specifically prepared for Oral Literature. Most of the seminars were on Language and other aspects of Literature such as the novel the short story the play and poetry. They only touched on Oral Literature in passing. In one of the seminars to the teachers of English language and Literature in Uasin-Gishu District, Professor Amateshe from Kenyatta University stated that, "oral literature is like a duck whose wings have been plucked off and it cannot fly high." He further stated that, "in the marriage of integration, Oral Literature is like a neglected first wife whose husband has taken off for younger wives."

It was noted that 19 teachers from the 32 sampled out for the study stated that they did not get professional guidance on Oral Literature, while eleven teachers stated that they did. However, those who got the guidance complained of the quantity and quality of the in-service courses. They stated that most seminars took one day, at most two days. This time is too little for quality and quantity material to be covered. Most of the facilitators rushed through their material thus denying teachers a chance to participate actively towards the curriculum of which they are the implementers.

CONCLUSION AND RECOMMENDATIONS

It is clear from the study that the teachers of Literature and English language are not adequately prepared to teach the new syllabus that involves using the integrated method. Half of those sampled out of the teachers had had less than 5 in service courses. A quarter indicated that none of the seminars they had attended had content on Oral Literature and two-thirds indicated that not more than three seminars had some content on Oral Literature. Despite the challenges, to some extent, the teaching of Oral Literature is being integrated with other aspects of Language and Literature in Kenyan secondary schools; although the teachers still hold onto the old way of teaching where English and Literature were taught as separate entities. The level of integration depended on the following factors:

- The category of school, whether public or private

- The topic taught, whether language or literature oriented
- The training and number of in-service courses a teacher had attended
- The teaching materials and techniques used

To enhance teachers' exposure and professional preparedness in using the integrated method to teach Oral Literature, the author recommends that the facilitators of the in-service courses should be qualified and well trained people who are experts in English and Literature and are well equipped with the methodology of these two subjects. Moreover, the in-service courses to teachers should be frequent, longer and well organized. Teachers from both private and public schools should also be in-serviced without bias. It is also crucial that universities and other teacher training colleges make the integrated course part of their training for student teachers of literature and language. Lastly, a summative evaluation should be conducted after an overall implementation of the integrated method to check whether or not integration is taking place.

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